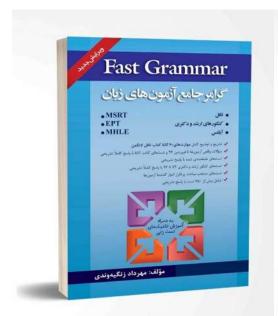


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## 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

## STRUCTURE DIAGNOSTIC PRE-TEST (Paper)

#### SECTION 2 STRUCTURE AND WRITTEN EXPRESSION

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

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

#### **Structure**

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

Look at the following examples.

Example I	Sample Answer
The president the election by a landslide.	

- (A) won
- (B) he won
- (C) yesterday
- (D) fortunately

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

Example II Sample Answer

When \_\_\_\_\_ the conference?

 $A \bigcirc C \bigcirc$ 

- (A) the doctor attended
- (B) did the doctor attend
- (C) the doctor will attend
- (D) the doctor's attendance

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

Now begin work on the questions.



## 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

1.	The North Pole a latitude of 90 degrees north.	7.	Experiments represent a giant step into the medicine of the future.
	<ul><li>(A) it has</li><li>(B) is having</li><li>(C) which is having</li><li>(D) has</li></ul>		<ul> <li>(A) using gene therapy</li> <li>(B) use gene therapy</li> <li>(C) they use</li> <li>(D) gene therapy uses</li> </ul>
2.	The city of Beverly Hills is surrounded on the city of Los Angeles.	8.	off the Hawaiian coastline are living, others are dead.
	<ul><li>(A) its sides</li><li>(B) the sides are</li><li>(C) it is the side of</li><li>(D) all sides by</li></ul>		<ul> <li>(A) While some types of coral reefs</li> <li>(B) Some types of coral reefs</li> <li>(C) There are many types of coral reefs</li> <li>(D) Coral reefs</li> </ul>
3.	greyhound, can achieve speeds up to thirty-six miles per hour.	9.	Nimbostratus clouds are thick, dark gray clouds forebode rain.
	<ul> <li>(A) The</li> <li>(B) The fastest</li> <li>(C) The fastest dog</li> <li>(D) The fastest dog, the</li> </ul>		<ul><li>(A) what</li><li>(B) which</li><li>(C) what they</li><li>(D) which they</li></ul>
4.	Marmots spend their time foraging among meadow plants and flowers or on rocky cliffs.	10.	Some economists now suggest that home equity loans are merely a new trap to push consumers beyond
	<ul><li>(A) gets sun</li><li>(B) sunning</li><li>(C) the sun</li><li>(D) sunny</li></ul>		<ul><li>(A) they can afford</li><li>(B) they can afford it</li><li>(C) what is affordable</li><li>(D) able to afford</li></ul>
5.	The greenhouse effect occurs heat radiated from the Sun.	11.	People who reverse the letters of words to read suffer from dyslexia.
	<ul> <li>(A) when does the Earth's atmosphere trap</li> <li>(B) does the Earth's atmosphere trap</li> <li>(C) when the Earth's atmosphere traps</li> <li>(D) the Earth's atmosphere traps</li> </ul>		<ul><li>(A) when trying</li><li>(B) if they tried</li><li>(C) when tried</li><li>(D) if he tries</li></ul>
	(D) the Lattins atmosphere traps	12.	Featured at the Henry Ford Museum
6.	The Rose Bowl, place on New Year's Day, is the oldest postseason collegiate football game in the United States.		of antique cars dating from 1865.  (A) is an exhibit (B) an exhibit (C) an exhibit is
	(A) takes (B) it takes		<ul><li>(C) an exhibit is</li><li>(D) which is an exhibit</li></ul>
	the contract		(ar / TTIIIUII IU MII U/XIIIUIL

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(C) which takes

(D) took

## 2 • 2 • 2 • 2 • 2 • 2 • 2 • 2

- 13. Rubber \_\_\_\_\_ from vulcanized silicones with a high molecular weight is difficult to distinguish from natural rubber.
  - (A) is produced
  - (B) producing
  - (C) that produces
  - (D) produced
- 14. \_\_\_\_\_ appears considerably larger at the horizon than it does overhead is merely an optical illusion.
  - (A) The Moon
  - (B) That the Moon
  - (C) When the Moon
  - (D) The Moon which

- 15. According to the World Health Organization, \_\_\_\_\_ any of the six most dangerous diseases to break out, it could be cause for quarantine.
  - (A) were
  - (B) they were
  - (C) there were
  - (D) were they

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#### **Written Expression**

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

Look at the following examples.

Example I Sample Answer

$$\frac{The}{A} \ \frac{string}{B} \ on \ a \ violin \ \frac{are}{C} \ \frac{tuned}{D}$$

in fifths.

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

Example II Sample Answer

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

Now begin work on the questions.

(A) (B) (D)

 $A \bigcirc C \bigcirc$ 

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2 • 2 • 2 • 2 • 2 • 2 • 2

- 16. On the floor of the Pacific Ocean is hundreds of flat-topped mountains more than a  $\overline{B}$  mile beneath sea level.
- 17. Because of the flourish with which John Hancock signed the Declaration of Independence, his name become synonymous with signature.  $\frac{1}{R}$
- 18. Segregation in public schools was declare unconstitutional by the Supreme Court in 1954.  $\frac{\text{in 1954.}}{D}$
- 19. Sirius, the Dog Star, is the most brightest star in the sky with an absolute magnitude about twenty-three times that of the Sun.  $\frac{A}{D}$
- 20. Killer whales  $\frac{\text{tend}}{A} \frac{\text{to wander}}{B}$  in family clusters that hunt, play, and  $\frac{\text{resting}}{C} \frac{\text{together.}}{D}$
- 21. Some of the most useful resistor  $\frac{\text{material}}{C}$  are carbon, metals, and  $\frac{\text{metallic}}{D}$  alloys.
- 22. The community of Bethesda, Maryland, was previous known as Darcy's Store.  $\frac{A}{D}$
- 23. Alloys of gold and copper  $\frac{\text{have}}{A}$  been  $\frac{\text{widely}}{B}$   $\frac{\text{using in various types}}{D}$  of coins.
- 24. J. H. Pratt used group therapy early in this century when he brought tuberculosis patients together to discuss its disease.  $\overline{D}$
- 25. The United States has  $\frac{import}{A} \frac{all}{B}$  carpet wools in recent years  $\frac{because}{C}$  domestic wools are  $\frac{too\ fine}{D}$  and soft for carpets.
- 26. Irving Berlin wrote "Oh How I Hate to Get Up in the Morning" while serving in a  $\overline{A}$  U.S. Army during World War I.

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- 27. Banks are rushing to merge because consolidations enable them to slash theirs costs and expand.  $\frac{\text{and expand.}}{D}$
- 28. That water has a very high specific heat  $\frac{\text{means}}{B}$  that without a large temperature change water can  $\frac{\text{add or lose}}{C}$  a large  $\frac{\text{number}}{D}$  of heat.
- 29. Benny Goodman was equally talented as both a jazz performer as well as a classical musician.

  D
- 30. The state seal still used in Massachusetts designed by Paul Revere, who also designed the first Continental currency.  $\frac{A}{D}$
- 31. Quarter horses were developed in eighteenth-century Virginia to race on  $\frac{\text{courses short }}{B} \text{ of about a quarter } \underbrace{\frac{\text{of a mile }}{C} \underbrace{\frac{\text{in length.}}{D}}}_{}$
- 32. No longer satisfied with the emphasis of the Denishawn School, Martha Graham  $\frac{\text{has moved}}{D}$  to the staff of the Eastman School in 1925.
- 33. William Hart was an act best known for his roles as western heroes in silent films.  $\frac{A}{A} = \frac{B}{B} = \frac{A}{C} = \frac{A}{D}$
- 34. Prior to an extermination program earlier this century, alive wolves roamed across nearly all of North America.

  D
- 35.  $\frac{\text{During}}{A}$  the 1960s the Berkeley campus of the University of California  $\frac{\text{came to}}{B}$  national attention as a  $\frac{\text{result}}{C}$  its radical  $\frac{\text{political}}{D}$  activity.
- 36. Artist Gutzon Borglum designed the Mount Rushmore Memorial and worked on project from 1925 until his death in 1941.

  B to be a signed the Mount Rushmore Memorial and worked on project from 1925 until his death in 1941.

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- 37. It is proving less  $\frac{\text{costly}}{A}$  and more  $\frac{\text{profitably}}{B}$  for drugmakers  $\frac{\text{to market}}{C}$   $\frac{\text{directly}}{D}$ patients.
- Sapphires weighing as much as two pounds have on occasion mined.  $\overline{B}$
- 39. Like snakes, lizards can be found on all others continents except Antarctica.  $\frac{A}{A}$
- Banks, savings and loans, and finance companies have recently been doing home equity loans with greater frequency than ever before.

This is the end of the Structure and Written Expression Pre-Test.



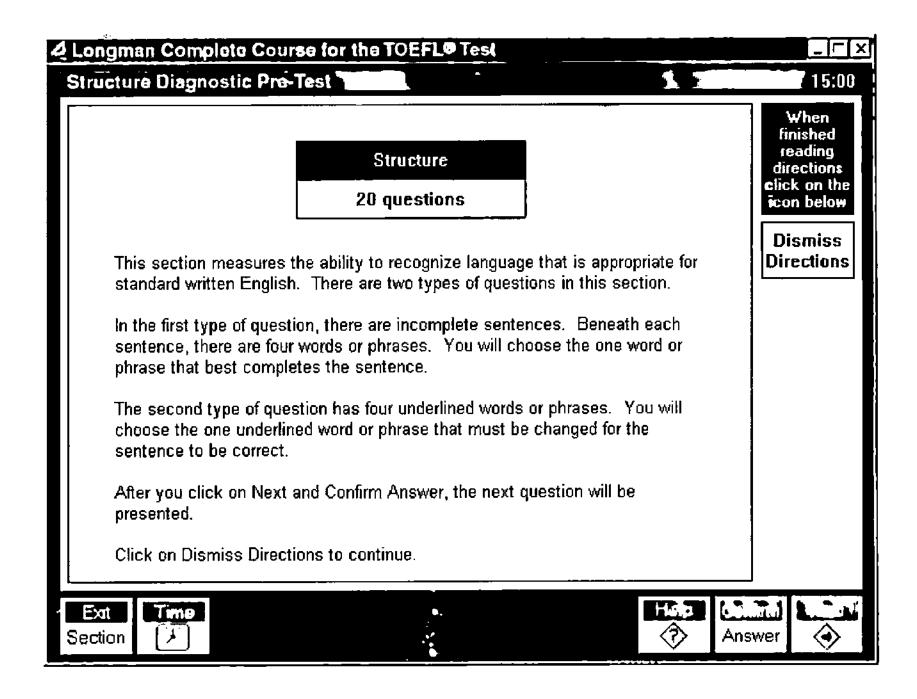
Circle the number of each of the questions that you answered incorrectly or were not sure of. Then you will see which skills you should be sure to review.

- 1. SKILL 1
- 2. SKILL 2
- 3. SKILL 3
- 4. SKILL 6
- 5. SKILLS 7 and 15
- 6. SKILL 12
- 7. SKILLS 4 and 13
- 8. SKILL 8
- 9. SKILL 12
- 10. SKILL 10
- 11. SKILL 14
- 12. SKILL 16
- 13. SKILLS 5 and 13
- 14. SKILL 9
- 15. SKILL 18

- 16. SKILL 22
- 17. SKILL 33
- 18. SKILL 31
- 19. SKILL 27
- 20. SKILL 24
- 21. SKILL 21
- 22. SKILL 47
- 23. SKILL 51
- 24. SKILL 45
- 25. SKILL 30
- 26. SKILL 51
- 27. SKILL 44
- 28. SKILL 40
- 29. SKILL 25
- 30. SKILL 37

- 31. SKILL 48
- 32. SKILL 35
- 33. SKILL 42
- 34. SKILL 50
- 35. SKILL 57
- 36. SKILL 52
- 37. SKILLS 47 and 49
- 38. SKILL 38
- 39. SKILL 60
- 40. SKILL 58

# STRUCTURE DIAGNOSTIC PRE-TEST (Computer)



MSRT, EPT, TOEFL, TOLIMO أزمون دكتري همهٔ رشته ها

1.	The music on a compact disk (CD) is record by lasers.	8.	The Model T car, introduced in 1908,\$850.  the price was
2.	Aristotle <u>believed</u> that everything in the universe <u>were</u> composed of four <u>basic</u> elements: earth, water, air, and fire.		<ul><li>a price of</li><li>to be priced at</li><li>was priced at</li></ul>
3.	The 1980 explosion of the first volcanic eruption in the continental United States in over 60 years.  Mount St. Helens was Mount St. Helens it was Mount St. Helens Mount St. Helens Mount St. Helens	9.	During the 1982–83 El Niño, 90 percent of Peru's fur seal pups have died.  St. Augustine, Florida, was founded in 1565 by Pedro Menendez and was raze 21 years later by Francis Drake.
4.	One type of Australian frog <u>lays</u> up to 25 eggs <u>at a time</u> and then swallows <u>they</u> for <u>protection</u> .	11.	reacts with a chlorine atom, an electron is transferred from the outer shell of the sodium atom to the outer shell of the chlorine atom.  A sodium atom  For a sodium atom
5.	Static electricity one cloud to another or between clouds and the ground creates lightning.		<ul><li>When a sodium atom</li><li>It is a sodium atom</li></ul>
	<ul><li>flows from</li><li>the flow from</li><li>flowing from</li><li>is flowing from</li></ul>	12.	Antelopes are gregarious animals that travel in herds ranging in amount from a few to several thousand.
6.	The Spanish introduced not only horses and also cattle to the North American continent.	13.	In 1821, Emma Willard opened officially the doors of the first school in the United States to offer college-level courses for women.
7.	White blood cells are the largest of red blood cells and are more varied in size and in shape.	14.	In 1858, the site was to become the city of Denver was settled as a way station for outfitting gold prospectors.  it of it what of what

DIAGNOSTIC PRE-TEST (Computer)

- 15. Typical long bone, such as the femur, consists of a long shaft with swellings at each end.
  16. The vacuum tube did an important contribution to the early growth of radio and television.
  17. In the Antarctic Ocean \_\_\_\_\_ of plankton and crustacean forms of life.

  an abundance
  is an abundance
  it is abundant
  an abundance is

  18. A bimetallic thermometer relies the different rates of expansion of two types of metal, usually brass and copper.
- 19. Tremendous <u>flooding</u> during the summer of 1993 <u>left</u> 8 million acres of nine midwestern states inundated and proved both expensively and deadly.
- 20. \_\_\_\_\_ to occur in the earth's crust, pushpull and shake waves would be generated simultaneously.
  Were a break
  If a break
  A break was
  If broken

Circle the number of each of the questions on the test that you answered incorrectly or were unsure of. Then you will see which skills you should be sure to focus on.

8. SKILL 13 15. SKILL 52 1. SKILL 31 2. SKILL 23. 9. SKILL 34 16. SKILL 58 3. SKILL 2 10. SKILL 37 17. SKILL 16 4. SKILL 43 18. SKILL 57 11. SKILL 7 19. SKILL 49 5. SKILL 4 12. SKILL 40 6. SKILL 25 13. SKILL 48 20. SKILL 18 7. SKILL 28 14. SKILL 10

MSRT, EPT, TOEFL, TOLIMO أزمون دكتري همهٔ رشته ها

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

- the types of questions
- the language skills tested

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

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

#### STRUCTURE ON THE PAPER TOEFL® TEST

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

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

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

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

## GENERAL STRATEGIES (Paper TOEFL® Test)

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

#### STRUCTURE ON THE COMPUTER TOEFL® TEST

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

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

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

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

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

## GENERAL STRATEGIES (Computer TOEFL® Test)

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

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## THE STRUCTURE QUESTIONS \_\_\_\_\_\_\_ (PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST) [1] [2]

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

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

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

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

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

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

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

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

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

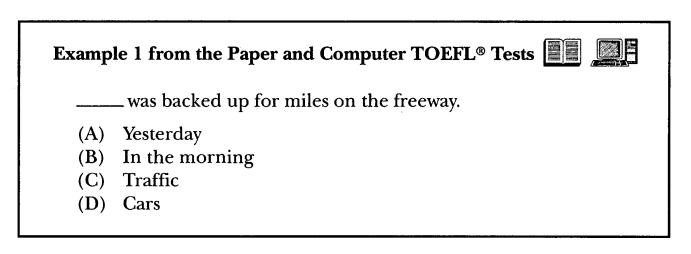
#### SENTENCES WITH ONE CLAUSE

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

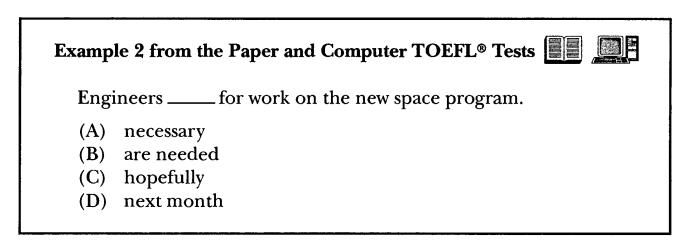
Therefore, you should be able to do the following in sentences with one subject and verb: (1) be sure the sentence has a subject and a verb, (2) be careful of objects of prepositions and appositives when you are looking for the subject, and (3) be careful of present participles and past participles when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

#### SKILL I: BE SURETHE SENTENCE HAS A SUBJECT AND A VERB

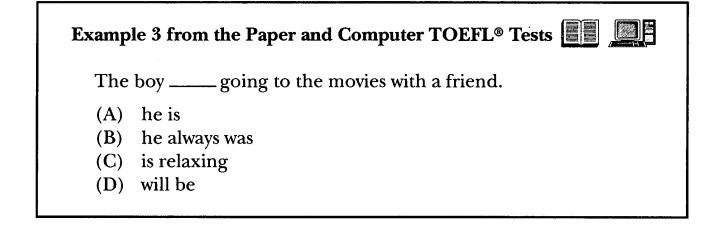
You know that a sentence in English should have a subject and a verb. The most common types of problems that you will encounter in structure questions on the TOEFL test have to do with subjects and verbs: perhaps the sentence is missing either the subject or the verb or both, or perhaps the sentence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



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



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



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

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

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

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

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

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

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

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

#### Example from the Paper and Computer TOEFL® Tests



With his friend \_\_\_\_\_ found the movie theater.

- (A) has
- (B) he
- later
- (D) when

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

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

#### OBJECTS OF PREPOSITIONS

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

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

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

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

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

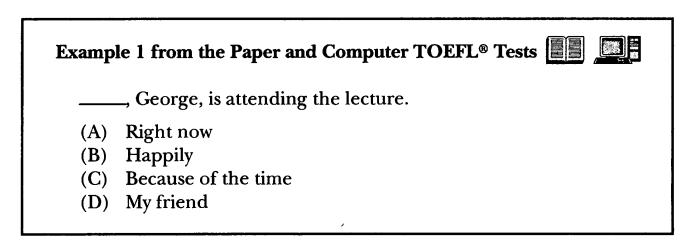
#### SKILL 3: BE CAREFUL OF APPOSITIVES

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

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

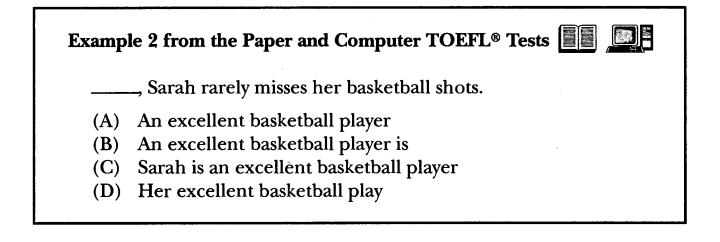
In this example Sally is the subject of the sentence and the best student in the class can easily be recognized as an appositive phrase because of the noun student and because of the commas. The sentence says that Sally and the best student in the class are the same person. Note that if you leave out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

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



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

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



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

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

APPOSITIVES				
noun with o		vord is an appositive, it is not		nd is generally set off from the The following appositive
	S, <b>Tom,</b>	APP, a really good mechanic,	∨ is fixing	the car.
	A really	APP, S good mechanic, Tom	V is fixing	the car.

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

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

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

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

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

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 structure questions on the TOEFL test.

# Example from the Paper and Computer TOEFL® Tests 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 PARTICIPLES

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

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

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

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

#### SKILL 5: BE CAREFUL OF PAST PARTICIPLES

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

```
The family <u>has purchased</u> a television.

VERB

The poem <u>was written</u> 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 <u>purchased</u> yesterday was expensive.

ADJECTIVE

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

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

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

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

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

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

#### PAST PARTICIPLES

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

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

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

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

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

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- 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. \_\_\_\_ tea plant are small and white.
  - (A) The
  - (B) On the
  - (C) Having flowers the
  - (D) The flowers of the
- 5. The tetracyclines, \_\_\_\_\_ antibiotics, are used to treat infections.
  - (A) are a family of
  - (B) being a family
  - (C) a family of
  - (D) their family is
- 6. Any possible academic assistance from taking stimulants \_\_\_\_ marginal at best.
  - (A) it is
  - (B) there is
  - (C) is
  - (D) as

- 7. Henry Adams, born in Boston, \_\_\_\_\_ famous as a historian and novelist.
  - (A) became
  - (B) and became
  - (C) he was
  - (D) and he became
- 8. 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
- 9. Still a novelty in the late nineteenth century, \_\_\_\_ limited to the rich.
  - (A) was
  - (B) was photography
  - (C) it was photography
  - (D) photography was
- 10. 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.

 $\underline{\underline{\text{Tom}}} \stackrel{\text{is}}{=} \text{tall}, but \underbrace{\underline{\text{Paul}}}_{} \stackrel{\text{is}}{=} \text{short}.$ 

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

Tom told a joke, so Paul laughed.

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

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

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

Examp	le from the Paper and Computer TOEFL® Tests
A po	ower failure occurred, the lamps went out.
(A)	then
(B)	so
(C)	later
(D)	next

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

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

COORDINATE CONNECTORS				
	and but	or	yet	
	S V,	(coordinate connector) S V		
She laughed,		but she wante	ed to cry.	

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

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

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

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#### STRUCTURE QUESTIONS (Paper and Computer)

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

#### SKILL 7: USE ADVERB TIME AND CAUSE CONNECTORS CORRECTLY

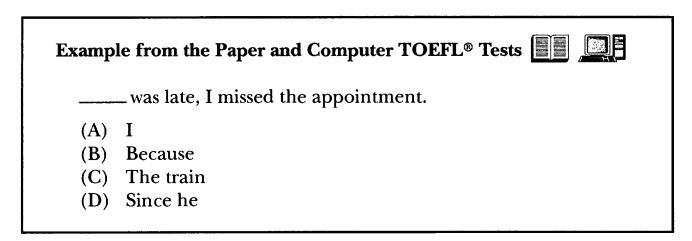
Sentences with adverb clauses have two basic patterns in English. Study the clauses and connectors in the following sentences:

<u>I will sign</u> 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 structure questions on the TOEFL test.



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

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

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

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

<u>C</u>	1.	Since the bank closes in less than an hour, the deposits need to be tallied
		immediately.
	2.	Their backgrounds are thoroughly investigated before are admitted to the organization.
	3.	The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.
		the accidents occur at that intersection.
	4.	The ground had been prepared, the seedlings were carefully planted.
	5.	We can start the conference now that all the participants have arrived.
	6.	The building quite vulnerable to damage until the storm windows are installed.
	7.	Once the address label for the package is typed, can be sent to the mail room.
	8.	Because the recent change in work shifts was not posted, several workers missed their shifts.
	9.	The mother is going to be quite upset with her son as long as he misbehaves so much.
	10.	Inasmuch as all the votes have not yet been counted the outcome of the election cannot be announced.

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#### SKILL 8: USE OTHER ADVERB CONNECTORS CORRECTLY

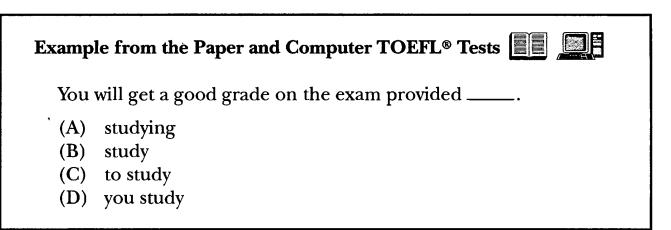
Adverb clauses can express the ideas of time and cause, as you saw in Skill 7; adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in Skill 7. Study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



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

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

CONDITION	CONTRAST	MANNER	PLACE
if in case provided providing unless whether	although even though though while whereas	as in that	where wherever
	S V  Bob went to school	adverb connector S veven though he fe	/ elt sick.
	adverb connector  Even though	S V, S V  Bob felt sick, he went to	school.

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

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

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

5,	Case studies are the target of much skepticism in the scientific community, used extensively by numerous researchers.  (A) they are (B) are (C) yet they	8.	or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and homeowner's insurance.  (A) A home is (B) A home is bought
6.	(D) yet they are  According to the hypothesis in the study,	0	<ul><li>(C) When a home</li><li>(D) When a home is bought</li></ul>
	the monarchs pick up the magnetic field of the migrate by following magnetic fields.  (A) target monarchs (B) target since monarchs	9.	If ultraviolet radiation enters the Earth's atmosphere, generally blocked by the ozone concentrated in the atmosphere.  (A) it
7.	(C) target since monarchs are (D) target  show the relations among		<ul><li>(A) it</li><li>(B) it is</li><li>(C) so it is</li><li>(D) then it</li></ul>
•	neurons, they do not preclude the possibility that other aspects are important.	10.	Among human chromosomes, the Y chromosome is unusual most of the chromosome does not participate in meiotic recombination.
	<ul> <li>(A) Neural theories</li> <li>(B) A neural theory</li> <li>(C) Although neural theories</li> <li>(D) However neural theories</li> </ul>		<ul> <li>(A) in</li> <li>(B) so</li> <li>(C) and</li> <li>(D) in that</li> </ul>
	EFL REVIEW EXERCISE (Skills 1–8): Completes the sentence.	hoose th	ne letter of the word or group of words
1.	The three basic chords in the tonic, the dominant, and the subdominant.		Without the proper card installed inside the computer, impossible to run a graphics program.
	<ul> <li>(A) functional harmony</li> <li>(B) functional harmony is</li> <li>(C) functional harmony are</li> <li>(D) functional harmony they are</li> </ul>		<ul><li>(A) is definitely</li><li>(B) because of</li><li>(C) it is</li><li>(D) is</li></ul>
2.	—— Hale Telescope, at the Palomar Observatory in southern California, scientists can photograph objects several billion light years away.  (A) The		The charter for the Louisiana lottery was coming up for renewal, spared no expense in the fight to win renewal.  (A) the lottery committee (B) so the lottery committee and
	<ul><li>(B) With the</li><li>(C) They use the</li><li>(D) It is the</li></ul>		<ul><li>(C) so the lottery committee</li><li>(D) the lottery committee made</li></ul>

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#### STRUCTURE QUESTIONS (Paper and Computer)

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

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

#### MORE SENTENCES WITH MULTIPLE CLAUSES

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

#### SKILL 9: USE NOUN CLAUSE CONNECTORS CORRECTLY

NOUN CLAUSE AS SUBJECT

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

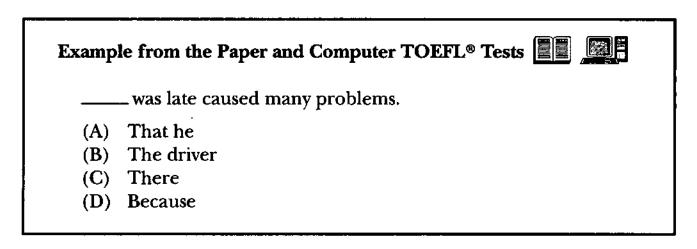
When he will arrive is not important.

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

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

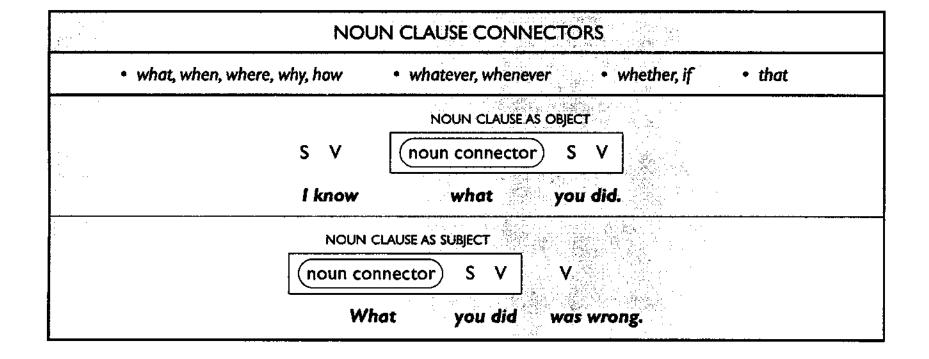
The third example is more difficult. In this example there are two clauses, but they are a little harder to recognize. He will arrive is one of the clauses, and the connector when changes it into a noun clause that functions as the subject of the sentence. The other clause has the noun clause when he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

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



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

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



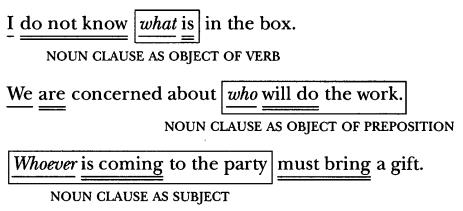
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**EXERCISE 9:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

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

# SKILL 10: USE NOUN CLAUSE CONNECTOR/SUBJECTS CORRECTLY

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

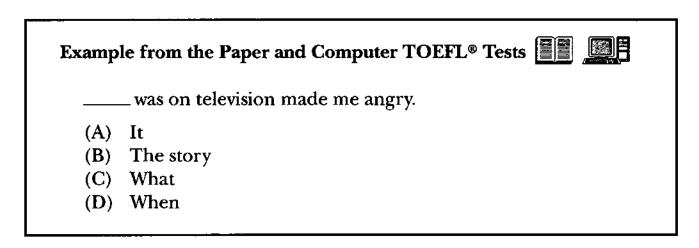


In the first example there are two clauses: *I do not know* and *what is in the box*. These two clauses are joined by the connector *what*. It is important to understand that in this sentence the word *what* serves two functions. It is both the subject of the verb *is* and the connector that joins the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

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

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

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



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

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

NOUN	CLAUSE CONNECTOR/SUBJECTS
who whoever	what which whatever whichever
	NOUN CLAUSE AS OBJECT
s v	noun connector/subject V
l know	what happened.
NOU	N CLAUSE AS SUBJECT
(noun conn	ector/subject V
 V	Vhat happened was great.

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

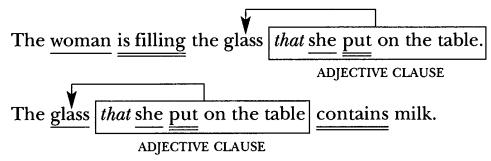
	1.	The game show contestant was able to respond to whatever was asked.
<u> </u>	2.	You should find out which the best physics department.
	3.	The employee was unhappy about what was added to his job description.
<del></del>	4.	Whoever wants to take the desert tour during spring break signing up at the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

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

# SKILL II: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

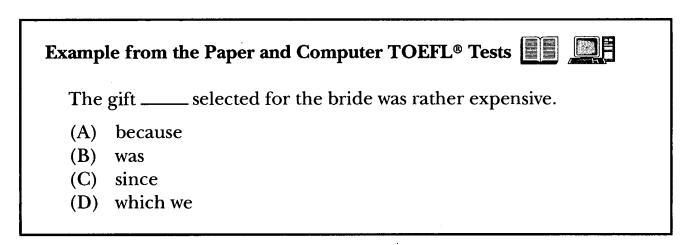
An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes.



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

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

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



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

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

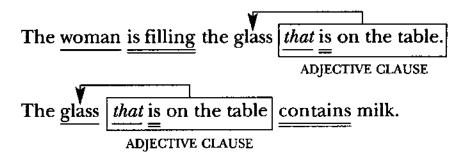
The state of the s	whom (for people)	which (for things)		that (for people or things)
	s v	adjective connector	S	V
	l liked the book	which	you reco	mmended.
	S adjective	connector S V		: <b>V</b>
inter.	The book wh	nich you recomme	ended	was interesting.

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

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

# SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECTS CORRECTLY

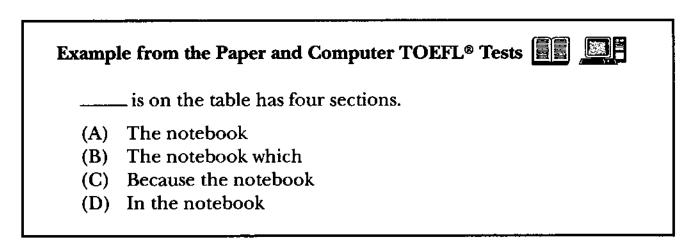
In Skill 11 we saw that adjective clause connectors were used to introduce clauses that describe nouns. In Skill 12 we will see that in some cases an adjective clause connector is not just a connector; an adjective clause connector can also be the subject of the clause at the same time.



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

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

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



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

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

who (for people)		which (for things)		that (for people or things)
s v		adjective connector	/subjec	t V
She needs	a secretary	who		types fast.
<b>s</b>	adjective	connector/subject	V	٧
A secretary		who	types (	fast is invaluable.

the su	ıbjed	<b>E 12:</b> Each of the following sentences contains more than one clause. Underline its once and the verbs twice. Circle the connectors. Put boxes around the adjects. Then indicate if the sentences are correct (C) or incorrect (I).
<u>C</u>	1.	The ice cream that is served in the restaurant has a smooth, creamy texture.
	2.	The <u>cars</u> are trying to enter the freeway system <u>are lined</u> up for blocks.
	3.	I have great respect for everyone who on the Dean's List.
	4.	It is going to be very difficult to work with the man which just began working here.
	5.	The door that leads to the vault it was tightly locked.
	6.	The neighbors reported the man who was trying to break into the car to the police.
	7.	These plants can only survive in an environment is extremely humid.
	8.	The boss meets with any production workers who they have surpassed their quotas.
	9.	The salesclerk ran after the woman who had left her credit card in the store.
	10.	The shoes which matched the dress that was on sale.
Unde	rline	E (Skills 9–12): Each of the following sentences contains more than one clause. e the subjects once and the verbs twice. Circle the connectors. Put boxes around s. 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 that the

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

<b>TOEFL REVIEW EXERCISE (Skills 1–12):</b>	Choose the letter of the word or group of
words that best completes the sentence.	

northeastern boundaries of the expanding city of Tucson.  (A) The Santa Catalina mountains (B) Because the Santa Catalina mountains (C) The Santa Catalina mountains (D) That the Santa Catalina mountains (E) The Santa Catalina mountains (C) The Santa Catalina mountains (E) That the Santa Catalina mountains (E) Radioactive provides a powerful way to measure geologic time.  (A) it (B) dates (C) dating (D) can (D) Ecause (D) Because of genes (E) When genes (C) When genes (C) When genes (C) When genes (C) When genes (D) Because (E) Which (C) that (D) because (C) that (D) because (C) as has the commercial launch industry has (C) as has the commercial launch industry coccur with cocaine. (A) amphetamines can (B) with amphetamines can (C) as amphetamines (D) The Santa Catalina mountains (A) and Wolf (B) that Wolf (C) what Wolf (D) so Wolf  7 in the first draft of the budget wnot necessarily be in the final draft. (A) Although it appears (B) It appears (C) What appears (C) What appears (D) Despite its appearance (D) Despite its appearance (E) And it (B) and (C) that it (B) and (C) that it (D) when (C) that it (D) when (A) the commercial launch industry (B) the commercial launch industry (D) as the commercial launch industry (		_		
way to measure geologic time.  (A) it (B) dates (C) dating (D) can  (B) It appears (C) What appears (C) What appears (D) Despite its appearance  (D) Despite its appearance  8. If a food label indicates that a food is mostly carbohydrate, it does not mean they are thought of as the units of heredity.  (A) Genes which are (B) Genes are (C) When genes (C) When genes (D) Because of genes  4. The benefit the study is that it 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 can (C) what appears (C) What appears (D) Despite its appearance  (A) and it (B) and (C) that it (D) when  9. A need for space law to include commercial concerns has been recognized inasmuch been expanding drastically in recent years.  (A) the commercial launch industry (B) the commercial launch industry (C) as has the commercial launch industry (D) as the commercial launch indu	1.	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	6.	into an integrated strategy for preventing stress.  (A) and Wolf (B) that Wolf (C) what Wolf
and they are thought of as the units of heredity.  (A) Genes which are (B) Genes are (C) When genes (C) When genes (D) Because of genes  4. The benefit the study is that it provides necessary information to anyone who needs it.  (A) of (B) which (C) that (D) because  (C) that (D) because  (C) that (D) because  (D) because  (E) the same symptoms that occur occur with cocaine.  (A) amphetamines can (B) with amphetamines can (C) so amphetamines (D) with amphetamines they  (C) that (D) because  (C) as has the commercial launch industry (D) as the comme	2.	<ul><li>way to measure geologic time.</li><li>(A) it</li><li>(B) dates</li><li>(C) dating</li></ul>	7.	not necessarily be in the final draft.  (A) Although it appears  (B) It appears  (C) What appears
provides necessary information to anyone who needs it.  (A) of (B) which (C) that (D) because  (A) amphetamines can (B) with amphetamines (C) so amphetamines (D) with amphetamines they  provides necessary information to commercial concerns has been recognized inasmuch been expanding drastically in recent years.  (A) the commercial launch industry (B) the commercial launch industry (C) as has the commercial launch industry (D) as the commerc	3.	<ul><li>and they are thought of as the units of heredity.</li><li>(A) Genes which are</li><li>(B) Genes are</li><li>(C) When genes</li></ul>	8.	mostly carbohydrate, it does not mean is a good food to eat.  (A) and it (B) and (C) that it
(C) so amphetamines (D) with amphetamines they  10. The report on the nuclear power plan indicated that when the plant had gor on line unsafe.  (A) and it had been (B) it had been (C) had been		provides necessary information to anyone who needs it.  (A) of (B) which (C) that (D) because  The same symptoms that occur occur with cocaine.  (A) amphetamines can	9.	commercial concerns has been recognized inasmuch been expanding drastically in recent years.  (A) the commercial launch industry (B) the commercial launch industry has (C) as has the commercial launch industry (D) as the commercial launch industry
		(C) so amphetamines	10.	indicated that when the plant had gone on line unsafe.  (A) and it had been (B) it had been (C) had been

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# **SENTENCES WITH REDUCED CLAUSES**

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

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

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

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

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

# SKILL 13: USE REDUCED ADJECTIVE CLAUSES CORRECTLY

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

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

The letter which was written last week arrived today.

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

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

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

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

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

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

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

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

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

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

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

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

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

# Example from the Paper and Computer TOEFL® Tests





\_\_on several different television programs, the witness gave conflicting accounts of what had happened.

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

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

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

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

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

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

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

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## SKILL 14: USE REDUCED ADVERB CLAUSES CORRECTLY

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

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

When you are ready, you can begin your speech.

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

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

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

giving

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

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

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

# Example from the Paper and Computer TOEFL® Tests

When \_\_\_\_\_, you are free to leave.

- (A) the finished report
- (B) finished with the report
- (C) the report
- (D) is the report finished

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

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

Once you submit your thesis, you will graduate.

(active — does not reduce)

Once it is submitted, your thesis will be reviewed.

(passive — does reduce)

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

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

	REC	DUCED ADVERE	CLAUSES			
with a be-verb in the adverb clause	(ADVERB CONI	NECTOR)	(SUBJECT)	(85)		
with no be-verb in the adverb clause	(ADVERB CONI	NECTOR)	(SUBJECT) (VERB + ING)		<b>\</b>	
	Time	Condition	Contrast	Place	Manner	
reduces in ACTIVE	after before since while	if unless whether	although though			
reduces in PASSIVE	once until when whenever	if unless whether	although though	where wherever	as	

• If there is no be-verb, then omit the subject and change the verb to the -ing form.

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

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

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10. Though located near the coast, the town does not get much of an ocean breeze.

E.	<b>SE (Skills 13–14):</b> Each of the followin reduced clauses. Then indicate if the se	0	ences contains a reduced clause. Underces are correct (C) or incorrect (I).				
1	. Though was surprised at the results, sl	he was	pleased with what she had done.				
2	Wearing only a light sweater, she stepped out into the pouring rain.						
3	. The family stopped to visit many relat	ives wł	nile driving across the country.				
4	. The company president, needed a vac	ation,	boarded a plane for the Bahamas.				
5	. When applying for the job, you should	d bring	g your letters of reference.				
6	. She looked up into the dreary sky was	filled	with dark thunderclouds.				
7	. Feeling weak after a long illness, Sally	wante	d to try to get back to work.				
8	. Before decided to have surgery, you sl	hould	get a second opinion.				
9	. The construction material, a rather graph feeling.	ainy ty	ype of wood, gave the room a rustic				
10	. The application will at least be reviewed	ed if su	abmitted by the fifteenth of the month.				
best com	npletes the sentence. en nests during spring nesting		ter of the word or group of words that  behind government secrecy for				
	on, Canadian geese are fiercely itorial. building are building		nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of the Cold War.				
	built are built 870, Calvin, along with Adirondack		<ul><li>(A) It is hidden</li><li>(B) Hidden</li><li>(C) Which is hidden</li><li>(D) The plant is hiding</li></ul>				
knov far f	ter Alvah Dunning, made the first wn ascent of Seward Mountain, From roads or trails.  a remote peak	5.	Until incorrect, astronomers had assumed that the insides of white dwarfs were uniform.				
(B) (C) (D)	it is a remote peak a remote peak is which a remote peak		<ul> <li>(A) they</li> <li>(B) their proof</li> <li>(C) the astronomers recently proven</li> <li>(D) recently proven</li> </ul>				
and (A) (B)	anee salmon begin to deteriorate die soon at the age of four.  they spawn after spawning	6.	artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road.				
(C) (D)	spawn spawned the salmon		<ul><li>(A) They were searching for</li><li>(B) It was a search for</li><li>(C) Searched for</li><li>(D) Searching for</li></ul>				

7.			
	In Hailey, the best-known lecturer was women's rights activist Abigail Scott Duniway of Portland, Oregon, who could usually be persuaded to speak town visiting her son.  (A) she was in (B) while in (C) while she was	9.	in North American waterways a little over a decade ago, zebra mussels have already earned a nasty reputation for their expensive habit of clogging water pipes in the Great Lakes area.  (A) The first sighting (B) Although first sighted (C) Zebra mussels were first sighted
	(D) was in		(D) First sighting
8.	The National Restaurant Washington, says that federal efforts to regulate workplace smoking would limit restaurants' ability to respond to the	10.	Small companies may take their goods abroad for trade shows without paying foreign value-added taxes by acquiring an ATA carnet.
	desires of their patrons.		(A) a document calls
	(A) Association in		(B) a document called
	(B) Association is in		(C) calls a document
	<ul><li>(C) Association which is in</li><li>(D) Association, based in</li></ul>		(D) called a document
1.	* 1 ** 1 10		
	In the United Statesapproximately four million miles of roads, streets, and highways.	4.	Psychologists have traditionally maintained that infants cannot formulate long-term memories until
	approximately four million miles of	4.	maintained that infants cannot
	approximately four million miles of roads, streets, and highways.	4.	maintained that infants cannot formulate long-term memories until
	approximately four million miles of roads, streets, and highways.  (A) there	4.	maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach
	approximately four million miles of roads, streets, and highways.  (A) there (B) is	4.	maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach
9	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are	4.	maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach
2.	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they		maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into
2.	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.		maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into a small conglomerate consisting of a
2.	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered		maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into
2.	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.  (A) More than		maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into a small conglomerate consisting of a
2.	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.  (A) More than (B) There were more than		maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.  (A) In the beginning of (B) It began as
	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.  (A) More than (B) There were more than (C) Of more than (D) The report of		maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.  (A) In the beginning of (B) It began as (C) Its beginning which was
2.	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.  (A) More than (B) There were more than (C) Of more than (D) The report of  The television, so long been a part		maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.  (A) In the beginning of (B) It began as
	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.  (A) More than (B) There were more than (C) Of more than (D) The report of  The television, so long been a part of our culture, has an enormous	5.	maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.  (A) In the beginning of (B) It began as (C) Its beginning which was (D) What began as
	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.  (A) More than (B) There were more than (C) Of more than (D) The report of  The television, so long been a part of our culture, has an enormous influence.		maintained that infants cannot formulate long-term memories until ————————————————————————————————————
	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.  (A) More than (B) There were more than (C) Of more than (D) The report of  The television, so long been a part of our culture, has an enormous influence.  (A) has	5.	maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.  (A) In the beginning of (B) It began as (C) Its beginning which was (D) What began as
	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.  (A) More than (B) There were more than (C) Of more than (D) The report of  The television, so long been a part of our culture, has an enormous influence.  (A) has (B) it has	5.	maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.  (A) In the beginning of (B) It began as (C) Its beginning which was (D) What began as  Primarily a government contractor, preferential treatment from
	approximately four million miles of roads, streets, and highways.  (A) there (B) is (C) they (D) there are  twelve million immigrants entered the United States via Ellis Island.  (A) More than (B) There were more than (C) Of more than (D) The report of  The television, so long been a part of our culture, has an enormous influence.  (A) has	5.	maintained that infants cannot formulate long-term memories until the age of eight or nine months.  (A) they (B) they reach (C) to reach (D) reach  a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.  (A) In the beginning of (B) It began as (C) Its beginning which was (D) What began as  Primarily a government contractor,  preferential treatment from government agencies as both a minority-

(B) Weber receives

(C) the reception of Weber(D) according to Weber's reception

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

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

# SENTENCES WITH INVERTED SUBJECTS AND VERBS \_

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

He can go to the movies.

Can he go to the movies?

You would tell me the truth.

Would you tell me the truth?

She was sick yesterday.

Was she sick yesterday?

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

He goes to the movies.

 $\underline{\underline{\text{Does}}} \; \underline{\underline{\text{he}}} \; \underline{\underline{\text{go}}} \; \text{to the movies?}$ 

You told me the truth.

Did you tell me the truth?

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

# SKILL 15: INVERT THE SUBJECT AND VERB WITH QUESTION WORDS

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

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

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

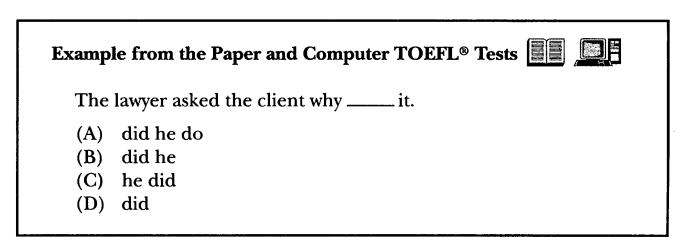
I do not know what the homework is.

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

Do you know where you are going?

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

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



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

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

	IN\	/ERTED SUBJEC	CTS AND VER	BS WITH QUE	STION WOR	RDS
	who	what	when	where	why	how
When	the question w	vord introduces	a question, th	e subject and v	erb <i>ar</i> e invert	ed.
		qu	estion word	V S ?		
			What	are they?	and the self-self-self-self-self-self-self-self-	
When	the question w	vord connects t	wo clauses, the	subject and ve	erb that follow	w are not inverted.
		s v	question v	vord S	<b>V</b>	
		l know	wha	they	īre.	

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

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

# SKILL 16: INVERT THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

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

Here is the book that you lent me.

There are the keys that I thought I lost.

Nowhere have I seen such beautiful weather.

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

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

```
In the closet are the clothes that you want.

Around the corner is Sam's house.

Beyond the mountains lies the town where you will live.
```

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

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

```
In the forest are many exotic birds.

In the forest I walked for many hours.
```

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

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

# On the second level of the parking lot \_\_\_\_\_. (A) is empty (B) are 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:

	INVERTED SUBJECTS AND VER	RBS WITH PLA	ACE EXPRESSIONS	
	pression at the front of the sente that follow <i>are</i> inverted.	ence is <i>necessa</i>	ry to complete the ser	ntence, the
	PLACE (necessary)	V	S	
	In the classroom	were some	e old desks.	
•	pression at the front of the sente sentence, the subject and verb th			is <i>not</i> needed
	PLACE (extra)	S V		
	In the classroom,	I studied v	verv hard.	

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

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

# SKILL 17: INVERT THE SUBJECT AND VERB WITH NEGATIVES

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

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### STRUCTURE QUESTIONS (Paper and Computer)

Not once did I miss a question.

Never has Mr. Jones taken a vacation.

At no time can the woman talk on the telephone.

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

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

```
Hardly ever does he take time off.

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

Only once did the manager issue overtime paychecks.

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

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

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

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

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

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

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

# Example from the Paper and Computer TOEFL® Tests

Only in extremely dangerous situations \_\_\_\_\_ stopped.

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

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

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

		INVERTED	SUBJECTS AN	ID VERBS WITH	H NEGATIVES	
	no barely	not hardly	never only	neither rarely	nor scarcely	seldom
	_	entence) the si	-		b (at the begini	ning of a sentence or
iii Cir	e imagic of a s	,	ve expression	) V S		
			Rarely	were they	so happy.	

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

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

# SKILL 18: INVERT THE SUBJECT AND VERB WITH CONDITIONALS

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

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

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

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

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

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

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

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

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

# Example from the Paper and Computer TOEFL® Tests

The report would have been accepted \_\_\_\_\_in checking its accuracy.

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

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

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

INVERTE	SUBJECTS AND VERBS WITH CONDITIONALS
	had should were
When the verb in the condition subject and verb.  (omitted if)	onal clause is had, should, or were, it is possible to omit if and inversithe  V S  Were he here, he would help.
It is also possible to keep if. T	hen the subject and verb are not inverted.
if <b>If</b>	S V he were here, he would help.

**EXERCISE 18:** Each of the following sentences contains a conditional with a stated or an implied *if*. Circle the conditionals, or put an asterisk (\*) where *if* has been omitted. Look at the clauses that follow and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	*Were our neighbors a bit more friendly, it would be somewhat easier to get to know them.
	2.	There are plenty of blankets in the closet if should you get cold during the night.
	3.	Has he enough vacation days left this year, he will take two full weeks off in December.
	4.	Had we been informed of the decision, we might have had something to say about it.
	<b>5</b> .	I would like to know could you help me pack these boxes.
	6.	He would have been in big trouble had not he remembered the assignment at the last minute.
	7.	If your friends come to visit, will they stay in a hotel or at your house?
	8.	He might be a little more successful today were he a little more willing to do some hard work.
	9.	Should you ever visit this town again, I would be delighted to show you around.
]	10.	Do you think that she would give the speech were she asked to do so?

# SKILL 19: INVERT THE SUBJECT AND VERB WITH COMPARISONS

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

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

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

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

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

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

# Example from the Paper and Computer TOEFL® Tests

The results of the current experiment appear to be more consistent than \_\_\_\_\_ the results of any previous tests.

- (A) them
- (B) were
- (C) they were
- (D) were they

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

The following chart lists the sentence patterns used with comparisons:

The subject and	verb may	invert a	after a comp	parison. The	following st	ructures	are both poss	sible.
S	٧		compariso	n		S	٧	
We	were	mo	re prepared	l than t	he other pe	erformers	were.	
S	V <sub>.</sub> :		compariso	on)	Y		S	
We	were	mo	re prepared	l than w	vere the	e other p	erformers.	

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

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

6.	We firmly believed that our team could achieve a much faster time than any of the others.
7.	This apple pie is not as good as the last one that you made.
8.	On the fishing trip, Bobby caught twice as many fish as anyone else did.
9.	The final speaker gave us more details than had any of the previous speakers.
10.	Do you know why does he need to sleep so many more hours than do the others?
an inverte verbs. Un	E (Skills 15–19): Each of these sentences contains a structure that could require d subject and verb. Circle the structures that may require inverted subjects and derline the subjects once and the verbs twice. Then indicate if the sentences are 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.
best comp	XERCISE (Skills 15–19): Choose the letter of the word or group of words that letes the sentence.  2. There are geographic, economic, and

(A) observatories are

lower elevations.

- (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.	7.	The economic background of labor legislation will not be mentioned in this course, be treated.  (A) trade unionism will not
	<ul> <li>(A) the U.S. Army Corps of Engineers not spending</li> <li>(B) the U.S. Army Corps of Engineers not spend</li> </ul>		<ul> <li>(B) nor trade unionism will</li> <li>(C) nor will trade unionism</li> <li>(D) neither trade unionism will</li> </ul>
	<ul> <li>(C) the U.S. Army Corps of Engineers         does not spend</li> <li>(D) not spending the U.S. Army Corps         of Engineers</li> </ul>	8.	test positive for antibiotics when tanker trucks arrive at a milk processing plant, according to federal law, the entire truckload must be discarded.
4.	Nowhere more skewed than in the auto industry.  (A) that retail trade figures (B) retail trade figures are		<ul> <li>(A) Should milk</li> <li>(B) If milk</li> <li>(C) If milk is</li> <li>(D) Milk should</li> </ul>
	<ul><li>(C) are retail trade figures</li><li>(D) retail trade figures</li></ul>	9.	Located behind the two lacrimal glands.
5.	New York City's Central Park is nearly twice as large second smallest country, Monaco.		<ul> <li>(A) each eyelid</li> <li>(B) is each eyelid</li> <li>(C) each eyelid are</li> <li>(D) each eyelid which is</li> </ul>
	<ul><li>(A) as</li><li>(B) is the</li><li>(C) as is</li><li>(D) as is the</li></ul>	10.	Only for a short period of time run at top speed.  (A) cheetahs (B) do cheetahs
6.	Potassium has a valence of positive one because it usually loses one electron when with other elements.		(C) that a cheetah can (D) can
	<ul><li>(A) does it combine</li><li>(B) it combines</li><li>(C) in combining</li><li>(D) combination</li></ul>		
	EFL REVIEW EXERCISE (Skills 1–19): ds that best completes the sentence.	Choo	se the letter of the word or group or

- 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

(D) which is a collection

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

vitamin C.

minimum daily requirement for

- (C) You freshly
- (D) If it freshly

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# THE WRITTEN EXPRESSION QUESTIONS

# (PAPER TOEFL® TEST AND COMPUTER TOEFL® TEST)

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

**Example from the Paper TOEFL® Test** 

 $\frac{A}{A}$  nerve is  $\frac{\text{actually}}{B}$  many nerve  $\frac{\text{fiber}}{C}$  bound  $\frac{\text{together}}{D}$ .

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

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

Example from the Computer TOEFL® Test



Venus emits very intense radio waves of thermally origin.

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

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

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

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

# PROBLEMS WITH SUBJECT/VERB AGREEMENT \_

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

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

In the first example the singular subject 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.

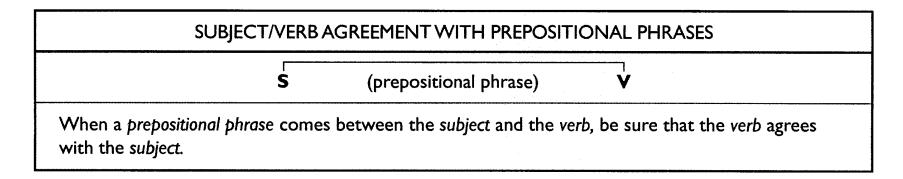
### SKILL 20: MAKEVERBS AGREE AFTER PREPOSITIONAL PHRASES

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:



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

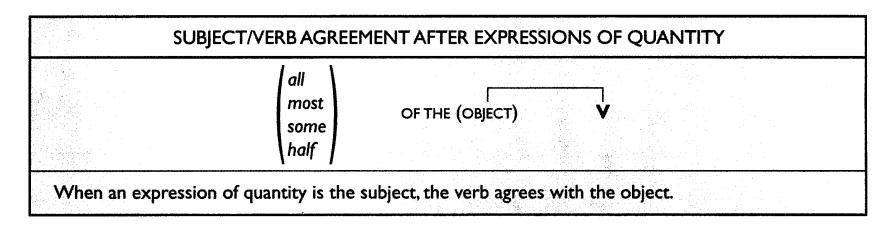
<u>C</u>	1.	The climbers on the sheer face of the mountain need to be rescued.
!	2.	The interrogation, conducted by three police officers, have lasted for several hours.
	3.	The tenants in the apartment next to mine is giving a party this evening.
	4.	The president, surrounded by secret service agents,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

# SKILL 21: MAKEVERBS 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*.

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

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



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

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

### SKILL 22: MAKE INVERTED VERBS AGREF

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.

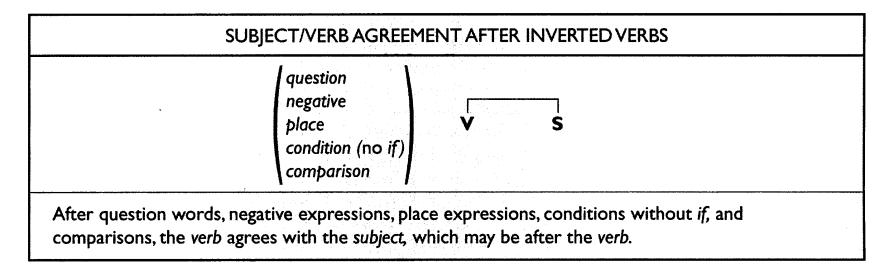
### WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

(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:



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

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

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# SKILL 23: MAKE VERBS AGREE AFTER CERTAIN WORDS

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

Everybody are going\* to the theater.

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

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

	SUBJECT/VERB AC	GREEMENT AFT	ER CERTAIN WORD	S
These words or expr	essions are gramm	atically singular, s	o they take singular v	erbs:
anybody	everybody	nobody	somebody	each (+ noun)
anyone anything	everyone everything	no one nothing	someone something	every (+ noun)

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

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

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# WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

	sentences. Then indicate if the sentences	
1.	The contracts signed by the company has b not met.	peen voided because some stipulations were
2.	Ten miles beyond the river was the farmlan savings.	nds that they had purchased with their life
3.	Each package that is not properly wrapped	have to be returned to the sender.
4.	She would not have to enter the house throwhere they were supposed to be.	ough the bedroom window were the keys
5.	The proposal brought so much new work to enough hours to complete all of it.	o the partnership that there was not
6.	The box of disks for the computer have been	en misplaced.
7.	It is disconcerting to believe that every possereason or another.	sible candidate has been rejected for one
8.	Only once have there been more excitemen	nt in this city about a sporting event.
9.	Bobby has a bigger bicycle than does the ot	ther children in the neighborhood.
10.	If nobody have bought that car from the deanother offer.	ealer, then you should return and make
	<b>EXERCISE (Skills 20–23):</b> Choose the leadletes the sentence.	etter of the word or group of words that
form	ng bees a highly elaborate 2. of communication.	heated by solar energy have special collectors on the roofs to trap sunlight.
(B)	occurs	(A) A home is
` '	it occurs they occur	<ul><li>(B) Homes are</li><li>(C) A home</li><li>(D) Homes</li></ul>
Choose th	ne letter of the underlined word or group	o of words that is not correct.
3.	Each number $\frac{\text{binary system }}{A}$ $\frac{\text{are }}{B}$ $\frac{\text{formed}}{C}$	$\frac{\text{ed}}{\text{D}}$ from $\frac{\text{only two}}{\text{D}}$ symbols.
<b></b> 4.	Scientists at the medical center is trying to	$\frac{\text{determine}}{B} \text{ if there is a relationship}$
	between saccharine and cancer.	2

5.	On the rim of the Kilauea volcano in the Hawaiian Islands are a hotel called the
<del></del>	Volcano Hotel.
6.	The great digital advances of the electronic age, such as integrated circuitry and a microcomputer, has been planted in tiny chips.
7.	There are many frequently mentioned reasons why one out of four arrests involve a $\frac{A}{A}$ $\frac{B}{B}$
8.	juvenile. Kepler's Laws, principles outlining planetary movement, $\frac{\text{was formulated}}{A} \frac{\text{based on}}{C}$
9.	Only with a two-thirds vote by both houses are the U.S. Congress able to override a presidential veto.
10.	Of all the evidence that $\frac{\text{has piled}}{A}$ up since Webster's paper was published, there is no new ideas to contradict his original theory.
	EVIEW EXERCISE (Skills 1–23): Choose the letter of the word or group or best completes the sentence

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

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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 reduced-price or free lunches.
- 7. Five miles beyond the hills were a fire with its flames reaching up to the sky.
- 8. Kettledrums, what were first played on horseback, were incorporated into the orchestra in the eighteenth century.
- 9. When is a flag hung upside down, it is an internationally recognized symbol of distress.
- The Museum of the Confederation in Richmond hosts an exhibition which  $\frac{\text{documenting the origins and history of the banner that } {\text{most Americans think of as}} \\ \frac{\text{D}}{\text{C}}$  the Confederate flag.

# PROBLEMS WITH PARALLEL STRUCTURE

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

I like to sing and dancing.\*

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

I like to sing.
I like dancing.

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

I like to sing and to dance.
I like singing and dancing.

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

# SKILL 24: USE PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS

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

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

She is not a teacher but a lawyer.

You can choose from activities such as hiking and kayaking.

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

He only eats and sleeps when he takes a vacation.

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

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

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

My boss is sincere and nice.

The exam that he gave was short *but* difficult.

Class can be interesting or boring.

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

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

The papers are on my desk or in the drawer.

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

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

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

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

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

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

PARALLEL STRUCTURE W	ITH COOR	DINATE CO	NJUNCTIONS	
(same structure)	and but or	(same st	tructure)	
(same structure), (same str	ucture),	and but or	(same structure)	

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

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

# SKILL 25: USE PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

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

I know both where you went and what you did.

Either L rk or Sue has the book.

\_\_\_ 10. The manager needed a quick but thorough response.

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

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

The following is not parallel and must be corrected:

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

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

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

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

I want both this book or\* that one.

Either Sam nor\* Sue is taking the course.

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

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

PARA	ALLEL STRUCTURE WITH PA	AIRED C	ONJUNCTIONS
both either neither not only	(same structure)	and or nor but also	(same structure)

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

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

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

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•	. 1	7

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

### SKILL 26: USE PARALLEL STRUCTURE WITH COMPARISONS

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

My school is farther than your school.

To be rich is better than to be poor.

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

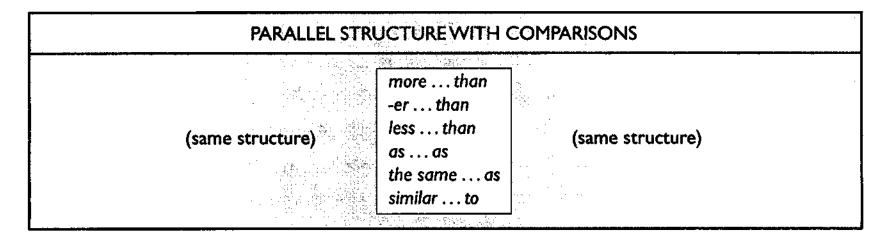
A comparison showing how two things are the same might contain as... as or expressions such as the same as or similar to.

Their car is as big as a small house.

Renting those apartments costs about the same as leasing them.

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

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



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

<u> </u>	1.	His research for the thesis was more useful than hers.
	2.	Dining in a restaurant is more fun than to eat at home.
	3	I want a new secretary who is as efficient as the previous one.
	4.	What you do today should be the same as did yesterday.
	5.	This lesson is more difficult than we had before.

\_\_\_\_ 6. You have less homework than they do.

7	What you do has more effect than what you say.
8	Music in your country is quite similar to my country.
9	The collection of foreign journals in the university library is more extensive than the high school library.
10.	How to buy a used car can be as difficult as buying a new car.
have par	SE (Skills 24–26): Circle the word or words that indicate that the sentence should callel parts. Underline the parts that should be parallel. Then indicate if the sence 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 24-26): Choose the letter of the word or group of words that best completes the sentence.

- Truman Capote's In Cold Blood is neither journalistically accurate \_\_\_\_\_.
   Vitamin C is necessary for the prevention and \_\_\_\_\_ of scurvy.
  - (A) a piece of fiction
  - (B) nor a fictitious work
  - (C) or written in a fictitious way
  - (D) nor completely fictitious

- - (A) it cures
  - (B) cures
  - (C) cure
  - (D) for curing

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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	<ul> <li>4. Because bone loss occurs earlier in women than, the effects of osteoporosis are more apparent in women.</li> <li>(A) men do</li> <li>(B) in men</li> <li>(C) as men</li> <li>(D) similar to men</li> </ul>
Cho	oose the letter of the underlined word o	or group of words that is not correct.
	5. Fire extinguishers can contain liqu	nefied gas, dry chemicals, or $\frac{\text{watery}}{C}$ .
	6. The U.S. Congress $\frac{\text{consists}}{A} \frac{\text{of both}}{B}$	$\frac{\text{the Senate}}{C} \stackrel{\text{as well as}}{D} \text{ the House of Representatives.}$
	${A}$ 7. The prison population in this state	e, now at an all time high, is higher than any state. $\frac{B}{C}$
	$\frac{1}{A}$ 8. A <u>well-composed</u> baroque opera <u>actors</u> on the aural, visual, emotional, and	chieves a delicate balance by focusing alternately B C d philosophy elements. D
	9. Manufacturers $\frac{\text{may use}}{A}$ food additional $\frac{\text{foods}}{D}$ .	ives $\frac{\text{for preserving}}{B}$ , to color, to flavor, or to $\frac{\text{fortify}}{C}$
	10. A bankruptcy may be either volunt C	tary nor involuntary.  D
	EFL REVIEW EXERCISE (Skills 1–26 ds that best completes the sentence.	): Choose the letter of the word or group of
1.	The growth of hair cyclical process, with phases of activity and	3. In Roman numerals, symbols for numeric values.
	inactivity.	(A) are letters of the alphabet
	(A) it is (B) is a	<ul><li>(B) letters of the alphabet are</li><li>(C) which uses letters of the alphabet</li></ul>
	(C) which is	(D) in which letters of the alphabet are
	(D) a regular	•
2.	The fire to have started in the	4. The legal systems of most countries can be classified common law or civil

law.

(A) as either(B) either as

(C) either to

(D) to either

furnace under the house.

(A) is believed

(B) that is believed(C) they believe

(D) that they believe

Vour criticism of the three short stories

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One difference between mathematics

and la	anguage is that mathematics is se		ald not be less than 2,000 words, nor more than 3,000.
(A)	language is not	(A)	should it be
	while language is not	(B)	it should be
` '	but language not	(C)	it is
	while is language	(D)	should be it
Choose th	ne letter of the underlined word or group	of wo	ords that is not correct.
7.	In 1870, the attorney general $\frac{\text{was made}}{A}$ hea	d of t	he Department of Justice, given an
	$\frac{\text{enlarged}}{B} \text{ staff, and } \frac{\text{endow}}{C} \text{ with clear-cut law}$	-enfo	$\frac{\text{functions.}}{D}$
8.	The General Sherman Tree, the largest of a $\frac{A}{A}$	ll the	giant sequoias, $\frac{\text{are }}{B} \frac{\text{reputed}}{C}$ to be
	the world's largest $\frac{\text{living}}{D}$ thing.		
9.	The skeleton of a shark is made of cartilage $\frac{A}{A}$	rathe	er than having bone.  D
10.	At least one sample $\frac{\text{of each of the brands } \underline{\text{co}}}{A}$	ontain B	s measurable amounts of aflatoxin,

# 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 27: FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

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

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

Bob is tall*er than* Ron. Sally is *more* beautiful *than* Sharon.

and there is three which exceed the maximum.

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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 FO	RM OF COMPARATIVES AND SU	JPERLATIVES	
COMPARATIVE	more (short	(long adjective) adjective) + er		
SUPERLATIVE .	the	[ most (long adjective) ] (short adjective) + est ]	maybe in, of, that	

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

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

# SKILL 28: USE COMPARATIVES AND SUPERLATIVES CORRECTLY

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

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

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

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

The history class is the largest in the school.

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

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

The following chart outlines the uses of comparatives and superlatives:

THE USES OF COMPARATIVES AND SUPERLATIVES	
The COMPARATIVE is used to compare two equal things.	
The SUPERLATIVE is used to show which one of many is in some way the most outstanding.	

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

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

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

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

The harder he tried, the further he fell behind.

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

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

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

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

The harder you work, the more you accomplish.

The greater the experience, the higher the salary.

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

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

		THE -ER, -ER STRUCTURE		
THE	-er more	(same structure), THE more	(same structure)	
This type of sen	ntence ma	y or may not include a verb.		

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

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

	9. The earliest you send in your tax form	ns, the sooner you will receive your refund.
	_ 10. The more people there are at the part	ty, you'll have a good time.
	ERCISE (Skills 27–29): Circle the compaces. Then indicate if the sentences are cor	eratives and superlatives in the following sen- erect (C) or incorrect (I).
	_ 1. The coffee is more stronger today tha	ın it was yesterday.
	2. The tree that was struck by lightning h the yard.	had been the tallest of the two trees we had in
	3. He will buy the most fuel-efficient car	that he can afford.
	4. The closest it gets to summer, the long	ger 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 South the United States.	theast because it is one of the most hot areas in
	_ 7. It is preferable to use the most efficien	nt and most effective method that you can.
	_ 8. Tonight's dinner was more filling than	n last night's.
	_ 9. The sooner the exam is scheduled, the	e less time you have to prepare.
	_ 10. The house is now the cleanest that it h	has ever been.
	<b>EFL EXERCISE (Skills 27–29):</b> Choose the completes the sentence.	he letter of the word or group of words that
1.	The speed of light is the speed of sound.	3 in Stevenson's landscapes, the more vitality and character the paintings seem to possess.
	<ul><li>(A) faster</li><li>(B) much faster than</li><li>(C) the fastest</li><li>(D) as fast</li></ul>	<ul><li>(A) The brushwork is loose</li><li>(B) The looser brushwork</li><li>(C) The loose brushwork is</li></ul>
2.	The use of detail is method of developing a controlling idea, and almost all students employ this method.	(D) The looser the brushwork is
	<ul> <li>(A) more common</li> <li>(B) common</li> <li>(C) most common</li> <li>(D) the most common</li> </ul>	

Choose the letter of the underlined word or grou	p of words that is not correct.
4. Certain types of snakes have been known to B	to survive fasts more as a year long. $\frac{1}{C}$
5. The grizzly bear, which can grow up to eig $\frac{A}{A}$	ht feet tall, has been called a more C D
dangerous animal of North America.	
6. Climate, soil type, and availability of water $\frac{A}{A}$	$\frac{\text{are}}{B}$ the most critical factors $\frac{\text{than}}{C}$ selecting
$\frac{\text{the best}}{D} \text{ type of grass for a lawn.}$	
7. Peter Abelard, a logician and theologian,	was the controversialest teacher of his age. $\frac{D}{D}$
8. Protein molecules $\frac{A}{A} = \frac{A}{B} = \frac{A}{B}$	$\frac{\text{han the molecules of }}{\text{D}}$ carbohydrates.
9. The <u>leek, a member</u> of the lily family, has a	$\frac{\text{mildest}}{B}$ taste $\frac{\text{than}}{C}$ the $\frac{\text{onion}}{D}$ .
10. The widely used natural fiber of all is cotton.  A B $\overline{D}$	on.
TOEFL REVIEW EXERCISE (Skills 1–29): Chowords that best completes the sentence.	oose the letter of the word or group of
<ol> <li>, a liberal arts college specifically for deaf people, is located in Washington, D.C.</li> </ol>	While the discovery that many migratory songbirds can thrive in deforested wintering spots, the fact remains
<ul><li>(A) Gallaudet College</li><li>(B) Gallaudet College is</li></ul>	that these birds are dying at unusual rates.
(C) About Gallaudet College	(A) it is heartening
(D) Because of Gallaudet College	(B) hearten
2 varieties of dogs at the show, including spaniels, poodles, and collies.	<ul><li>(C) heartening</li><li>(D) is heartening</li></ul>
<ul><li>(A) The several</li><li>(B) Those</li></ul>	
(C) Several	
(D) There were several	
Choose the letter of the underlined word or grou	p of words that is not correct.
4. The coyote is somewhat smaller in size that $\frac{A}{A} = \frac{A}{B} = \frac{A}{C} = \frac{A}{C}$	
5 The weather reports all showed that there	
$\frac{\text{2. The weather } \frac{\text{reports an showed that there}}{A} = \frac{1}{B}$	

<b>7</b> .	In a basketball game a player what is fouled receives one or two free throws. $ \frac{A}{A} = \frac{B}{B} = \frac{C}{C} $
8.	Until recently, California was largest producer of oranges in the United States.  B C D
<u> </u>	An understanding of $\frac{\text{engineering theories}}{A}$ and problems $\frac{\text{are}}{B}$ impossible until basic
	arithmetic is fully $\frac{\text{mastered}}{\overline{C}}$ .
10.	The earliest the CVS (chorionic villus sampling) procedure in the pregnancy, the $\frac{A}{A}$
	greater the risk to the baby.

# PROBLEMS WITH THE FORM OF THE VERB \_\_\_

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

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

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

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

# SKILL 30: AFTER HAVE, USE THE PAST PARTICIPLE

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

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

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

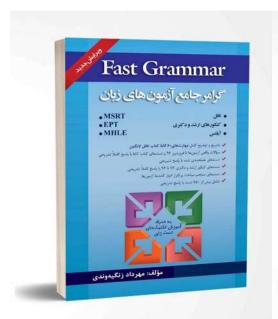
My friend sung\* in the choir. (should be sang or has sung)
He become\* angry at his friend. (should be became or has become)
The boat sunk\* in the ocean. (should be sank or has sunk)

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

VERB FORMS AFTER HAVE	
HAVE + past participle	

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

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

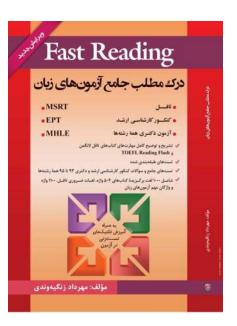


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# SKILL 31: AFTER BE, USE THE PRESENT PARTICIPLE OR THE PAST PARTICIPLE

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

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

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

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

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

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

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

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

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

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

**VERBS FORMS AFTER MODALS** 

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

TOEFL EXERCISE (Skills 30–32): Choose the let words that is not correct.	ter of the underlined word or group of
1. Alice in Wonderland, first published in 1865, languages.	$\frac{\text{has since being translated into thirty}}{\text{C}} \frac{\text{D}}{\text{D}}$
2. The Peace Corps $\frac{\text{was}}{A}$ $\frac{\text{establish}}{C}$ on March 1,	1961, by then President John F. Kennedy.
3. The advisor $\frac{\text{told himself, while } \underline{\text{listening bound}}}{A}$ to	the speech, that a dozen other reporters
$\frac{\text{would has already } \underline{\text{asked bound}}}{C} \text{ that question.}$	
4. At the start of the American Revolution, lan	terns $\frac{\text{were}}{B} \frac{\text{hung}}{C}$ in the Old North Church
as a signal that the British were came.	
5. Linus Pauling $\frac{\text{has}}{A} \frac{\text{wins}}{B} \frac{\text{two Nobel Prizes: th}}{C}$	e 1954 Nobel Prize <u>in Chemistry</u> and the
1962 Nobel Peace Prize.	
6. On the $\frac{\text{huge}}{A}$ Ferris wheel $\frac{\text{constructed}}{B}$ for a	world exhibition in Chicago in 1893,
$\frac{\text{each of the thirty-six cabs could } \frac{\text{beld sixty p}}{\text{D}}$	eople.
7. To overcome rejection of a skin graft, a system	em for matching donor and recipient
tissues has be developed. $\overline{D}$	
	can contain substances such as aluminum
or brass.	
9. A patient suffering from amnesia $\frac{\text{may}}{\text{B}} \frac{\text{had}}{\text{C}}$	partial or total $\frac{\text{loss}}{D}$ of memory.
10. The idea of using pure nicotine to help smooth $\frac{\text{to help}}{\text{B}}$	okers stop was first tries in the mid-1980's $\frac{1}{C}$
with nicotine-laced chewing gum.	
TOEFL REVIEW EXERCISE (Skills 1–32): Choowords that best completes the sentence.	ose the letter of the word or group of
•	Bioluminescent animals the water or on land.
(A) Central Park	(A) live
(B) Where Central Park	(B) are living either
(C) Where is Central Park	(C) they are found in
(D) Central Park which	(D) can be found in

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3.	impre	ourpose of a labor union is to ove the working conditions,, oay of its members.	5.	redu	_ inclined to push for such a action, it would probably not bessful.	e
	(B) (C)	jobs are secure to be secure job security the job's security		(A) (B) (C) (D)	The Office of Management of The Office of Management of In the Office of Management Were the Office of Management	t
4.	tariff, to be	n on July 4, 1789, the federal , intended by the Founding Fathers the government's primary source venue, was remarkably evenhanded.				
	(B) (C)	was first enacted first enacted was enacted first it first				
Cho	ose th	ne letter of the underlined word or gr	coup	of wo	ords that is not correct.	
	_ 6.	Helium has the most low boiling point $\frac{A}{A}$	of <u>al</u>	subs D	tances.	
	_ 7.	There is twenty-six bones in the human $\frac{A}{A}$	1 foot	, four	teen of them in the toes. $\frac{1}{C}$	
	_ 8.	Extension of the countdown $\frac{\text{hold}}{A}$ to formore time to repair wiring and clear a			В	
····	_ 9.	$ \begin{array}{c c} \hline C & D \\ \hline The study \underline{demonstrates} & \underline{that} & \underline{neither} & \underline{ext} \\ \hline A & B & \underline{B} \\ \end{array} $	•	ence e		nces of
	_ 10.	Some of the eye movements $\frac{\text{used in re}}{A}$	ading B	$\frac{is}{C}$ ac	tually unnecessary. D	

# PROBLEMS WITH THE USE OF THE VERB \_\_\_\_\_

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

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

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

He took the money when he wants\* it.

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

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

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

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

I *know* that he *took* the money yesterday.

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

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

### USING THE PAST WITH THE PRESENT

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

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

		1.	I tell him the	truth when	he <u>asked</u>	me the	question.
--	--	----	----------------	------------	-----------------	--------	-----------

\_\_\_\_\_\_ 2. I <u>understand</u> that you <u>were</u> angry.

\_\_\_\_\_ 3. When he was a child, he always goes to the circus.

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### WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

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

# SKILL 34: USE HAVE AND HAD CORRECTLY

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

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

Sue has lived in Los Angeles for ten years.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### SKILL 35: USETHE CORRECTTENSE WITH TIME EXPRESSIONS

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

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

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

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

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

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

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

USIN	G CORRECT TENSES WITH TIME EXPRE	SSIONS
PAST PERFECT	SIMPLE PAST	PRESENT PERFECT
by (1920)	(two years) ago last (year) in (1920)	since (1920) lately

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

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

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### USE THE CORRECT TENSE WITH WILL AND WOULD SKILL 36:

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

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

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

I knew that he would arrive.

It was certain that he would graduate.

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

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

I know that he would\* arrive soon.

It was certain that he will\* graduate.

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

I knew that he would arrive soon.

I know that he will arrive soon.

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

It was certain that he would graduate.

It is certain that he will graduate.

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

VERB	MEANING	USE
will	after the present	do not use with past
would	after the past	do not use with present
OTE: There is a different mod	al would that is used to make polite requests.	This type of would is often used

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

	1.	He knew that he will be able to pass the exam.
--	----	--

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

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

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

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

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

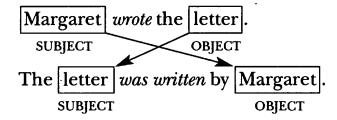
- 2. Because of his reservations about the issue, \_\_\_\_ refused to vote for it.
  - (A) who
  - (B) and
  - (C) which the senator
  - (D) the senator

hig	ts avoid running into objects by 4. th-frequency sounds and listening for noes.	It has been estimated that if we intend to stay above the starvation level, the food supply.
(A)		(A) so we will have to double
(B)		(B) and it must double
(C)	,	(C) which it must be doubled
(D	) they emit	· (D) we must double
Choose	the letter of the underlined word or group	of words that is not correct.
	$\frac{\text{To determine}}{A}$ an object's force, the $\frac{\text{mass an}}{B}$	$\frac{1}{C}$ speed of the object must be $\frac{\text{measure}}{D}$ .
	6. The $\frac{\text{most common}}{A}$ time for $\frac{\text{tornados}}{B}$ to occ	$\frac{1}{C}$ cur are in the afternoon or evening on a
	hot, humid spring day.	
	7. Automakers Nissan and Ford and several as $\frac{A}{A}$	erospace research facilities in Great Britain
	are working lately to apply active noise cand	cellation to entire cars and planes.
	8. When a $\frac{\text{country in}}{A}$ an early stage of develop	oment, $\frac{\text{investments}}{B}$ in $\frac{\text{fixed}}{C}$ capital
	are vital. D	
	9. John Chapman became $\frac{\text{famous}}{A}$ in American	n folklore as "Johnny Appleseed" after he
	$\frac{\text{plants}}{B} \text{ apple trees } \frac{\text{throughout}}{C} \text{ the northeas}$	tern part of the United States.
10	0. Inasmuch he kept mostly to himself, the au $\frac{A}{A}$	thor of The Treasure of the Sierra Madre was $\overline{\mathrm{D}}$
	known as "the mysterious B. Treuen.	

# PROBLEMS WITH PASSIVE VERBS.

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

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



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

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

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

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

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

## SKILL 37: USE THE CORRECT FORM OF THE PASSIVE

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

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

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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 FORM OF THE PACCINE

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

		THE FORM OF THE PASSIVE
		BE + past participle (BY + object)
		<b>E 37:</b> Each of the following sentences has a passive meaning. Underline twice the should be passive. Then indicate if the sentences are correct (C) or incorrect (I).
	1.	The boy had never be stung by a bee.
<u>C</u>	2.	The suits were hung in the closet when they were returned from the cleaners.
	3.	Money is lending by the credit union to those who want to buy homes.
	4.	The record had been chose by dancers near the jukebox.
	5.	The topic for your research paper should have been approved by your advisor.
	6.	That song has been playing over and over again by Steve.
	7.	Their utility bills have been increased again and again.
	8.	The patients who are too sick to sit up are being assisted by the orderlies.
	9.	The offices were thoroughly clean last evening by the night crew.

### SKILL 38: RECOGNIZE ACTIVE AND PASSIVE MEANINGS

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

We mailed *the package* at the post office.

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

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
ACTIVE	The subject does the action of the verb.
PASSIVE	The subject receives the action of the verb

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

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

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		<b>SE (Skills 37–38):</b> Underline the verbs of the sentences are correct (C) or incorre	<u> </u>
	_ 1.	After the old radiator had be replaced, the trip.	travelers continued their cross-country
	_ 2.	During the lightning storm, he struck in th	e 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 write	ers will be published in the fall.
	_ 5.	I found out that the real estate agent had al	ready been leased the condominium.
<del></del> ,	_ 6.	The house that Mrs. Martin has always want	ed to buy has just placed on the market.
	_ 7.	The foundation should have been finishing left the construction site.	by the construction workers before they
	8.	We must leave that money in the checking at the month.	account because the bills pay on the first of
	_ 9.	The horses can't be taken out now because hours.	they have been rode for the past few
	10.	It is being announced by a presidential aidenamed attorney general.	e that a lawyer from Virginia has been
		EXERCISE (Skills 37–38): Choose the let pletes the sentence.	ter of the word or group of words that
1.	when	discussed by the board of directors 3. it was proposed again by the visors.	The x-ray treatments up to the time that he was dismissed from the hospital.
	(B) (C)	The problem had already The problem is already The problem had already been The problem has already	<ul><li>(A) gave daily</li><li>(B) were given daily</li><li>(C) basically have given</li><li>(D) daily had been given</li></ul>
2.		of the carnage of elephants, Ses, and big cats uncaring ers.	
	(B) (C)	must commit by must be committed must have committed must have been committed by	

Choose th	ne letter of the underlined word or gro	up of words that is not correct.
4.	Particular issues that concern teenagers $\frac{1}{A}$	$\frac{\text{were covering}}{C}$ in the half-hour program.
5.	Electrical impulses $\frac{\text{may}}{A}$ also $\frac{\text{picked}}{C}$ up $\frac{b}{C}$	y the optic nerve.
6.	Workers $\frac{\text{training}}{A}$ for a specific job $\frac{\text{have a}}{B}$ machine.	a strong possibility of $\frac{\text{being}}{C} \frac{\text{replace}}{D}$ by a
<b></b> 7.	$\frac{On}{A}$ June 30, 1992, international timekee the day.	pers in Paris were added an extra second to C
8.	The report $\frac{\text{could not be }}{A} \frac{\text{turned}}{B}$ in on ting	ne because all the $\frac{\text{needed}}{C}$ work $\frac{\text{lost.}}{D}$
9.	In English these questions have be formed	ed by changing the word order of a
	statement, whereas in some languages th	e word order <u>remains</u> the same.
10.	He was not able to define the process by	which the body had protected by the
	immunologic system.	C D
TOEFL F	REVIEW EXERCISE (Skills 1–38): Cl	noose the letter of the word or group of
words tha	t best completes the sentence.	
const	Big Dipper, a seven-star ellation in the shape of a cup, is of Ursa Major.	3 impressive chapter in the book was the chapter on Stuart's scientific theories.
` '	The	(A) It was the most
` '	It is the With the	(B) The most (C) Most
` '	That the	(D) Most of the
2. The N	Military Academy at West Point	

\_\_\_\_ on the west bank of the Hudson

River, north of New York City.

(D) whose location is

(A) located(B) is located

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

## PROBLEMS WITH NOUNS

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

### SKILL 39: USE THE CORRECT SINGULAR OR PLURAL NOUN

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

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

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

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

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

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

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

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

# SKILL 40: DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUNS

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

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

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

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

He has seen *much\** foreign *films*.

He didn't have many\* fun at the movies.

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

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

KEYWORDS	FOR COUNTABLE AND UNCOU	NTABLE NC	DUNS
For Countable Nouns	many number	few	fewer
For Uncountable Nouns	much amount	little	less

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

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

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#### RECOGNIZE IRREGULAR PLURALS OF NOUNS

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

Different criteria was\* used to evaluate the performers.

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

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

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

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

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

- 1. (Parentheses) is needed around that expression. He wants to go on a fishing trip this weekend because he has heard that the (fish) are running. 3. The syllabi for the courses is included in the packet of materials.
- The diagnosis that he heard today were not very positive.

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## WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

	<b>5</b> .	The crisis is not going to be resolved until some of the pressure is relieved.
	6.	All of the alumni are attending the reception at the president's house.
	7.	A flock of geese were seen heading south for the winter.
	8.	The teeth in the back of his mouth needs to be capped.
<del></del>	9.	The fungi has spread throughout the garden.
1	10.	The sheepdog is chasing after the sheep which are heading over the hill.
Skill	42:	DISTINGUISHTHE PERSON FROMTHETHING
tions o	n t	English can refer to persons or things. Sometimes in written expression queshe TOEFL test the person is used in place of the thing, or the thing is used in ne person.
-		Ralph Nader is an <i>authorization*</i> in the field of consumer affairs.  There are many job opportunities in <i>accountant*</i> .
Nader examp accour	is a le, ntar	st example, authorization is incorrect because authorization is a thing and Ralph a person. The person authority should be used in this sentence. In the second accountant is incorrect because accountant is a person and the field in which an it works is accounting. The thing accounting should be used in this sentence. ollowing chart outlines what you should remember about the person or thing:
		PERSON OR THING
It is	com	mon to confuse a person with a thing in written expression questions on the TOEFL test.
things.	Cir	<b>E 42:</b> Some of the following sentences contain incorrectly used <i>persons</i> or call the incorrectly used words. Then indicate if the sentences are correct (C) ect (I).
	1.	In the evening he relaxes in front of the fire and writes long poets.
<u> </u>	2.	Service in the restaurant was slow because one cook had called in sick.
<del></del>	3.	The sculpture worked from sunrise until sunset on his new project.
	4.	She has received several awards for her research in engineer.
	<b>5</b> .	The economist's radical views were printed in a column in the Sunday newspaper.
	6.	You must have remarkable looks to work as a model for Vogue.

\_\_\_\_\_ 7. He had several critics to offer about the new play.

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

#### WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

5. Starting in 1811, traders and

flow of the waters.

(A) steamboats

(D) that steamboats

(B) which

(C) that

manufacturers were more easily able to send goods upriver in \_\_\_\_\_ provided

the necessary power to counteract the

4.	The mystery bookstore $\frac{\text{was}}{A} \frac{\text{largely}}{B}$ a $\frac{\text{phenomena}}{C}$ of the $\frac{\text{last decade}}{D}$ .
5.	The Song of Hiawatha, by Longfellow, tells the story of the Indian heroism who $\frac{A}{B}$
	married Minehaha.
6.	Uranus is the seventh planets from the Sun. $\frac{A}{B} = \frac{D}{C}$
7.	The sycamore has $\frac{\text{broad}}{A} \frac{\text{leaves}}{B}$ with a large $\frac{\text{amount}}{C}$ of $\frac{\text{pointed}}{D}$ teeth.
8.	The first of two such investigation requires the students to read continuously over a B
	$\frac{\text{period}}{C} \text{ of } \frac{\text{four hours}}{D}.$
9.	A quantitative analysis, $\underline{\frac{\text{using}}{A}}$ both the computer and quantitative $\underline{\frac{\text{techniques}}{B}}$ ,
	are used to optimize financial decisions.  D
10.	$\frac{\text{To enter the FBI National } \underline{\text{Academy}}, \text{ an } \underline{\text{application}}}{\overline{\text{B}}} \text{ must be between } \underline{\text{the ages}}} \text{ of } \\ \text{twenty-three and thirty-four.}$
·	
	<b>REVIEW EXERCISE (Skills 1–42):</b> Choose the letter of the word or group of t best completes the sentence.
on the	dential held every four years 4. The population of the earth is increasing at a tremendous rate and out of control.
(B) (C)	electing (A) they have become elections are (B) are soon going to be is elected (C) soon will be elected and (D) why it will be

2. Studies of carcinogenesis in animals can

Those who favor the new law say that the

present law does not set spending limits

on lobbyists' gifts to politicians, nor

provide data on \_\_\_\_\_ in human

susceptibility.

(A) differences are

(C) differences have

\_\_\_\_ statewide funds.

(D) differences

(A) it limits(B) limits it

(D) does it

(C) does it limit

(B) that differences are

Choo	se th	ne 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.
	7.	$\frac{\text{Many}}{A}$ of the food $\frac{\text{consumed}}{B}$ by penguins $\frac{\text{consists of fish obtained from }}{C}$ the ocean
	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 B.  C D Johnson Space Center in Houston.
	10.	Fungi <u>cause</u> more serious plant <u>diseased</u> than <u>do other</u> parasites.

## PROBLEMS WITH PRONOUNS

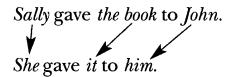
Pronouns are words, such as he, she, or it, that take the place of nouns. When you see a pronoun in written expression questions on the TOEFL test, you need to check that it serves the correct function in the sentence (as a subject or object, for example) and that it agrees with the noun it is replacing.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

# SKILL 43: DISTINGUISH SUBJECT AND OBJECT PRONOUNS

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

SUBJECT	OBJECT
1	me
you	you
he	
she she	her
it	
we	us
they	them

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



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

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

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

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

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

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

## SKILL 44: DISTINGUISH POSSESSIVE ADJECTIVES AND PRONOUNS

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

They lent me their book.

ADJECTIVE

They lent me theirs.

PRONOUN

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

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

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

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

The following chart outlines the possessives and their uses:

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

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

- 1. If she borrows your coat, then you should be able to borrow her.
- 2. Each pot and pan in (her) kitchen has (its) own place on the shelf.
- \_\_\_\_\_ 3. Mary and Mark invited theirs parents to see their new apartment.

#### WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

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

#### SKILL 45: CHECK PRONOUN REFERENCE FOR AGREEMENT

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

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

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

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

#### PRONOUN AGREEMENT

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

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

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

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

TOEFL EXERCISE (Skills 43–45):	Choose the letter of the underlined word or group of
words that is not correct.	

- \_\_\_\_\_ 1. Superman  $\underline{\underline{\text{made}}}$   $\underline{\underline{\text{their}}}$  comic  $\underline{\underline{\text{debut}}}$  in 1938  $\underline{\underline{\text{in}}}$  Action Comics.
- 2. Commercial letters of credit are often used to finance export trade, but them can have other uses.
- 3. When children experience too much frustration, its behavior ceases to be integrated.
- 4. On March 30, 1981, President Reagan was shot as his was leaving a Washington hotel.
- 5. Although the destruction that it causes is often terrible, cyclones benefit a much wider belt than they devastate.
- 6. President Andrew Jackson had an official cabinet, but  $\frac{him}{B}$  preferred the advice of  $\frac{his}{D}$  informal advisors, the Kitchen Cabinet.
- 7. After Clarence Day's book Life with Father was rewritten as a play, they ran for six years D on Broadway.
- 8. Almost half of the Pilgrims did not survive theirs first winter in the New World.
- 9. There was no indication from the Senate that he would agree with the decision made D in the House.
- \_\_\_\_\_ 10. A baby learns the meanings of words as they are spoken by others and later uses him in sentences.

**TOEFL REVIEW EXERCISE (Skills 1–45):** Choose the letter of the word or group of words that best completes the sentence.

- 1. \_\_\_\_\_ worst phase of the Depression, more than thirteen million Americans had no jobs.
  - (A) It was in the
  - (B) During the
  - (C) While the
  - (D) The

- 2. When reading a book, you must keep your point of view separate from the point of view in \_\_\_\_\_ you are studying.
  - (A) that
  - (B) the material and
  - (C) the materials that
  - (D) the materials that are

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

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

- 4. The latest medical report indicated that the patient's temperature was near normal  $\frac{A}{A}$  and their lungs were partially cleared.
- 5. Most oxygen atoms have eight neutrons, but a small amount have nine or ten.  $\frac{A}{A} = \frac{A}{B} = \frac{A}{$
- \_\_\_\_ 6. When Paine expressed his  $\frac{A}{A} = \frac{A}{B} = \frac$
- 7. A vast quantity of radioactive material is made when does a hydrogen bomb explode.

  B

  C
- 8. Genes have several alternative form, or alleles, which are produced by mutations.

  A B C D
- 9. A star that has used up its energy and has lost its heat  $\frac{1}{C}$  became a black dwarf.
- \_\_\_\_\_ 10. Each lines of poetry written in blank verse has ten syllables, which are alternately  $\frac{10}{A}$  stressed and unstressed.

# PROBLEMS WITH ADJECTIVES AND ADVERBS.

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

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

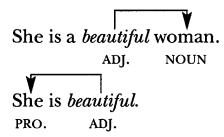
ADJECTIVE	ADVERB
recent public evident	recently publicly evidently

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

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

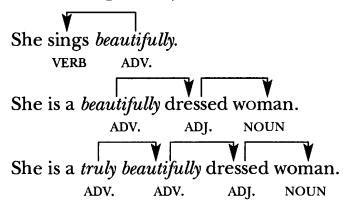
## SKILL 46: USE BASIC ADJECTIVES AND ADVERBS CORRECTLY

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



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

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



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

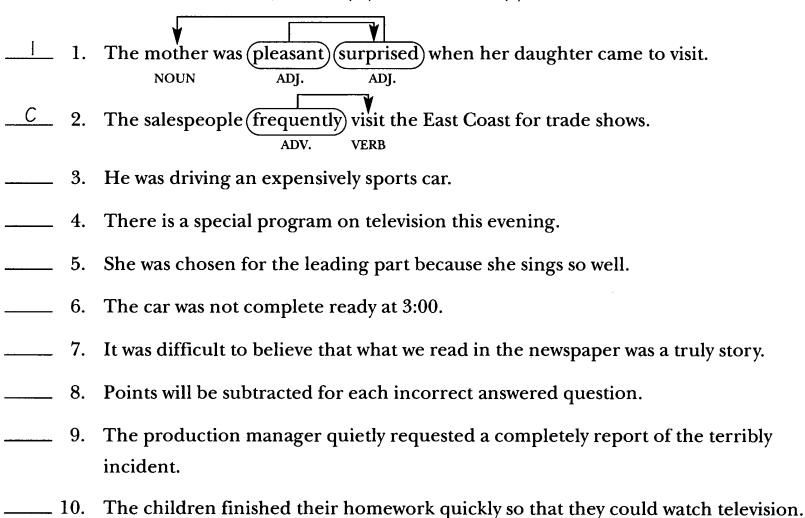
The following are examples of incorrect sentences as they might appear on the TOEFL test.

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

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

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

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



# SKILL 47: USE ADJECTIVES AFTER LINKING VERBS

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

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

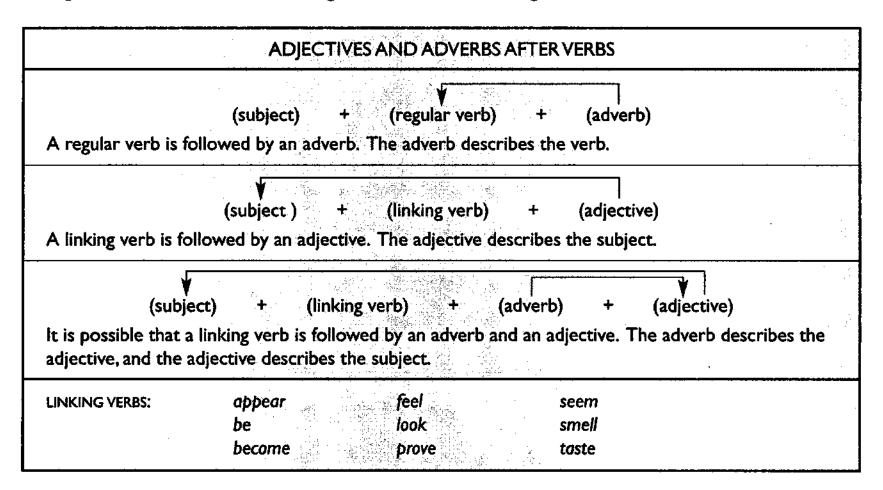
However, you must be very careful if the verb is a *linking* verb. A *linking* verb is followed by an adjective rather than an adverb.

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

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

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

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



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

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

  ADV.

  C 2. The speaker talked knowingly about prehistoric fossils.

  ADV. ADI.
- \_\_\_\_\_ 3. After she drank the lemonade, the cake tasted too sweetly to her.

the verb and its object.

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

## SKILL 48: POSITION ADJECTIVES AND ADVERBS CORRECTLY

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

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

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

NOUN ADJ.

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

important describes information.

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

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.

#### WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

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

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

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

	. 1.	The store opened with a sale fantastic.  ADJ.
<u> </u>	2.	The pharmacist has always filled our order quickly.  ADV.  ADV.
	3.	The political candidates expressed their opposing views.
<del></del> :	4.	The lawyer has selected carefully a new case.
	5.	Frequently the coffee has tasted bitter.
	6.	The wedding reception was held at a restaurant expensive.
-	7.	The salesclerk has often traveled to New York.
	8.	Following the failure of the first set of plans, the manager has altered subsequently them.
	9.	The students had to study many hours daily during the program intensive.
	10	The naval officer was asked to transfer to a foreign country

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

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## WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

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

1.	in wo	Berg, the top tournament winner omen's golf, eighty-three golf naments from 1935 through 1964.	2.	in ai	with about fifteen times its weight r does gasoline allow the carburetor in smoothly.
	(A)	she won		(A)	It is mixed
	(B)	winning		<b>(B)</b>	To mix it
	(C)	won		(C)	When mixed
	(D)	who won		(D)	Only when mixed
Cho	ose t	he letter of the underlined word or gro	oup (	of wo	ords that is not correct.
	_ 3.	The Colorado River reaches $\frac{\text{their}}{A}$ maxim	num	heig C	ht during April and May.
	_ 4.	$\frac{\text{Plant proteins}}{A} \frac{\text{tend}}{B} \text{ to have } \frac{\text{few amino add}}{C}$	cids	than	proteins from animal sources. $\overline{D}$
	_ 5.	$\frac{\text{The Viking spacecraft } \frac{\text{has landed on }}{\text{B}} \text{Matter Matter Matt$	$\frac{1}{D}$	July	of 1976.
	_ 6.	Admiral Byrd $\frac{\text{commanded}}{A}$ airplane $\frac{\text{exp}}{A}$	editi B	ons o	$\frac{\overline{C}}{C}$ both the Arctic $\frac{\overline{O}}{D}$ the Antarctic.
	_ 7.	The advertising campaign $\frac{\text{will be}}{B}$ based	on tl	ne <u>re</u>	cent completed study.
	_ 8.	Coronary occlusion $\frac{\text{results from}}{A}$ a disease	se <u>in</u>	whic B	h fatty substances with a large
		$\frac{amount}{C} \text{ of cholesterol is deposited in th}}{\overline{D}}$	e art	eries	•
	_ 9.	Her money gave back as soon as she three $\frac{A}{A}$	eater C	<u>red</u> t	o take the matter to court.
· · · · · · · · · · · · · · · · · · ·	10.	Other sites of fossil discoveries throughout	out V	Vyom	$\frac{\text{ranging}}{B}$ from the fiery
		Tyrannosaurus rex to the milder C Tricerator	bs, ha	ave p	roven <u>equally excite</u> .

# MORE PROBLEMS WITH ADJECTIVES.

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

## SKILL 49: RECOGNIZE -LY ADJECTIVES

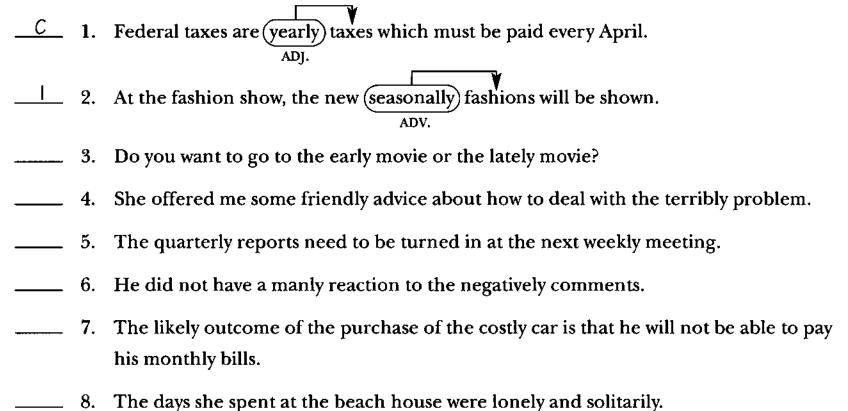
Generally when a word ends in -ly in English, it is an adverb. However, there are a few words ending in -ly that are adjectives, and these -ly adjectives can cause confusion in written expression questions on the TOEFL test.

This example is correct, but it appears to be incorrect; it appears that there is an -ly adverb in front of the noun report. However, weekly is an adjective that describes the noun report.

The following chart lists common -ly adjectives that can appear in English:

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

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



 9.	She takes her daily medication on a regularly schedule.	
	•	

\_\_\_\_ 10. The kindly neighbor paid hourly visits to her unhealthily friend.

## SKILL 50: USE PREDICATE ADJECTIVES CORRECTLY

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

The snake on the rock was alive.

The alive\* snake was lying on the rock.

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

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

	PREDICATE	ADJECTI	IVES
PREDICATE ADJECTIVES			FORMS USED IN FRONT OF A NOUN
alike			like, similar
alive	ci.		live, living
alone			lone
afraid			frightened
asleep			sleeping

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

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

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

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

## SKILL 51: USE -ED AND -ING ADJECTIVES CORRECTLY

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

The woman cleans the car.

The cleaning woman worked on the car.

ADJECTIVE

The woman put the *cleaned* car back in the garage.

ADJECTIVE

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

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

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

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

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

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

## WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

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

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

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

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its momentum carries the reader right through the live endnotes.

 $\mathbf{C}$ 

D

3. The daughters of Joseph LaFlesche were

born into the generation of Omaha

forced to abandon tribal traditions,

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

1. During the early nineteenth century, the Spanish missions in Alta, California

\_\_\_\_\_ to be an integral part of the

	econoregio	omy and productive capacity of the on.		_ on the reservation, and to adapt to white man's ways.
	(B) (C)	proved they proved they proved it proved it	(A) (B) (C) (D)	to mature maturing
2.	suital (A) (B) (C)	other hurdles remain before 4. ble for private cars.  fuel cells become fuel cells become that fuel cells become	min	ong the most revealing aspects of sing towns their paucity of slic open space.  was were it was so
Cho	ose th	ne letter of the underlined word or group	of wo	ords that is not correct.
	_ 5.	Factor analysis is used to discover how man C performance.	ıy abili	ities are <u>involve</u> in intelligence test
	_ 6.	One of the <u>early</u> orders of marine mammal $\frac{\text{million}}{\text{C}}$ years ago $\frac{\text{from}}{\text{D}}$ land animals.	ls, mar	natees <u>have evolved</u> more than fifty B
	_ 7.	Dolphins and chimps $\frac{\text{are }}{A} \frac{\text{like }}{B} \frac{\text{in that they }}{C}$	have b	een shown to have language skills.
	_ 8.	In the appendix at the $\frac{\text{end}}{A}$ of the chapter a $\frac{\text{completion correct}}{D}$ of the form.	are the B	e instructions to be used for the
	_ 9.	$\frac{\text{Used sound that var'}}{A} \stackrel{\text{sound that var'}}{=} \text{ot only in time but } \\ \frac{\text{communicate with sonarlike "pictures."}}{D}$	t in sp	ace, whales at close range may
	10.	The 1898 Trans-Mississippi International Elast major fair which held during the Victor		<u>B</u>

## PROBLEMS WITH ARTICLES

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

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

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

#### SKILL 52: USE ARTICLES WITH SINGULAR NOUNS

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

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

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

#### ARTICLES WITH SINGULAR NOUNS

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

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

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

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

#### SKILL 53: DISTINGUISH A AND AN

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

<i>a b</i> ook	an orange
a man	an illness
a page	an automobile

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

a university	an unhappy man	a hospital	an honor
a unit	an understanding	a heart	an herb

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

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

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

	1.	The dishwasher quit his job because he was making only four dollars a hour.
<u>C</u>	2.	It was an unexpected disappointment to receive a rejection letter from the university.
	3.	It is raining, so you should bring a umbrella.
	4.	He bought a half gallon of milk and a box of a hundred envelopes.
	5.	An objection was raised because it was such a unacceptable idea.

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

## SKILL 54: MAKE ARTICLES AGREE WITH NOUNS

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

He saw a\* new movies.

They traveled to a\* nearby mountains.

Do you have another\* books?

Do you have other books?

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

He saw a new movie. (singular)
He saw new movies. (plural)
They traveled to a nearby mountain. (singular)
They traveled to nearby mountains. (plural)
Do you have another book? (singular)

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

(plural)

# AGREEMENT OF ARTICLES WITH NOUNS You should never use a or an with a plural noun.

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

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

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

## SKILL 55: DISTINGUISH SPECIFIC AND GENERAL IDEAS

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

Tom will bring *the* book tomorrow.

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

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

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

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

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

He will arrive on a Tuesday in July.

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

He sailed on an ocean.

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

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

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

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

**EXERCISE 55:** Each of the following sentences contains one or more articles. Circle the

#### WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

<b>TOEFL EXERCISE (Skills 52–55):</b>	Choose the letter of the underlined word or group of
words that is not correct.	

- 1. On a trip down to the bottom of the Grand Canyon, the equipment will in all probability be carried by a burros.  $\frac{A}{D}$ Description of the Grand Canyon, the equipment will in all probability be carried by a burros.
- 2. Ford designed the first large-scale assembly line at plant in Highland Park, Michigan.

  B

  C

  D
- 3. In the human body, blood flows from a heart through the arteries, and it returns through the veins.

  The human body, blood flows from a heart through the arteries, and it returns through the veins.
- 4. The scholarship that Wilson received to study history at Cambridge presented an unique opportunity.

  Cambridge presented an D
- 5. Observations from Earth indicate that at the solar surface, the outward magnetic field is a strongest at the polar regions.
- 6. A radar images of Venus add details about a planet dominated by volcanoes and lava.
- 7. In 1863 and 1864, the U.S. Congress passed the National Bank Acts, which set up a

  System of privately owned banks chartered by a federal government.
- \_\_\_\_\_ 8.  $\frac{\text{An}}{A}$  human  $\frac{\text{ear}}{B}$  responds to  $\frac{\text{a wide range}}{C}$  of  $\frac{\text{frequencies}}{D}$ .
- 9. Bacteria that live in soil and water play a vital role in recycling carbon, nitrogen,

  Sulfur, and another chemical elements used by living things.
- 10. During the U.S. Civil War, an American balloonist organized a balloon corps in Army.

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

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

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

3.	dand	ly remove the entire root of a lelion because of its length and liness.
	(A) (B) (C) (D)	can the casual gardener the casual gardener the casual gardener will does the casual gardener's
Cho	ose t	he letter of the underlined word or group of words that is not correct.
	_ 4.	Operas can be $\frac{\text{broadly}}{A} \frac{\text{classified}}{B}$ as either comedies $\frac{\text{or they are tragedies}}{C}$ .
	5.	Tungsten has the highest melting point of all metals, and for this reason it is often
		$\frac{\text{use in equipment}}{B} \stackrel{\text{that must withstand}}{C} \stackrel{\text{high temperatures.}}{D}$
	_ 6.	Whereas there are forty-three ant species in Great Britain, the same amount of ant species can be found in a single tree in Peru. $\overline{D}$
	_ 7.	People voice theirs opinions first in small groups or among friends and acquaintances. $\overline{D}$
	_ 8.	Inside the Lincoln Memorial is a large statue of Lincoln make from white marble. $\frac{A}{A} = \frac{A}{B} = $
	_ 9.	Detailed photometric data of the area just north of Triton's equatorial region
		indicate the existence of a thin, transparent layers of frost.  C D
	_ 10.	U.S. census figures $\frac{\text{indicate}}{A}$ that people with only $\frac{\text{an}}{B}$ elementary education can earn

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 $\frac{\text{just half}}{C}$  as much as college  $\frac{\text{graduations}}{D}$ .

# PROBLEMS WITH PREPOSITIONS

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

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

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

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

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

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

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

#### SKILL 56: RECOGNIZE INCORRECT PREPOSITIONS

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

The game was called *on*\* because of rain.

I knew I could count *in*\* you to do a good job.

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

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

# WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

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

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	8.	In July of 1861, Pat Garrett killed Billy the Kid in a house close Fort Sumner $\overline{A}$
	9.	Many comfort heating systems $\frac{\text{using}}{A}$ steam $\frac{\text{as}}{B}$ a working fluid $\frac{\text{operate}}{C}$ $\frac{\text{at}}{D}$ the convection principle.
	10.	Mars's two small moons are irregularly shaped and covered for craters.

**TOEFL REVIEW EXERCISE** (1–57): Choose the letter of the word or group of words that best completes the sentence.

В

- 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

available.

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

 $\overline{\mathbf{D}}$ 

- (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.
   5. Regular programming was interrupted to broadcast a special news bulletins.
   6. Sulfa drugs had been used to treat bacterial infection until penicillin becomes widely D
- 7. Plans for both the International Monetary Fund or the World Bank were drawn up at the Bretton Woods Conference.
- 8. Seldom Antarctic icebergs will move far enough north to disturb South Pacific A B C Shipping lanes.

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#### WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

9. In 1958, a largest recorded wave, with a height of 500 meters, occurred in Lituya Bay, Alaska.

10. Exercise in swimming pools is particularly helpful because of the buoyant effect water.

D

10. Exercise in swimming pools is particularly helpful because of the buoyant effect water.

## **PROBLEMS WITH USAGE**

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

#### SKILL 58: DISTINGUISH MAKE AND DO

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

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

She likes to *make* her own clothes.
Would you like to *make* a cake for dessert?
If you *make* a mistake, you should correct it.
He was unable to *make* a response to the threat.

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

This morning she *did* all the dishes.

The students *are doing* the assignments.

The janitors *did* the work they were assigned.

You can *do* your laundry at the laundromat.

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

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

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

## SKILL 59: DISTINGUISH LIKE, ALIKE, AND UNLIKE

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

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

```
John and Tom are alike.

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

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

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

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

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

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

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

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

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

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

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

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

## SKILL 60: DISTINGUISH OTHER, ANOTHER, AND OTHERS

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

## 328 STRUCTURE

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

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

	<b>SE 60:</b> Each of the following sentences contains <i>other, another,</i> or <i>others.</i> Circle <i>other,</i> or <i>others.</i> Then indicate if the sentences are correct (C) or incorrect (I).
C1	It is essential to complete the first program before working on the others.
2	The waitress will bring you the another bowl of soup if you want.
3	You should pack another pair of shoes in case that pair gets soaked.
4	It is difficult to find others workers who are willing to work such long hours.
5	Since the lamp you wanted is out of stock, you must choose another.
6	The other desk clerk must have put that message in your mailbox.
7	If your identification card is lost or stolen, you cannot get another.
8	Because they were not pleased with the hotel accommodations last year, they have decided to try a other hotel this year.
9	As some students moved into the registration area, others took their places in line.
10	The printer will not function unless it has another cartridges.
	SE (Skills 58–60): Circle the words in the following sentences that are commonly on the TOEFL test. Then indicate if the sentences are correct (C) or incorrect (I).
1	When the car's odometer reached 100,000, she decided that it was time to buy another car.
2	Every time someone does an error in the program, several extra hours of work are created.
3	Like the fashions shown in this magazine, the fashions in the other magazine are quite expensive.
4	Because the main highway is crowded at this hour, the driver should try to find

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another routes to the stadium.

## WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

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

2. \_\_\_\_ was unusable as farmland and

## 330 STRUCTURE

1. Wild Bill Hickok \_\_\_\_\_ for the Union

injury.

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

•	y during the Civil War by posing as a ederate officer.		icult to traverse, the Badlands is an a in South Dakota.
(A) (B) (C) (D)	spied spying a spy was spied	(A) (B) (C) (D)	So named because it Because of It Naming it
Choose the	he letter of the underlined word or group	of wo	ords that is not correct.
3.	Titania, photographed by Voyager 2 in 1986,  A  another moons of Uranus.  D	has si B	ignificantly <u>fewer</u> craters than
4.	The author Francis Scott Key Fitzgerald is be	B	$\frac{\text{know}}{C}$ as F. Scott Fitzgerald.
5.	The result of the failure to plan for the future		$\frac{hat}{A}$ a child from $\frac{an \text{ urban}}{B}$ area must
6.	be $\frac{\text{took}}{C}$ to the country to $\frac{\text{see nature}}{D}$ .  This machine can print on a single pieces of	î pape	er, but only if the lever is facing the
	A B front of the machine.		C
7.	The development of permanent teeth, alike $\frac{\text{birth}}{A}$ .	that B	of deciduous teeth, <u>begins</u> before <u>C</u>
8.	A crowd of several hundred $\frac{\text{fan}}{\text{B}} \frac{\text{watched}}{\text{C}}$ the	cere	emony $\frac{\text{from behind}}{D}$ a fence.
9.	$\frac{\text{Unlike}}{A} \frac{\text{other}}{B} \text{ architects of the early modern}$ informality, personal expression, $\frac{\text{romantic}}{C}$ ,		
10.	$\frac{\text{Color blindness}}{A} \text{ may } \underbrace{\text{exist}}_{B} \text{ at birth or may oc}$	cur <u>la</u>	$\frac{\text{ater in }}{C} \text{ life as a result for disease or } \frac{1}{D}$

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# STRUCTURE POST-TEST (Paper)

## SECTION 2 STRUCTURE AND WRITTEN EXPRESSION

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

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

## **Structure**

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

Look at the following examples.

(D) fortunately

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

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

Example II	Sample Answer	
When the conference?	(A)	
<ul><li>(A) the doctor attended</li><li>(B) did the doctor attend</li></ul>	© •	
(C) the doctor will attend		
(D) the doctor's attendance		

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

Now, begin work on the questions.



POST-TEST (Paper)

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

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(A) However(B) Because of(C) Although

(D) That

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

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

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POST-TEST (Paper)

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## **Written Expression**

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

Look at the following examples.

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

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

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

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

Now, begin work on the questions.



2	0	2	0	2	0	2	0	2	0	2	0	2	0	2

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



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7	0	7	0	7	0	7	Q	7	0	7	0	2	0	7

- 27. The English horn is an alto oboe with a pitch one fifth lower as that of the soprano oboe.  $\frac{A}{A} = \frac{B}{B} = \frac{B}{C} = \frac{B}{D}$
- 28. In the Milky Way galaxy, the most recent observed supernova appeared in 1604.  $\frac{1}{C}$
- 29. Although the name suggests otherwise, the ship known as Old Ironsides was built of Oak and cedar rather than it was built of iron.  $\overline{D}$
- 30. Never  $\frac{\text{in the history}}{A}$  of humanity  $\frac{\text{there have}}{B}$  been  $\frac{\text{more people}}{C}$   $\frac{\text{living}}{D}$  on this relatively small planet.
- 31. Because of the mobile of Americans today, it is difficult for them to put down  $\frac{\text{real roots.}}{D}$
- 32. For five  $\underbrace{\text{years after}}_{A}$  the Civil War, Robert E. Lee served to president of Washington College,  $\underbrace{\text{which}}_{C}$  later  $\underbrace{\text{was called}}_{D}$  Washington and Lee.
- 33. Doctors  $\frac{\text{successfully}}{A}$  used hypnosis  $\frac{\text{during}}{B}$  World War II  $\frac{\text{to treat}}{C}$   $\frac{\text{fatigue battle}}{D}$ .
- 34. The lobster,  $\frac{like}{A} \frac{many}{B}$  crustaceans, can cast off  $\frac{a \text{ damaging}}{C}$  appendage and regenerate a new appendage to  $\frac{nearly \text{ normal size}}{D}$ .
- 35. The main cause of the  $\frac{\text{oceans' tides}}{A}$  is the  $\frac{\text{gravitation}}{C}$  pull of the Moon.
- 36. The curricula of American public schools are  $\frac{\text{set in}}{B}$  individual states; they  $\frac{\text{do not determine}}{D}$  by the federal government.
- 37. The fact that the sophisticated technology has become part of revolution in travel

  A

  B

  delivery systems has not made travel schedules less hectic.

GO ON TO THE NEXT PAGE



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

This is the end of Section 2.

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

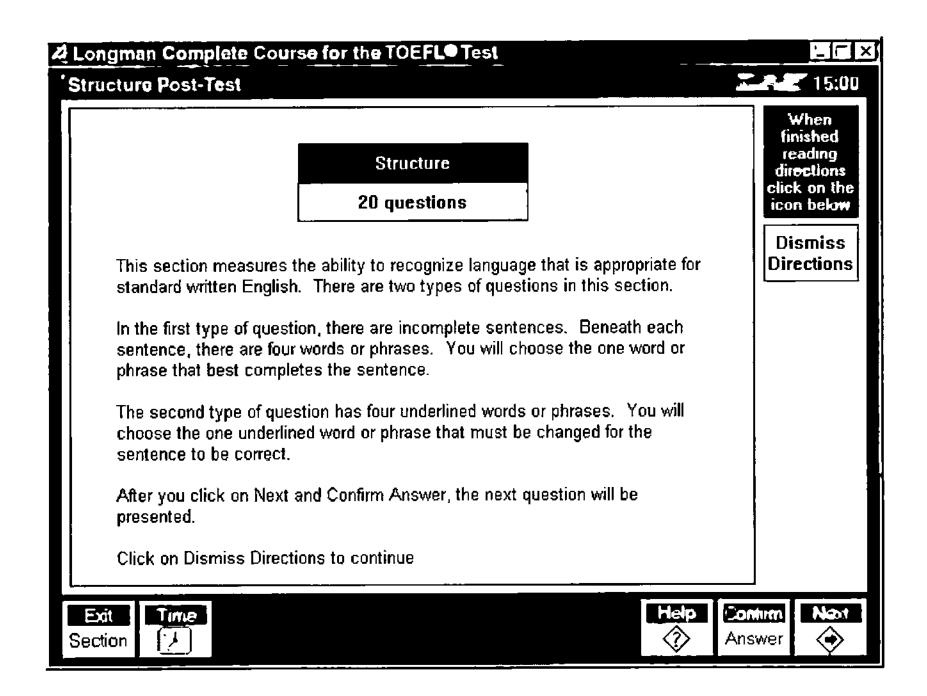


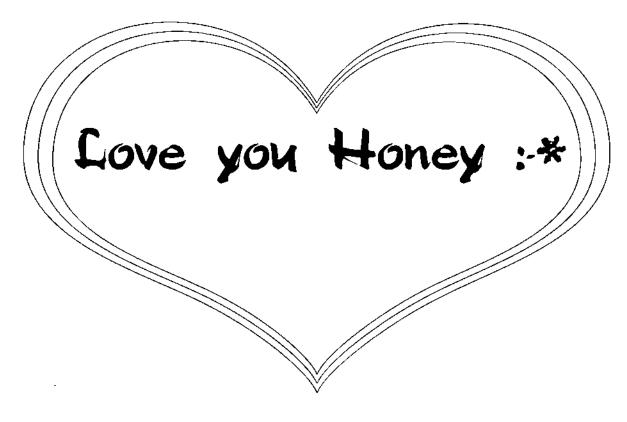
POST-TEST (Paper)

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## STRUCTURE POST-TEST (Computer)







338 STRUCTURE

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

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POST-TEST (Computer)

17.	The common octopus lives <u>lone</u> , in a den						
	just big enough for its body.						
	· ·						
18.	Not until Nellie Tayloe Ross was elected governor of Wyoming in 1924 as governor of a U. S. state.						
	a woman served						
	a woman serving						
	oto serve a woman						
	odid a woman serve						

- 19. Only about 25 percent of diamonds prove suitably for gemstones.
- 20. An ice <u>crystal</u> is the <u>nuclei</u> <u>on which</u> a hailstone is <u>built</u>.

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13. D

В

A

- e. very strict (had to follow lots of rules)
- f. at home (had to be at home by 8:00)
- 3. a. both visible from Earth
  - b. 500 degrees Centigrade, or 900 degrees Fahrenheit
  - c. its closeness to the Sun and its atmosphere
  - d. made of carbon dioxide
  - e. made of sulfuric acid
  - f. the Sun reflecting off the clouds
  - g. the 6th largest (almost the same size as the earth, the 5th
  - h. not at its brightest when full (at its brightest when a cres-
  - i. must be thick (the clouds hide the surface of Venus)

#### **TOEFL EXERCISE 33**

1. 4	6. 2, 4	11. 2	16. 3	21. 1, 4
2. 2	7. 1	12. 2, 3	17. 2	22. 4
3. 1	8. 2, 3	13. 1	18. 1, 4	
4. 1, 3	9. 4	14. 2, 4	19. 2, 4	
5. 2	10. 3	15. 4	20. 1	

## **EXERCISE 34 (Various answers are possible.)**

## **TOEFL EXERCISE 34**

1. C	3. D	5. A	7. D	9. C
2. B	4. B	6. A	8. B	10. C

## **TOEFL REVIEW EXERCISE (Skills 32–34)**

- 1, 1, 2
- 2. At the top: observatory In the legs: trams Under the ground: museum
- 3. 3
- 4. 2
- 5. Jefferson became president. Lewis and Clark set out to explore the west. Thousands of settlers set out from St. Louis. The arch was built.
- 6. 1, 4
- 7. Compressed minerals: inner core Stony silicates: mantle Liquid minerals: outer core
- 8. C
- 9. 1, 4
- 10. 2
- 11. B
- 12. 2
- 13. 4 14. 3
- 15. 2, 4
- 16. It had only a g sound. It had both a k and a g sound.

It had only a k sound.

It had both a k and an s sound.

## LISTENING POST-TEST (Paper)

1. D	11. A	21. D	31. B	41. D
2. D	12. C	22. D	32. C	42. D
3. A	13. D	23. A	33. A	43. B
4. D	14. C	24. D	34. D	44. B
5. C	15. C	25. A	35. A	45. B
6. D	16. B	26. C	36. D	46. A
7. A	17. A	27. C	37. B	47. D
8. C	18. C	28. D	38. C	48. B
9. B	19. B	29. D	39. B	49. D
10 A	20. B	30. B	40. C	50. B

## **LISTENING POST-TEST (Computer)**

1. 1	4. 1	7. 4	10. 1	13. 1
2. 4	5. 3	8. 2	11. 4	14. 4
3. 2	6. 3	9. 4	12. 1	15. 2

- 16. One leaf per node: alternate Two leaves per node: opposite Three leaves per node: whorled
- 17. B
- 18. Least common: whorled Neither most nor least common: opposite Most common: alternate
- 19. 1, 4
- 20.3
- 21. 3
- 22. 4
- 23. 1, 4
- 24. D
- 25. 4
- 26. End of the eighteenth century: James Cook Beginning of the nineteenth century: Kamehameha End of the nineteenth century: Liliuokalani
- 27. 4
- 28. The islands had different monarchs. Kamehameha became king. Liliuokalani became queen. The monarchy disappeared.
- 29. 4
- 30. 2

1. D

27. C their

28. D amount

## **STRUCTURE**

4. B

## STRUCTURE DIAGNOSTIC PRE-TEST (Paper)

10. C

40. B making

7. A

2. D	5. C	8. A	11. A	14.
3. D	6. C	9. B	12. A	15.
16. B	are	29. C	and	
17. C	became	30. B	was designed	by
18. B	was declared	31. B	short courses	_
19. A	the brightest star	32. D	moved	
20. C	rest	33. A	actor	
21. C	materials	34. C	live	
22. B	previously	35. C	result of	
23. C	used	36. B	the project	
24. D	their		profitable	
25. A	imported	38. D	been mined	
26. C	the	39. C	other	

## STRUCTURE DIAGNOSTIC PRE-TEST (Computer)

1. 3	recorded	11. 3	
2. 2	was	12. 2	number
3. 4		13. 2	officially opened
4. 3	them	14. 4	
5. 3		15. 1	A typical
6. 2	but	16. 2	made
7. 2	larger than	17. 2	
8. 4	Ü	18. 2	relies on
9. 4	died	19. 3	expensive
10. 3	razed	20. 1	-

#### **EXERCISE !**

1. I missing subject	(could be he went)
2. C	<del>-</del>
3. I missing verb	(could be is available)
4. I double verb	(has and $provides$ )
5. C	-

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5. C

6. I 7. C	double subject	(text and it)	6. I	missing verb	(could be <u>is</u> in the shopping mall)
8. I	missing verb	(could be departure is scheduled)	7. C 8. I	missing subject	(could be he threw)
9. I	missing subject	(could be <i>I found</i> )	9. I	double subject	(construction and $it$ )
10. I	double verb	(is and processes)	10. C		
EXE	RCISE 2		TOE	FL EXERCISE (Skills	s I <b>–</b> 5)
1. C			1. B	3. A 5. C	7. A 9. D
2. I 3. C	missing subject	(could be <u>he</u> took)	2. A	4. D 6. C	8. B 10. A
4. C			EXE	RCISE 6	
5. I	missing subject	(could be the doctor has been	1. C		
6. C		practicing)	2. I	missing subject	(could be no rain has fallen)
7. I	double subject	(shopping and it)	3. I 4. I	missing connector misplaced connector	(could be <u>and it has been</u> ) (should be <u>The qualityso I</u>
8. C 9. I	missing subject	(could be she tech)			changed)
10. C	missing subject	(could be <u>she</u> took)	5. C 6. I	missing subject	(could be yet it is)
			7. C	missing subject	(could be yet <u>u</u> is)
	RCISE 3		8. C		/ 1
1. C 2. I	missing subject	(could be Bob, a friend)	9. I	misplaced connector	(should be You can drive, or you can get)
3. C	missing subject	(could be <u>boo</u> , w jiienw)	10. I	missing connector	(could be so he flew)
4. I	missing subject	(could be Mr. Smith, the	FVFI	OCICE 7	<u> </u>
5. C		chief executive officer)		RCISE 7	
6. C			1. C 2. I	missing subject	(could be before they are
7. I	missing subject	(could be the electric heater, a wall heating unit)		8 · · · · · · · · · · · ·	admitted)
8. C		a wan nearing unit)	3. C 4. I	missing connector	(could be After the original
9. I	missing comma	(computer, the most powerful)	7. 1	missing connector	(could be <u>After</u> the ground had been prepared)
10. C			5. C	,	
EXEF	RCISE 4		6. I 7. I	missing verb missing subject	(could be <i>The building is</i> ) (could be <i>it can be sent</i> )
1. C			8. C	missing subject	- contract of cont
2. I	double verb	(are completing and should	9. C		(
3. C		report)	10. I	missing comma	(counted, the outcome)
4. I	double verb	(are giving and attract)	EXE	RCISE 8	
5. C 6. I	double verb	(was trying and was often	1. C		/ 111 m 1
0. 1		interrupted)	2. 1	missing connector	(could be <u>Though</u> the commandant left)
7. C			3. I	missing verb	(could be unless he or she
8. C 9. I	double verb	(were announcing and	4 C		meets)
		received)	4. C 5. I	missing subject	(could be wherever you need)
10. C			6. C		<del></del>
EXEF	RCISE 5		7. I	missing verb	(could be your application is)
1. I	double verb	(was offered and was not		missing comma	$\overline{(explained, all \ visitors)}$
2. C		accepted)	9. C 10. C		
2. C 3. I	double verb	(were taught and will be)	10. C		
4. C		•	EXE	RCISE (Skills 6–8)	
5. I 6. C	double verb	(were reached and were)	1. C		(
7. I	double verb	(is served and is)	2. I 3. I	unnecessary connector missing verb	(omit <i>Or</i> ) (could be <i>a problem</i>
8. I	double verb	(are listed and have)	3. 1	missing verb	occurred)
9. C 10. C				incorrect connector	(should be as soon as)
			5. C 6. I	missing connector	(could be so the king has not
	RCISE (Skills 1–5)			0	returned)
1. C 9 I	missing subject	(could be she went)	7. C 8. C		
3. I	double verb	(were grown and were har-		missing subject	(could be while it is)
4 0		vested)	10. C	- <del>-</del>	<del></del>
4. C 5. C					

## ANSWER KEY 667

TOEFL	<b>EXERCISE</b>	(Skills 6–8)	١
			,

1. D	3. C	5. D	7. C	9. B
2. D	4. B	6. B	8. D	10. D

## **TOEFL REVIEW EXERCISE (Skills 1–8)**

1. C	3. C	5. A	7. C	9. D
2. B	4. C	6. D	8. B	10. A

#### **EXERCISE 9**

1. C		
2. I	missing verb	(could be manual describes)
3. C	-	
4. I	missing connector	(could be Why he refused)
5. I	missing subject	(could be $\overline{We\ talked}$ )
6. I	extra subject	(omit $it$ )
7. C	-	
8. I	missing verb	(could be when the paper is
		due is certain)
9. I	missing connector	(could be When the contract
		will be $awarded$
10. C		

#### **EXERCISE 10**

1. C		
2. I	missing verb	(could be which is)
3. C		_
4. I	missing verb	(signing could be must sign)
5. I	extra subject	(omit he)
6. C		
7. C		
8. I	missing verb	(could be whatever is)
9. C		_
10. I	missing verb	(could be whoever is)

## **EXERCISE 11**

1. C		
2. I	missing verb	(could be is for sale)
3. I	incorrect connector	(whom could be which)
4. C		
5. I	extra subject	(omit it)
6. C	-	
7. C		
8. I	missing verb	(could be was funny)
9. I	missing subject	(could be we were having)
10. C	- •	_

#### **EXERCISE 12**

1. C		
	missing connector/ subject	(could be which are trying)
3. I	missing verb	(could be who is)
4. I	incorrect connector/ subject	(which should be who)
5. I	extra subject	(omit it)
6. C	, and the second	
7. I	missing connector/ subject	(could be which is)
8. I	extra subject	(omit <i>they</i> )
9. C	•	
10. I	missing verb	(could be that was on sale are also on sale)

## **EXERCISE (Skills 9–12)**

	(CISE (SKIIIS 7-12)	
1. I	missing subject	(could be he was coming)
2. C	0 0	
3. I	extra subject	(omit she)
4. C		
5. I	missing subject	(could be we want)
6. I	incorrect connector	(whom could be which)

7. I	incorrect connector	(that should be what)
8. I	missing connector	(could be That he was)
9. I	extra subject	(omit $it$ )
10. C	-	

## **TOEFL EXERCISE (Skills 9–12)**

1. A	3. B	5. C	7. A	9. B
2. D	4. D	6. C	8. B	10. C

## **TOEFL REVIEW EXERCISE (Skills 1–12)**

1. A	3. B	5. B	7. C	9. D
2. C	4. A	6. B	8. C	10. B

#### **EXERCISE 13**

1. C 2. I 3. C	(sat should be sitting)
4. I	(purchasing should be purchased)
5. I	(omit who)
6. I	(omit were)
7. I	(placing should be placed)
8. C	
9. I	(heard should be hearing)
10. I	(illogical reduction)

## **EXERCISE 14**

1. C	
2. I	(left should be leaving)
3. C	-
4. C	
5. I	(selecting should be selected)
6. I	(illogical reduction)
7. C	
8. I	(buy should be buying)
9. C	
10. C	

## **EXERCISE (Skills 13–14)**

1. I	(was)
2. C	
3. C	
4. I	(needed should be needing)
5. C	_
6. I	(omit was)
7. C	
8. I	(decided should be deciding)
9. C	
10. C	

## **TOEFL EXERCISE (Skills 13–14)**

1. A	3. B	5. D	7. B	9. B
2. A	4. B	6. D	8. D	10. B

## **TOEFL REVIEW EXERCISE (Skills 1-14)**

1. D	3. D	5. D	7. C	9. A
2. A	4. B	6. B	8. D	10. D

## **EXERCISE 15**

1. I	(should be the new directories will)
2. C	
3. I	(should be can new students)
4. C	
5. I	(should be the plane can)
6. C	•
7. C	
8. I	(should be has it)
9. C	
10. C	

EXERCISE 16	EXERCISE 20
<ol> <li>C</li> <li>I (should be is a big house)</li> </ol>	<ol> <li>C</li> <li>I (have should be has)</li> </ol>
3. C	3. I (is should be are)
4. I (should be is the stream)	4. C
5. C 6. I (should be the food was)	5. C 6. I (have should be has)
<ul><li>6. I (should be the food was)</li><li>7. I (should be can farmers)</li></ul>	7. I (have should be has)
8. I (should be are the two trees)	8. C
9. C 10. I (should be were a man and a woman)	9. I ( <i>are</i> should be <i>is</i> ) 10. C
EXERCISE 17	EXERCISE 21
1. I (should be did the boy write)	1. C
2. C	2. I (was should be were)
3. C	3. I (is should be are) 4. I (are should be is)
4. I (should be have I gone) 5. I (should be He went)	5. C
6. I (should be has their secretary)	6. C
7. C	7. I (was should be were)
8. I (should be did she leave) 9. C	8. I (was not changed should be were not changed) 9. C
9. C 10. C	10. C
EXERCISE 18	EXERCISE 22
1. C	1. C
2. I (could be you should)	2. I (is should be are)
3. I (should be If he has)	3. I (is should be are)
4. C 5. I (should be if you could)	4. C
6. I (should be had he not)	<ul><li>5. I (do should be does)</li><li>6. I (was so many should be were so many)</li></ul>
7. C	7. I (has should be have)
8. C 9. C	8. I (have should be has)
9. C 10. C	9. C
EXERCISE 19	10. I (was should be were)
1. C	EXERCISE 23
2. I (should be were the other members)	<ol> <li>I (admire should be admires)</li> <li>C</li> </ol>
3. C	3. I (were should be was)
4. C	4. I (are should be is)
<ul><li>5. I (should be that the condition of these tires is)</li><li>6. C</li></ul>	5. C
7. C	6. I (take should be takes) 7. C
8. C	8. I (are should be is)
9. C 10. I (does he need should be he needs)	9. C
EXERCISE (Skills 15–19)	10. I (have should be has)
1. I (should be land developers have)	EXERCISE (Skills 20–23)
2. I (should be did I believe)	<ol> <li>I (has should be have)</li> <li>I (was should be were)</li> </ol>
3. C	3. I (have should be has)
4. C	4. C
5. I (should be are the offices) 6. C	5. I (was should be were)
7. I (should be does it snow)	6. I (have should be has) 7. C
8. C	8. I (have should be has)
9. C 10. I (should be Should he)	9. I (does should be do)
,	10. I (have should be has)
TOEFL EXERCISE (Skills 15–19)	<b>TOEFL EXERCISE (Skills 20–23)</b>
1. D 3. A 5. D 7. C 9. C 2. A 4. C 6. B 8. A 10. B	1. B 6. C have
4. A 4. O U. B O. A 1U. B	2. D 7. D involves 3. B is 8. A were
TOEFL REVIEW EXERCISE (Skills 1-19)	3. B is 8. A were 4. A are trying 9. B is

9. D

10. B

4. A are trying 5. C is

3. A

4. A

1. B

2. D

5. D 6. C

7. C 8. B

9. B is

10. B are

### ANSWER KEY 669

## **TOEFL REVIEW EXERCISE (Skills I -23)**

1. A	6. C	qualify
2. C	7. B	was
3. C	8. A	which
4. C	9. A	a flag is
5. B	10. B	documents

#### **EXERCISE 24**

1. I	(in a restaurant should be a server)
2. C	
3. C	
4. I	(finishing should be finished)
5. C	
6. C	
7. I	(that we go by train should be taking the train)
8. C	
9. I	(those letters should be answered should be letters to
	answer)
10. C	

## **EXERCISE 25**

1. I	(you can take should be take)
2. C	
3. I	(or should be nor)
4. C	
5. I	(should be but also to)
6. I	(you wrote should be what you wrote)
7. I	(or should be and)
8. C	
9. I	(omit the second you can graduate)
10. I	(omit was it)

## **EXERCISE 26**

1. C	
2. I	(to eat should be eating)
3. C	
4. I	(should be what you did yesterday)
5. I	(should be the one we had before)
6. C	
7. C	
8. I	(should be music in my country)
9. I	(should be the one in the high school)
10. I	(How to buy should be Buying)

## **EXERCISE (Skills 24–26)**

1. I	(dine should be dining)
2. C	, and the second
3. I	(should be what had come before)
4. I	(or should be nor)
5. I	(mediocrity should be mediocre)
6. I	(should be but also in the afternoon)
7. C	•
8. I	(helps you should be helpful)
9. C	13 ,
0. C	

#### TOFFL EXERCISE (Skills 24-26)

L EXERCISE (Skills 24–26)
water
and
the prison population in any other state
philosophical
to preserve
or

## **TOEFL REVIEW EXERCISE (Skills 1–26)**

1. B	6. A	
2. A	7. C	endowed
3. B	8. B	is
4. A	9. D	bone
5. B	10. C	there are

#### **EXERCISE 27**

1. I	(abundanter should be more abundant)
2. C	
3. I	(importantest should be important)
4. C	
5. I	(more long should be longer)
6. I	(than should be of)
7. C	
8. I	(omit more)
9. C	
10. C	

#### **EXERCISE 28**

1. C	
2. I	(more should be the most)
3. C	
4. I	(should be more difficult than the second)
5. I	(more should be most)
6. C	
7. I	(the best of should be better than the food in)
8. C	•
9. C	
10. I	(the longest of should be longer than)

#### **EXERCISE 29**

1. I	(should be <i>the harder</i> )
2. C	<del></del>
3. I	(the worst should be the worse)
4. C	
5. I	(should be the less the noise comes through)
6. I	(should be The faster you run)
7. C	-
8. C	
9. I	(The earliest should be The earlier)
10. I	(should be the better time you'll have)

## **EXERCISE (Skills 27–29)**

1. I 2. I	(omit more) (should be taller than the other tree)
3. C 4. I	(the closest should be the closer)
5. I 6. I	(bigger should be the biggest) (most hot should be hottest)
7. C 8. C 9. C	
9. C 10. C	

## **TOEFL EXERCISE (Skills 27–29)**

1. B	6. C	in
2. D	7. C	most controversial
3. D	8. B	more
4. D than	9. B	milder
5. D the most	10. A	The most widely
		•

## **TOEFL REVIEW EXERCISE (Skills 1-29)**

1. A 2. D	6. A 7. A	are cactus plants
3. D		the largest
4. D than 5. C was	9. B 10. A	is earlier

FVFF		7.0			
	RCISE 30	7. C 8. I	(goes should be we	mt)	
1. I	(drunk should be drank)	9. I	(intended should be		:)
2. C		10. C	("""" BITO GIA B	ic viiveivas	' <i>'</i>
3. C	(hushashavild hashunkan)				
4. I 5. I	(broke should be broken) (completes should be completed)	EXE	RCISE 34		
6. C	(computes should be computed)	1. C			
7. I	(rode should be ridden)	2. I	(had should be ha	<i>(s</i> )	
8. I	(saw should be seen)	3. I	(have should be he	,	
9. C	(can care and a care)	4. C	•	,	
10. I	(respond should be responded)	5. I	(finish should be h	had finish	ned)
EVER	RCISE 31	6. C 7. C			
		8. I	(were should be he	ad been, h	ad been should be was)
1. I	(eat should be eating)	9. I	(have worked shoul		
2. C	(4llal.d.lad.la.)	10. C	•		,
3. I 4. C	(took should be taken)				
5. I	(build should be building)	EXE	RCISE 35		
6. C	(varia siroura de variatris)	1. C			
7. I	(submit should be submitted)		(have should be he	ad)	
8. I	(merge should be merging)	3. I	(have arrived shou		ived)
9. C		4. C			
10. I	(duplicates should be duplicated)	5. C			
	,	6. I	(have been should		
EXER	RCISE 32	7. I	(are should be have		
1. C		8. I	(votes should be ve	oted)	
2. I	(finishes should be finish)	9. C 10. I	(had should be ha		
3. C		10. 1	(had should be ha	we)	
4. C		FXFI	RCISE 36		
5. I	(clicks should be click)			1.1\	
6. C		l. I	(will should be wo	nua)	
7. C	(liked should be like)	2. C 3. I	(will should be wo	nuld)	
8. I 9. C	(liked should be like)	4. I	(would should be		
10. I	(has should be have)	5. C	(wowa siroura se	<i>w</i> ,	
10. 1	(Nas sireara se naso)	6. I	(has should be had	d)	
EXEF	RCISE (Skills 30–32)	7. C	•	•	
1. I	(gave should be given)	8. I	(will should be wo	nld)	
2. C	(gave should be given)	9. I	(would should be	will)	
3. C		10. C			
4. I	(drunk should be drank)	<b>-</b> \/-	- CICE (CI !!! - 22	24	
5. I	(has should be have)	EXE	RCISE (Skills 33-	-36)	
6. C		1. I	(receives should be	: received)	
7. C		2. C			
8. I	(has should be have)	3. I	(was should be is)		
9. I	(be should be been)	4. I	(have left should b		
10. I	(rose should be risen)	5. I 6. I	(would should be (has should be ha		
TOE	EL EYEDCISE (Skills 20 22)	7. C	(nas snould be na	<i>u)</i>	
	L EXERCISE (Skills 30–32)	8. C			
1. C		9. I	(will should be wo	nıld)	
	established 7. D been	10. C	(	,	
	would have 8. B made				
4. D 5. B	coming 9. C have won 10. D tried	TOE	FL EXERCISE (	Skills 33	3–36)
J. D	10. D 1166		spent		will
TOF	L REVIEW EXERCISE (Skills 1-32)		became		lost
	•		would		became
1. A 2. D	6. B lowest 7. A are		served		will potentially raise
2. D 3. C	8. B was ordered	5. A	has	10. D	is
J. U	C. D was tracted				

## **EXERCISE 33**

- 1. I (tell should be told)
- 2. C

4. B

5. D

- 3. I (goes should be went)
- 4. I (reads should be read)
- 5. I (went should be goes)
- 6. I (is should be was)

1. B 6. C is 7. B have been working 2. D 3. C 8. A country is in 4. D 9. B planted 5. D measured 10. A Inasmuch as

9. C nor

10. C are

#### **EXERCISE 37**

- (be should be been)
- 2. C
- 3. I (lending should be lent)
- (chose should be chosen) 4. I
- 5. C
- 6. I (playing should be played)
- 7. C
- 8. C
- (clean should be cleaned) 9. I
- 10. C

#### **EXERCISE 38**

- (parked should be was parked)
- 2. C
- 3. I (done should be been done)
- 4. C
- 5. I (sent should be been sent)
- (will plan should be will be planned) 6. I
- (left should be was left) 7. I
- (won should be was won)
- 9. I (made should be were made)
- 10. I (do not drive should be are not driven)

#### **EXERCISE (Skills 37–38)**

- 1. I (be should be been)
- (struck should be was struck)
- (feeds should be fed) 3. I
- 4. C
- 5. I (been leased should be leased)
- (placed should be been placed) 6. I
- (finishing should be finished)
- (pay should be are paid) 8. I
- (rode should be ridden) 9. I
- 10. C

#### **TOEFL EXERCISE (Skills 37–38)**

1. C	6. D	replaced
2. D	7. B	added
3. B	8. D	was lost
4. D covered	9. A	have been

5. C be picked 10. D had been protected

#### **TOEFL REVIEW EXERCISE (Skills 1–38)**

1. A		6. D	but also
2. B		7. C	more
3. B		8. B	spent
4. B	(omit have)	9. B	as
5. B	are sound waves	10. C	should

## **EXERCISE 39**

- 1. I (part should be parts)
- 2. C
- 3. I (way should be ways)
- (piece should be pieces) 4. I
- 5. I (days should be day)
- (days should be day)6. I
- 7. C
- 8. I (dress should be dresses)
- 9. I (bills should be bill)
- 10. C

#### **EXERCISE 40**

- 1. C
- 2. I (amount should be number)
- 3. C
- 4. C
- 5. I (much should be many)
- 6. C

- 7. I (*much* should be *many*)
- 8. I (less pages should be fewer pages)
- 9. C
- 10. I (less should be fewer)

#### **EXERCISE 41**

- 1. I (is should be are)
- 2. C
- 3. I (is should be are)
- 4. I (were should be was)
- 5. C
- 6. C
- 7. I (were should be was)
- (teeth should be tooth) 8. I
- (fungi should be fungus)
- 10. C

#### **EXERCISE 42**

- (poets should be poems)
- 2. C
- 3. I (sculpture should be sculptor)
- 4. I (engineer should be engineering)
- 5. C
- 6. C 7. I (critics should be criticisms)
- 8. C
- (statistic should be statistician)
- 10. I (acting should be actor)

## **EXERCISE (Skills 39–42)**

- 1. I (exam should be exams)
- (analyses should be analysis)
- 3. I (musical should be musician)
- 4. C
- 5. I (nurse should be nursing)
- 6. C
- 7. C
- 8. C
- 9. I (producer should be production)
- 10. I (excursion should be excursions)

#### **TOEFL EXERCISE (Skills 39–42)**

1. D respects 6. C planet 2. D year 7. C number 3. A many 8. A investigations 4. C phenomenon 9. C is used 10. C applicant 5. B hero

## TOEFL REVIEW EXERCISE (Skills 1-42)

6. A is indicated 1. B 2. D 7. A Much 8. C (omit has) 3. C 9. C projects 4. C 10. C diseases 5. D

#### **EXERCISE 43**

- 1. C
- 2. I (I should be me)
- 3. I (they should be them)
- 4. C
- 5. I (her should be she)
- 6. C
- 7. C
- 8. I (them should be they)
- 9. C
- 10. I (her should be she)

			2.0		
	RCISE 44		6. C 7. I	( <i>unhappily</i> should	he unhahtw)
1. I 2. C	(her should be her	rs)	8. I	(quick should be q	117
3. I	(theirs should be	their)	9. C		1 1100 13
4. C			10. I	(difficultly should	be difficult)
5. I 6. C	(theirs should be	their)	EXE	RCISE 48	
7. C			1. I	(should be a fanta	astic sale)
8. I	(our should be ou	ers)	2. C	`	•
9. C		,	3. C	/ 1 111 7	
10. I	(yours should be	your)	4. I 5. C	(should be has can	refully selected)
EXE	RCISE 45		6. I	(should be an exp	ensive restaurant)
1. I	(they should be he	e or she)	7. C	•	
2. C	(mey should be m	, 0, 0,100,	8. I	•	bsequently altered them)
3. I	(them should be i		9. I 10. C	(should be the inte	ensive program)
4. I 5. C	(them should be $i$	<i>t</i> )	10. 0		
6. C			EXE	RCISE (Skills 46-	<b>–48</b> )
7. I	(its should be the	(r)	1. I	(should be the din	
8. I	(them should be $i$	<i>t</i> )	2. I	(exhaustedly should	
9. C 10. I	(them should be h	im or hor	3. I 4. I	(remarkable should (careful should be	
10. 1	(them should be h	· · · · · · · · · · · · · · · · · · ·	5. C	(carejai siloala se	carejany
EXE	RCISE (Skills 43	<b>–45</b> )	6. I	(should be had reg	gularly attended)
1. I	(its should be the	(r)	7. C		
2. I	(his should be he)		8. C 9. I	(certainly should b	ne certain)
3. C	(they cost should b	on it costs)	10. I	(should be immediately	
4. I 5. C	(they cost should b	e u cosis)			
6. C			TOE	FL EXERCISE (	
	(I should be me)			unusual	6. C lengthy
8. I 9. C	(theirs should be	their)		already adopted fatal	7. C reliably 8. B rapidly destroying
	(their should be h	is or her)		heavily	9. D district banks
	•	·		industrial	10. C successfully
TOE	FL EXERCISE (	Skills 43–45)	TOE	EL DEVIEW EY	EDCISE (Skills 1 49)
1. B		6. B he			ERCISE (Skills 1–48)
	they their	7. C it 8. C their	1. C 2. D		6. D and 7. C recently
	he	9. C it	3. B		8. D are
	they cause	10. D them		fewer	9. A was given back
TOE	FL BEWIEW EY	EDCISE (SL:II. L AF)	5. B	(omit has)	10. D equally exciting
		ERCISE (Skills 1–45)	EXE	RCISE 49	
1. B 2. C		<ul><li>6. C was praised</li><li>7. D a hydrogen bomb explodes</li></ul>	1. C		
3. A		8. B forms		(seasonally should	be seasonal)
	his (or her)	9. D becomes	3. I	` /	· · · · · · · · · · · · · · · · · · ·
5. C	number	10. A line	4. I 5. C	(terribly should be	terrible)
EXE	RCISE 46		6. I	(negatively should	be negative)
				` 0 /	8 ,
1 T		ne bleasantly)	7. C		
1. I 2. C	(pleasant should b	oe pleasantly)	8. I	•	•
2. C 3. I	(pleasant should b	•	8. I 9. I	(regularly should b	ne regular)
2. C 3. I 4. C	(pleasant should be compared to the compared t	•	8. I	( <i>regularly</i> should b	ne regular)
2. C 3. I 4. C 5. C	(pleasant should be should	d be expensive)	8. I 9. I 10. I	(regularly should b	ne regular)
2. C 3. I 4. C 5. C 6. I	(pleasant should be compared to the compared t	d be expensive)  ne completely)	8. I 9. I 10. I	( <i>regularly</i> should be ( <i>unhealthily</i> should	ne regular)
2. C 3. I 4. C 5. C 6. I 7. I 8. I	(pleasant should be (expensively should be (complete should be t) (incorrect should be	d be expensive)  De completely)  rue)  De incorrectly)	8. I 9. I 10. I <b>EXE</b> 1. C 2. I	(regularly should be (unhealthily should should should should should be li	oe regular) d be unhealthy) ive
2. C 3. I 4. C 5. C 6. I 7. I	(pleasant should be (expensively should be (complete should be (truly should be t (incorrect should be (completely should be	d be expensive)  ne completely)  rue)	8. I 9. I 10. I <b>EXE</b> I 1. C 2. I 3. I	(regularly should be (unhealthily should should should should be line (lone should be al	ne regular) d be unhealthy) ive). ive).
2. C 3. I 4. C 5. C 6. I 7. I 8. I 9. I	(pleasant should be (expensively should be (complete should be t) (incorrect should be	d be expensive)  De completely)  rue)  De incorrectly)	8. I 9. I 10. I <b>EXE</b> 1. C 2. I 3. I 4. I	(regularly should be (unhealthily should should should should be line (lone should be al	ne regular) d be unhealthy) ive). ive).
2. C 3. I 4. C 5. C 6. I 7. I 8. I	(pleasant should be (expensively should be (complete should be (truly should be t (incorrect should be (completely should be	d be expensive)  De completely)  rue)  De incorrectly)	8. I 9. I 10. I <b>EXE</b> 1. C 2. I 3. I 4. I 5. C 6. C	(regularly should be (unhealthily should should should should be line (lone should be al	ne regular) d be unhealthy) ive). ive).
2. C 3. I 4. C 5. C 6. I 7. I 8. I 9. I	(pleasant should be (expensively should be (complete should be (truly should be t (incorrect should be (completely should be	d be expensive)  De completely)  rue)  De incorrectly)	8. I 9. I 10. I <b>EXE</b> I 1. C 2. I 3. I 4. I 5. C 6. C 7. C	(regularly should be (unhealthily should should should be li (lone should be al (afraid should be	ne regular) d be unhealthy)  ive) ive) frightened)
2. C 3. I 4. C 5. C 6. I 7. I 8. I 9. I 10. C	(pleasant should be (expensively should be (complete should be t (incorrect should be (completely should terrible)	d be expensive)  De completely)  True)  De incorrectly)  De complete, terribly should be	8. I 9. I 10. I <b>EXE</b> I 1. C 2. I 3. I 4. I 5. C 6. C 7. C 8. I	(regularly should be (unhealthily should should should be li (lone should be al (afraid should be	ne regular) d be unhealthy)  ive) ive) frightened)
2. C 3. I 4. C 5. C 6. I 7. I 8. I 9. I 10. C <b>EXEI</b> 1. I 2. C	(pleasant should be expensively should be to complete should be to completely should be to completely should terrible)  RCISE 47  (angrily should be	d be expensive)  De completely)  True)  De incorrectly)  De complete, terribly should be  de angry)	8. I 9. I 10. I <b>EXE</b> I 1. C 2. I 3. I 4. I 5. C 6. C 7. C	(regularly should be (unhealthily should should should be li (lone should be al (afraid should be	ne regular) d be unhealthy)  ive) one) frightened)
2. C 3. I 4. C 5. C 6. I 7. I 8. I 9. I 10. C <b>EXEI</b> 1. I 2. C 3. I	(pleasant should be (expensively should be (complete should be t (incorrect should be (completely should terrible)	d be expensive)  De completely)  True)  De incorrectly)  De complete, terribly should be  de angry)	8. I 9. I 10. I <b>EXE</b> 1. C 2. I 3. I 4. I 5. C 6. C 7. C 8. I 9. C	(regularly should be (unhealthily should be Eliconternal should be all (afraid should be all (asleep should be	ne regular) d be unhealthy)  ive) one) frightened)
2. C 3. I 4. C 5. C 6. I 7. I 8. I 9. I 10. C <b>EXE</b> I 1. I 2. C	(pleasant should be expensively should be to complete should be to completely should be to completely should terrible)  RCISE 47  (angrily should be	d be expensive)  De completely)  True)  De incorrectly)  De complete, terribly should be  de angry)	8. I 9. I 10. I <b>EXE</b> 1. C 2. I 3. I 4. I 5. C 6. C 7. C 8. I 9. C	(regularly should be (unhealthily should be Eliconternal should be all (afraid should be all (asleep should be	ne regular) d be unhealthy)  ive) one) frightened)

#### **EXERCISE 51**

- (completing should be completed)
- 2. C
- 3. I (satisfied should be satisfying)
- (filling should be filled) 4. I
- 5. C 6. C
- 7. I (reducing should be reduced)
- (worked should be working) 8. I
- 9. C
- (unpaying should be unpaid) 10. I

## **EXERCISE** (Skills 49–51)

- 1. I (appreciating should be appreciated)
- 2. I (damaging should be damaged)
- 3. I (alike should be like)
- (interested should be interesting)
- 5. C
- 6. C
- 7. I (asleep should be sleeping)
- 8. C
- 9. C (frightened should be frightening)

## **TOEFL EXERCISE (Skills 49–51)**

- 1. C westerly 2. A annual
- 6. B sleep
- 7. B disputed
- 3. C great
- 8. C nightly 9. A Signed
- 4. D lone 5. A viewed
- 10. D lively
- **TOEFL REVIEW EXERCISE (Skills 1–51)**
- 1. A 2. C

- 6. B evolved
- 7. B alike
- 3. B 8. D correct completion
- 4. A 9. A Using
- 5. D involved
- 10. C which was held

#### **EXERCISE 52**

- 1. I (should be a trip)
- 2. C
- 3. I (should be a memo)
- 4. I (should be  $\overline{a}$  car)
- 5. C
- 6. C
- 7. C
- (should be *A teacher*) 9. I
- 10. C

## **EXERCISE 53**

- 1. I (should be an hour)
- 2. C
- 3. I (should be an umbrella)
- 4. C
- 5. I (should be an unacceptable idea) 6. C
- 7. I (should be a uniform)
- 8. C
- 9. I (should be an honest mistake)
- 10. I (should be  $\overline{an}$  account)

#### **EXERCISE 54**

- 1. C
- (pills should be pill) 2. I
- 3. C
- 4. I (members should be member)
- 5. C
- 6. C

- 7. I (subjects should be subject)
- 8. C
- 9. I (lessons should be lesson)
- 10. I (reasons should be reason)

#### **EXERCISE 55**

- 1. I (should be the Snake River)
- 2. C
- 3. I (should be *the head*)
- 4. I (should be the best grade)
- 5. c
- 6. I (should be the most beautiful girl)
- 7. C
- 8. C
- 9. I (should be *the center*)
- 10. I (should be the Lincoln Memorial)

## **EXERCISE (Skills 52–55)**

- (should be took money, should be a sweater)
- 2. C
- 3. C
- (should be the room, should be plant) 4. I
- 5. I (should be a law)
- (should be the laboratory manual, should be the next
- 7. I (mistake should be mistakes, should be an honest effort)
- 8. I (indications should be indication)
- 9. C
- 10. I (should be a group tour, should be a fee, should be the first of the month)

## **TOEFL EXERCISE (Skills 52–55)**

- D (omit a)
   C a plant
   B the heart
- 6. A Radar
- 7. D the federal government

MSRT, EPT, TOEFL, TOLIMO

- 8. A A
- 4. D a
- 9. C other
- 5. C *the*

- 10. D the Army
- **TOEFL REVIEW EXERCISE (Skills 1–55)**
- 1. D 6. C number
- 2. B
- 7. A their 8. C made
- 3. A 4. D tragedies
- 9. D layer
- 5. B used
- 10. D graduates

#### **EXERCISE 56**

- 1. C
- 2. I (should be rely on)
- 3. C
- 4. I (should be bring up)
- (should be *consult with*) 5. I
- 6. C
- 7. I (should be *approve of*)

(should be result in)

8. C 9. I

10. C

## **EXERCISE 57**

- 1. I (should be deal with)
- 2. C
- (should be sided with) 3. I
- (should be turned down) 4. I
- (should be *depend on*)
- 6. I 7. C
- 8. I (should be *beware of*)
- 9. C
- (should be blamed his brother for) 10. I

(should be looked after)



اله پس از استقبال گرم زبان آموزان عزیز، ویرایش دوم کتاب Fast Grammar (گرامر جامع آزمونهای زبان) تألیف استاد مهر داد زنگیهوندی (باکیفیت ترین برند تحصیلات تکمیلی)

در دو رنگ به بازار آمد...

کاملترین منبع آزمونهای زبان

√ با بیش از ۷۵۰ تست و سؤالت واقعی آزمونهای MHLE، EPT، MSRT، ارشد و دکتری همهٔ رشته ها تا اردیبه شت ۹۶ با پاسخ کامیلاً تشریمی و تملیل همهٔ گزینه ها ...

## *شا*مل:

Fast Grammar کلاس درس همراه

✓ آموزش کامل نکات به زبان ساده در ۱۶ بخش

 √ آموزش گرامر از طریق کالبدشکافی اجزا جمله مانند فاعل، فعل، مفعول، صفت، قید، ... و نشانههای تشخیص سادهٔ آنها در جمله و جایگاه و ترتیب قرار گرفتن آنها در جمله



- 🔽 تستهای مبحثی و جامع هدفمند
- ✓ مشخص کردن مباحث مهم آزمون
- ✓ نکات تست زنی سریعتر بصورت ابداعی و انحصاری که در کتابهای مشابه نخواهید دید...
  - ☑ تستهای منتخب از مباحث پرتکرار آزمونها
- ☑ قرار دادن مباحث به ترتیبی که یک سیر آموزشی منسجم، هدفمند و آکادمیک دنبال میشود
- ☑ آموزش پسوندهای کلمه و نحوهٔ استفاده از آنها برای پاسخ صحیح به سؤالات و...

√ در کتاب Fast Grammar رنگها اهمیت نکات را نشان میدهند و فقط برای مرور سریع شما متمایز برای مرور سریع شما متمایز شده! قسمتهای رنگی برای مرور سریع شما متمایز شدهاند...

در قسمت پاسخ تشریحی تستها، نکتهٔ لازم برای پاسخ به هر سؤال با رنگ آبی متمایز شده... [این نکات در آزمونها دارای اهمیت زیادی هستند]. برای مرور نهایی حتماً حتماً حتماً این نکات را مطالعه نمائید.

√ برای خرید کتابهای تألیفی استاد مهرداد زنگیهوندی میتوانید به

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## **Fast Grammar**

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(ویرایش دوم)

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Fast Grammar

حق چاپ برای مؤلف محفوظ میباشد و هر گونه کپی و نمونهبرداری از جملات و مطالب کتاب ممنوع بوده و پیگرد قانونی دارد.

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مقدمه حتماً مطالعه نمائيد

امروزه اهمیت یادگیری زبان انگلیسی بر کسی پوشیده نیست و با توجه به اینکه این زبان، زبان نشر علم در دانشگاههاست، در سالهای اخیر در کشور ما نیز مورد توجه زیادی قرار گرفته و لزوم یادگیری آن بیش از پیش احساس می شود. با علم به اینکه نزدیک یک سوم سؤالات مطرح شده در آزمونهای زبان بطور مستقیم با مبحث ساختار و دستور انگلیسی در ارتباط بوده و آمادگی مناسب برای این بخش از آزمون بهنوعی به یکی از دغدغههای شرکت کنندگان در آزمونهای مختلف تبدیل شده است، کوشش نمودم تا این اثر را برای رفع این نیاز تألیف کنم. کتابهای متعددی در زمینهٔ گرامر و با هدف آماده سازی داوطلبان برای شرکت در آزمونهای زبان به رشتهٔ تحریر درآمده اند، ولی بسیاری از این کتابها یا به طرح مباحثی پرداخته اند که در آزمونها دارای اهمیت چندانی تحریر درآمده اند، ولی بسیاری از این کتابها یا به طرح مباحثی پرداخته اند که در آزمونها دارای اهمیت چندانی نکات معینی بسنده کرده اند که ممکن است ناکافی باشد. یکی از کتابهای خوب، نظام مند و موفق در توضیح نکات معینی بسنده کرده اند که ممکن است ناکافی باشد. یکی از کتابهای خوب، نظام مند و موفق در توضیح مهارتهای مطرح شده در کانهٔ بخش گرامر آن تألیف شده است. در این کتاب تلاش نموده ام تا با تشریح مهارتهای مطرح شده در کتاب تافل لانگمن و افزودن توضیحات، مباحث و نکات تکمیلی و ارایهٔ پاسخ تشریحی به تستهای منتخب از کتاب تافل لانگمن و افزودن توضیحات، مباحث و نکات تکمیلی و ارایهٔ پاسخ تشریحی به تستهای منتخب از آزمونهای کدن نموده و دغدغهٔ یادگیری گرامر را در بین آنها تا حد زیادی کاهش دهم.

کتاب Fast Grammar، کوششی است جهت آماده ساختن داوطلبان برای بخش گرامر آزمونهای محتاف. این کتاب MHLE، EPT، MSRT، تولیمو، تافل و کنکورهای کارشناسی ارشد و دکتری رشتههای مختلف. این کتاب هم برای مطالعهٔ خودخوان و هم برای تدریس در کلاس توسط مدرس طراحی شده است. همچنین، در این کتاب تلاش شده از اشاره به مباحث گرامری کماهمیت خودداری شود و از زبانی ساده و شفاف برای توضیح مباحث استفاده شود. در توضیح مطالب این مجموعه، از دو رنگ استفاده شده و کلمات و عبارات دارای نکات مهم گرامری از دیگر کلمات متمایز شدهاند.

## قسمتهای این کتاب

این کتاب از ۱۶ بخش تشکیل شده که هر یک از آنها بر روی یکی از مباحث گرامری مورد سؤال در آزمونها تمرکز می کند. هر یک از بخشها، بصورت یک درسنامه تنظیم شده و نکات درسی بههمراه تستهای نمونه ارائه گردیده است. توصیه می شود درسنامهها را بهدقت مطالعه نموده و سپس به سراغ تستهای پایانی و نمونه سؤالات آزمونهای مختلف بروید. با اینحال، در صورت داشتن محدودیت زمانی برای آمادگی جهت شرکت در هر یک از آزمونها، توصیه می کنم بخشهای زیر را با دقت و تمرکز بیشتری مطالعه نموده و آنها را در اولویت قرار دهید.

بخشهای مهم کتاب Fast Grammar برای آمادگی جهت آزمونهای MHLE ،MSRT و تولیمو به ترتیب اهمیت:

بخش ۳ ساختار و اجزاء جملات ساده

بخش ۴ جملات با بیش از یک جملهواره

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بخش ۸ صفتها و قیدها
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بخشهای مهم کتاب Fast Grammar برای آمادگی جهت آزمون EPT به ترتیب اهمیت:

بخشهای مهم کتاب Fast Grammar برای آمادگی جهت آزمونهای کنکور به ترتیب اهمیت:

قسمتهای مختلف این کتاب به شرح زیر است:

۱. توضیح نکات درس به زبان ساده: در این قسمت سعی شده تا مباحثی که در آزمونها حائز اهمیت هستند، به زبان ساده توضیح داده شوند.

 در آزمون: در این قسمت، نحوهٔ ارزیابی از مباحث هر بخش در آزمونهای مختلف عنوان شده است. همچنین، مثالهایی از آزمون با ذکر نکات ارائه شده است.

۳. قسمت Sample Test: در انتهای هر بخش، یک آزمون نمونه قرار داده شده که شامل سؤالاتی است که در آزمونها از مباحث آن بخش بطور مکرر مطرح شدهاند. پاسخهای تشریحی این سؤالات را می توانید در انتهای کتاب مطالعه کنید. سؤالات این قسمت، تستهای ادوار گذشته تا فروردین ۹۶ را در بر می گیرد.

۴. آزمونهای جامع کتاب Kit آزمونهای کنکور سراسری ۴ سال گذشته، تستهای منتخب از مباحث پرتکرار آزمونهای ادوار گذشتهٔ Kit با Kit و ...: در انتهای کتاب نیز ۴ آزمون جامع از کتاب Kit (که از منابع ازمونهای ادوار گذشتهٔ Kit تست از سؤالات آزمونهای سراسری مقطع کارشناسی ارشد و دکتری رشتههای مختلف، ۵۰ تست منتخب از مباحث پرتکرار آزمونهای ادوار گذشتهٔ MHLE شهال و تولیمو و سؤالات آزمون ۲۲۴ تست آزمونهای سؤالات آزمون جامع اول کتاب ۱۲۴ تست آزمونهای سراسری، ۵۰ تست منتخب و آزمون EPT اسفند ۹۵ پاسخهای کاملاً تشریحی ارائه گردیده و دلیل درستی یا سراسری، ۵۰ تست منتخب و آزمون EPT اسفند ۹۵ پاسخهای کاملاً تشریحی ارائه گردیده و دلیل درستی یا نادرستی گزینهها تشریح گردیده است.

#### تكنيكهاي پاسخدهي به سؤالات گرامر

در بخش «در آزمون» انتهای هر بخش، مثالهایی از خطاهایی که در سؤالات چهارگزینهای (Structure) یا سؤالات تشخیص خطای (Written Expression) آزمونها مورد توجه است، ارائه شده است.

#### سؤالات چهارگزینهای

در سؤالات چهارگزینهای، بخشی از هر جمله با یک جای خالی جایگزین شده است. یکی از این گزینهها بطور صحیح معنای جمله را تکمیل می کند. برای پاسخ به این سؤالات:

- ✓ ابتدا به گزینهها نگاه کنید:
- اگر گزینهها کوتاه باشند، می توانید متوجه شوید که در جمله بایستی به دنبال چه چیزی باشید.
- در صورت طولانی بودن گزینهها، ابتدا صورت تست را بخوانید. سعی کنید ساختار آن را بهدقت بررسی کرده و تعداد جملهوارهها را از طریق شمردن تعداد فعلها مشخص کنید. دقت کنید که هر جملهواره بایستی یک فاعل و یک فعل داشته باشد؛ به دنبال ربطدهندهٔ مناسبی برای اتصال جملهوارهها باشید. سپس، گزینهها را بررسی کنید. اگر هنوز به پاسخ نرسیدهاید، از روش حذف گزینهها استفاده کنید تا به پاسخ برسید.

**توجه:** همیشه همهٔ گزینه ها را بخوانید تا دچار اشتباهات ناخواسته نشوید. دقت کنید که گزینهٔ انتخابی شما نبایستی دارای لغات اضافی باشد.

#### سؤالات تشخيص خطا

در این نوع سؤالات با جملهای مواجه هستید که زیر چهار کلمه یا عبارت آن خط کشیده شده و شما بایستی قسمتی که «نادرست» است را انتخاب کنید. این نوع سؤالات در آزمونهای MHLE ،EPT ،MSRT تولیمو و تافل رایج هستند و در آزمونهای کنکور دانشگاهها معمولاً چنین سؤالاتی مطرح نمی شود. برای پاسخ به این نوع سؤالات:

جملهٔ کامل را بهسرعت بخوانید؛ و تنها به خواندن قسمتهایی که زیر آنها خط کشیده شده بسنده نکنید، زیرا ممکن است کلمات به تنهایی صحیح باشند، ولی در بافت جمله و در کنار کلمات دیگر نادرست باشند. در حقیقت، قسمتهای دیگر جمله سرنخهایی در ارتباط با درست یا نادرست بودن این کلمات به شما می دهند.

در زیر لیستی از مهم ترین مباحثی که در این نوع سؤالات بایستی بررسی کنید را به ترتیب اهمیت آنها برای شما آوردهام:

بخش ۱۴ اَشکال کلمه

بخش ۱۵ انتخاب کلمات و واژگان زائد

بخش ۱۰ نکات مربوط به استفادهٔ صحیح از فعل

بخش ۶ مطابقت فاعل و فعل

بخش ۷ ساختارهای همسان

بخش ۱۲ ضمایر

بخش ۱ اسمهای مفرد و جمع

بخش ۱۳ حروف اضافه و عبارتهای قیدی

بخش ۲ حروف تعریف

بخش ۱۱ ساختارهای مجهولی

در پایان، خداوند را سپاس می گویم که توفیق تألیف این اثر را به بنده عنایت نمود و امیدوارم با این کار توانسته باشم خدمتی هر چند کوچک به هموطنان گرامی کرده باشم. همچنین، لازم می دانم از همکاران تلاشگرمان در کلیهٔ واحدهای انتشارات جنگل که با دقت و کیفیت مثالزدنی مراحل چاپ کتاب را انجام می دهند، کمال تشکر را ابراز کنم. ضمن آرزوی موفقیت و بهروزی یکایک داوطلبان، دانشجویان و مدرسین گرامی، از شما تقاضا دارم هر گونه پیشنهاد و انتقادی که می تواند در جهت بهبود این اثر مفید باشد را از طریق راههای ارتباطی زیر با من در میان بگذارید.

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#### مهرداد زنگیهوندی ـ فروردین۹۶

√ پس از تدریس کامل ویرایش اول کتاب Fast Grammar در بیش از ۴۰ دورهٔ آموزشی خصوصی و گروهی، با توجه به نظرات دانشجویان و داوطلبان گرامی، ویژگیها و نکات جدیدی به کتاب اضافه شد. همچنین، برخلاف کتابهای مشابه، میزان اشکالات تایپی به صفر رسید تا کاری شایستهٔ نگاه شما تقدیم شود.

#### بخش اول: اسم

اسمها گسترده ترین نوع کلمات هستند. اسم کلمهای است که به یک شخص، یک چیز، یک مکان و یا یک ایده یا یک مفهوم (مثل love) اشاره می کند. اسمها به دو نوع concrete «اسم عینی: قابل مشاهده» و abstract «اسم معنی: غیرقابل مشاهده» دسته بندی می شوند. از یک اسم می توان در نقش فاعل، مفعول فعل یا مفعول حرف اضافه استفاده کرد:

1. The man came.

1

- 2. We invited the man.
- 3. I spoke to the man.

در جملهٔ اول، از اسم man قبل از فعل came استفاده شده و در نتیجه، the man فاعل است. در جملهٔ دوم، از man بعد از حرف اضافهٔ to از man بعد از حرف اضافهٔ to قرار گرفته و در نتیجه، the man مفعول حرف اضافهٔ است.

## اسامی قابل شمارش و غیرقابل شمارش

بطور کلی، از نظر شمار اسمها به اسامی قابل شمارش و غیرقابل شمارش دسته بندی می شوند. اسامی قابل شمارش را می توان به شکل مفرد یا جمع بکار برد و یا قبل از آنها از عدد استفاده کرد. در مقابل، اسامی غیرقابل شمارش، اسامی هستند که نمی توان آنها را شمرد یا جمع بست. اسمهای happiness ،water و information از این نوع هستند.

اسم	جمع مفرد	
قابلشمارش	<u>a</u> book <u>one</u> book	books <u>two</u> books <u>some</u> books <u>many</u> books <u>a lot of</u> books
غيرقابل شمارش	information some information much information a lot of information	_

### ویژگیهای اسامی قابلشمارش

- ۱. از شکل مفرد این اسامی می توان بعد از حروف تعریف نامعین an ،a و one استفاده کرد.
- ۲. این اسامی می توانند بعد از many ،these ،those و a) few و مورد استفاده قرار گیرند.
  - ۳. این اسامی را میتوان با فعل مفرد یا جمع بکار برد:

The book is here. The books are here.

۴. این اسامی را می توان با استفاده از (e)s جمع بست.

تذكر: برخى از اسامى قابل شمارش بىقاعده بوده و در حالت جمع (e)s نمى گيرند:

Ex. One fish is in the pan. Two fish are in the pan.

در جدول زیر، می توانید انواع جمعهای بی قاعده و روشهای تشکیل آنها را ملاحظه کنید:

man/ men woman/ women	foot/ feet tooth/ teeth	goose/ geese mouse/ mice	تغییر حرف صدادار
offspring/ offspring series/ series aircraft/ aircraft corps/ corps	fish/ fish salmon/ salmon trout/ trout swine/ swine	deer/ deer sheep/ sheep species/ species	بدون تغییر [بیشتر انواع ماهیها و برخی حیوانات]
analysis/ analyses crisis/ crises basis/ bases	diagnosis/ diagnoses hypothesis/ hypotheses	synthesis/ syntheses thesis/ theses	es به is تبدیل [با تلفظ /siːz]
bacterium/ bacteria curriculum/ curricula criterion/ criteria	datum/ data medium/ media	phenomenon/ phenomena	on و um و به a
alumnus/ alumni cactus/ cacti fungus/ fungi	nucleus/ nuclei stimulus/ stimuli	syllabus/ syllabi	i بدیل us تبدیل
calf/ calves half/ halves knife/ knives leaf/ leaves	life/ lives loaf/ loaves thief/ thieves	wife/ wives wolf/ wolves	تغییر حرف بیصدا بعد از افزودن e)s
child/ children	ox/ oxen		اضافه شدن en

بعد از اسامی فوق، می توان با توجه به بافت جمله هم از فعل مفرد و هم از فعل جمع استفاده کرد: ماهیهای بزرگ گوناگونی در برکه زندگی می کنند. Several large fish <u>live</u> in the pond.

## ویژگیهای اسامی غیرقابلشمارش

۱. قبل از آنها نمی توان از a/ an یا اعداد استفاده کرد.

۲. این اسامی را نمی توان جمع بست.

۳. بعد از این اسامی همیشه از فعل مفرد استفاده می شود:

The cheese is delicious.

## دستهبندی رایج ترین اسامی غیرقابل شمارش

تشخیص استفادهٔ صحیح از اسامی قابلشمارش یا اسامی غیرقابلشمارش و معرف (modifier)/ کمیتسنج مناسب قبل از آنها، از مباحثی است که در آزمونهای زبان مورد سؤال واقع می شود. برای راحتی در تشخیص نوع اسم، برخی از رایج ترین اسامی غیرقابل شمارش را به تفکیک و به ترتیب الفبایی برای شما آورده ام:

μ

اسم Fast Grammar

### ١. غذاها و ميوهها، غلات و نوشيدنيها:

bread, cheese, coffee, fruit, juice, milk, rice, salad, salt, soup, sugar, tea, water Could you get my friend *some* water? ممکن است کمی آب برای دوستی بیاورید؟

۲. گروهی از این اسامی، مفاهیم مربوط به احساسات و ایدهها (مفاهیم ذهنی) هستند. معمولاً اسامی معنی نیز
 در این گروه قرار می گیرند:

<u>advice</u>, beauty, <u>damage</u>, freedom, health, hope, <u>information</u>, intelligence, <u>knowledge</u>, sleep, speed, <u>starvation</u>

Little **knowledge** is dangerous.

دانش کم خطرناک است.

٣. اسامي مربوط به تعطيلات، مسافرت و اوقات فراغت:

accommodation, luggage, <u>money</u>, public transportation, shopping, <u>traffic</u>, travel Hotel **accommodation** *is* included in the price of your holiday.

هزينهٔ مسافرت شما شامل [هزينهٔ] اقامت در هتل نيز مىشود.

# ۴. چیزهای روزمره:

air, attention, behavior, business, clothing, <u>crime</u>, education, equipment, furniture, garbage, homework, <u>money</u>, music, <u>noise</u>, nutrition, oil, paper, <u>poverty</u>, quality, rain, smoke, stuff, <u>time</u> «مان», trade, unemployment, <u>weather</u>, weight, <u>work</u>

Einstein changed the way we think about space and time.

اینشتین طرز فکر ما را در مورد فضا و زمان تغییر داد.

Don't make so *much* **noise**.

اینقدر سر و صدا نکن.

نکته: time در معنای «دفعه، بار» یک اسم قابل شمارش است.

۵. بسیاری از مواد، ذرات و مصالح، گازها، مایعات، فلزات و عناصر شیمیایی:

cement, coal, cotton, silk, wood alcohol, DNA, gold, iron, oxygen

اسامی مربوط به رشتههای دانشگاهی و ورزشی:

anthropology, astronomy, biology, chemistry, economics, electronics, genetics, linguistics, mathematics, philosophy, physics, poetry, politics, psychology football, gymnastics, soccer, volleyball, yoga

۷. اسم بیماریها:

AIDS, diabetes, fever, obesity, stress

نکتهٔ مهم: برخی از اسامی به شکل اسامی جمع مشاهده می شوند (دارای s هستند)، ولی در اصل مفرد بوده و غیرقابل شمارش هستند. اکثر این کلمات مربوط به اسم رشته های دانشگاهی، فعالیت های ورزشی و بیماری ها هستند. دقت کنید که بعد از این اسامی بایستی از فعل مفرد استفاده شود:

aerobics, economics, genetics, linguistics, mathematics, news, politics

سم

Politics is really nasty.

سياست واقعاً كثيف است.

**توجه**: کلمهٔ news «خبر؛ اخبار» همیشه به عنوان یک اسم غیرقابل شمارش بکار می رود: خبرهای کمی از آن کشور می رسد. ( <u>are</u> ) .... Little **news** *is* coming from that country.

نکتهٔ تستی: در بخاطر سپردن اسامی فوق، دقت کنید که این اسامی اغلب به ics- ختم میشوند.

# عبارتهای بیان کمیت (کمیتسنجها)

به کلمهای که قبل از یک اسم قرار گرفته و مقدار و اندازهٔ آن را نشان می دهد، کمیت سنج (quantifier) می گویند. برای پرسش در مورد مقدار اسامی غیرقابل شمارش از how much «چه مقدار، چقدر» و برای پرسش در مورد تعداد اسامی قابل شمارش از how many «چه تعداد، چند» استفاده می شود.

در جدول زیر، کمیت سنجهای مورد استفاده بههمراه اسامی قابل شمارش و غیرقابل شمارش را مشاهده می کنید:

اسامى قابلشمارش	معنى	اسامى غيرقابلشمارش
all	همه، کل	all
most (of)	بيشتر	most (of)
a lot of/plenty of	مقدار زیادی، تعداد زیادی	a lot of/plenty of
many	مقدار زیادی؛ خیلی، بسیاری	much
more	بيشتر	more
some	مقداری؛ برخی، تعدادی	some
a few	کمی	a little
few	کمی، اندکی	little
no	هيچ	no
(not) any	هيچ	(not) any
none (of)	هیچیک	none (of)

None of the *news* is interesting.

هیچکدام از خبرها جالب نیست.

نکتهٔ ۱: اصطلاحات fewest ،fewer ،(a) few همیشه قبل از یک اسم قابلشمارش جمع قرار few students, fewer books, fewest mistakes...

ولى بعد از least ،less ،(a) little ولى بعد از least ،less ،(a) little ولى بعد از least ،less ،(a) little ولى بعد از a little advice, less work,  $the\ least$  attention...

نكتهٔ ۲: براى اشاره به مقدار اسامى غيرقابلشمارش از اصطلاحاتى مانند a piece of a bit of و كلمات ظرف (بستهبندى) و پيمانهها استفاده a small/ large amount of a great/ good deal of مى شود:

Can I give you a piece of/ a bit of advice?

مى توانم يک نصيحت به تو بدهم؟

اسم Fast Grammar

There's a **liter of** <u>milk</u> in the fridge. And I bought you **a bar of** <u>chocolate</u>. یک لیتر شیر در یخچال هست. و من برای تو یک تکه شکلات خریدم.

در مقابل، قبل از اسامی قابلشمارش از large/ great) number of several در مقابل، قبل از اسامی قابلشمارش از e jundary of several و غیره استفاده می شود:

a couple of friends... / both students

**نکتهٔ مهم ۱**: همانطور که اشاره شد، گروهی از عبارتها و کمیتسنجها تنها با اسامی قابل شمارش مفرد بکار میروند؛ و بعد از گروهی دیگر، از اسامی قابل شمارش جمع استفاده می شود. نکات زیر را بخاطر بسپارید:

کلمات کلیدی برای استفاده از اسمهای مفرد یا جمع							
each every another a/an one this that							
مفرد							
برای اسامی	both	many	(a) few	various	several	numerous/	these/
جمع						abundant	those

Every <u>muscle</u> has its own group of nerves. هر ماهیچه گروه عصبی مربوط به خود را دارد. He decided to leave school for **various** reasons.

او به دلایل مختلفی تصمیم به ترک تحصیل گرفت.

نكتهٔ مهم ۲: بعد از one of (the) بایستی از اسم قابل شمارش جمع و فعل مفرد استفاده شود: One of the chief reasons for the popularity of brick in this area is its long life.

نکتهٔ ۳: از enough و plenty of هم قبل از اسامی قابل شمارش جمع و هم قبل از اسامی غیرقابل شمارش استفاده می شود.

نکتهٔ ۴: بعد از each of (the) بایستی از اسم قابلشمارش جمع و فعل مفرد استفاده شود: Each of the students <u>has</u> a laptop.

# اسامی مرکب (compound nouns)

اسامی مرکب، اسمهایی هستند که از دو جزء یا بیشتر تشکیل می شوند.

**نکتهٔ تستی**: اسامی مرکب را می توان به همراه عبارتهای عددی نیز بکار برد. در این موارد دقت کنید که اگر اسم مرکبِ دارای عدد در نقش صفت بکار رفته باشد، هرگز نمی توان از اسم بصورت جمع استفاده کرد:

He recited a  $\frac{1600\text{-page}}{\text{صفت مخت بكار رفته}}$  from memory. (اسم مركبى كه در نقش صفت بكار رفته)

= He recited a book of 1600 pages from memory.

او یک کتاب ۱۶۰۰ صفحهای را از حفظ خواند.

#### اعداد

هنگامیکه در تستها اسم را با کلماتی مانند million ،thousand ،hundred ،dozen یا million می بینید، توجه کنید که در صورتیکه این کلمات بعد از عدد بکار رفته باشند، نبایستی بصورت جمع مورد استفاده قرار گیرند. به مثال زیر توجه کنید:

The brain receives 100 million messages a second.

مغز در هر ثانیه ۱۰۰ میلیون پیام دریافت می کند.

در مثال فوق، بخاطر اینکه million بعد از عدد (100) بکار رفته، دیگر s جمع نمی گیرد. ولی اگر کلمات فوق بدون عدد (و بههمراه o) بکار روند، بایستی از شکل جمع آنها استفاده شود:

مغز میلیونها پیام را ذخیره می کند. The brain stores **millions** of messages.

# استفاده از فعل بههمراه اسم

# موارد استفاده از فعل مفرد

۱. بههمراه اسامی قابل شمارش مفرد:

هر دانشجو یک لپتاپ دارد.

۲. بههمراه اسامی غیرقابل شمارش:

هوا برفی است.

The **weather** is snowy.

Each **student** has a laptop.

بههمراه اسم درسهای دانشگاه و مدرسه:

economics, physics, mathematics, politics ... I think **physics** is a very interesting subject.

بنظرم فیزیک درس خیلی جالبی است.

۴. با اسم ورزشها، بازیها و بیماریها:

gymnastics, athletics, bowls ... billiards, dominoes, darts ...

۵. با كلمة news:

اخبار، خیلی دلگرم کننده نیست، متأسفم. . The **news** isn't very encouraging, I'm afraid

f :[the + number/ percentage/ proportion/ ... + of ...] بعد از الگوی

The **proportion** of people living alone has increased.

نسبت افرادی که تنها زندگی میکنند افزایش یافته است.

# موارد استفاده از فعل جمع

۱. با كلماتي مانند stairs ،police ،people ،clothes ،cattle و swages:

۲. با تعداد دو یا بیشتر از دو اسم مفرد یا غیرقابلشمارش: Rita and Marta are coming today.

۳. با اسامی که به اشیاء دو قسمتی اشاره می کنند. [قبل از این اسامی از a/an و اعداد استفاده نمی شود]: Where are your **gloves**?

اسم

Fast Grammar

# حابگاه و شکل صحیح اسم ۱

در آزمون دقت کنید که از اسم در این جایگاهها استفاده میشود؛ بهعنوان:

١. فاعل [قبل از فعل]:

An **engineer**  $\frac{\text{designed}}{\text{فعل}}$  the bridge.

یک مهندس پل را طراحی کرد.

٢. مفعول [بعد از فعل]:

 $I = \frac{\text{saw}}{\text{be}}$  the engineer.

مهندس را دیدم.

٣. مسند [بعد از افعال ربطي]:

My sister  $\frac{is}{is}$  an **engineer**.

خواهرم مهندس است.

Eric lent the book  $\frac{\text{to}}{\frac{d\hat{\mathbf{p}} \cdot \hat{\mathbf{p}}}{d\hat{\mathbf{p}} \cdot \hat{\mathbf{p}}}}$  the **engineer**.

۴. مفعول حرف اضافه [بعد از حروف اضافه]:
 /ریک کتاب را به مهندس امانت داد.

همچنین، شکل کلمه به جایگاه آن در جمله بستگی دارد. به تغییرات کلمهٔ invitation در جملات زیر توجه کنید:

The **invitation** to Jerry's wedding has arrived.

دعوتنامهٔ مراسم ازدواج = جری رسیده است. (بعد از حرف تعریف the دعوتنامهٔ مراسم ازدواج عری رسیده است. (بعد از حرف تعریف Susan **invited** us to dinner on Sunday.

( علی نقش فعلی ) در نقش فعلی ) در نقش فعلی )

The cake looked very **inviting**.

کیک بنظر بسیار وسوسهانگیز میرسید. (بعد از فعل ربطی ← در نقش صفت)

The man smiled invitingly as he opened the door.

آن مرد در هنگام باز کردن درب بطور جذابی لبخند زد. (بعد از فعل غیرربطی ← در نقش قید)

# در آزمون

از این مبحث، اغلب در بخش تشخیص خطای آزمونها (Written Expression) سؤالاتی مطرح می شود که رایج ترین اشتباهات تستی آنها به شرح زیر است:

۱. ممكن است از كميتسنج مناسب استفاده نشده باشد:

White blood cells live  $\frac{\text{only}}{A}$  for a little days  $\frac{\text{because}}{C}$  they are poisoned by the bacteria they  $\frac{\text{capture}}{D}$ .

قبل از اسم قابل شمارش جمع days بایستی از کمیتسنج a few استفاده شود. پاسخ گزینهٔ B است.

۲. ممكن است از يك اسم غيرقابل شمارش بصورت جمع استفاده شده باشد:

<sup>ٔ</sup> برای توضیحات بیشتر در رابطه با اَشکال کلمه و افعال ربطی به بخشهای ۱۴ و ۸ کتاب رجوع کنید.

اسم

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پاسخ D است. information یک اسم غیرقابل شمار ش است و نبایستی بصورت جمع از آن استفاده شود.
                    ۳. ممكن است در جاييكه به اسم مفرد نياز است از شكل جمع اسم استفاده شده باشد:
Each part of the brains controls a separate part of the body.
           بهترین پاسخ، گزینهٔ B است. بعد از each part of بایستی از اسم مفرد (brain) استفاده شود.
                   ۴. ممکن است در جاییکه به شکل جمع اسم نیاز است، از اسم مفرد استفاده شده باشد:
In studying American folklife, scholars consider a wide range of topics, pursued
through various form of evidence.
                                                                            (EPT) مرداد (۹۵)
بعد از various بایستی از اسم قابل شمارش جمع استفاده شود. بنابراین، در گزینهٔ D، بجای اسم مفرد form،
                                             بایستی از اسم قابل شمارش جمع forms استفاده شود.
۵. در اسمهای مرکبی که از دو اسم تشکیل شدهاند، ممکن است بجای اسم دوم، هر دو اسم جمع بسته شوند:
Brains cells die at the rate of 100,000 per day by age 60, and they are not replaced
like other body cells.
                                             ياسخ گزينهٔ A است. شكل صحيح brain cells است.
۶. در اسامی مرکب دارای اعداد و مقیاسهای اندازه گیری، ممکن است صفتی که از اسم مرکب ساخته شده
                                                                   بصورت جمع بكار رفته باشد:
Man's three-pounds brain is the most complex and orderly arrangement of matter
in the universe.
بهترین پاسخ، گزینهٔ B است. هنگامیکه از یک اسم مرکب به عنوان صفت استفاده می شود، قسمتهای آن
                              بایستی بصورت مفرد باشند. بنابراین، پاسخ صحیح three-pound است.
                               ۷. ممكن است قبل از يك اسم قابل شمارش جمع از a/an استفاده شود:
When the first bill was defeated, the Senate immediately began work on a different
bills.
              بهترین پاسخ، گزینهٔ D است. قبل از یک اسم قابلشمارش جمع، نباید از a/an استفاده شود.
```

In a <u>person's lifetime</u>, the brain can store <u>100 trillion pieces</u> of <u>informations</u>.

A

B

C

D

# Sample Test

Sample Test
1. The potato was the staple of Ireland, and when the crop failed in 1840, there  A B C
was <u>mass starvations</u> . D
2. <u>Serving several term</u> in Congress, Sara Black became an <u>important</u> United C
States <u>politician.</u> D  (95 فروردین EPT)
3. Although sugar <u>cane</u> and sugar <u>beet</u> look very different, <u>the sugars</u> that is C
refined from them tastes almost <u>the same</u> . D
<b>4</b> . Two most important variables affecting earthquake damages are the intensity A
of ground shaking caused by the quake and the quality of the engineering of C
structures <u>in the region</u> . (۹۵ يهمن <b>EPT</b> )
5. A group of <u>several author attended</u> the dissertation defense session  A  B  C
enthusiastically. (۹۵ میر EPT) D
_ `
D  6. Brain waves patterns vary among different people and in different activities.
6. Brain waves patterns vary among different people and in different activities.  A B C D  7. Fluorescent bulbs, which last ten times as long as incandescent bulbs and use A B C C a quarter of the electricity, are now available in several different form that fit D
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6. Brain waves patterns vary among different people and in different activities.  A B C D  7. Fluorescent bulbs, which last ten times as long as incandescent bulbs and use A B C a quarter of the electricity, are now available in several different form that fit D incandescent sockets.  (qr MSRT)  8. The brain loses fifty thousands neurons a day and yet maintains its basic A B C patterns and memories.
6. Brain waves patterns vary among different people and in different activities.  A B C D  7. Fluorescent bulbs, which last ten times as long as incandescent bulbs and use A B C a quarter of the electricity, are now available in several different form that fit D incandescent sockets.  (APMSRT)  8. The brain loses fifty thousands neurons a day and yet maintains its basic A B C patterns and memories.  D  9. Americans seem to be asking fewer question about their government today
D  6. Brain waves patterns vary among different people and in different activities.  A B C D  7. Fluorescent bulbs, which last ten times as long as incandescent bulbs and use A B C  a quarter of the electricity, are now available in several different form that fit D  incandescent sockets. (9FMSRT)  8. The brain loses fifty thousands neurons a day and yet maintains its basic C  A B C  patterns and memories.  D  9. Americans seem to be asking fewer question about their government today  A B C  than in 1991. (9A CH) EPT)

# پاسخ تشریحی تستهای نمونه

# بخش اول

۱. گزینهٔ Starvation یک اسم غیرقابل شمارش است و افزودن s به آن اشتباه است. وجود فعل مفرد was نیز قبل از starvation نشان می دهد که مرجع فعل was نبایستی بصورت جمع باشد. پاسخ گزینهٔ D است.
 ۲. گزینهٔ B. بعد از several «چندین» بایستی از اسم قابل شمارش جمع استفاده شود. در نتیجه، در گزینهٔ B بجای شکل مفرد terms بایستی از شکل جمع starvation استفاده شود.

۳. گزینهٔ C . sugar اسم غیرقابل شمارش است و افزودن C به آن اشتباه است. وجود فعل مفرد C نیز بعد از sugar نشان می دهد که مرجع فعل C نبایستی بصورت جمع باشد. پاسخ گزینهٔ C است.

۴. گزینهٔ B. اسامی غیرقابل شمارش را نمی توان جمع بست. در نتیجه، در گزینهٔ B، جمع بستن B «آسیب» نادرست است. بجای damage بایستی از damage استفاده شود.

۵. گزینهٔ B. بعد از several «چندین» بایستی از اسم قابلشمارش جمع استفاده شود. در نتیجه، در گزینهٔ B ببعای author بایستی از author استفاده شود.

 $\cal A$  گزینهٔ  $\cal A$ . wave pattern اسم مرکب است که wave در آن در نقش صفت برای pattern بکار رفته و نباید بصورت جمع بکار رود. پاسخ گزینهٔ  $\cal A$  است.

۷. گزینهٔ D. بعد از several «چندین» بایستی از اسم قابلشمارش جمع استفاده شود. در نتیجه، در گزینهٔ D
 بعد از several بایستی بجای اسم مفرد form، از شکل جمع forms استفاده شود.

توجه کنید که اگر time به معنای «دفعه، بار» (اغلب بعد از اعداد) بکار رود، یک اسم قابل شمارش خواهد بود. یس، گزینهٔ A صحیح است.

۸. گزینهٔ A. بعد از اعداد، بایستی از شکل مفرد thousand استفاده شود.

۹. گزینهٔ C. بعد از کمیتسنج fewer بایستی از اسامی قابل شمارش جمع استفاده شود. در نتیجه، بجای اسم
 قابل شمارش مفرد question بایستی از شکل جمع questions استفاده شود.

۱۰. گزینهٔ D. بعد از one of the بایستی از اسم قابل شمارش جمع استفاده شود. در نتیجه، در گزینهٔ D، بجای ingredient بایستی از ingredients استفاده شود.

✓ کانال تلگرامی آموزش و مشاورهٔ رایگان استاد مهرداد زنگیهوندی:

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# بخش دوم: حروف تعریف a/an و the

در زبان انگلیسی، a و an علامت نکره و the علامت معرفه است. a و an قبل از اسامی قابل شمارش مفرد و the قبل از اسامی قابل شمارش مفرد و جمع یا اسامی غیرقابل شمارش بکار می روند. حروف تعریف، نقش دستوری صفت را داشته و همانند صفات، اسم را توصیف کرده و قبل از آن قرار می گیرند.

جایگاه حروف تعریف جدول زیر، نحوهٔ استفاده از حروف تعریف قبل از اسم را نشان می دهد:

حروف تعريف	اسامی قابلشمارش مفرد	اسامی قابل شمارش جمع	اسامي غيرقابل شمارش
a	a book	×	×
an	an apple	×	×
the	the book	the books	the water
بدون حرف تعریف	×	— books	— water

نکتهٔ تستی: قبل از اسامی قابل شمارش مفرد بایستی حتماً از یکی از حروف تعریف (the an a)، one (my, your, her, his, its, our, their)، one یا دیگر پیشروهای اسمی مانند صفات ملکی (each یا every) و each استفاده شود.

Ex. In a world where antibiotics don't work, the simplest infections are capable  $\frac{1}{2}$  of escaping into fatal illness. (90 EPT)

پاسخ گزینهٔ ۴ است. illness یک اسم قابل شمارش مفرد است و همواره بایستی قبل از آن از یکی از حروف تعریف یا دیگر پیشروهای اسمی و each استفاده شود.

✓ ارایهٔ نکات تستی ابداعی از دیگر ویژگیهای متمایز کتاب Fast Grammar است... این نکات در یادگیری سریعتر و پاسخدهی راحتتر به سؤالات آزمونها مؤثرند.

√ در کتاب Fast Grammar رنگها اهمیت نکات را نشان میدهند و فقط برای زیبایی از آنها استفاده نشده! قسمتهای رنگی برای مرور سریع شما متمایز شدهاند...

به عنوان مثال در لیست زیر، موارد مهمتر (که در آزمونها دارای اهمیت بیشتری هستند)، با رنگ قرمز متمایز شدهاند. در حین مطالعه، بر روی موارد رنگی تأکید بیشتری نمایید.



د) بعد از حروف اضافه:

توجه: حروف اضافهٔ زیر به ترتیب میزان کاربرد آنها در زبان انگلیسی مرتب شدهاند.

in	through	except
on	since	on account of
for	according to	by means of
after	despite	besides
before	due to	but
from	in spite of	as a result of
by	because of	what/ how about
against	instead of	as well as
with(out)	in addition to	prior to

After playing soccer, he drank some orange juice.

بعد از فوتبال بازی کردن، مقداری آبپرتقال نوشید.

*In spite of* **missing** the train, we arrived on time.

عليرغم نرسيدن به قطار، به موقع رسيديم.

Ex. After see the results from this, we will extend this rule to other conditions.

(EPT) آبان (۹۵

بعد از حروف اضافه بایستی از اسم مصدر استفاده شود، نه شکل سادهٔ فعل. در نتیجه، در گزینهٔ ۱ بعد از حرف اضافهٔ after بایستی از اسم مصدر seeing استفاده شود.

Ex. Cement is produced commercially by to heat a mixture of limestone and clay A B

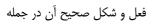
in a large, slowly rotating cylindrical furnace. (AP MSRT)

C D

گزینهٔ A صحیح است؛ زیرا بعد از فعل غیرربطی produce از قید commercially استفاده شده که صحیح B نادرست است؛ زیرا بعد از حروف اضافه (اینجا B) بایستی از اسم مصدر heating استفاده شود، B نه مصدر D و D هم صحیح هستند. پاسخ گزینهٔ B است.

# √ نمونه سؤالات متعدد از آزمونها:

Fa تلایف مهرداد (نکیهوندی	ast Gramma	ن دوم از کتاب r	در ويراية	
ى مختلف، پربس <i>ام</i> حترين	ے از آزمونهاء	، مدود <u>••• ۲ تسد</u>	از بین	
اب شدهاند و به تفکیک	، ممتوایی انتف	ها با آناليز دقيق	تست	
ىغ تشريمى آ ورده شدهاند.	ی مِامع با <mark>پاس</mark>	و یا در آزمونها	مجامث	)
		1		
4. Sometimesto place pl	hysics and	chemistry i	into separat	te categories. (9ది UTEPT)
<ul><li>(A) that difficulty is</li><li>(C) it is difficult</li></ul>		(B) is diffic (D) that it is	•	
5. A: "The professor really look B: "I think he w		•		(96 UTEPT)
<ul><li>(A) is not interested in</li><li>(C) has not been interesting</li></ul>		(B) is not in (D) does no	nteresting of have inter-	ested
6from the cash machin code number.	ne, you mu	ist have a va	ılid card an	d the proper (توليمو ۹۵)
<ul><li>(A) For getting</li><li>(C) Having got money</li></ul>		(B) To get to (D) To have	-	
7. In some countries, snails <u>are co</u>		<u>eing</u> great <u>d</u> B	elicacies to	
8. Many dyslexics <u>have</u> difficulty A	to rememb B	ering the sec	<u>quence</u> of let C	ters in a word
and in <u>distinguishing</u> right from lo D	eft.			
9. Men and women in the Peace C	Corps <u>work</u> A	with people	e in <u>develop</u> B	ing countries
to help them <u>improving</u> their <u>livir</u> C D	<u>1g</u> conditio	ns.		
10. Seahorses spend much of their A B	r time <u>clun</u> C	g with their t		<u>rwater</u> plants. D
11. Alice in Wonderland, first pul	blished in 1 A	1865, <u>has</u> sir B	nce <u>being</u> <u>tra</u> C	nnslated into
thirty languages.				
12. Anthropologists face complex A			В	is when they
go about the task of <u>description</u> the	ne culture o	of <u>a group</u> of D	people.	(9¢ MSRT)



Sample Test

13. The advisor told himself, while listening to the speech, that a d	lozen other
reporters would has already asked that question.  C  D	
14. <u>During</u> dives that <u>may reach</u> depths of almost 5,000 feet, <u>an</u> ele	ephant seal can
holds its breath for an hour or more.  D	(910 MSRT)
15. Linus Pauling has wins two Nobel Prizes: the 1954 Nobel Prizes and the 1962 Nobel Peace Prize.	e <u>in Chemistry</u> D
16. When the system is processes data, it must know where to store A B C D	and search for
information.	(PT) آبان ه
17. Earthquakes that occur under $\frac{or}{A}$ near $\frac{the}{B}$ ocean $\frac{can to}{C}$ generate	tidal <u>waves</u> D
<u>known</u> as tsunamis.	(توليمو ۹۵)
18. Each stanza $\underbrace{\text{of a poem}}_{A} \underbrace{\text{has a repeatable}}_{B}$ pattern of meter and rh	yme and is
normally <u>division</u> from the following stanza by a blank line.  D	(9p MSRT)
19. At the start of the 5th century B.C., every citizen in Athens $\frac{car}{C}$	n vote <u>as a</u> D
member of the Assembly.	(PT) دی (PA)
20. The enemy $\underline{\text{may be preparing}}$ for a new attack; intelligence sou A	rces <u>report</u> that B
increased supplies have being brought in.  C  D	(PT) آنر ه۹
21. I had better to check the engine before going to Shiraz, because C	it is a long trip
<u>from</u> here.	(PT) مرداد ۹۵)
22. At five, when Einstein was given compass, he was fascinated by A B C	y the mysterious
force that made the needle <u>moved</u> .  D	(PT) آذر ه۹

آشکال کلمه Fast Grammar

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#### صفتها

صفتها نقش توصیف اسم یا ضمیر را به عهده دارند. از صفتها اغلب قبل از اسم یا بعد از افعال ربطی استفاده می شود (توضیحات کامل در بخش ۸). رایج ترین پسوندهای صفت ساز عبارتند از:

-al/ial	formal	-ful	helpful	-ly	friendly
-able/ible	flexible	-ic	classic	-ory	obligatory
-ant/ent	dominant	-ing	interesting	-ous	famous
-ary	revolutionary	-ish	childish	-some	troublesome
-ed	edited	-ive	active	-worthy	trustworthy
-en	wooden	-less	hopeless	-y	rainy

خکتهٔ تستی: پسوندهای al و y - هم صفتساز و هم اسمساز هستند. در تمایز صفت یا اسم بودن کلماتی که به این پسوندها ختم می شوند، دقت کنید که در صورتیکه این پسوندها به انتهای یک اسم اضافه شده باشند (یعنی با حذف پسوند، یک اسم باقی بماند)، کلمهٔ مورد نظر یک صفت خواهد بود:

$$snow$$
 (سم) + -y =  $snowy$  (صفت) nation (اسم) + -al =  $nation$  (صفت)

ولى اگر اين پسوندها به انتهاى يک فعل اضافه شده باشند (يعنى با حذف پسوند، يک فعل باقى بماند)، كلمهٔ مورد نظر يک اسم خواهد بود:

$$discover$$
 (فعل) + -y =  $discover$  (اسم)  $remove$  (فعل) + - $al = remov$  (اسم)

✓ در کتاب Fast Grammar رنگها اهمیت نکات را نشان میدهند و فقط برای زیبایی از آنها استفاده نشده! قسمتهای رنگی برای مرور سریع شما متمایز شده اند...

در قسمت پاسخ تشریحی تستها، نکتهٔ لازم برای پاسخ به هر سؤال با رنگ آبی متمایز شده... [این نکات در آزمونها دارای اهمیت زیادی هستند]. برای مرور نهایی حتماً حتماً این نکات را مطالعه نمایید.

# بخش چهارم- درس یک تا چهار

where المعاده از راطادهانده از ربطادهانده از ربطادهانده المعاده و المعاده المعاده المعاده المعاده المعاده المعاده المعاده المعاده المعاده و المعاده المعاده و المعاد

۴. گزینهٔ C. «باوجود اینکه سدیم کلرید (نمک) مورد استفادهٔ موجودات زندهٔ دریایی قرار نمی گیرد، مادهٔ معدنی غالب موجود در آب دریا را تشکیل می دهد.»

با دو جملهواره مواجهیم. sodium chloride فاعل و is not used فعل جملهوارهٔ اول هستند. it فاعل و forms فعل جملهوارهٔ دوم هستند. پس، تنها به یک ربطدهندهٔ مناسب نیاز داریم. گزینهٔ D بدلیل داشتن فاعل اضافی it در می شود. گزینهٔ it بدلیل داشتن فاعل و فعل اضافی it و ترتیب نادرست کلمات رد می شود. بین دو جملهواره مغایرت وجود دارد؛ پس، گزینهٔ it (although) it صحیح است.

۵. گزینهٔ C. توجه کنید که هر گاه در صورت یک سؤال، قبل و بعد از جای خالی از کاما استفاده شده باشد، در جای خالی بایستی یا از جملهوارهٔ وصفی یا از شکل کوتاه شدهٔ آن (بدل) استفاده شود. جملهوارهٔ وصفی کوتاه شده (بدل) داریم. بین فاعل و فعل نیازی به استفاده از کاما نیست: گزینههای D و D رد می شوند. در D نیز ضمیر فاعلی D تکرار زائد برای فاعل quinine است. روش دوم: در بدل فعل نداریم: تنها D صحیح است.

√ پاسنههای کاملاً تشریعی (با تعلیل همهٔ گزینهها) از دیگر ویژگیهای متمایز کتاب Fast Grammar است... این نحوهٔ پاسخدهی به سؤالات به بار آموزشی پاسخنامهٔ سؤالات افزوده است.

کنکورهای سراسری	Fast Grammar
104. Jung and Myers were not the first	
<ul><li>a typology of awareness.</li><li>1) neither Jung was the first to write</li></ul>	بکترای انسانی و دامپرشکی ۹۶) 2) nor was Jung the first to write
3) neither did Jung first write	4) nor Jung did first write
105 to move from a project manager, it may be necessary for the	
management certification.	دکترای (نسانی و دامپرشکی ۹۶)
<ol> <li>Did a person want</li> <li>Should a person want</li> </ol>	<ul><li>2) Had a person wanted</li><li>4) A person who wants</li></ul>
106. Early marketing economists exmarkets and described them the cla	_
<ol> <li>in greater detail than</li> <li>in the greatest detail than</li> </ol>	<ul><li>2) in far greater detail from</li><li>4) in the greatest detail from</li></ul>
107. From the viewpoint of the insure	
which the probability of loss is not	_
<ol> <li>such high that requires</li> <li>so high as to require</li> </ol>	<ul><li>2) as high as to require</li><li>4) so high that requires</li></ul>
108 readily acknowledged that alone, their abstractions were based on	· ·
<ol> <li>Despite classical economists</li> <li>Classical economists, however,</li> </ol>	<ul><li>2) Classical economists, while</li><li>4) Although classical economists</li></ul>
109. In his <i>Physics</i> , concerned	
nature of motion as one variety of char	-
<ol> <li>Aristotle who was primary</li> <li>as Aristotle whose primary</li> </ol>	<ul><li>2) Aristotle was primarily</li><li>4) that Aristotle was primarily</li></ul>
110 earlier discussions of the poastronomer Nicolaus Copernicus was t	
heliocentric theory.	دکترای علوم پایه و مهندمیی ۹۶)
1) Although there had been 3) Nevertheless, it had been	2) Despite there were 4) Even though they were
111. Not until optical instruments were	e sufficiently developed to reveal cells,
explained how plants and animals are	eneral hypothesis that satisfactorily organized. (۹۶ مهندسی ۱۹۶
1) it was 2) that was it	3) was it 4) that it was
112. Toward the end of the 18th centre pronounced through Antoine Lavoisier	
form of combustion.	دکترای علوم پایه و مهندسی ۹۶)
<ol> <li>the influence of chemistry</li> <li>it was the influence of chemistry</li> <li>that it was the influence of chemistry</li> <li>the influence of chemistry which</li> </ol>	

خميمه: افعال بي قاعده Fast Grammar

	ال بىقاعدە	ضميمه: اف	
present	past	past participle	معنى
حال ساده	گذشتهٔ ساده	اسم مفعول	
arise	arose	arisen	اتفاق افتادن؛ برخاستن
awake	awoke	awoken	بیدار شدن
be	was/ were	been	<u>بو</u> دن
bear	bore	born/ borne	بدنيا أوردن؛ تحمل كردن
beat	beat	beaten	شکست دادن؛ کتک زدن
become	became	become	شدن
begin	began	begun	شروع كردن
bend	bent	bent	خم کردن؛ مصمّم بودن
bet	bet	bet	شرطبندی کردن
bind	bound	bound	بستن؛ محدود كردن
bite	bit	bitten	گاز گرفتن؛ گزیدن
bleed	bled	bled	خونریزی کردن
blow	blew	blown	وزیدن؛ لاف زدن
break	broke	broken	شكستن؛ نقض كردن
breed	bred	bred	زادوولد كردن
bring	brought	brought	آوردن؛ موجب شدن
broadcast	broadcast	broadcast	[رسانه] پخش کردن
build	built	built	ساختن؛ ايجاد كردن
burn	burnt	burnt	سوختن، سوزاندن
burst	burst	burst	ترکیدن، منفجر شدن
buy	bought	bought	خریدن؛ رشوه دادن
cast	cast	cast	انداختن؛ ريختن
catch	caught	caught	گرفتن؛ دستگیر کردن
choose	chose	chosen	انتخاب كردن
come	came	come	آمدن؛ حاصل شدن
cost	cost	cost	هزینه داشتن؛ ارزیدن
creep	crept	crept	سينهخيز رفتن؛ خزيدن
cut	cut	cut	بریدن، قطع کردن؛ چیدن
deal /di:l/	dealt /delt/	dealt /delt/	معامله کردن؛ مربوط بودن
dig	dug	dug	کندن، حفر کردن
dive	dived/ dove (US)	dived	شيرجه رفتن
do	did	done	انجام دادن
draw	drew	drawn	رسم کردن؛ کشیدن
dream /dri:m/	dreamt /dremt/	dreamt /dremt/	خواب دیدن

امع آزمونها <i>ی</i> زبان	گرامر جا		ضميمه: افعال بيقاعده
drink	drank	drunk	نوشیدن، آشامیدن
drive	drove	driven / driven/	رانندگی کردن
dwell	dwelt	dwelt	ساكن شدن
eat	ate	eaten	خوردن
fall	fell	fallen	افتادن
feed	fed	fed	[حيوانات، سالمندان،
			بيماران] غذا دادن
feel	felt	felt	احساس كردن
fight	fought	fought	جنگیدن؛ مبارزه کردن
find	found	found	پیدا کردن؛ بدست آوردن
fit	fit	fit	مناسب بودن
flee	fled	fled	فرار کردن
fly	flew	flown	پرواز کردن
forbid	forbad(e)	forbidden	قدغن كردن
forget	forgot	forgotten	فراموش کردن
forgive	forgave	forgiven	بخشيدن
freeze	froze	frozen	منجمد شدن، یخ بستن
get	got	got/ gotten	گرفتن؛ بدست آوردن؛ خریدن
give	gave	given	حرید <i>ن</i> دادن؛ بخشیدن
go	went	gone/ been	رفتن
grind	ground	ground	ر ای آسیاب کردن، خُرد کردن
grow	grew	grown	رشد کردن، بزرگ شدن؛
C		C	رست عردی، برر د ستی. کاشتن
hang	hung	hung	ا آویزان کردن
have	had	had	داشتن؛ خوردن؛ نوشیدن
hear /hɪər/	heard /h3:rd/	heard /ha:rd/	شنیدن
hide	hid	hidden	یا تی پنهان کردن
hit	hit	hit	زدن؛ کتک زدن
hold	held	held	نگەداشتن؛ برگزار كردن
hurt	hurt	hurt	صدمه زدن
keep	kept	kept	ر ی نگهداشتن
kneel	knelt	knelt	رانو زد <i>ن</i>
knit	knit/ knitted	knit/ knitted	بافت <i>ن</i> بافتن
know	knew	known	. ت دانستن؛ شناختن
lay	laid	laid	قرار دادن؛ تخم گذاری
			كردن؛ [ميز] چيدن

ىميمە: افعال بىقاعدە	<u>ن</u>		Fast Grammar
lead /li:d/	led /led/	led/led/	راهنمایی کردن؛ منجر
lean /liːn/	leant /lent/	leant /lent/	شدن به تکیه زدن/ کردن
leap /li:p/	leapt /lept/	leapt /lept/	
learn	learnt	learnt	پریدن آموختن، یاد گرفتن
leave	left	left	آموحس، یاد درفس ترک کردن؛ جا گذاشتن
lend	lent	lent	ترک دردن: جا نداستن قرض دادن
let	let	let	فرص دادن اجازه دادن
lie	lay	lain	اجاره دادن دراز کشیدن؛ قرار داشتن
light	lit	lit	روشن کردن
lose	lost	lost	روس تردن گم کردن، از دست دادن
make	made	made	م دردن، ار دست دادن ساختن، درست کردن؛
make	muc	mac	سخن، درست بردن: مرتب کردن
mean /miːn/	meant /ment/	meant /ment/	مرتب تردن معنی دادن؛ منظور داشتن
meet	met	met	معنی دادن؛ منطور داسس ملاقات کردن؛ [نیاز]
meet	met	met	ملاقات فردن: [بيار] برآوردن
mistake	mistook	mistaken	براوردن اشتباه کردن
mow	mowed	mown	اسبه دردن (چمن) زدن
pay	paid /peid/	paid	(چمن) ردن پرداخت کردن، [پول]
puy	para /pera/	puid	پرداخت تردن، [پون] دادن
prove	proved	proven/ proved	داد <i>ن</i> ثابت کردن
put	put	put	عبد عربی گذاشتن، قرار دادن
quit	quit	quit	ترک کردن، استعفا دادن
read	read /red/	read /red/	خواندن
ride	rode	ridden	عربین [اسب، موتور، دوچرخه]
			سوارشدن؛ [با in] سوار
			ماشین شدن
ring	rang	rung	ننگ زدن؛ احاطه کردن
rise	rose	risen	رات ردن، طلوع كردن بالا أمدن؛ طلوع كردن
run	ran	run	ب اسلام، علی عراق دویدن؛ جاری شدن
say /seɪ/	said /sed/	said /sed/	کویتان جاری ستان گفتن
see	saw	seen	دیدن
seek	sought	sought	حستحم کا دن
sell	sold	sold	جستجو کردن فروختن فرستادن
send	sent	sent	فستاد
set	set	set	عرسدي گذاشتند؛ حيدند؛ غروب
			گذاشتن؛ چیدن؛ غروب کردن
sew	sewed	sewn/ sewed	خیاطی کردن، دوختن

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shake	shook	shaken	تكان دادن؛ لرزيدن
shine	shone	shone	درخشیدن؛ جلوه کردن
shoot	shot	shot	شلیک کردن (به)
show	showed	shown	نمایش دادن
shrink	shrank	shrunk	[لباس] آب رفتن؛ [مقدار،
			ارزش،] كاهش يافتن
shut	shut	shut	بستن؛ تعطيل كردن
sing	sang	sung	آواز خواندن
sink	sank	sunk	فرورفتن؛ غرق شدن
sit	sat	sat	نشستن؛ نشاندن
sleep	slept	slept	خوابيدن
slide	slid	slid/ slidden	ليز خوردن؛ جيم شدن
smell	smelt	smelt	بو کردن، بو دادن
speak	spoke	spoken	صُحبت کردن
speed	sped	sped	بهسرعت رفتن
spell	spelt	spelt	هجی کردن
spend	spent	spent	خرج کردن، گذراندن
spill	spilt	spilt	ریختن؛ پراکنده کردن
spin	span/ spun	spun	چرخاندن
spit	spat/ spit	spat/ spit	تف انداختن
split	split	split	از هم باز کردن؛ شکستن
spoil	spoilt	spoilt	تباه کردن؛ لوس کردن
spread	spread	spread	پخش کردن/ شدن
spring	sprang	sprung	پریدن؛ ظاهر شدن
stand	stood	stood	ايستادن؛ تحمل أوردن
steal	stole	stolen	دزدیدن، سرقت کردن
stick	stuck	stuck	چسباندن؛ چپاندن
sting	stung	stung	گزیدن، نیش زدن
stink	stank	stunk	بوی تعفّن دادن؛ گندیدن
stride	strode	stridden	با گامهای بلند راه رفتن
strike	struck	struck/ stricken	زدن، کوفتن؛ حمله کردن؛ به ذهن آمدن؛ پی بردن
strive	strove	striven	تلاش کردن؛ستیزه کردن
swear	swore	sworn	قسم خوردن؛ فحش دادن
sweep	swept	swept	جارو کردن
swell	swelled	swollen	ورم کردن؛ زیاد شدن
swim	swam	swum	شنا کردن
swing	swung	swung	تاب خوردن؛ چرخیدن

take	took	taken	گرفتن؛ بردن؛ خوردن
teach	taught	taught	یاد دادن، تدریس کردن
tear /ter/	tore	torn	پاره کردن
tell	told	told	گفتن؛ افشا کردن
think	thought	thought	فکر کردن؛ خیال کردن
throw	threw	thrown	انداختن، پرتاب کردن
tread	trod	trodden	راه رفتن روی، لگد کردن
understand	understood	understood	فهمیدن، درک کردن
wake	woke	woken	بیدار کردن، بیدار شدن
wear	wore	worn	پوشیدن
weave	wove	woven	بافتن، بافندگی کردن
weep	wept	wept	گریستن، گریه کردن
win	won	won	برنده شدن؛ بدست آوردن
wind /waind/	wound /waond/	wound /waond/	پیچیدن؛ کوک کردن
write	wrote	written	نوشتن

✓ کانال تلگرامی آموزش و مشاورهٔ رایگان استاد مهرداد زنگیهوندی:

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✓ برای خرید کتابهای تألیفی استاد مهرداد زنگیهوندی میتوانید به

وبسایت www.FastZaban.com (با تخفیف و ارسال پستی به سراسر کشور) مراجعه نمائید و یا برای خرید حضوری به نمایندگیهای انتشارات جنگل یا کتابفروشیهای معتبر در سراسر کشور (که در انتهای این فایل آدرس برخی از آنها درج شده) مراجعه نمائید.

# ویژگیهای کتاب Fast Grammar تألیف مهرداد زنگیهوندی:

# ☑ آموزش کامل نکات به زبان ساده در ۱۶ بخش:

در قسمت درسنامهٔ هر بخش نکات آموزشی به زبان بسیار ساده توضیح داده شدهاند. در این قسمت تلاش شده مهم ترین نکات هر بخش با ذکر مثال و نکات تستی و سؤالات ادوار گذشتهٔ آزمون ها با پاسخ تشریحی ارائه گردد.

# ☑ قسمت در آزمون:

در قسمت در آزمون انتهای هر بخش، نحوهٔ ارزیابی از مباحث هر بخش در آزمونها توضیح داده شده است. در این قسمت انواع سؤالاتی که از هر بخش در آزمونها مطرح میشود و شکل کلی گزینههای نادرست در سؤالات برای رد گزینهها توضیح داده شده است.

# Sample Test: قسمت

در انتهای هر بخش، یک آزمون نمونه با پاسخ تشریحی قرار داده که شامل سؤالاتی است که در آزمونها از آن مبحث بطور مکرر مطرح شده است.

# ✓ آزمونهای جامع، تستهای واقعی ادوار گذشتهٔ آزمونها و تستهای کنکورهای سراسری تا اردیبهشت ۹۶:

در انتهای کتاب، سؤالات آزمونهای ادوار گذشتهٔ EPT ،MSRT، س و تستهای کنکور رشتههای مختلف تا سال ۹۶ با پاسخ تشریحی قرار داده شده است. برای این سؤالات (حدود ۴۰۰ تست)، پاسخهای کاملاً تشریحی به همراه تحلیل همهٔ گزینهها و دلیل درستی یا نادرستی هر گزینه ارائه گردیده است.

☑ تستهای منتخب از مباحث پرتکرار ادوار گذشتهٔ آزمونهای EPT.
 ☑ MHLE ،MSRT و ... تا اردیبهشت ۹۶

✓ نکات تستزنی سریع بصورت ابداعی و انحصاری

✓ کانال تلگرامی آموزش و مشاورهٔ رایگان استاد مهرداد زنگیهوندی:

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# از همين مؤلف:

# کتاب Fast Reading (راهنمای جامع درک مطلب آزمونهای زبان) (چاپ جدید)



کتاب Fast Reading تلاشی است برای آماده ساختن داوطلبان برای بخش درک مطلب کنکور کارشناسی ارشد و دکتری رشتههای مختلف، MHLE، EPT، MSRT و تافل.

# قسمتهای مختلف کتاب Fast Reading

این کتاب از ۷ بخش تشکیل شده که هر یک از آنها بر روی یکی از مهارتهای لازم برای پاسخ به انواع مختلف سؤالات آزمون تمرکز می کند. هر یک از بخشهای کتاب بصورت یک درسنامه ارائه گردیده است.

■ بخشهای مختلف کتاب به شرح زیر هستند:

 ۱. توضیح و آموزش نکات هر بخش به زبان ساده: در این قسمت سعی شده تا مباحث درسی به زبان ساده با مثال توضیح داده شوند.

 در آزمون: در این قسمت نحوهٔ ارزیابی از مباحث هر درس در آزمونهای مختلف و چگونگی پاسخدهی به آنها با ذکر نکات تستی ارائه شده است.

۳. قسمت Sample Test: در انتهای هر بخش، یک آزمون نمونه قرار داده شده که شامل نمونه سؤالاتی
 است که در آزمونها از مباحث آن بخش مطرح شدهاند.

۴. آزمون جامع و تستهای آزمونهای مختلف: در انتها نیز یک آزمون جامع (۶۵ تست) و ۲۶ متن (۱۵۰ تست)
 از سؤالات آزمونهای مختلف قرار داده شده است.

۵. لغتنامهٔ واژگان مهم: در این بخش واژگان مهم آزمونهای زبان با ترجمهٔ آنها آورده شده است. توصیه
 میشود این لغات را بهدقت مطالعه کرده و به ذهن بسپارید.

برای تهیهٔ این کتاب و دریافت نمونه سؤالات آزمونها و ویدئوهای آموزشی می توانید به وبگاه اینترنتی ما به نشانی (www.FastZaban.com) مراجعه کنید.

# از همین مؤلف: **(EPT) کتاب (Fast Bank (EPT) بانک جامع سؤالات آزمون**



#### شامل:

- ـ همهٔ سؤالات ۱۵ دورهٔ اخیر اَزمون EPT (از اسفند ۹۴ تا خرداد ۹۶) با پاسخ کامـلاً تشریحی (جمعاً ۱۵۰۰ تست)
  - \_ تحليل أزمونها و مشخص كردن مباحث پرتكرار أزمون
    - \_ أموزش نكات تستى
    - \_ لیست لغات مهم و پرتکرار آزمون

# قابل استفادهٔ داوطلبان آزمونهای MHLE، MSRT، EPT، تولیمو و کنکور کارشناسی ارشد رشتههای مختلف

برای تهیهٔ این کتاب و دریافت نمونه سؤالات آزمونها و ویدئوهای آموزشی می توانید به وبگاه اینترنتی ما به نشانی (www.FastZaban.com) مراجعه کنید.

برای دریافت سؤالات آزمونها با پاسخ کاملاً تشریحی و تحلیل آزمون، به وبسایت www.FastZaban.com یا کانال تلگرامی ما t.me/FastZaban

# برخی از مراکز فروش کتابهای تألیفی معصرهاد زُنْکیمونْدی در سراسر کشور

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<sup>✓</sup> همچنین، شما عزیزان می توانید کتابهای پرفروش Fast Reading ،Fast Grammar بانک سؤالات Fast Vocab ،EPT و ... را از کتابفروشیهای معتبر یا از وبسایت سؤالات <u>www.FastZaban.com</u> تهیه نمائید.