



# MODULE

## ENGLISH GRAMMAR

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## **Foreword**

All thanks to Alloh, the Almighty, the most Merciful and Beneficent. Due to His Mercy and Blessing, the editor managed to complete this humble module. This module is structured based on the material learnt for non-English students program during the semester.

The main aims of this module is to make easier for students to understand and practice various exercises learnt. This module is divided into a grammar focus by explaining the basic patterns that students must understand in mastering English grammar patterns. It is also arranged by giving additional structures and written expressions in TOEFL. It is intended to improve the students ability in practicing the strategies of answering the TOEFL test. On the other hand, there are exercises that develop and enrich students' understanding of the learnt patterns.

This module still has many shortcomings. The editor is fully conscious that there are many limitations. In this regard, the editor welcome all positive and constructive feedback for the betterments of this humble module.

Many thanks to the secretariat of MKDU Bhayangkara Jakarta Raya University who gives the opportunity and direction to the editor in compiling this module. May Allah SWT always bless us for our efforts towards a better direction

Bekasi, July 25, 2022

Editor

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## UNIT 1

### SUBJECT VERB-AGREEMENT

#### GOAL OF LEARNING :

1. The students are able to determine subject of sentence.
2. The students are able to determine verb of sentence.
3. The students are able to make correct example orally and writtenly.

#### GRAMMAR EXPLANATION

##### Subject–Verb Agreement Rules

**Key:** subject = **yellow, bold**; verb = green, underline

Subjects and verbs must agree in number. In addition to the explanations on this page, also see the post on [Subject—Verb Agreement](#).

1. If the subject is singular, the verb must be singular too.

**Example:** **She** writes every day.

Exception: When using the singular "they," use plural verb forms.

Example: The participant expressed satisfaction with their job. **They** are currently in a managerial role at the organization.

2. If the subject is plural, the verb must also be plural.

**Example:** **They** write every day.

Sometimes, however, it seems a bit more complicated than this.

3. When the subject of the sentence is composed of two or more nouns or pronouns connected by *and*, use a plural verb.

**Example:** **The doctoral student and the committee members** write every day.

**Example:** **The percentage of employees who called in sick and the number of employees who left their jobs within 2 years** are reflective of the level of job satisfaction.

4. When there is one subject and more than one verb, the verbs throughout the sentence must agree with the subject.

**Example:** **Interviews** are one way to collect data and allow researchers to gain an in-depth understanding of participants.

**Example:** **An assumption** is something that is generally accepted as true and is an important consideration when conducting a doctoral study.

5. When a phrase comes between the subject and the verb, remember that the verb still agrees with the subject, not the noun or pronoun in the phrase following the subject of the sentence.

**Example:** **The student**, as well as the committee members, is excited.

**Example:** **The student** with all the master's degrees is very motivated.

**Example:** **Strategies** that the teacher uses to encourage classroom participation include using small groups and clarifying expectations.

**Example:** **The focus** of the interviews was nine purposively selected participants.

6. When two or more singular nouns or pronouns are connected by "or" or "nor," use a singular verb.

- Example:** **The chairperson or the CEO** **approves** the proposal before proceeding.
7. When a compound subject contains both a singular and a plural noun or pronoun joined by "or" or "nor," the verb should agree with the part of the subject that is closest to the verb. This is also called the rule of proximity.
- Example:** **The student or the committee members** **write** every day.
- Example:** **The committee members or the student** **writes** every day.
8. The words and phrases "each," "each one," "either," "neither," "everyone," "everybody," "anyone," "anybody," "nobody," "somebody," "someone," and "no one" are singular and require a singular verb.
- Example:** **Each** of the participants **was** willing to be recorded.
- Example:** **Neither** alternative hypothesis **was** accepted.
- Example:** I will offer a \$5 gift card to **everybody** who **participates** in the study.
- Example:** **No one** **was** available to meet with me at the preferred times.
9. **Non-count nouns** take a singular verb.
- Example:** **Education** **is** the key to success.
- Example:** **Diabetes** **affects** many people around the world.
- Example:** **The information** obtained from the business owners **was** relevant to include in the study.
- Example:** **The research** I found on the topic **was** limited.
10. Some countable nouns in English such as *earnings*, *goods*, *odds*, *surroundings*, *proceeds*, *contents*, and *valuables* only have a plural form and take a plural verb.
- Example:** **The earnings** for this quarter **exceed** expectations.
- Example:** **The proceeds** from the sale **go** to support the homeless population in the city.
- Example:** **Locally produced goods** **have** the advantage of shorter supply chains.
11. In sentences beginning with "there is" or "there are," the subject follows the verb. Since "there" is not the subject, the verb agrees with what follows the verb.
- Example:** There **is** little **administrative support**.
- Example:** There **are** many **factors** affecting teacher retention.
12. Collective nouns are words that imply more than one person but are considered singular and take a singular verb. Some examples are "group," "team," "committee," "family," and "class."
- Example:** **The group** **meets** every week.
- Example:** **The committee** **agrees** on the quality of the writing.

**Exercise 1: Choose the suitable verb in bracket to complete the sentence.**

1. Anna and I .... (go, goes) to the movie theater every Friday.
2. Those apples.... (taste, tastes) so good that I can't stop eating them.
3. My mother never.... (come, comes) with us to the beach.
4. Rudi .... (cry, cries) all the time.
5. Fifi .... (bury, buries) his toys in the yard.
6. We .... (spoil, spoils) our daughter too much.
7. The radio.... (turn off, turns off) by itself time to time.

8. It ....(is, are ) always nice to go on a family road trip.
9. The children .... (sleep, sleeps) early.
10. All of our energy ....(go, goes) into learning English.

**Exercise 2: Choose the suitable verb in bracket to complete the sentence.**

1. We both\_\_\_\_ (love, loves) cats.
2. Jerry \_\_\_\_ (study, studies) with his friends.
3. These furniture \_\_\_\_ (suit, suits) you perfectly.
4. My laptop \_\_\_\_ (crash, crashes) all the time.
5. Both my uncle and my cousin \_\_\_\_ (know, knows ) how to play the piano.
6. My brother and Andre \_\_\_\_ (live, lives ) in the States.
7. Bob \_\_\_\_ (fry, fries) the patties on the grill.
8. They leave the office around 5 o'clock and \_\_\_\_ (take, takes) the next bus home.
9. I \_\_\_\_ (try, tries ) to wake up early on the weekends.
10. She reads many books that \_\_\_\_ (help, helps) her learn new vocabulary.

**Quick Exercise 3**

Here are some examples of sentences with tense disagreement. Correct them so that the tenses match.

1. My father (goes) to Harvard and (studied) biology.
2. When I (lived) in USA, I (eat) always dinner at Cheesecake Factory.
3. I (go) to the gym and (worked out) every Saturday.
4. I (record) grades and (scan) transcripts at the student center.
5. I (watch) always the Flintstones, and my favorite character (was) Fred.



## UNIT 2

### USING HAVE AND HAS CORRECTLY

Goal of Learning:

1. The students are able to distinguish using 'have and has'
2. The students are able to apply 'have and has' in present perfect
3. The students are able to use 'have and has' as Possession
4. The Students are able to use 'have and has' as Auxiliary verb
5. The students are able to apply 'have and has' in short form

#### GRAMMAR EXPLANATION

It's important to know how to use the verb *to have* correctly. But what is the difference between have and has? Read on to find sentences with *has* and *have*, as well as to learn the grammar rules that dictate when you should use them.

#### Present Tense Uses of Have and Has

Both words are present tense forms of the verb *to have*. The past-tense form is *had*, and the present progressive tense (or continuous tense) is *having*. The correct verb conjugation depends on the sentence's point of view.

First-person, second-person, and plural third-person conjugations that use the pronouns **I**, **you**, **we**, and **they** require the writer to use *have*. The same rule applies when a noun or name replaces the pronoun.

##### A. Indicating Possession

One meaning of *to have* is "to possess or hold something." There are several ways to use *have* and *has* to indicate that a person or noun is in possession of something. Some examples include:

1. You **have** spinach in your teeth. (Second person)
2. I **have** spaghetti and meatballs ready for dinner. (First person)
3. Ahmed and Fatima **have** a bicycle they can lend you. (Plural third person)
4. We **have** no money left for books. (Plural first person)
5. You don't need another dog; you already **have** three. (Second person)
6. I don't **have** time for this. (First person)
7. They **have** a beautiful house on the lake. (Plural third person)

Singular third-person conjugations use *has*. These pronouns include **he**, **she**, and **it**. Here are some examples of sentences that use *has*:

1. Amira still **has** a year left on her car lease.
2. He **has** chocolate ice cream in the freezer.
3. Jhon's roommate **has** a pet raccoon.
4. She **has** no idea that they are planning a surprise party.
5. The bird **has** a nest in the backyard.
6. Evita **has** so much homework tonight.
7. Your car **has** a full tank of gas now.

## B. Have and Has as Modal Verbs

When *have to* or *has to* shares meaning with *must* in a sentence, they're used as **modal verbs** to express mood. This usage influences the subject and compels them to action in a present tense sentence. The grammar rules for various conjugations are the same as above. For example:

1. I **have to** get to school on time. (First person)
2. You **have to** tell me what you know. (Second person)
3. She **has to** do well at the try out if she wants to make the team. (Singular third person)
4. We **have to** work together on this project. (Plural first person)
5. My sister **has to** stay out of my room. (Singular third person)
6. Your friends **have to** go home now. (Plural third person)

These examples are usually intuitive to English speakers. Using the wrong form of *to have* doesn't sound right, making it easy to identify. However, using proper **subject-verb agreement** doesn't stop in the present tense.

## C. Auxiliary Verbs in Present Perfect Tense

Also known as helping or linking verbs, **auxiliary verbs** join with active verbs to create a **verb phrase**. When *have* and *has* connect with **past participles**, they form the **present perfect verb tense**. Present perfect describes an ongoing situation that has occurred in the past and in the present.

Here are some ways to establish the present perfect tense for **I, you, we, and they** conjugations with *have*.

1. I **have loved** running my whole life.
2. You **have written** a beautiful book.
3. We **have worked** at the coffee shop for five years.
4. My parents **have owned** their boat since I was born.

When the sentences contain a singular third-person perspective, use *has*. For example:

1. My neighbour **has lived** next door since last July.
2. The school **has needed** repairs ever since last year's flood.
3. She **has known** about the accident since she saw the news last night.
4. It **has been** hot in Surabaya all month.

## D. Contractions of Has and Have

The grammar rules of using *has* and *have* are the same when using their **contractions**. These shortened words are effective ways to make your conversational tone more casual or efficient.

## Contractions of Have

American English reserves most of its *have*-related contractions for the **present perfect tense**. The point of view of the sentence, as well as the verb tense, indicates which contraction you should use. Here are some examples of contractions that use the word *have*.

1. **I've** known that you liked me for a long time. (I have)
2. **You've** been told not to swim in the deep end. (You have)
3. **We've** included a map in our wedding invitation. (We have)
4. **They've** told me how to make ice cream before. (They have)
5. I **should've** paid more attention in class (I should have)
6. You **would've** turned right if the navigation hadn't corrected you.  
(You would have)
7. We **might've** missed the freeway exit. (We might have)

### Note:

That the ending **-'ve** is consistent when the noun is first, second, or singular third person. The rule is the same even when **modal verbs** like *should*, *would*, *could*, and *might* are present.

## Contractions of Has

**Has** is not as versatile as other forms when it comes to contractions. Check out additional examples of ways to use *has* in a contraction for plural third person nouns in present perfect tense.

1. **Harriet's** already set the table. (Harriet has)
2. My **dad's** bought a new car. (My dad has)
3. **It's** been a difficult year. (It has)
4. **She's** seen that movie before. (She has)

*Has* works in present perfect tense as well as *have*. However, when combined with modal verbs, even third-person nouns and pronouns shift to forms of *have*. Examples include:

1. Harriet **would've set** the table (Harriet would have set)
2. My dad **should've bought** a new car. (My dad should have bought)
3. It **could've been** a difficult year. (It could have been)
4. She **might've seen** that movie before. (She might have seen)

A. **Modal verbs** change more than just the mood of these sentences. They are some of the only instances in which you use *have* in a singular third-person conjugation.

## Contractions to Show Possession

Unlike British English, American English doesn't typically use contractions when indicating possession, as it can get confusing with contractions of *is*. However, it is used in possessive contractions when combined with the word *got*. For example:

- **She's got** a lot on her mind. (She has got)

- **I've got** no plans for the weekend. (I have got)
- **You've got** a lot of nerve. (You have got)
- **The water's got** to be boiling by now. (The water has got)

British English extends phrasing to *has got* or *have got*. This form isn't as common in American descriptions of possession, which tends to stick to the contraction form.

### Grammar Clarifications

Now that you know all about the uses of *have* and *has*, take a look at more grammar articles that clear up more confusion. You can learn about using **much versus many** when describing quantities, or **when to use can or may** to ask permission. Once you know the rules, grammar can be a lot of fun!

### Exercise 1

Change the verb into the correct form

1. They \_\_\_\_ (prepare) a beautiful dinner for us.
2. We \_\_\_\_ (eat) too much.
3. Sarah \_\_\_\_ (drink) all the juice.
4. Ahmed \_\_\_\_ (waste) all his money on drinks.
5. I \_\_\_\_ (be) in England for over 15 years.
6. You \_\_\_\_ (make) too much noise this time.
7. The kids \_\_\_\_ (clean) the house.
8. The test \_\_\_\_ (start).
9. I \_\_\_\_ (bake) a carrot cake.
10. Fatima \_\_\_\_ (lose) her wallet.
11. We \_\_\_\_ (talk) once.
12. It \_\_\_\_ (rain) twice this week.
13. Maria \_\_\_\_ (never be) so quite.
14. I \_\_\_\_ (just take) a shower.
15. We \_\_\_\_ (publish) three books up to now.

### Exercise 2

Complete the sentences below with the correct auxiliary verb

1. What .... you been doing?
2. Why .... come to the party yesterday?
3. I .... like his jokes. They made me sick.
4. Mercedes cars .... made in Germany.
5. I am mad about fish but I .... like roast chicken.
6. America .... discovered by Christopher Columbus in 1492.
7. They .... met her in Paris.
8. Where .... going when I met you?
9. Is it true that you .... making a trip to Africa next week?
10. She .... come yet; we're still waiting for her.

11. Tell me,.... you coming to the party?
12. They .... finished the job.
13. What .... you do every Sunday?
14. You know, .... like to watch TV. There is a good film on.
15. She .... not want to stay at home. She wants to go out with her friends.

### Exercise 3

Do the exercises below on the **present perfect simple and continuous**

1. They / play / football - \_\_\_\_\_
2. He / speak / English - \_\_\_\_\_
3. I / write / a poem - \_\_\_\_\_
4. We / not / wash / the car - \_\_\_\_\_
5. Fatima / not / meet / her friends- \_\_\_\_\_

## UNIT 3

### USE THE CORRECT TENSE WITH TIME EXPRESSIONS

#### ✓ GOAL OF LEARNING :

1. The students are able to determine type of tenses in English.
2. The students are able to make correct tense in a complete sentence.
3. The students are able to make correct example tense orally and writtenly

#### GRAMMAR EXPLANATION

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.

1. We moved to New York in 1980.
2. We had left there by 1990.
3. 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.

1. She **got** a job **two years ago**.
2. She **started** working **last week**.
3. 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).

## 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 1:

#### USE THE CORRECT TENSE WITH TIME EXPRESSIONS - QUIZ

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

### Exercise 2:

#### Fill in the blanks with the correct verb

1. My sister.... (buy) him a dog for his birthday last week.
2. Marcelo and Yanis.... (go) to the cinema last Monday.
3. Della ....(sit) behind the door when we were looking for her.
4. Amira .... (break) her umbrella yesterday.
5. They said they were tired and.... (go) upstairs to sleep.
6. Marrisa ....(just lose ) her keys on the pavement .
7. Fatima ....(ride) a horse when she went to the circus.
8. The Scottish people.... (build) their detached house near the beach years ago.
9. Agustina .... (see) many boats over the see, when she was on holiday.
10. I.... (read) Romeo and Juliet when I was 10 years old.

### Exercise 3:

- Decide if the verbs should be in the Past Simple or Past Continuous.

#### Story 3.1

It was a hot day, so I — (decide) to prepare salad for lunch. Outside, the children — (play) in the garden. Suddenly I — (hear) a loud noise, followed by a scream. I — (run) outside to see what — (happen).

#### Story 3.2

On my first day at work I was a bit nervous. I — (get) up early, — (have) a shower, and — (drink) some coffee. I was too nervous to eat.

I — (think) I — (look) very smart. I — (wear) a suit and my best shoes. I — (walk) to the bus stop and — (wait) for the bus. While I — (wait), I — (notice) that people — (look) at me in a strange way. I — (try) to ignore them, and when my bus — (arrive) I — (get) on and — (find) a seat. 30 minutes later, I — (arrive) at my office. Just as I — (get) off the bus, I — (look) down and — (realise) that I — (wear) shoes of different colours.

### Exercise 3.3

In this story, decide which tense the verbs in brackets should be – past simple, past continuous or past perfect.

When I (was living) in London, a strange thing — (happen) to me. At that time, I \_\_\_ (have) a job as a receptionist in a hotel. I — (apply) for the job before I — (arrive) in London, which — (make) things a bit easier. The hotel — (be) in the centre, and — (be) always busy. One day, as I — (work) I — (hear) someone call my name. The voice was familiar – I — (think) I — (hear) it before. I — (look) up and — (see) to my surprise that the person standing in front of me — (be)



## UNIT 4

### Active vs. Passive Voice

#### Goal of Learning:

1. The students are able to distinguish between active and passive voice
2. The students are able to identify active and passive voice
3. The students are able to determine active and passive in expression
4. The students are able to make both of them in complete sentence

### GRAMMAR EXPLANATION

In a sentence written in the active voice, the subject of sentence performs the action.  
In a sentence written in the passive voice, the subject receives the action.

**Active :** The candidate **believes** that Congress must place a ceiling on the budget.

**Passive:** It **is believed** by the candidate that a ceiling must be placed on the budget by Congress.

**Active:** Researchers earlier showed that high stress can cause heart attacks.

**Passive:** It **was** earlier **demonstrated** that heart attacks can be caused by high stress.

**Active:** The dog **bit** the man.

**Passive:** The man **was bitten** by the dog.

### Converting sentences to active voice

Here are some tips and strategies for converting sentences from the passive to the active voice.

1. Look for a “by” phrase (e.g., “by the dog” in the last example above). If you find one, the sentence may be in the passive voice. Rewrite the sentence so that the subject buried in the “by” clause is closer to the beginning of the sentence.
2. If the subject of the sentence is somewhat anonymous, see if you can use a general term, such as “researchers,” or “the study,” or “experts in this field.”

### When to use passive voice

There are sometimes good reasons to use the passive voice

#### 1. **To emphasize the action rather than the actor**

After long debate, the proposal was endorsed by the long-range planning committee.

#### 2. **To keep the subject and focus consistent throughout a passage**

The data processing department recently presented what proved to be a controversial proposal to expand its staff. After long debate, the proposal was endorsed by.

#### 3. **To be tactful by not naming the actor**

The procedures were somehow misinterpreted.

4. **To describe a condition in which the actor is unknown or unimportant**  
Every year, thousands of people are diagnosed as having cancer.
5. **To create an authoritative tone**  
Visitors are not allowed after 9:00 p.m.

### **EXERCISE 1**

Complete the sentences in the **passive voice** with the verbs in brackets.

1. In this street letters...by the postman at 8 every day. (deliver)
2. This bag....on the bus yesterday night ( find)
3. I'm afraid the dress....in hot water. ( cannot wash)
4. ....your motorbike....yet. ( I'd like to borrow it. (repair)
5. The message ....tomorrow. I promise. (send)
6. These offices ...now. Be careful, the floors are wet. (clean)
7. This report ....in time if you didn't help me. Thank you very much ( not finish)
8. Why....the TV....? Everyone has gone to bed. (turn on)
9. This building needs renovating. It ....since the 1960's. (not reconstruct )
10. Madam, you cannot take your bag into the gallery. All bags..... in the cloakroom.  
(must leave)

**UNIT 5**  
**Subjunctive Mood**

**Goal Learning:**

1. The students are able to identify the pattern of **present subjunctive**
2. The students are able to identify the pattern of **past subjunctive**
3. The students are able to identify the pattern of **past perfect subjunctive**
4. The students are able to give do some exercises given
5. The students are able to make another example of each type of subjunctive

**GRAMMAR EXPLANATION**

**Preview**

**Principal:** I am **recommending** that Mrs. Robinson **stay** home until after her baby is born.

**Jenny:** When is her baby due?

**Principal:** Around September 15<sup>th</sup>. I **requested** that she **return** to school in January.

**Mark:** Who is going to teach us until then?

**Principal:** Ms. Shaw. I **insist** you **be** as respectful to her as you are to Mrs. Robinson.

**Grammar Explanation**

The **subjunctive mood** is used to talk about actions or states that are in doubt or not factual.

The **present subjunctive\*** is formed with the base form of a verb. It occurs only in noun clauses beginning with **that**. These clauses follow verbs, nouns, or adjectives that express suggestions, demands, or requests. \*\*

Words of suggestion: *propose, recommend, recommendation, suggest, suggestion, advise, advisable, critical, desirable, important, vital, urge*

The doctor **suggested** I **sleep** more. It is **important** that he **sleep** more.

The doctor's **suggestion** is that they **sleep** more. It is **advisable** that she **sleep** more.

Words of demand: *demand, imperative, insist, necessary, order, require, required*

My parents have **demanded** that I **be** quiet at night. Your parents **require** that you **be** quiet at night.

Words of request: *ask, beg, prefer, request, wish*

It will be **imperative** that she **be** quiet at night.

I **ask** that you **have** more patience with the other students. The teacher **requested** that Nick **have** his project finished earlier.

To make a subjunctive clause negative, add **not** before the subjunctive verb.

I **recommend** that you **not exercise** until you feel better.

\* The term "present" refers to the form of the subjunctive verb (base form) rather than the time in which the action happens. The verb in the main clause may be in any tense.

\*\* In subjunctive sentences, the word **that** is sometimes omitted after certain verbs (*propose, suggest, insist*). It is not usually omitted in other contexts.

## Exercise 1

### Match the sentence parts.

- |                                     |   |   |
|-------------------------------------|---|---|
| 1. My tutor prefers that            | • | • <b>a.</b> we be quiet during the test.        |
| 2. It's advisable that you          | • | • <b>b.</b> keep the bandage on for a few days. |
| 3. Tom suggested we go fishing      | • | • <b>c.</b> she apply to Harvard.               |
| 4. Her math teacher advised that    | • | • <b>d.</b> travel plan before he goes away.    |
| 5. Mom insisted that Bob make a     | • | • <b>e.</b> we meet twice a week.               |
| 6. Our French teacher demanded that | • | • <b>f.</b> if the weather is nice tomorrow.    |
- 

## Exercise 2

### Circle the correct answers.

1. Victor suggested that I (gets / got / get) more exercise.
2. They demanded that we (do not be / are not being / not be) so loud.
3. I recommend that you (look / looking / to look) for a job that isn't so stressful.
4. Nina asked that we (not disturb / did not disturb / are not disturb) her.
5. The weather reporter said it was advisable that we (taking / take / to take) an umbrella today.
6. The owner of the restaurant requested that he (smokes / smoke / to smoke) outside.
7. The police officer insisted that I (not show / didn't show / to not show) my license, but I did!
8. It is critical that you (not eat / do not eat / did not eat) anything the night before your surgery.

**Exercise 1** Underline the mistakes in the sentences. Write the corrections using the present subjunctive.

1. Her doctor ordered her remain in bed. that she
2. The commander ordered that the thief is arrested. \_\_\_\_\_
3. The police asked them avoid driving during the storm. \_\_\_\_\_
4. It is necessary we'll pack enough food for the hiking trip. \_\_\_\_\_
5. The waiter's recommendation was she order the pancakes. \_\_\_\_\_
6. The bank manager demanded that he pays the debt on time. \_\_\_\_\_

**Exercise 2** Unscramble the sentences.

1. suggested / I / they / scenic / route. / the / take  
→ I suggested they take the scenic route.
2. students / the / be / recommend / I / that / polite.  
→ \_\_\_\_\_
3. a / new / start / He / proposed / that / she / hobby.  
→ \_\_\_\_\_
4. citizens / taxes. / The / insists / that all / pay / government  
→ \_\_\_\_\_
5. imperative / students / It / to do / properly. / that / research / learn / is  
→ \_\_\_\_\_
6. demanded / The father / a traditional / have / wedding. / daughter / his / that  
→ \_\_\_\_\_

**Exercise 1** Fill in the blanks with the words from the box.

go                      let                      do                      choose

**Steve:** Hey Jo, what's up? Are you planning our surfing holiday?**Jo:**  
No, my parents are insisting that I not <sup>1</sup>\_\_\_\_\_.

**Steve:** Why? Is it because it's too dangerous?

**Jo:** Yeah, they asked that we <sup>2</sup>\_\_\_\_\_ a safer activity.  
My sister suggested that we <sup>3</sup>\_\_\_\_\_ something in the city.

**Steve:** How about we go sightseeing in Beijing instead?

**Jo:** That's an idea. I'll propose that they <sup>4</sup>\_\_\_\_\_ me do that.



**Exercise 2** Answer the questions about the above reading using the present subjunctive.

1. Did Jo's parents agree to their planned surfing trip?  
→ \_\_\_\_\_
2. What did Jo's parents request?  
→ \_\_\_\_\_
3. What did Jo's sister suggest?  
→ \_\_\_\_\_
4. What will Jo do next?  
→ \_\_\_\_\_

## Part B

### Preview

#### Past Subjunctive

Dear friends,

I'm having a great time here in Canada.  
So far, I have gone skiing, ice skating, and  
fishing. If it's sunny tomorrow,  
we might even go camping!  
There's so much to do. If I **were**  
back home, I

wouldn't be doing all these fun things. I wish you **were** all here with  
me. If only you **weren't** so busy, you could join me. Well, hope to  
see you soon.

## Grammar Explanation

The **past subjunctive**\* is formed with the past form of a verb that describes a state, condition, or habit. It is used to talk about hypothetical or imaginary situations. With the verb **be**, the form **were** (not **was**) is usually used for all subjects.

Use	Examples
After the verb <b>wish</b> to express an unfulfilled desire	I <b>wish</b> Sally <b>were</b> here to help us. He <b>wishes</b> he <b>could</b> run faster.
After <b>if (only)</b> in second conditional sentences (followed by a clause with <b>would, could, or might</b> )	If people <b>drove</b> smaller cars, we <b>would</b> all breathe cleaner air. If I <b>were</b> taller, I <b>could</b> reach the top shelf. You <b>might</b> like her if you <b>knew</b> her better.
After the verbs <b>suppose</b> and <b>imagine</b> , expressing unreal conditions (usually followed by a sentence with <b>would</b> or <b>could</b> )	<b>Suppose</b> you <b>met</b> the president. What <b>would</b> you say? <b>Imagine</b> you <b>were</b> rich. What <b>could</b> you do?
After <b>as though</b> or <b>as if</b> to make a comparison to an imaginary condition	She acts <b>as though</b> she <b>were</b> very rich, but she's not. He drives <b>as if</b> he <b>were</b> in a Formula 1 race.

### Exercise 1

### Match the sentence parts.

- |                             |   |                                      |   |
|-----------------------------|---|--------------------------------------|---|
| 1. Imagine we could         | • | a. were nicer today.                 | • |
| 2. I wish the weather       | • | b. if their parents approved.        | • |
| 3. I could go to the party  | • | c. I would forgive him.              | • |
| 4. If he said he was sorry, | • | d. though she were a native speaker. | • |
| 5. She speaks Japanese as   | • | e. if I were not sick.               | • |
| 6. They would get married   | • | f. travel to Mars.                   | • |



**Exercise 2**    **Unscramble the sentences.**

1. knew / wish / my sister's / I / secret. / I

→ I wish I knew my sister's secret.

---

2. happier / she / be / rich? / if / Would / she / were

→

---

3. little boy / as if / talks / a man. / The / were / he

→

---

4. you / Imagine / the oldest / children. / of six / were

→

---

5. speak / could / he / English / fluently. / He / wishes

→

---

6. she / raise / the answer, / she knew / her hand. / would / If

→

---

**Exercise 1** Rewrite the sentences in the second conditional (using *if* and the past subjunctive).

1. It can't fly because it doesn't have wings.

→ *If it had wings, it could fly.*

2. She can't get a job because she is so lazy.

→ \_\_\_\_\_

3. He doesn't keep his promises, so I don't trust him.

→ \_\_\_\_\_

4. I am able to see well because I'm wearing my glasses.

→ \_\_\_\_\_

5. I can't write to Jane because I don't know her address.

→ \_\_\_\_\_

6. She can't buy a new car because she doesn't have enough money.

→ \_\_\_\_\_

**Exercise 2** Look at the pictures. Complete the sentences.



1. Julie runs as if \_\_\_\_\_.

2. Lisa cries as though \_\_\_\_\_.

3. Tony plays soccer as if \_\_\_\_\_.

4. Kevin speaks as though \_\_\_\_\_.

**Exercise 1** Fill in the blanks with the words from the box.

imagine      had      would      as if      ~~wish~~      were

I <sup>1</sup> wish you were here. We're having an exciting time in Hong Kong. The food is great, and the buildings are so tall. The weather is so hot, though! <sup>2</sup> \_\_\_\_\_ that the weather back home were hot and humid every night. That's what it's like here! Yesterday, we were in a taxi. The driver was driving <sup>3</sup> \_\_\_\_\_ we were in a race. Suddenly, we crashed into another taxi. The two drivers were yelling at each other, and it looked as though they <sup>4</sup> \_\_\_\_\_ going to fight. Eventually, we got back to our hotel OK. The trip has been perfect so far, except I wish our room <sup>5</sup> \_\_\_\_\_ air conditioning. If it did, it <sup>6</sup> \_\_\_\_\_ be a lot more comfortable.

Your friend.



**Exercise 2** Answer the questions with your own information.

1. If you could visit any city, where would you go?  
→ \_\_\_\_\_
2. What would you do if you visited Hong Kong?  
→ \_\_\_\_\_
3. If your taxi were hit by another taxi, how would you feel?  
→ \_\_\_\_\_
4. Suppose you were in a taxi and the driver were driving too fast. What would you do?  
→ \_\_\_\_\_

## REVIEW

### Exercise 1 Circle the correct answers.

1. Jerry requested that Kim (helps / help) him with his essay.
2. I suggest that he (finishes / finish) his homework by midnight.
3. My mother insists that my father (exercise / exercises) regularly.
4. Is it really necessary that Gail and I (to attend / attend) this meeting?
5. It is important that you (be given / will given) your medication by a qualified nurse.
6. He recommended that I (took care / take care) to study longer than twenty minutes for the next test.

### Exercise 2 Rewrite the sentences in the past subjunctive. Use the given words.

1. She sings as well as a pop star. *as if*  
→ She sings as if she were a pop star.
2. I'm short, so I can't dunk a basketball. *taller*  
→ \_\_\_\_\_
3. If it's sunny tomorrow, I'll go to the beach. *now*  
→ \_\_\_\_\_
4. Pretend that you're homeless. What will you do? *suppose*  
→ \_\_\_\_\_
5. Three players on our team are injured, so we'll probably lose. *healthy... win*  
→ \_\_\_\_\_
6. Charlotte wants to work at a bookstore so that she can get a discount on books. *wish*  
→ \_\_\_\_\_

### Exercise 3

Use the words to write complete sentences. Add prepositions and articles if necessary. Change the forms of the verbs if necessary.

1. I – wish – my dog – be – friendlier.

→ \_\_\_\_\_

2. She – insist – we – try – cake – last night.

→ \_\_\_\_\_

3. If – he – have – longer – hair, – he – will – look – like – girl.

→ \_\_\_\_\_

4. It – be – important – she – ask – her doctor – before – starting – diet.

→ \_\_\_\_\_

### Further Learning

#### Past Perfect Subjunctive (Third Conditional)

The past perfect subjunctive is also called the third conditional. Like second conditional sentences, third conditional sentences talk about unreal situations. However, they are about the past. They are formed like this:

**If clause**

**Result clause**

**If + subject + past perfect verb, subject + *would/could/might have* + past participle.**

• If they ***had eaten*** lunch, they ***wouldn't have been*** hungry.

(In fact, they didn't eat lunch, so they were hungry.)

• If she ***hadn't forgotten*** her book, she ***would have studied***

yesterday. (She forgot her book, so she didn't study yesterday.)

• You ***might have enjoyed*** the party if

you ***had come***. (You didn't come, so you didn't enjoy the party.)

**Quick Check**     **Circle the correct answers.**

- 1.** If she (hadn't / hasn't) met Tim, she wouldn't have gotten married.
- 2.** We could (have won / won) the big game if we had practiced more.
- 3.** I might have failed if you (hadn't helped / wouldn't have helped) me.
- 4.** If I had known you were waiting for me, I (would have / had) walked faster.

## UNIT 5 GERUND & INFINITIVE

Goal of Learning:

The students are able to identify form of gerund

1. The students are able to use gerund in complete sentences
2. The students are able to identify form of infinitive
3. The students are able to use infinitive in complete sentences
4. The students are able to distinguish the usage both of gerund and infinitive.

### GRAMMAR EXPLANATION

#### Basic Rules for Gerunds and Infinitives

**Gerunds** and **infinitives** can replace a *noun* in a sentence.

**Gerund** = the present participle (-ing) form of the verb, e.g., singing, dancing, running.

**Infinitive** = to + the base form of the verb, e.g., to sing, to dance, to run.

Whether you use a **gerund** or an **infinitive** depends on the **main verb** in the sentence.

I expect *to have* the results of the operation soon. (Infinitive)

I anticipate *having* the research completed eventually. (Gerund)

**Gerunds** can be used after certain verbs including enjoy, fancy, discuss, dislike, finish, mind, suggest, recommend, keep, and avoid.

1. After *prepositions* of place and time.  
I made dinner *before getting* home.  
He looked unhappy *after seeing* his work schedule.
2. To replace the *subject or object* of a sentence  
Lachlan likes *eating* coconut oil.  
*Jumping* off a cliff is dangerous, but a real thrill.

**Infinitives** can be used after certain verbs including agree, ask, decide, help, plan, hope, learn, want, would like, and promise.

1. After many *adjectives*:  
It is hard *to make* dinner this late.  
I find it difficult *to describe* my feelings about writing research essays.
2. To show *purpose*:  
I left for Russia *to study* Russian.  
I came to the office *to solve* the mystery of the missing keys.

### 5 Simple Rules to Master the Use of Gerunds and Infinitives

**Rule 1: Gerunds can be used as a subject of a sentence.**

Take a look at some examples.

*Walking* is good for your health.

*Making* friends has become more difficult since I moved to a new city.

*Becoming* a millionaire is a dream of many young people today.

Here, the gerunds (in bold) are part of the sentence subjects (“walking,” “making friends,” “becoming a millionaire”). All three sentences sound like normal, everyday English.

Now read these two sentences:

*“**To be** or not to be—that is the question.”*

*“**To mourn** a mischief that is past and gone is the next way to draw new mischief on.”*

(Both sentences are quotes from William Shakespeare’s works.)

They sound formal, don’t they? They are poetic, aren’t they? Shakespeare is one of the greatest authors of all time, but his English is famously difficult to understand. And that’s because it is literature. It is formal and it is art.

In those two quotes, the infinitives “to be” and “to mourn” are used as the sentence subjects.

So, it is possible to use both infinitives and gerunds as subjects, but gerunds are much more commonly used as subjects. Just pay attention to how the choice reflects on the tone and meaning of your sentences.

**Rule 2: Both gerunds and infinitives can be used as objects of a sentence.**

You may say:

*“I enjoy **drawing**.”*

You may also say:

*“Yesterday, I decided **to draw**.”*

Both sentences are correct, but one has an infinitive as the object and the other has a gerund as the object.

What is the difference?

It’s the verbs that precede (come before) the object! Some verbs require a gerund and some will require an infinitive. In the above examples, we can see that the formula is “**enjoy**” + **[gerund]** and “**decide**” + **[infinitive]**.

With practice, you will be able to remember which one is which.

Here are a few examples of **verbs that need to be followed by an infinitive**:

- **agree**: I *agreed to go* to a party with my friend.
- **decide**: The president *decided not to participate* in the discussions.
- **deserve**: Everyone *deserves to be* respected.
- **expect**: I *expect to know* my exam grade by tomorrow.
- **hope**: We were *hoping to avoid* traffic by leaving early.
- **learn**: He *learned not to trust* anyone.
- **need**: She *needs to learn* how to cook.
- **offer**: I *offered to help* my brother with homework.
- **plan**: We are *planning to watch* a movie tonight.
- **promise**: My friend *promised to find* the time to help me move.
- **seem**: We *seem to be* lost.



- **wait:** I cannot *wait to see* my family.
- **want:** I don't *want to go* to bed yet.

There are lots of verbs that require an infinitive after. You will learn them naturally, as you progress in your English studies.

And here are a few examples of **verbs that need to be followed by a gerund:**

- **admit:** They *admitted changing* the schedule.
- **advise:** I *advise proceeding* (moving forward) with caution.
- **avoid:** She *avoided looking* me in the eye.
- **consider** (think about): I *considered staying* silent, but I had to tell her.
- **deny:** I *denied knowing* about his secret.
- **involve:** The course *involved writing* three tests.
- **mention** (say something): She *mentioned seeing* my brother at a baseball game.
- **recommend:** I *recommend practicing* gerunds and infinitives.
- **risk:** Don't *risk losing* your job!
- **suggest:** I *suggest reading* more English short stories.

### Rule 3: Infinitives should be used after many adjectives.

Here are three sample sentences that will help to illustrate this rule:

*It is not easy **to graduate** from university.*

*It is necessary **to speak** English to work in a hotel.*

*It is wonderful **to have** close friends.*

When you describe something with an adjective (underlined in the examples above), an infinitive should follow (in bold). Using gerunds here would be incorrect.

But remember! If you want to make that object into a subject (see Rule 1), a gerund should be used:

**Graduating** from university is not easy.

**Speaking** English is necessary to work in a hotel.

**Having** close friends is wonderful.

How else do you know if an adjective should be followed by an infinitive? The construct "**too + [adjective]**" is another way to tell!

For example:

*This dress is too big **to wear**.*

*This car is too expensive **to buy**.*

And the same is true about "**[adjective] + enough**":

*My child is not tall enough **to ride** this rollercoaster.*

*The course was detailed enough **to widen** his knowledge base.*

*This rule is useful enough **to understand** the usage of infinitives!*

**Rule 4: Only infinitives are used after certain verbs followed by nouns or pronouns referring to a person.**

*“We asked her not to go.”*

In this sentence, “we” is the subject, “asked” is the verb and “her” is the objective form of the pronoun “she.” You must use an infinitive (“to go”), never a gerund, after certain verbs followed by nouns or pronouns referring to people.

To remember this rule, you will have to study **verbs that take an object and an infinitive in this context.**

Start with these examples. The objects (nouns and pronouns) are underlined. Notice how the underlined objects are all followed by infinitives.

- **ask:** Can I ask you *to help* me with something?
- **expect:** I never expected him *to become* famous.
- **hire** (give a job to someone): Did the company hire you just *to sit* in your office?
- **invite:** I invited a friend *to attend* the ceremony.
- **order:** She ordered the child *to stay* at home.
- **remind:** Please remind me *to wash* the dishes.
- **require:** The test required him *to concentrate* fully.
- **teach:** That will teach you *to follow* the rules!
- **tell:** Who told you *to come* here?
- **urge:** They urged me *to continue* my research.
- **warn:** I am warning you *not to do* this!

**Rule 5: Only gerunds are used after prepositions (with one exception).**

Consider this sentence:

*I talked him out of taking that job.*

Here, the gerund “taking” follows the preposition “of.”

Prepositions can follow any word, be it a noun, a pronoun, a verb or an adjective. In the examples below, the prepositions are underlined, followed by the gerunds in bold.

**A preposition that follows a noun:**

*Novels about **growing up** are popular among teenagers.*

*I have an interest in **becoming** a painter.*

**A preposition that follows a pronoun:**

*I forgive you for **not telling** the truth.*

**A preposition that follows a verb:**

*She is thinking about **trying** martial arts.*

*He looks forward to **meeting** his cousins.*

**A preposition that follows an adjective:**

*I am wary of **going** alone.*

*My mom is scared of flying.*

There is one exception. Thankfully, it should be easy to remember!

### **The exception**

“But” is a short word that connects two clauses of a sentence together. It is called a conjunction. Sometimes, “but” can also play a role of a preposition. When “but” is used as a preposition, it is the same in meaning as “except.”

If “but” or “except” are used like this, they need to be followed by an infinitive:

*I had no choice but **to follow** her.*

(I had to follow her.)

*Mary made no stops on the way except **to get** gas.*

(Mary only stopped to get gas.)

*There is nothing left for me to do but **to collect** my money and go.*

(I only have to collect my money and go.)

You may not see “but” and “except” used this way often. Just follow the rule of gerunds after prepositions, and you will get it right most of the time!

**Gerunds and infinitives** may be confusing, but they make your English speech more varied and colorful. It is very useful to study them and practice using them correctly. The more you notice gerunds and infinitives in your study of the English language, the easier it will get!

Sometimes you will be unsure if you need to use an infinitive or a gerund in a sentence. In this situation, try changing the sentence and saying what you want to say in a different way.

*Practicing* is how you become more fluent. It is important *to practice*.

## EXERCISE 1

Put the verb into the gerund or the infinitive with 'to':

1. She delayed \_\_\_\_\_ (get) out of bed.
2. He demanded \_\_\_\_\_ (speak) to the manager.
3. I offered \_\_\_\_\_ (help).
4. I miss \_\_\_\_\_ (go) to the beach.
5. We postponed \_\_\_\_\_ (do) our homework.
6. I'd hate \_\_\_\_\_ (arrive) too late.
7. She admitted \_\_\_\_\_ (steal) the money.
8. I chose \_\_\_\_\_ (work) here.
9. She waited \_\_\_\_\_ (buy) a drink.
10. I really appreciate \_\_\_\_\_ (be) on holiday.
11. I couldn't help \_\_\_\_\_ (laugh).
12. It seems \_\_\_\_\_ (be) raining.
13. I considered \_\_\_\_\_ (move) to Spain.
14. They practised \_\_\_\_\_ (speak).
15. Finally I managed \_\_\_\_\_ (finish) the work.
16. I really can't stand \_\_\_\_\_ (wait) for the bus.
17. Unfortunately, we can't afford \_\_\_\_\_ (buy) a new car this year.
18. She risked \_\_\_\_\_ (be) late.
19. I'd love \_\_\_\_\_ (come) with you.
20. I prepared \_\_\_\_\_ (go) on holiday.

## EXERCISE 2:

Put the verb into the gerund or the infinitive with 'to':

1. It appears \_\_\_\_\_ (be) raining.
2. We intend \_\_\_\_\_ (go) to the countryside this weekend.
3. I pretended \_\_\_\_\_ (be) sick so I didn't have to go to work.
4. Can you imagine \_\_\_\_\_ (live) without TV?
5. They tolerate \_\_\_\_\_ (smoke) but they prefer people not to.
6. I anticipate \_\_\_\_\_ (arrive) on Tuesday.
7. A wedding involves \_\_\_\_\_ (negotiate) with everyone in the family.
8. He denies \_\_\_\_\_ (steal) the money.
9. He claims \_\_\_\_\_ (be) a millionaire but I don't believe him.
10. I expect \_\_\_\_\_ (be) there about seven.
11. Julia reported \_\_\_\_\_ (see) the boys to the police.
12. It tends \_\_\_\_\_ (rain) a lot in Scotland.
13. Do you recall \_\_\_\_\_ (meet) her at the party last week?
14. She mentioned \_\_\_\_\_ (go) to the cinema, but I don't know what she decided to do in the end.
15. The teenager refused \_\_\_\_\_ (go) on holiday with his parents.
16. I understand \_\_\_\_\_ (be) late once or twice, but every day is too much!
17. I would prefer you \_\_\_\_\_ (come) early if you can.
18. That criminal deserves \_\_\_\_\_ (get) a long sentence.

19. She completed\_\_\_\_(paint) her flat.
20. We arranged\_\_\_\_(meet) at four but at four thirty she still hadn't arrived.

### **EXERCISE 3.**

**Put the verb into the gerund or the infinitive with 'to':**

1. I couldn't sleep so I tried....drink) some hot milk.
2. She tried....(reach) the book on the high shelf, but she was too small.
3. They tried....(get) to the party on time but the bus was delayed.
4. We tried....(open) the window, but it was so hot outside it didn't help.
5. He tried....(get) a job in a newspaper firm but they wouldn't hire him.
6. He tried....(get) a job in a newspaper firm but he still wasn't satisfied.
7. You should stop....(smoke), it's not good for your health.
8. We stopped....(study) because we were tired.
9. They will stop....(have) lunch at twelve.
10. We stopped....(have) a rest, because we were really sleepy.
11. Oh no! I forgot....(buy) milk.
12. Please don't forget....(pick) up some juice on your way home.
13. I forget....(lock) the door, but I'm sure I must have locked it.
14. Have we studied this before? I've forgotten....(learn) it.
15. Please remember....(bring) your homework.
16. I remember....(go) to the beach as a child.
17. Finally I remembered....(bring) your book! Here it is.
18. Do you remember....(eat) steak in that little restaurant in Rome?
19. I regret....(tell) you that the train has been delayed.
20. I regret....(tell) Julie my secret; now she has told everyone.

## STRUCTURE AND WRITTEN EXPRESSION

Goal of Learning:

1. The students are able to familiarize with pattern in
2. The students are able to use gerund in complete sentences
3. The students are able to identify form of infinitive
4. The students are able to use infinitive in complete sentences

**The students are able to distinguish the usage both of gerund and infinitive.**

The second section of the TOEFL test is the Structure and Written Expression section. This section consists of forty questions (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 TOEFL test:

1. **Structure** (questions 1-15) consists of fifteen sentences in which part of the 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.

### GENERAL STRATEGIES

1. **Be familiar with the directions.** The directions on every 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 1 through 15.** Anticipate that questions 1 through 5 will be the easiest. Anticipate that questions 11 through 15 will be the most difficult. Do not spend too much time on questions 11 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.
5. **Never leave any answers blank on your answer sheet.** Even if you are not sure of the correct response, you should answer each question. There is no penalty for guessing.

## THE STRUCTURE QUESTIONS

In the TOEFL test, questions 1 through 15 of the Structure and Written Expression section test your knowledge of the correct structure of English sentences. The questions in this section are multiple-choice questions in which you must choose the letter of the answer that best completes the sentence.

### *Example*

\_\_\_\_\_ is taking a trip to New York.

- (A) They
- (B) When
- (C) The woman
- (D) Her

In this example, you should notice immediately that the sentence has a verb (*is taking*), and that the verb needs a subject. Answers (B) and (D) are incorrect because *when* and *her* are not subjects. In answer (A), *they* is a subject, but *they* is plural and the verb *is taking* is singular. The correct answer is answer (C); *the woman* is a singular subject. You should therefore choose answer (C).

### STRATEGIES FOR THE STRUCTURE QUESTIONS

- 1. 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.
- 4. Never leave any answers blank.** Be sure to answer each question even if you are unsure of the correct response.
- 5. Do not spend too much time on the Structure questions.** Be sure to leave adequate time for the Written Expression questions.

The following skills will help you to implement these strategies in the Structure section of the TOEFL test.

## SENTENCES WITH ONE CLAUSE

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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. The object of the preposition can be mistaken for a subject.

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 the Structure section of 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.

#### Example I

\_\_\_\_\_ was backed up for miles on the freeway.

- (A) Yesterday
- (B) In the morning
- (C) Traffic
- (D) Cars

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 is a singular subject 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*.

#### Example II

Engineers\_\_\_\_\_ for work on the new space program.

- (A) necessary
- (B) are needed
- (C) hopefully
- (D) next month

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.



**Example III**

The boy\_\_\_\_\_going to the movies with a friend.

- (A) he is
- (B) he always was
- (C) is relaxing
- (D) will be

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:

SUBJECT AND VERBS
A sentence in English must have at least one subject and one verb.

**SKILL 2: BE CAREFUL OF OBJECTS OF PREPOSITIONS**

An object of a preposition is a noun or a pronoun 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 the Structure section of the TOEFL test because it can be mistaken for the subject of a sentence.

**Example**

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:

## OBJECT OF PREPOSITIONS

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

### SKILL 3: BE CAREFUL OF APPOSITIVES

Appositives can cause confusion in the Structure section of 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 the Structure section of the TOEFL test.

#### Example I

\_\_\_\_\_, *George*, is attending the lecture.

- (A) Right now
- (B) Happily
- (C) Because of the time
- (D) My friend

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.

#### Example II

\_\_\_\_\_, *Sarah* rarely misses her basketball shots.

- (A) An excellent basketball player
- (B) An excellent basketball player is
- (C) Sarah is an excellent basketball player
- (D) Her excellent basketball play

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:

## APPOSITIVES

An appositive is a noun that comes before or after another noun and is generally set off from the noun with commas. If a word is an appositive, it is not the subject. The following appositive structures are both possible in English.

S	APP,	V
Tom,	a really good mechanic,	is fixing the car.
APP,                      S              V		
A really good mechanic, Tom is fixing the car.		

#### SKILL 4: BE CAREFUL OF PRESENT PARTICIPLES

A present participle is the *-ing* form of the verb (*talking, playing*). In the Structure section of 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 *is talking* to his friend.  
VERB

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 *talking* 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 the Structure section of the TOEFL test.

**Example**

The child \_\_\_\_\_ playing in the yard is my son.

(A) now  
(B) is  
(C) he  
(D) was

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

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

## SKILL 5: BE CAREFUL OF PAST PARTICIPLES

Past participles can cause confusion in the Structure section of 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 *has purchased* a television.

VERB

The poem *was written* by Paul.

VERB

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 *purchased* yesterday was expensive.

ADJECTIVE

The poem *written* by Paul appeared in the magazine.

ADJECTIVE

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 the structure section of the TOEFL test.

### Example

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 PARTICIPLE
A past participle often ends in -ed but there are also many irregular past participle. 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. <ol style="list-style-type: none"><li>1. <i>She painted this picture,</i></li><li>2. <i>She has painted this picture.</i></li><li>3. <i>The picture painted by Karen is now in a museum.</i></li></ol>

**EXERCISE (Skills 1-5):** 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. For three weeks at the beginning of the semester students with fewer than themaximum number of units can add additional courses.
- \_\_\_\_\_ 2. On her lunch hour went to a nearby department store to purchase a weddinggift.
- \_\_\_\_\_ 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 thepresident's resignation.
- \_\_\_\_\_ 6. A specialty shop with various blends from around the world in the shoppingmall.
- \_\_\_\_\_ 7. The portraits exhibited in the Houston Museum last month are now on displayin Dallas.
- \_\_\_\_\_ 8. With a sudden jerk of his hand threw the ball across the field to one of theother players.
- \_\_\_\_\_ 9. Construction of the housing development it will be underway by the first of themonth.
- \_\_\_\_\_ 10. Those applicants returning their completed forms at the earliest date have thehighest priority.

**TOEFL EXERCISE (Skills 1-5):** Choose the letter of the word or group of words that best completes the sentence.

1. The North Platte River \_\_\_\_\_ from Wyoming into Nebraska.
  - (A) it flowed
  - (B) flows
  - (C) flowing
  - (D) with flowing water
2. \_\_\_\_ Biloxi received its name from a Sioux word meaning "first people."
  - (A) The city of
  - (B) Located in
  - (C) It is in
  - (D) The tour included
3. A pride of lions up to forty lions, including one to three males, several females, and cubs.
  - (A) can contain
  - (B) it contains
  - (C) contain
  - (D) containing
4. \_\_\_\_\_ historian and novelist.
  - (A) became
  - (B) and became
  - (C) he was
  - (D) and he became
5. The major cause \_\_\_\_\_ the pull of the Moon on the Earth.
  - (A) the ocean tides are
  - (B) of ocean tides is
  - (C) of the tides in the ocean
  - (D) the oceans' tides
6. Still a novelty in the late nineteenth century, limited to the rich.
  - (A) was
  - (B) was photography
  - (C) it was photography
  - (D) photography was
7. A computerized map of the freeways using information gathered by sensors embedded in the pavement \_\_\_\_\_ on a local cable channel during rush hours.
  - (A) airs
  - (B) airing
  - (C) air
  - (D) to air

## SENTENCES WITH MULTIPLE CLAUSES

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.

### 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 the Structure section of the TOEFL test.

<p><b>Example</b></p> <p>A power failure occurred, ___ the lamps went out.</p> <p>(A) then (B) so (C) later (D) next</p>
--

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				
<i>and</i>	<i>but</i>	<i>or</i>	<i>so</i>	<i>yet</i>
S	V	(coordinate connector)	S	V
<i>She laughed</i>		<i>but</i>	<i>the wanted to cry</i>	

## 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:

I will sign the check *before* you leave.

*Before* you leave, I will sign the check.

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 the Structure section of the TOEFL test.

**Example**

\_\_\_\_\_ was late, I missed the appointment.

(A) I  
 (B) Because  
 (C) The train  
 (D) Since he

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.

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

ADVERB TIME AND CAUSE CONNECTORS					
TIME				CAUSE	
<i>after</i>	<i>as soon as</i>	<i>once</i>	<i>when</i>	<i>as</i>	<i>now that</i>
<i>as</i>	<i>before</i>	<i>since</i>	<i>whenever</i>	<i>because</i>	<i>since</i>
<i>as long as</i>	<i>by the time</i>	<i>until</i>	<i>while</i>	<i>inasmuch as</i>	
S	V	adverb connector		S	V
<i>Teresa went inside</i>		<i>because</i>		<i>It was raining</i>	



adverb connector	S	V	S	V
<i>Because</i>		<i>It was raining</i>		<i>Teresa went inside</i>

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 the adverb contrast, condition, manner, and place connectors and the sentence patterns used with them:

OTHER ADVERB CONNECTORS			
CONDITION	CONTRAST	MANNER	PLACE
<i>if</i> <i>in case</i> <i>provided</i> <i>providing</i> <i>unless</i> <i>whatever</i>	<i>although</i> <i>even though</i> <i>though</i> <i>while</i> <i>whereas</i>	<i>as</i> <i>in that</i>	<i>where</i> <i>wherever</i>
S	V	Adverb connector	S V
<i>Bob went to school</i>	<i>even though</i>	<i>he felt sick</i>	
Adverb connector	S V	S V	
<i>Even though</i>	<i>Bob felt sick,</i>	<i>he went to school</i>	
NOTE : A comma is often used in the middle of the sentence with a contrast connector. <i>The Smith family arrived at 2:00, while the Jones family arrived an hour later.</i>			

### 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:

*I will leave at 7:00 if I am ready.*

*Although I was late, I managed to catch the train.*

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.

**Example**

You will get a good grade on the exam provided

.....

- (A) studying
- (B) study
- (C) to study
- (D) you study

**EXERCISE (Skills 6-8):** Underline the subjects once and the verbs twice in each of the following sentences. Circle the connectors. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_ 1. Until the registrar makes a decision about your status, you must stay in an unclassified category.
- \_\_\_ 2. Or the bills can be paid by mail by the first of the month.
- \_\_\_ 3. The parents left a phone number with the baby-sitter in case a problem with the children.
- \_\_\_ 4. The furniture will be delivered as soon it is paid for.
- \_\_\_ 5. Whenever you want to hold the meeting, we will schedule it.
- \_\_\_ 6. The government was overthrown in a revolution, the king has not returned to his homeland.
- \_\_\_ 7. Whereas most of the documents are complete, this form still needs to be notarized.
- \_\_\_ 8. Trash will be collected in the morning, so you should put the trash cans out tonight.
- \_\_\_ 9. It is impossible for the airplane to take off while is snowing so hard.
- \_\_\_ 10. We did not go out to dinner tonight even though I would have preferred not to cook.

**TOEFL EXERCISE (Skills 6-8):** Choose the letter of the word or group of words that best completes the sentence.

1. The president of the U. S. appoints the cabinet members, appointments are subject to Senate approval.
  - (A) their
  - (B) with their
  - (C) because their
  - (D) but their
2. The prisoners were prevented from speaking to reporters because
  - (A) not wanting the story in the papers.
  - (B) the story in the papers the superintendent did not want
  - (C) the public to hear the story
  - (D) the superintendent did not want the story in the papers
3. Like Thomas Berger's fictional character *Little Big Man*, Lauderdale managed to find himself where \_\_\_\_\_ of important events took place.
  - (A) it was an extraordinary number
  - (B) there was an extraordinary number
  - (C) an extraordinary number
  - (D) an extraordinary number existed
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
  - (B) are
  - (C) yet they
  - (D) yet they are
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
  - (B) target since monarchs
  - (C) target since monarchs are
  - (D) target
7. \_\_\_\_\_ show the relations among neurons, they do not preclude the possibility that other aspects are important.
  - (A) Neural theories
  - (B) A neural theory
  - (C) Although neural theories
  - (D) However neural theories
8. \_\_\_\_\_ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and home owner's insurance.
  - (A) A home is
  - (B) A home is bought
  - (C) When a home
  - (D) When a home is bought

If ultraviolet radiation enters the Earth's atmosphere, \_\_\_\_\_ generally blocked by the ozone concentrated in the atmosphere.

  - (E) it
  - (F) it is
  - (G) so it is
  - (H) then it
9. Among human chromosomes, the Y chromosome is unusual \_\_\_\_\_ most of the chromosome does not participate in meiotic recombination.
  - (A) in
  - (B) so
  - (C) and
  - (D) in that

**TOEFL REVIEW EXERCISE (Skills 1-8):** Choose the letter of the word or group of words that best completes the sentence.

1. The three basic chords in\_\_the tonic,the dominant, and the subdominant.
  - (A) functional harmony
  - (B) functional harmony is
  - (C) functional harmony are
  - (D) functional harmony they are
2. \_\_\_\_Hale Telescope, at the PalomarObservatory in southern California, scientists can photograph objects several billion light years away.
  - (A) The
  - (B) With the
  - (C) They use the
  - (D) It is the
3. Without the proper card installed inside the computer,\_impossible to run a graphical program.
  - (A) is definitely
  - (B) because of
  - (C) it is
  - (D) is
4. The charter for the Louisiana lottery wascoming up for renewal,\_spared no expense in the fight to win renewal.
  - (A) the lottery committee
  - (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 thepath of the comet\_entered its wildlyerratic orbit around Jupiter.
  - (A) it
  - (B) when
  - (C) after the comet came into it
  - (D) once the comet
7. Each object\_\_\_\_Jupiter’s magnetic fieldis 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 six- foot 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\_\_\_\_creation of such a community wasa desirable step, the requisite political upheaval had to be accepted.
  - (E) Since the
  - (F) The
  - (G) Later, the
  - (H) It was the

## **MORE SENTENCES WITH MULTIPLE CLAUSES**

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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.

I know when he will arrive.

NOUN CLAUSE AS OBJECT OF VERB

I am concerned about when he will arrive.

NOUN CLAUSE AS OBJECT OF PREPOSITION

When he will arrive is not important.

NOUN CLAUSE AS SUBJECT

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 the Structure section of the TOEFL test.

**Example**

\_\_\_\_\_ was late caused many problems.

(A) That he  
 (B) The driver  
 (C) There  
 (D) Because

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:

NOUN CLAUSE CONNECTORS			
* what, when, where, why, how	† whatever, whenever	* whether, if	* that
S V <i>I know</i>	NOUN CLAUSES AS OBJECT Noun connector S V <i>what you did</i>		
	NOUN CLAUSES AS OBJECT Noun connector S V <i>what you did</i>		V <i>was wrong</i>

## 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.

I do not know what is in the box.

NOUN CLAUSE AS OBJECT OF VERB

We are concerned about who will do the work.

NOUN CLAUSE AS OBJECT OF PREPOSITION

Whoever is coming to the party must bring a gift.

NOUN CLAUSE AS SUBJECT

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.

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

### Example

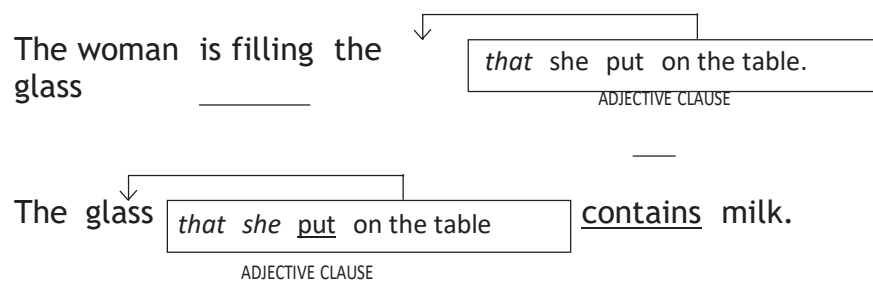
\_\_\_\_\_ was on television made me angry.

- (A) It
- (B) The story
- (C) What
- (D) When

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.

## SKILL 11: 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 the Structure section of the TOEFL test.

**Example**

The gift \_\_\_\_ selected for the bride was rather expensive.

(A) because  
 (B) was  
 (C) since  
 (D) which we

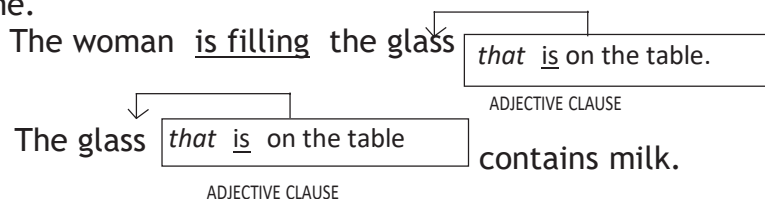
In this example you should notice quickly that there are two clauses: *gift* is the subject of the verb *was*, and the verb *selected* needs a subject. Because there are two clauses, a connector is also needed. Answers (A) and (C) have connectors, but there are no subjects, so these answers are not correct. 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:

ADJECTIVES CLAUSE CONNECTOR			
Who (for people)	Which (for things)	That (for people or things)	
S V	Adjective connector / subject	S V	
<i>I liked a book</i>	<i>which</i>	<i>you recommended</i>	
S	Adjective connector / subject	S V	V
<i>The book</i>	<i>which</i>	<i>you recommended</i>	<i>was interesting</i>
NOTE : the adjective connectors can be omitted. This omission is very common in spoken English or in casual written English. It is not as common in formal English or in the Structure section of the TOEFL test.			

## 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 the Structure section of the TOEFL test.

**Example**

\_\_\_\_\_ is on the table has four sections.

(A) The notebook  
 (B) The notebook which  
 (C) Because the notebook  
 (D) In the notebook

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:

ADJECTIVES CLAUSE CONNECTOR/SUBJECT		
Who (for people)	Which (for things)	That (for people or things)
S V	Adjective connector / subject	V
<i>She need a secretary</i>	<i>who</i>	<i>type fast</i>
S	Adjective connector / subject	V
<i>A secretary</i>	<i>who</i>	<i>type fast is unavailable</i>

**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).

- \_\_\_\_\_ 1. 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. The girl who she just joined the Softball team is a great shortstop.
- \_\_\_\_\_ 4. I have no idea about when the meeting is supposed to start.
- \_\_\_\_\_ 5. 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. I will never understand that he did.
- \_\_\_\_\_ 8. He was still sick was obvious to the entire medical staff.
- \_\_\_\_\_ 9. What is most important in this situation it is to finish on time.
- \_\_\_\_\_ 10. The newspapers that were piled up on the front porch were an indication thatthe 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.
  - (A) enmities that
  - (B) that are enmities
  - (C) enmities that are
  - (D) that enmities
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
3. 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
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
  - (B) it has
  - (C) and
  - (D) which has
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
6. A cloud's reservoir of negative charge extends upward from the altitude at the freezing point.
  - (A) temperatures hit
  - (B) hit temperatures
  - (C) which temperatures hit
  - (D) which hit temperatures
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
  - (D) it has
8. \_\_\_\_\_ will be carried in the next space shuttle payload has not yet been announced to the public.
  - (A) It
  - (B) What
  - (C) When
  - (D) That
9. 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) which is
  - (C) being
  - (D) is
10. The fact \_\_\_\_\_ the most important ratings period is about to begin has caused all three networks to shore up their schedules.
  - (A) is that
  - (B) of
  - (C) that
  - (D) what

**TOEFL REVIEW EXERCISE (Skills 1-12):** Choose the letter of the word or group of words that best completes the sentence.

1. \_\_\_\_\_ loom high above the north and
4. The benefit \_\_\_\_\_ the study is that it

- 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
2. Radioactive \_\_\_\_\_ provides a powerful way to measure geologic time.  
(A) it  
(B) dates  
(C) dating  
(D) can
3. \_\_\_\_\_ contained in the chromosomes, and they are thought of as the units of heredity.  
(A) Genes which are  
(B) Genes are  
(C) When genes  
(D) Because of genes
4. \_\_\_\_\_ provides necessary information to anyone who needs it.  
(A) of  
(B) which  
(C) that  
(D) because
5. The same symptoms that occur \_\_\_\_\_ occur with cocaine.  
(A) amphetamines can  
(B) with amphetamines can  
(C) so amphetamines  
(D) with amphetamines they
6. Many companies across the country have molded the concepts \_\_\_\_\_ describes into an integrated strategy for preventing stress.  
(A) and Wolf  
(B) that Wolf  
(C) what Wolf  
(D) so Wolf
7. \_\_\_\_\_ in the first draft of the budget will not necessarily be in the final draft.  
(A) Although it appears  
(B) It appears  
(C) What appears  
(D) Despite its appearance
8. If a food label indicates that a food is mostly carbohydrate, it does not mean \_\_\_\_\_ is a good food to eat.  
(A) and it  
(B) and  
(C) that it  
(D) when
9. A need for space law to include commercial concerns has been recognized inasmuch as \_\_\_\_\_ has been expanding drastically in recent years.  
(A) the commercial launch industry  
(B) the commercial launch industry has  
(C) as has the commercial launch industry  
(D) as the commercial launch industry has
10. The report on the nuclear power plant indicated that when the plant had gone on line \_\_\_\_\_ unsafe.  
(A) and it had been  
(B) it had been  
(C) had been  
(D) that it had been

## 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 13 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 the structure section of the TOEFL test.

**Example**

The lawyer asked the client why \_\_\_ it.

(A) did he do  
 (B) did he  
 (C) he did  
 (D) did

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:

INVERTED SUBJECT AND VERB WITH QUESTION WORDS					
who	what	when	where	why	how
When the question word introduces a question, the subject and verb are inverted					
	Question word			V S?	
	<i>what</i>			<i>are they ?</i>	
When the question word connects two clauses, the subject and verb that follow are inverted					
	S V	Question word		S V	
	<i>I know</i>	<i>what</i>		<i>they are</i>	

## SKILL 14 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 the Structure section of the TOEFL test.

### Example

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:

<b>INVERTED SUBJECT AND VERB WITH PLACE EXPRESSIONS</b>	
When a place expression at the front of the sentence is necessary to complete the sentence, .....	<div style="border: 1px solid black; border-radius: 10px; display: inline-block; padding: 2px 10px;">PLACE (necessary)</div> <i>In the classroom</i> V                      S <i>were some old desks.</i>
When a place expression at the front of the sentence contains extra information that is not .....	<div style="border: 1px solid black; border-radius: 10px; display: inline-block; padding: 2px 10px;">PLACE (necessary)</div> <i>In the classroom</i> S                      V <i>I studied very hard</i>

### SKILL 15 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 the Structure section of the TOEFL test.

**Example**

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:

	INVERTED SUBJECTS	AND	VERBS WITH	NEGATIVES
<i>no</i> <i>barely</i>	<i>not</i> <i>hardly</i>	<i>never</i> <i>only</i>	<i>neither</i> <i>rarely</i>	<i>nor</i> <i>scarcely</i> <i>seldom</i>
When a negative expression appears <i>in front</i> of a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb are inverted.				
	negative expression		V S	
	<i>Rarely</i>		were they so <i>happy</i> .	

## SKILL 16 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 the Structure section of the TOEFL test.

### Example

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 SUBJECT AND VERB	WITH CONDITIONAL
<i>had</i>	<i>should</i> <i>were</i>
When the verb in the conditional clause is <i>had</i> , <i>should</i> , or <i>were</i> , it is possible to omit <i>if</i> and invert the subject and verb	
(omitted if)      V      S	<i>were he</i> <i>here, he would help.</i>

It is also possible to keep if. Then subject and verb are not inverted  
 If S V  
 If he were here, he would help.

## SKILL 17 INVERT THE SUBJECT AND VERB WITH COMPARISONS

An inverted subject and verb may occur also 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 the structure section of the TOEFL test.

### Example

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:

INVERTED SUBJECT AND VERB		WITH COMPARISONS	
The subject and verb may invert after a comparison. The following structures are both possible			
S	V	comparison	S V
We	were	<i>more prepared than</i>	<i>the other performers were</i>
S	V	comparison	V S
We	were	<i>more prepared than</i>	<i>were the other performers</i>

NOTE: A subject-verb inversion after a comparison sounds rather formal.

**EXERCISE (Skills 15-19):** Each of these sentences contains a structure that could require an inverted subject and verb. Circle the structures that may require inverted subjects and verbs. Underline the subjects once and the verbs twice. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_ 1. The town council is not sure why have the land developers changed their plans.
- \_\_\_ 2. Never in the world I believed that this would happen.
- \_\_\_ 3. The day might have been a little more enjoyable 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 that need to be painted.
- \_\_\_ 6. Did the scientist explain what he put in the beaker?
- \_\_\_ 7. Hardly ever it snows in this section of the country.
- \_\_\_ 8. Elijah scored more points in yesterday's basketball final than had any other player in history.
- \_\_\_ 9. In the state of California, earthquakes occur regularly.
- \_\_\_ 10. He should ever call again, please tell him that I am not at home.

**TOEFL EXERCISE** Choose the letter of the word or group of words that best completes the sentence.

- 1. Rarely located near city lights or at lower elevations.
  - (A) observatories are
  - (B) are
  - (C) in the observatories
  - (D) are observatories
- 2. There are geographic, economic, and cultural reasons why\_ around the world.
  - (A) diets differ
  - (B) do diets differ
  - (C) are diets different
  - (D) to differ a diet
- 3. Were millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly.
  - (A) the U.S. Army Corps of Engineers not spending
  - (B) the U.S. Army Corps of Engineers not spend
  - (C) the U.S. Army Corps of Engineers does not spend
  - (D) not spending the U.S. Army Corps of Engineers
- 4. Nowhere more skewed than in the auto industry.
  - (A) that retail trade figures
  - (B) retail trade figures
  - (C) are retail trade figures
  - (D) retail trade figures

5. New York City's Central Park is nearly twice as large \_\_\_\_ second smallest country, Monaco.
- (A) as  
(B) is the  
(C) as is  
(D) as is the
6. Potassium has a valence of positive one because it usually loses one electron when \_\_\_\_ with other elements.
- (A) does it combine  
(B) it combines  
(C) in combining  
(D) combination
7. The economic background of labor legislation will not be mentioned in this course, \_\_\_\_ be treated.
- (A) trade unionism will not  
(B) nor trade unionism will  
(C) nor will trade unionism  
(D) neither trade unionism will
8. \_\_\_\_ test positive for antibiotics when tanker trucks arrive at a milk processing plant, according to federal law, the entire truckload must be discarded.
- (A) Should milk  
(B) If milk  
(C) If milk is  
(D) Milk should
9. Located behind \_\_\_\_ the two lacrimal glands.
- (A) each eyelid  
(B) is each eyelid  
(C) each eyelid are  
(D) each eyelid which is
10. Only for a short period of time \_\_\_\_ run at top speed.
- (A) cheetahs  
(B) do cheetahs  
(C) that a cheetah can  
(D) can

**TOEFL REVIEW EXERCISE (Skills 1-17):** Choose the letter of the word or group of words that best completes the sentence.

1. \_\_\_\_ variety of flowers in the show, from simple carnations to the most exquisite roses.
- (A) A wide  
(B) There was a wide  
(C) Was there  
(D) Many
2. The wedges \_\_\_\_ dart board are worth from one to twenty points each.
- (A) they are on a  
(B) are on a  
(C) are they on a  
(D) on a
3. \_\_\_\_ producing many new movies for release after the new season begins.
- (A) His company is  
(B) His companies  
(C) The company  
(D) Why the company is
4. \_\_\_\_ that Emily Dickinson wrote, 24 were given titles and 7 were published during her lifetime.
- (A) Of the 1,800 poems  
(B) There were 1,800 poems  
(C) Because the 1,800 poems  
(D) The 1,800 poems
5. Since an immediate change was needed on an emergency basis, \_\_\_\_ by the governor to curtail railway expenditure.
- (A) so it was proposed  
(B) was proposed  
(C) because of the proposal  
(D) it was proposed
6. In the Morgan Library in New York City \_\_\_\_ of medieval and Renaissance manuscripts.
- (A) a collection is  
(B) in a collection  
(C) is a collection  
(D) which is a collection

7. Some fishing fleets might not have been so inefficient in limiting their catch to target species\_\_\_\_\_more strict in enforcing penalties.
- (A) the government had been
  - (B) if the government had
  - (C) had the government been
  - (D) if the government
8. The Dewey Decimal System, currently used in libraries throughout the world,\_\_all written works into ten classes according to subject.
- (A) dividing
  - (B) divides
  - (C) it would divide
  - (D) was divided
9. Individual differences in brain-wave activity may shed light on why some people are more prone to emotional stress disorders
- (A) that others are
  - (B) and others are
  - (C) others are
  - (D) than are others
10. \_\_\_\_squeezed, the orange juice in a one-cup serving provides twice the minimumdaily requirement for vitamin C.
- (A) It is freshly
  - (B) If freshly
  - (C) You freshly
  - (D) If it freshly



## THE WRITTEN EXPRESSION QUESTIONS

Questions 16 through 40 in the Structure and Written Expression section of the TOEFL test examine your knowledge of the correct way to express yourself in English writing. Each question in this section consists of one sentence in which four words or groups of words have been underlined. You must choose the letter of the word or group of words that is

*Example I*

The final delivery of the day is the importantest.  
A B C D

not correct.

If you look at the underlined words in this example, you should notice immediately that *importantest* is not correct. The correct superlative form of *important* is *the most important*. Therefore, you should choose answer (D) because (D) is not correct.

*Example II*

The books that I read was interesting.  
A B C D

If you look at the underlined words in this example, each word by itself appears to be correct. However, the singular verb *was* is incorrect because it does not agree with the plural subject *books*; the verb should be *were* instead. Therefore, you should choose answer (C) because (C) is not correct.

### STRATEGIES FOR THE WRITTEN EXPRESSION QUESTIONS

- 1. First look at the underlined word 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.
- 3. Never leave any answers blank.** Be sure to answer each question even if you are unsure of the correct response.

The following skills will help you to implement these strategies in the Written Expression questions.

## 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 *boy* 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 18 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 / T	AGREEMENT AFTER VERB PREPOSITIONAL	PHRASES
----------------	---------------------------------------	---------

S	(prepositional phrase)	V
When a <i>prepositional phrase</i> come between the <i>subject</i> , and the verb), be sure that the verb agrees with subject		

## SKILL 19 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:

SUBJECT / VERB	AGREEMENT AFTER EXPRESSIONS	O F QUANTITY
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; display: inline-block;"> <i>all</i> <i>most</i> <i>some</i> <i>half</i> </div>	OF THE (OBJECT)	V
When an expression of quantity is the subject, the verb agrees with the object		

## SKILL 20 MAKE INVERTED VERBS AGREE

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 *bicycles* 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:

SUBJECT / VERB	AGREEMENT	AFTER INVERTED VERBS
Question Negative Place Condition (no <i>if</i> ) Comparison	v	s
After question words, negative expressions, place expression, conditions without <i>if</i> , and comparisons, the verb agrees with the subject, which may be after the verb.		

## SKILL 21 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				
These words or expressions are grammatically singular, so they take singular verbs:				
<i>anybody</i>	<i>everybody</i>	<i>no body</i>	<i>somebody</i>	<i>each (+ noun)</i>
<i>anyone</i>	<i>everyone</i>	<i>no one</i>	<i>someone</i>	<i>every (+ noun)</i>
<i>anything</i>	<i>everything</i>	<i>nothing</i>	<i>something</i>	

**EXERCISE**

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. The contracts signed by the company has been voided because some stipulations were not met.
- \_\_\_\_ 2. Ten miles beyond the river was the farmlands that they had purchased with their life savings.
- \_\_\_\_ 3. Each package that is not properly wrapped have to be returned to the sender.
- \_\_\_\_ 4. She would not have to enter the house through the bedroom window were the keys where they were supposed to be.
- \_\_\_\_ 5. The proposal brought so much new work to the partnership that there was not enough hours to complete all of it.
- \_\_\_\_ 6. The box of ribbons for the electric typewriter have been misplaced.
- \_\_\_\_ 7. It is disconcerting to believe that every possible candidate has been rejected for one reason or another.
- \_\_\_\_ 8. Only once have there been more excitement in this city about a sporting event.
- \_\_\_\_ 9. Bobby has a bigger bicycle than does the other children in the neighborhood.
- \_\_\_\_ 10. If nobody have bought that car from the dealer, then you should return and make another offer.

**TOEFL EXERCISE**

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

- |   |   |
|---|---|
| <p>1. Among bees _____ a highly elaborate form of communication.</p> <p>(A) occur<br/>(B) occurs<br/>(C) it occurs<br/>(D) they occur</p> | <p>2. _____ heated by solar energy have special collectors on the roofs to trap sunlight.</p> <p>(A) A home is<br/>(B) Homes are<br/>(C) A home<br/>(D) Homes</p> |
|---|---|

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

- \_\_\_\_ 3. Each number in a binary system are formed from only two symbols.  
A B C D
  
- \_\_\_\_ 4. Scientists at the medical center is trying to determine if there is a relationship between saccharine and cancer.  
A B C D
  
- \_\_\_\_ 5. On the rim of the Kilauea volcano in the Hawaiian Islands are a hotel called theA B C D  
Volcano Hotel.

- \_\_\_\_\_ 6. The great digital advances of the electronic age, such as integrated circuitry<sup>A</sup> and a microcomputer, has been planted in tiny chips.<sup>B</sup>  
C D
- \_\_\_\_\_ 7. There are many frequently mentioned reasons why one out of four arrests<sup>A</sup> involve a juvenile.<sup>B</sup>  
C D
- \_\_\_\_\_ 8. Kepler's Laws, principles outlining planetary movement, was formulated based<sup>A</sup> on observations made without a telescope.<sup>B</sup>  
C D
- \_\_\_\_\_ 9. Only with a two-thirds vote by both houses are the U.S. Congress able to<sup>A</sup> override a presidential veto.<sup>B</sup>  
C D
- \_\_\_\_\_ 10. Of all the evidence that has piled up since Webster's paper was published,<sup>A</sup> there is no new ideas to contradict his original theory.  
B C D

**TOEFL REVIEW EXERCISE (Skills 1-21)** : Choose the letter of the word or group of words that best completes the sentence.

1. \_\_\_\_\_ several unsuccessful attempts, Robert Peary reached the North Pole on April 6, 1909.  
(A) After  
(B) He made  
(C) When  
(D) His
2. The musical instrument \_\_\_\_\_ is six feet long.  
(A) is called the bass  
(B) it is called the bass  
(C) called the bass  
(D) calls the bass
3. One problem with all languages they are full of irregularities.  
(A) when  
(B) so  
(C) is that  
(D) in case
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
5. 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  
(D) once had

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

- \_\_\_\_\_ 6. More than half of the children in the 1,356 member district qualifies  
for A B C  
reduced-price or free lunches.  
D
- \_\_\_\_\_ 7. Five miles beyond the hills were a fire with its flames reaching up to the sky.  
A B C D
- \_\_\_\_\_ 8. Kettledrums, what were first played on horseback, were incorporated into  
the A B C D  
orchestra in the eighteenth century.
- \_\_\_\_\_ 9. When is a flag hung upside down, it is an internationally recognized symbol of distress.  
A B C D
- \_\_\_\_\_ 10. The Museum of the Confederation in Richmond hosts an exhibition which  
A  
documenting the origins and history of the banner that most  
Americans B C  
think of as the Confederate flag.  
D

## PROBLEMS WITH PARALLEL STRUCTURE

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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 *or*; (2) with paired conjunctions, such as *both. . . and*, *either. . . or*, *neither. . . nor*, *not only. . . but also*; and (3) with comparisons.

## **SKILL 22 USE PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS**

The job of the coordinate conjunctions (*and*, *but*, or *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 eats *and* sleeps only 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 structure)	
(same structure),	(same structure),	and but or	(same structure)

### SKILL 23 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* Mark *or* Sue has the book.  
The tickets 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:

PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS			
<i>both</i> <i>either</i> <i>neither</i> <i>not only</i>	(same structure)	<i>and</i> <i>or</i> <i>nor</i>  <i>but also</i>	(same structure)

## SKILL 24 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:

PARALLEL STRUCTURE WITH COMPARISONS		
(same structure)	<p><i>More...than</i></p> <p><i>-er...than</i></p> <p><i>less...than</i></p> <p><i>as...as</i></p> <p><i>the same...as</i></p>	(same structure)

**EXERCISE** 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. After retirement he plans on traveling to exotic locations, dine in the finest restaurants, and playing a lot of golf.
- \_\_\_\_\_ 2. She was both surprised by and pleased with the seminar.
- \_\_\_\_\_ 3. What came after the break was even more boring than had come before.
- \_\_\_\_\_ 4. He would find the missing keys neither under the bed or behind the sofa.
- \_\_\_\_\_ 5. Depending on the perspective of the viewer, the film was considered laudable, mediocrity, or horrendous.
- \_\_\_\_\_ 6. He exercised not only in the morning, but 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 helps you.
- \_\_\_\_\_ 9. Either you have to finish the project, or the contract will be canceled.
- \_\_\_\_\_ 10. The courses that you are required to take are more important than the courses that you choose.

**TOEFL EXERCISE (Skills 22-24):** Choose the letter of the word or group of words that best completes the sentence.

1. Truman Capote's *In Cold Blood* is neither journalistically accurate \_\_\_\_\_
  - (A) a piece of fiction
  - (B) nor a fictitious work
  - (C) or written in a fictitious way
  - (D) nor completely fictitious
2. Vitamin C is necessary for the 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 \_\_\_\_\_
  - (A) by environmental factors
  - (B) environmentally
  - (C) the influence of the environment
  - (D) environment
4. Because bone loss occurs earlier in women than \_\_\_\_\_, the effects of osteoporosis are more apparent in women.
  - (A) men do
  - (B) in men
  - (C) as men
  - (D) similar to men

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

- \_\_\_\_ 5. Fire extinguishers can contain liquefied gas, dry chemicals, or watery.  
A B C D
- \_\_\_\_ 6. The U.S. Congress consists of both the Senate as well as the House of Representatives.  
A B C D
- \_\_\_\_ 7. The prison population in this state, now at an all time high, is higher than any state.  
A B C D
- \_\_\_\_ 8. A well-composed baroque opera achieves a delicate balance by focusing  
 alternately A B C  
 on the aural, visual, emotional, and philosophy elements.  
D
- \_\_\_\_ 9. Manufacturers may use food additives for preserving, to color, to flavor,  
A B  
 or to fortify foods.  
C
- \_\_\_\_ 10. A bankruptcy may be either voluntary nor involuntary.  
A B C

**TOEFL REVIEW EXERCISE (Skills 1-24):** Choose the letter of the word or group of words that best completes the sentence.

- |  |   |
|--|---|
| <p>1. The growth of hair _____ cyclical process, with phases of activity and inactivity.</p> <p>(A) it is<br/>         (B) is a<br/>         (C) which is<br/>         (D) a regular</p>   | <p>4. The legal systems of most countries can be classified ___ common law or civil law.</p> <p>(A) as either<br/>         (B) either as<br/>         (C) either to<br/>         (D) to either</p>                              |
| <p>2. The fire _____ to have started in the furnace under the house.</p> <p>(A) is believed<br/>         (B) that is believed<br/>         (C) they believe<br/>         (D) that they believe</p>   | <p>5. One difference between mathematics and language is that mathematics is precise</p> <p>(A) language is not<br/>         (B) while language is not<br/>         (C) but language not<br/>         (D) while is language</p> |
| <p>3. In Roman numerals, _____ symbols for numeric values.</p> <p>(A) are letters of the alphabet<br/>         (B) letters of the alphabet are<br/>         (C) which uses letters of the alphabet<br/>         (D) in which letters of the alphabet are</p> | <p>6. Your criticism of the three short stories should not be less than 2,000 words, nor _____ more than 3,000.</p> <p>(A) should it be<br/>         (B) it should be<br/>         (C) it is<br/>         (D) should be it</p>  |

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

- \_\_\_\_\_ 7. In 1870, the attorney general was made head of the Department of Justice, A given an enlarged staff, and B endow with clear-cut law-enforcement functions. C D
- \_\_\_\_\_ 8. The General Sherman Tree, the largest of all the giant sequoias, are reputed to be the world's largest living thing. A B C D
- \_\_\_\_\_ 9. The skeleton of a shark is made of cartilage rather than having bone. A B C D
- \_\_\_\_\_ 10. At least one sample of each of the brands contains measurable amounts of aflatoxin, A B and there is three which exceed the maximum. C D

## PROBLEMS WITH COMPARATIVES AND SUPERLATIVES

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 25 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 taller *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* largest 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 COMPARTIVES AND SUPERLATIVES	
COMPARATIVE	$\left[ \begin{array}{l} \text{more (long adjective)} \\ \text{(short adjective) + er} \end{array} \right] \text{ than}$
SUPERLATIVE	$\text{the } \left[ \begin{array}{l} \text{most (long adjective)} \\ \text{(short adjective)+est} \end{array} \right] \text{ maybe in, of, that}$

## SKILL 26 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 COMPARATIVE AND SUPERLATIVE
The COMPARATIVE is used to compare <i>two equal things</i> .
The SUPERLATIVE is used to show which one <i>of many</i> is in some way the most outstanding.

## SKILL 27 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	<table border="1"><tr><td>-er more</td></tr></table>	-er more	(same structure),	THE <table border="1"><tr><td>-er more</td></tr></table> (same structure).	-er more
-er more					
-er more					
This type of sentence <i>may</i> or <i>may not</i> include a verb.					

**EXERCISE (Skills 27-29):** Circle the comparatives and superlatives in the following sentences. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. The coffee is more stronger today than it was yesterday.
- \_\_\_\_\_ 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 that he can afford.
- \_\_\_\_\_ 4. The closest it gets to summer, the longer the days are.
- \_\_\_\_\_ 5. The business department is bigger of the departments in the university.
- \_\_\_\_\_ 6. I really do not want to live in the Southeast because it is one of the most hot areas in the U.S.
- \_\_\_\_\_ 7. It is preferable to use the most efficient and most effective method that you can.
- \_\_\_\_\_ 8. Tonight's dinner was more filling than last night's.
- \_\_\_\_\_ 9. The sooner the exam is scheduled, the less time you have to prepare.
- \_\_\_\_\_ 10. The house is now the cleanest that it has ever been.

**TOEFL EXERCISE (Skills 27-29):** Choose the letter of the word or group of words that best completes the sentence.

- 1. The speed of light is is the speed of sound.
  - (A) faster
  - (B) much faster than
  - (C) the fastest
  - (D) as fast
- 2. The use of detail is \_\_\_\_\_ method of developing a controlling idea, and almost all students employ this method.
  - (A) more common
  - (B) common
  - (C) most common
  - (D) the most common
- 3. \_\_\_\_\_ in Stevenson's landscapes, the more vitality and character the paintings seem to possess.
  - (A) The brushwork is loose
  - (B) The looser brushwork
  - (C) The loose brushwork is
  - (D) The looser the brushwork is

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

- \_\_\_\_\_ 4. Certain types of snakes have been known to survive fasts more as a year long.
 

A B C D
- \_\_\_\_\_ 5. The grizzly bear, which can grow up to eight feet tall, has been called a more
 

A B C D

 dangerous animal of North America.



- \_\_\_\_\_ 6. Climate, soil type, and availability of water are the most critical factors than selecting the best type of grass for a lawn.  
A B C D
- \_\_\_\_\_ 7. Peter Abelard, a logician and theologian, was the controversialest teacher of his age.  
A B C D
- \_\_\_\_\_ 8. Protein molecules are the most complex than the molecules of carbohydrates.  
A B C D
- \_\_\_\_\_ 9. The leek, a member of the lily family, has a mildest taste than the onion.  
A B C D
- \_\_\_\_\_ 10 The widely used natural fiber of all is cotton.  
A B C D

**TOEFL. REVIEW EXERCISE (Skills 1-27):** Choose the letter of the word or group of words that best completes the sentence.

1. \_\_\_\_\_ a liberal arts college specifically for deaf people, is located in Washington, D.C.  
(A) Gallaudet College  
(B) Gallaudet College is  
(C) About Gallaudet College  
(D) Because of Gallaudet College  
(C) Several  
(D) There were several
2. \_\_\_\_\_ varieties of dogs at the show, including spaniels, poodles, and collies.  
(A) The several  
(B) Those  
(A) it is heartening  
(B) hearten  
(C) heartening  
(D) is heartening
3. While the discovery that many migratory songbirds can thrive in deforested wintering spots\_\_\_\_, the fact remains that these birds are dying at unusual rates.

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

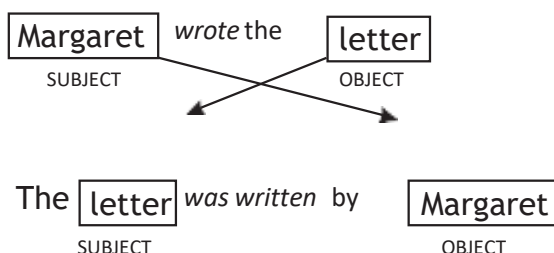
- \_\_\_\_\_ 4. The coyote is somewhat smaller in size that a timber wolf.  
A B C D
- \_\_\_\_\_ 5. The weather reports all showed that there were a tremendous storm front moving in.  
A B C D
- \_\_\_\_\_ 6. Seldom cactus plants are found outside of North America.  
A B C D
- \_\_\_\_\_ 7. In a basketball game a player what is fouled receives one or two free throws.  
A B C D
- \_\_\_\_\_ 8. Until recently, California was largest producer of oranges in the U.S.A  
A B C D
- \_\_\_\_\_ 9. An understanding of engineering theories and problems are impossible until basic arithmetic is fully mastered.  
A B C D
- \_\_\_\_\_ 10. The earliest the CVS (*chorionic villas sampling*) procedure in the pregnancy, theA B C  
greater the risk to the baby.

## PROBLEMS WITH PASSIVE VERBS

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Sentences in which the error is an incorrect passive are common in the Written Expression section of 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).

## SKILL 28 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 + pas participle (BY + object)

## SKILL 29 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 mailed *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:

ACTIVE AND PASSIVE MEANINGS	
<b>ACTIVE</b>	The subject <i>does</i> the action of the verb.
<b>PASSIVE</b>	The subject <i>receives</i> the action of the verb.

**EXERCISE I (Skills 28-29):** Underline the verbs twice in the following sentences. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_ 1. After the old radiator had be replaced, the travelers continued their crosscountrytrip.
- \_\_\_ 2. During the lightning storm, he struck in the head by a falling tree.
- \_\_\_ 3. While I am on vacation, the pets should be feeds every morning and evening.
- \_\_\_ 4. A book being written now by a team of writers will be published in the fall.
- \_\_\_ 5. I found out that the real estate agent had already been leased the condominium.
- \_\_\_ 6. The house that Mrs. Martin has always wanted to buy has just placed on themarket.
- \_\_\_ 7. The foundation should have been finishing by the construction workers beforethey left the construction site.
- \_\_\_ 8. We must leave that money in the checking account because the bills pay onthe first of the month.
- \_\_\_ 9. The horses can't be taken out now because they have been rode for the pastfew hours.
- \_\_\_ 10. It is being announced by a presidential aide that a lawyer from Virginia hasbeen named attorney general.

**TOEFL EXERCISE (Skill 28-29):** Choose the letter of the word or group of words thatbest completes the sentence.

1. \_\_\_discussed by the board of directors when it was proposed again by thesupervisors.
  - (A) The problem had already
  - (B) The problem is already
  - (C) The problem had already been
  - (D) The problem has already
2. Much of the carnage of elephants,giraffes, and big cats \_\_\_\_\_ uncaring hunters.
  - (A) must commit by
  - (B) must be committed
  - (C) must have committed
  - (D) must have been committed by
3. The X-ray treatments\_\_\_\_\_ up to the time that he was dismissed from the hospital.
  - (A) gave daily
  - (B) were given daily
  - (C) basically have given
  - (D) daily had been given

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

- \_\_\_ 4. Particular issues that concern teenagers were covering in the half-hour program.  
                                  A                                  B                                  C                                  D
- \_\_\_ 5. Electrical impulses may also picked up by the optic nerve.  
                                  A                                  B                                  C                                  D
- \_\_\_ 6. Workers training for a specific job have a strong possibility of being replace by a machine.  
                                  A                                  B                                  C                                  D
- \_\_\_ 7. On June 30,1992, international timekeepers in Paris were added an extraA  
                                  second to the day.  
                                  C                                  D                                  B
- \_\_\_ 8. The report could not be turned in on time because all the needed work lost.  
                                  A                                  B                                  C                                  D
- \_\_\_ 9. In English these questions have be formed by changing the word order of a  
                                  statement, whereas in some languages the word order remains the same.  
                                  A                                  B                                  C                                  D
- \_\_\_ 10. He was not able to define the process by which the body had protected by  
                                  theA                                  B                                  C                                  D  
immunologic system.

**TOEFL REVIEW EXERCISE (Skills I - 29):** Choose the letter of the word or group of words that best completes the sentence.

1. \_\_\_\_\_ Big Dipper, a seven-star constellation in the shape of a cup, is part of Ursa Major.

- (A) The
- (B) It is the
- (C) With the
- (D) That the

3. \_\_\_impressive chapter in the book was the chapter on Stuart's scientific theories.

- (A) It was the most
- (B) The most
- (C) Most
- (D) Most of the

2. The Military Academy at West Point on the west bank of the Hudson River,north of New York City.

- (A) located
- (B) is located
- (C) which is located
- (D) whose location is

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

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

## PROBLEMS WITH NOUNS

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The same types of problems with nouns appear often in the Written Expression section of 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 30 USE THE CORRECT SINGULAR OR PLURAL NOUN

A problem that is common in the Written Expression section of 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 the Written Expression section of 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:

KEYWORDS FOR SINGULAR AND PLURAL NOUNS					
For Singular Nouns	<i>each</i>	<i>every</i>	<i>single</i>	<i>one</i>	<i>a</i>
For Plural Nouns	<i>both</i>	<i>two</i>	<i>many</i>	<i>several</i>	<i>various</i>

### SKILL 31 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*, *friendship*, 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:

#### KEYWORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS

For Countable Nouns	<i>many</i>	<i>Number</i>	<i>few</i>	<i>fewer</i>
For Uncountable Nouns	<i>much</i>	<i>Amount</i>	<i>little</i>	<i>less</i>



### SKILL 32 RECOGNIZE IRREGULAR PLURALS OF NOUNS

Many nouns in English have irregular plurals, and these irregular forms can cause confusion in the Written Expression section of 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	<i>man / men</i> <i>woman / women</i>	<i>toot / feet</i> <i>tooth / teeth</i>	<i>goose / geese</i> <i>mouse / mice</i>
Add -EN	<i>child / children</i>	<i>ox/oxen</i>	
Same as singular	<i>deer / deer</i> <i>fish / fish</i>	<i>salmon / salmon</i> <i>sheep / sheep</i>	<i>trout / trout</i>
-IS → -ES	<i>analysis / analyses</i> <i>axis / axes</i> <i>crisis / crises</i>	<i>diagnosis / diagnoses</i> <i>hypothesis / hypotheses</i> <i>parenthesis / parentheses</i>	<i>synthesis / syntheses</i> <i>thesis / theses</i>
Ends in -A	<i>bacterium / bacteria</i> <i>curriculum / curricula</i>	<i>datum / data</i> <i>phenomenon / phenomena</i>	<i>criterion / criteria</i>
-US → -I	<i>alumnus / alumni</i> <i>bacillus / bacilli</i> <i>cactus / cacti</i>	<i>fungus / fungi</i> <i>nucleus / nuclei</i> <i>radius / radii</i>	<i>stimulus / stimuli</i> <i>syllabus / syllabi</i>

### SKILL 33 DISTINGUISH THE PERSON FROM THE THING

Nouns in English can refer to persons or things. Sometimes in the Written Expression section of 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*
1. It is common to confuse a person with a thing in the written Expression section of the TOEFL test. 2. This type of question generally appears near the end of the written Expression section

**EXERCISE (Skills 30-33):** Study the nouns in the following sentences. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. The professor does not give many exam in chemistry class, but the ones shegives 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 alarge number of people.
- \_\_\_\_\_ 5. Many job opportunities exist in the field of nurse if you will accept a low-payingposition.
- \_\_\_\_\_ 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 toomuch money.
- \_\_\_\_\_ 9. The television producer that was shown last night on the CBS network from9:00 to 11:00 was one of the best shows of the season.
- \_\_\_\_\_ 10. Various sight-seeing excursion were available from the tourist agency.



**TOEFL REVIEW EXERCISE (Skills 1—33):** Choose the letter of the word or group of words that best completes the sentence.

1. Presidential \_\_\_\_\_ held every four years on the first Tuesday after the first Monday in November.

- (A) electing
- (B) elections are
- (C) is elected
- (D) elected and

2. Studies of carcinogenesis in animals can provide data on \_\_\_\_\_ in human susceptibility.

- (A) differences are
- (B) that differences are
- (C) differences have
- (D) differences

3. Those who favor the new law say that the present law does not set spending limits on lobbyists' gifts to politicians, nor statewide funds.

- (A) it limits
- (B) limits it
- (C) does it limit
- (D) does it

4. The population of the earth is increasing at a tremendous rate and \_\_\_\_\_ out of control.

- (A) they have become
- (B) are soon going to be
- (C) soon will be
- (D) why it will be

5. Starting in 1811, traders and manufacturers were more easily able to send goods upriver in \_\_\_\_\_ provided

the necessary power to counteract the flow of the waters.

- (A) steamboats
- (B) which
- (C) that
- (D) that steamboats

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

\_\_\_\_\_ 6. Temperature indicates on a bimetallic thermometer by the amount that the \_\_\_\_\_ bimetallic strip bends.

A B C D

\_\_\_\_\_ 7. Many of the food consumed by penguins consists of fish obtained from the ocean.

A B C D

\_\_\_\_\_ 8. Before the newspaper became widespread, a town crier has walked throughout \_\_\_\_\_ a village or town singing out the news.

D

\_\_\_\_\_ 9. All of NASA's manned spacecraft project are headquartered at the Lyndon \_\_\_\_\_ Johnson Space Center in Houston.

B.A B C D

\_\_\_\_\_ 10. Fungi cause more serious plant diseased than do other parasites.

A B C D

## PROBLEMS WITH PRONOUNS

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Pronouns are words, such as *he*, *she*, or *it*, that take the place of nouns. When you see a pronoun in the Written Expression section of 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 34 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	OBJECT
<i>I</i>	<i>me</i>
<i>you</i>	<i>you</i>
<i>he</i>	<i>him</i>
<i>she</i>	<i>her</i>
<i>it</i>	<i>it</i>
<i>we</i>	<i>us</i>
<i>they</i>	<i>them</i>

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.

*Sally gave the book to John*

↓                      ↙                      ↘  
*She gave it to him.*

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 *me*. 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 *you* and the incorrect object *I*. **PROBLEMS WITH ADJECTIVES AND ADVERBS\_**

Many different problems with adjectives and adverbs are possible in the Written Expression section of 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 <i>public</i> <i>evident</i>	recently <i>publicly</i> <i>evidently</i>

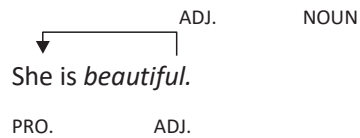
However, there are many adverbs in English that do not end in *-ly*. These adverbs can be recognized from their meanings. They can describe *when* something happens (*often, soon, later*), *how* something happens (*fast, hard, well*), or *where* something happens (*here, there, nowhere*).

There are three skills involving adjectives and adverbs that will help you on the Written Expression section of 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 35 USE BASIC ADJECTIVES AND ADVERBS CORRECTLY

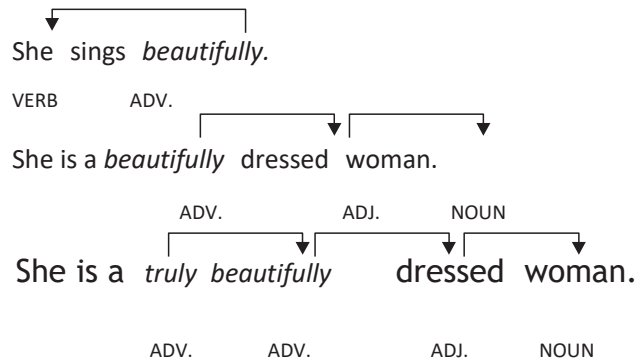
Sometimes in the Written Expression section of the TOEFL test, adjectives are used in place of adverbs, or adverbs are used in place of adjectives. Adjectives and adverbs have very different uses. Adjectives have only one job: they describe nouns or pronouns.

She is a *beautiful* woman.



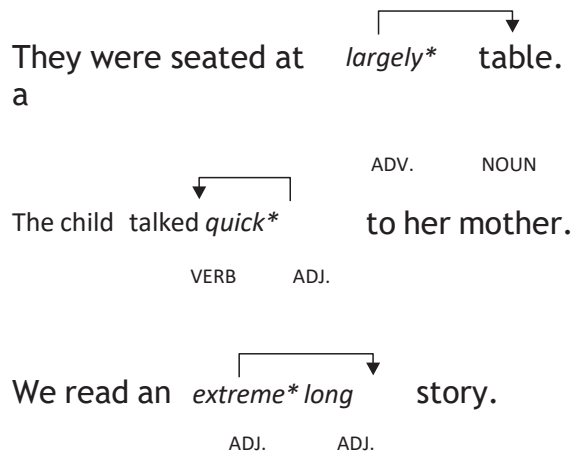
In the first example, the adjective *beautiful* describes the noun *woman*. In the second example, the adjective *beautiful* describes the pronoun *she*.

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*.

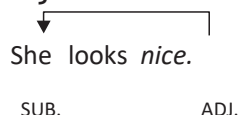
### SKILL 36 USE ADJECTIVES AFTER LINKING VERBS

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

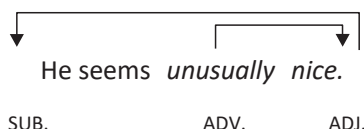


In this example, the verb *spoke* is followed by the adverb *nicely*. This adverb describes the verb *spoke*.

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:

ADJECTIVES AND ADVERBS AFTER VERBS			
(subject)	+	(regular verb)	+ (adverb)
A regular verb is followed by an adverb. The adverb describes the verb.			
(subject)	+	(linking verb)	+ (adjectives)
A linking verb is followed by an adjective. The adjective describes the subject.			



(subject) + (linking verb) + (adverb) + (adjectives)			
It is possible that a linking verb is followed by an adverb and an adjective. The adverb describes the adjective and the adjective describes the subject.			
LINKING VERB:	<i>appear</i> <i>feel</i> <i>be</i>	<i>look</i> <i>become</i> <i>prove</i>	<i>seem</i> <i>smell</i> <i>taste</i>

### SKILL 37: POSITION ADJECTIVES AND ADVERBS CORRECTLY

Adjectives and adverbs can appear in incorrect positions in the Written Expression section of 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 has taken *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> come 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 (Skills 35-37):** Circle the adjectives and adverbs in the following sentences. Draw arrows to the words they describe. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. They were unable to see where their friends were sitting in the theater because of the lights dim.
- \_\_\_\_\_ 2. After the comprehensive exam, she looked exhaustedly by the experience.
- \_\_\_\_\_ 3. The project was remarkable close to being finished.
- \_\_\_\_\_ 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.

**TOEFL EXERCISE (Skills 35-37): Choose the letter of the underlined word or group of words that is not correct.**

- \_\_\_\_\_ 1. Modern art is on display at the Guggenheim Museum, a building with an unusually  
A B C D  
design.
- \_\_\_\_\_ 2. By the beginning of the 1980's fifteen states had adopted already no-fault  
A B C  
insurance laws.  
D
- \_\_\_\_\_ 3. Heart attacks are fatally in 75 percent of occurrences.  
A B C D
- \_\_\_\_\_ 4. In spite of a tremendous amount of electronic gadgetry, air traffic control still  
A B C  
depends heavy on people.  
D
- \_\_\_\_\_ 5. Only recently have Gooden's industrially designers and engineers been able  
toA B  
optimize Watertred's unusual tread patterns for mass production.  
C D
- \_\_\_\_\_ 6. A baboon's arms appear as lengthily as its legs.  
A B C D
- \_\_\_\_\_ 7. A serious problem is how to communicate reliable with a submerged submarine.  
A B C D
- \_\_\_\_\_ 8. Americans are destroying rapidly wetlands, faster than an acre every two minutes.  
A B C D
- \_\_\_\_\_ 9. The central banking system of the U.S. consists of twelve banks district.  
A B C D
- \_\_\_\_\_ 10. Telegraph service across the Atlantic was successful established in 1866.  
A B C D

**TOEFL REVIEW EXERCISE (Skills 1-37):** Choose the letter of the word or group of words that best completes the sentence.

1. Patty Berg, the top tournament winner in women's golf, eighty-three golf tournaments from 1935 through 1964.  
(A) she won  
(B) winning  
(C) won  
(D) who won
2. \_\_\_ with about fifteen times its weight in air does gasoline allow the carburetor to run smoothly.  
(A) It is mixed  
(B) To mix it  
(C) When mixed  
(D) Only when mixed

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

- \_\_\_ 3. The Colorado River reaches their maximum height during April and May.  
  A           B                           C           D
- \_\_\_ 4. Plant proteins tend to have few amino acids than proteins from animal sources.  
  A           B                           C   D
- \_\_\_ 5. The Viking spacecraft has landed on Mars in July of 1976.  
  A                                   B                           C           D
- \_\_\_ 6. Admiral Byrd commanded airplane expeditions over both the Arctic or the Antarctic.  
  A                                   B           C                                   D
- \_\_\_ 7. The advertising campaign will be based on the recent completed study.  
  A                                   B                           C           D
- \_\_\_ 8. Coronary occlusion results from a disease in which fatty substances with a large  
  A                                   B  
amount of cholesterol is deposited in the arteries.  
  C                                   D
- \_\_\_ 9. Her money gave back as soon as she threatened to take the matter to court.  
  A           B                           C           D
- \_\_\_ 10. Other sites of fossil discoveries throughout Wyoming, ranging from the fiery  
  A                                   B  
Tyrannosaurus Rex to the milder Triceratops, have proven equally excite.  
  C                                   D

## MORE PROBLEMS WITH DJECTIVES

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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, predicate adjectives, and (3) *-ed* and *-ing* adjectives.

### SKILL 38 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 the Written Expression section of the TOEFL test.

┌───┐  
└───┘  
The manager turned in his *weekly* report.  
ADJ. NOUN

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
freindly	lonely	monthly	yerly	southerly
kindly	manly	nightly	lovely	westerly

### SKILL 39: 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;

PREDICATE ADJECTIVES	
PREDICATE ADJECTIVES	FORMS USED IN FRONT OF NOUN
alike alive alone afraid asleep	like, similar live, living lone frightened sleeping
A predicate adjective appears after a linking verb such as <i>be</i> . It cannot appear directly in front of the noun that it describes	

### SKILL 40: 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 the Written Expression section of 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. 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 cannot 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:

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

TOEFL EXERCISE (Skills 38-40): Choose the letter of the underlined word or group of words that is not correct.

- \_\_\_\_\_ 1. As the only major American river that flowed in a west direction, the Ohio was the preferred route for settlers.  
A
B
C
D
- \_\_\_\_\_ 2. During the annually salmon migration from the sea to fresh water, Alaska's McNeil River becomes a gathering place for brown bears waiting eagerly to catch their fill.  
A
B
C
D
- \_\_\_\_\_ 3. Edelman stresses the mounting evidence showing that greatly variation on a microscopic scale is likely.  
A
B
C
D
- \_\_\_\_\_ 4. Perhaps the most welcoming and friendly of the park's wild places is the live oak  
A
B
C

forest that surrounds the district's alone visitors' center in Gulf Breeze.

D

- \_\_\_\_\_ 5. Halley's comet, viewing through a telescope, was quite impressive.  
A B C D
- \_\_\_\_\_ 6. The state of deep asleep is characterized by rapid eye movement, or REM, sleep.  
A B C D
- \_\_\_\_\_ 7. Among the disputing sections of the Monteverdi opera are the sinfonia, the prologue, and the role of Ottone.  
A B C D
- \_\_\_\_\_ 8. Most probably because of the likable rapport between anchors, the night newscast on the local ABC affiliate has recently moved well beyond its competitors in the ratings battle.  
A B C D
- \_\_\_\_\_ 9. Signing at the outset of a business deal, a contract offers the participants a certain degree of legal protection from costly mistakes.  
A B C D
- \_\_\_\_\_ 10. The story presented by Fischer is a headlong tale told so effectively that its momentum carries the reader right through the live endnotes.  
A B C D

**TOEFL REVIEW EXERCISE (Skills 1-40):** 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 economy and productive capacity of the region.  
(A) proved  
(B) they proved  
(C) they proved it  
(D) proved it
2. Still other hurdles remain before suitable for private cars.  
(A) fuel cells  
(B) become  
(C) fuel cells become  
(D) that fuel cells become
3. The daughters of Joseph LaFlesche were born into the generation of Omaha forced to abandon tribal traditions, on the reservation, and to adapt to the white man's ways.  
(A) they matured  
(B) to mature  
(C) maturing  
(D) to maturity
4. Among the most revealing aspects of mining towns, their paucity of public open space.  
(A) was  
(B) were  
(C) it was  
(D) so

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

- \_\_\_\_\_ 5. Factor analysis is used to discover how many abilities are involve in intelligence test performance.  
A B C D



- \_\_\_\_\_ 6. One of the early orders of marine mammals, manatees have evolved  
moreA B  
than fifty million years ago from land animals.  
C D
- \_\_\_\_\_ 7. Dolphins and chimps are like in that they have been shown to have language skills.  
A B C D
- \_\_\_\_\_ 8. In the appendix at the end of the chapter are the instructions to be used for the  
A B C  
completion correct of the form.  
D

## PROBLEMS WITH PREPOSITIONS

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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 the Written Expression section of 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 41 RECOGNIZE INCORRECT PREPOSITIONS

Sometimes an incorrect preposition is given in a sentence in the Written Expression section of 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* 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*.

## SKILL 42 RECOGNIZE WHEN PREPOSITIONS HAVE BEEN OMITTED

Sometimes a necessary preposition has been omitted from a sentence in the Written Expression section of 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 for me*. The second example is incorrect because it is necessary to say *plan on attending*.

**EXERCISE (Skills 41-42):** Circle the prepositions in the following sentences. Mark where they have 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.

**TOEFL EXERCISE (Skills 41-42):** Choose the letter of the underlined word or group of words that 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.  
A B C D
- \_\_\_\_\_ 2. The occurrence edema indicates the presence of a serious illness.  
A B C D
- \_\_\_\_\_ 3. Atomic nuclei are believed to be composed by protons and neutrons in equal numbers for the lighter elements.  
A B C D
- \_\_\_\_\_ 4. According legend, Betsy Ross designed and sewed the first American flag.  
A B C D
- \_\_\_\_\_ 5. The middle ear is attached for the back of the throat by the Eustachian tube.  
A B C D
- \_\_\_\_\_ 6. Plants that sprout, grow, bloom, produce seeds, and die within one year are classified for annuals.  
A B C D
- \_\_\_\_\_ 7. A marionette is controlled by means strings connected to wooden bars.  
A B C D
- \_\_\_\_\_ 8. In July of 1861, Pat Garrett killed Billy the Kid in a house close Fort Sumner.  
A B C D

\_\_\_\_\_ 9. Many comfort heating systems using steam as a working fluid operate at the \_\_\_\_\_ convection principle.  
A B C D

\_\_\_\_\_ 10. Mars' two small moons are irregularly shaped and covered for craters.  
A B C D

TOEFL REVIEW EXERCISE (1-42): Choose the letter of the word or group of words that best completes the sentence.

1. In any matter, heat tends to flow \_\_\_\_\_ to the cooler parts.

- (A) hotter parts
- (B) there are hotter parts
- (C) from the hotter parts
- (D) toward the hotter parts

2. Certain authorities claim that the costumes that people wear to parties into their personalities.

- (A) give subtle insights
- (B) they give subtle insights
- (C) which give subtle insights
- (D) subtle insights

3. \_\_\_\_\_ Army camps near Washington, D.C., in 1861, Julia Ward Howe wrote "The Battle Hymn of the Republic."

- (A) She visited
- (B) After visiting
- (C) When visited
- (D) When was she visiting

Choose the 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.  
A B C D

\_\_\_\_\_ 5. Regular programming was interrupted to broadcast a special news bulletins.  
A B C D

\_\_\_\_\_ 6. Sulfa drugs had been used to treat bacterial infection until penicillin becomes \_\_\_\_\_ widely available.  
A B C D

\_\_\_\_\_ 7. Plans for both the International Monetary Fund or the World Bank were drawn up \_\_\_\_\_ at the Bretton Woods Conference.  
A B C D

\_\_\_\_\_ 8. Seldom Antarctic icebergs will move far enough north to disturb South Pacific shipping lanes.  
A B C D

\_\_\_\_\_ 9. In 1958, a largest recorded wave, with a height of 500 meters, occurred in \_\_\_\_\_ Lituya Bay, Alaska.  
A B C D

\_\_\_\_\_ 10. Exercise in swimming pools is particularly helpful because of buoyant effect water.  
A B C D

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