

# STRUCTURE AND WRITTEN EXPRESSION

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

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

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

## GENERAL STRATEGIES

1. **Be familiar with the directions.** The directions on every TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Begin with questions 1 through 15.** Anticipate that questions 1 through 5 will be the easiest. Anticipate that questions 11 through 15 will be the most difficult. Do not spend too much time on questions 11 through 15. There will be easier questions that come later.
3. **Continue with questions 16 through 40.** Anticipate that questions 16 through 20 will be the easiest. Anticipate that questions 36 through 40 will be the most difficult. Do not spend too much time on questions 36 through 40.
4. **If you have time, return to questions 11 through 15.** You should spend extra time on questions 11 through 15 only after you spend all the time that you want on the easier questions.
5. **Never leave any answers blank on your answer sheet.** Even if you are not sure of the correct response, you should answer each question. There is no penalty for guessing.

## THE STRUCTURE QUESTIONS

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

### **Example**

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

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

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

### **STRATEGIES FOR THE STRUCTURE QUESTIONS**

- 1. First study the sentence.** Your purpose is to determine what is needed to complete the sentence correctly.
- 2. Then study each answer based on how well it completes the sentence.** Eliminate answers that do not complete the sentence correctly.
- 3. Do not try to eliminate incorrect answers by looking only at the answers.** The incorrect answers are generally correct by themselves. The incorrect answers are generally incorrect only when used to complete the sentence.
- 4. Never leave any answers blank.** Be sure to answer each question even if you are unsure of the correct response.
- 5. Do not spend too much time on the Structure questions.** Be sure to leave adequate time for the Written Expression questions.

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

## SENTENCES WITH ONE CLAUSE \_\_\_\_\_

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

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

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

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

#### Example I

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

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

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

#### Example II

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

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

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

**Example III**

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

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

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

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

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

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

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

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

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

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

**Example**

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

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

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

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

<b>OBJECT OF PREPOSITIONS</b>
A preposition is followed by a noun or pronoun that is called an object of the preposition. If a word is an object of a preposition, it is not the subject.

### SKILL 3: BE CAREFUL OF APPOSITIVES

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

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

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

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

**Example I**

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

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

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

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

**Example II**

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

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

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

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

<b>APPOSITIVES</b>		
An appositive is a noun that comes before or after another noun and is generally set off from the noun with commas. If a word is an appositive, it is not the subject. The following appositive structures are both possible in English.		
S <i>Tom,</i>	APP, <i>a really good mechanic,</i>	V <i>is fixing the car.</i>
APP, <i>A really good mechanic,</i> S <i>Tom</i> V <i>is fixing the car.</i>		

## SKILL 4: BE CAREFUL OF PRESENT PARTICIPLES

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

The man *is talking* to his friend.

VERB

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

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

The man *talking* to his friend has a beard.

ADJECTIVE

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

The following example shows how a present participle can be confused with the verb in the Structure section of the TOEFL test.

### Example

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

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

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

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

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

## SKILL 5: BE CAREFUL OF PAST PARTICIPLES

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

The family *has purchased* a television.  
VERB

The poem *was written* by Paul.  
VERB

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

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

The television *purchased* yesterday was expensive.  
ADJECTIVE

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

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

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

### Example

The packages \_\_\_\_\_ mailed at the post office will arrive Monday.

- (A) have
- (B) were
- (C) them
- (D) just

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

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

PAST PARTICIPLE
<p>A past participle often ends in <i>-ed</i> but there are also many irregular past participle. For many verbs, including <i>-ed</i> verbs, the simple past and the past participle are the same and can be easily confused. The <i>-ed</i> form of the verb can be (1) the simple past, (2) the past participle of a verb, or (3) an adjective.</p> <ol style="list-style-type: none"> <li>1. <i>She painted this picture,</i></li> <li>2. <i>She has painted this picture.</i></li> <li>3. <i>The picture painted by Karen is now in a museum.</i></li> </ol>

*Structure and Written Expression*

**EXERCISE (Skills 1-5):** Underline the subjects once and the verbs twice in each of the following sentences. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. For three weeks at the beginning of the semester students with fewer than the maximum number of units can add additional courses.
- \_\_\_\_\_ 2. On her lunch hour went to a nearby department store to purchase a wedding gift.
- \_\_\_\_\_ 3. The fir trees were grown for the holiday season were harvested in November.
- \_\_\_\_\_ 4. In the grove the overripe oranges were falling on the ground.
- \_\_\_\_\_ 5. The papers being delivered at 4:00 will contain the announcement of the president's resignation.
- \_\_\_\_\_ 6. A specialty shop with various blends from around the world in the shopping mall.
- \_\_\_\_\_ 7. The portraits exhibited in the Houston Museum last month are now on display in Dallas.
- \_\_\_\_\_ 8. With a sudden jerk of his hand threw the ball across the field to one of the other players.
- \_\_\_\_\_ 9. Construction of the housing development it will be underway by the first of the month.
- \_\_\_\_\_ 10. Those applicants returning their completed forms at the earliest date have the highest priority.

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

1. The North Platte River\_\_\_\_\_from Wyoming into Nebraska.
- (A) it flowed  
(B) flows  
(C) flowing  
(D) with flowing water
2. \_\_\_\_\_Biloxi received its name from a Sioux word meaning "first people."
- (A) The city of  
(B) Located in  
(C) It is in  
(D) The tour included
3. A pride of lions\_\_\_\_\_up to forty lions, including one to three males, several females, and cubs.
- (A) can contain  
(B) it contains  
(C) contain  
(D) containing
4. \_\_\_\_\_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.
- Tom is tall, *but* Paul is short.
- Tom must write the letter, or Paul will do it.
- Tom told a joke, so Paul laughed.
- Tom is tired, *yet* he is not going to sleep.

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

*Structure and Written Expression*

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

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

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

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

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

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

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

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

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

**Example**

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

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

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

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

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

*Structure and Written Expression*

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

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

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

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

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

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

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

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

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

<p><b>Example</b></p> <p>You will get a good grade on the exam provided .....</p> <p>(A) studying (B) study (C) to study (D) you study</p>
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**EXERCISE (Skills 6-8):** Underline the subjects once and the verbs twice in each of the following sentences. Circle the connectors. Then, indicate if the sentences are correct (C) or incorrect (I).

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

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

- 1. The president of the U. S. appoints the cabinet members, \_\_\_\_\_ appointments are subject to Senate approval.
  - (A) their
  - (B) with their
  - (C) because their
  - (D) but their
- 2. The prisoners were prevented from speaking to reporters because \_\_\_\_\_
  - (A) not wanting the story in the papers.
  - (B) the story in the papers the superintendent did not want
  - (C) the public to hear the story
  - (D) the superintendent did not want the story in the papers
- 3. Like Thomas Berger's fictional character *Little Big Man*, Lauderdale managed to find himself where \_\_\_\_\_ of important events took place.
  - (A) it was an extraordinary number
  - (B) there was an extraordinary number
  - (C) an extraordinary number
  - (D) an extraordinary number existed
- 4. \_\_\_\_\_ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.
  - (A) Pumps have
  - (B) As pumps have
  - (C) So pumps have
  - (D) With pumps
- 5. Case studies are the target of much skepticism in the scientific community, \_\_\_\_\_ used extensively by numerous researchers.
  - (A) they are
  - (B) are
  - (C) yet they
  - (D) yet they are
- 6. According to the hypothesis in the study, the monarchs pick up the magnetic field of the \_\_\_\_\_ migrate by following magnetic fields.
  - (A) target monarchs
  - (B) target since monarchs
  - (C) target since monarchs are
  - (D) target

*Structure and Written Expression*

7. \_\_\_\_ show the relations among neurons, they do not preclude the possibility that other aspects are important.
- (A) Neural theories  
(B) A neural theory  
(C) Although neural theories  
(D) However neural theories
8. \_\_\_\_ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and home owner's insurance.
- (A) A home is  
(B) A home is bought  
(C) When a home  
(D) When a home is bought
9. If ultraviolet radiation enters the Earth's atmosphere, \_\_\_\_ generally blocked by the ozone concentrated in the atmosphere.
- (A) it  
(B) it is  
(C) so it is  
(D) then it
10. Among human chromosomes, the Y chromosome is unusual \_\_\_\_ most of the chromosome does not participate in meiotic recombination.
- (A) in  
(B) so  
(C) and  
(D) in that

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

1. The three basic chords in \_\_\_\_ the tonic, the dominant, and the subdominant.
- (A) functional harmony  
(B) functional harmony is  
(C) functional harmony are  
(D) functional harmony they are
2. \_\_\_\_ Hale Telescope, at the Palomar Observatory in southern California, scientists can photograph objects several billion light years away.
- (A) The  
(B) With the  
(C) They use the  
(D) It is the
3. Without the proper card installed inside the computer, \_\_\_\_ impossible to run a graphical program.
- (A) is definitely  
(B) because of  
(C) it is  
(D) is
4. The charter for the Louisiana lottery was coming up for renewal, \_\_\_\_ spared no expense in the fight to win renewal.
- (A) the lottery committee  
(B) so the lottery committee and  
(C) so the lottery committee  
(D) the lottery committee made
5. While in reality Alpha Centauri is a triple star, \_\_\_\_ to the naked eye to be a single star.
- (A) it appears  
(B) but it appears  
(C) appears  
(D) despite it
6. The Sun's gravity severely distorted 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 six-foot wingspan and legs and talons roughly the size of a man's arms and legs.
- (A) so the harpy has  
(B) the harpy having  
(C) with the harpy having  
(D) the harpy has
10. \_\_\_\_\_ creation of such a community was a desirable step, the requisite political upheaval had to be accepted.
- (A) Since the  
(B) The  
(C) Later, the  
(D) It was the

## MORE SENTENCES WITH MULTIPLE CLAUSES \_\_\_\_\_

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

### SKILL 9: USE NOUN CLAUSE CONNECTORS CORRECTLY

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

I know when he will arrive.  
NOUN CLAUSE AS OBJECT OF VERB

I am concerned about when he will arrive.  
NOUN CLAUSE AS OBJECT OF PREPOSITION

When he will arrive is not important.  
NOUN CLAUSE AS SUBJECT

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

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

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

The following example shows how these sentence patterns could be tested in the Structure section of the TOEFL test.

*Structure and Written Expression*

**Example**

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

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

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

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

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



## SKILL 10: USE NOUN CLAUSE CONNECTOR/SUBJECTS CORRECTLY

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

I do not know what is in the box.

NOUN CLAUSE AS OBJECT OF VERB

We are concerned about who will do the work.

NOUN CLAUSE AS OBJECT OF PREPOSITION

Whoever is coming to the party must bring a gift.

NOUN CLAUSE AS SUBJECT

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

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

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

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

**Example**

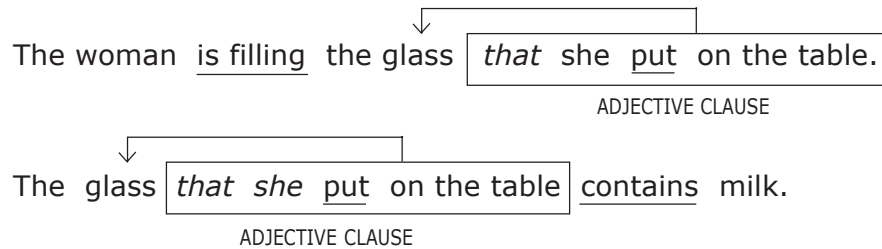
\_\_\_\_\_ was on television made me angry.

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

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

**SKILL 11: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY**

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



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

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

The following example shows how these sentence patterns could be tested in the Structure section of the TOEFL test.

**Example**

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

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

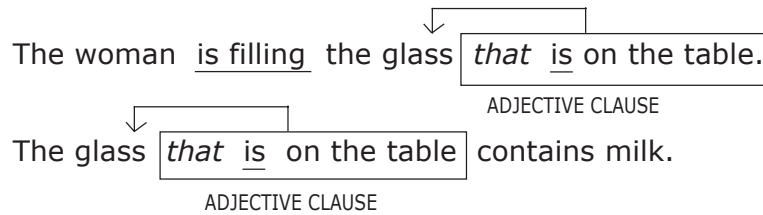
In this example you should notice quickly that there are two clauses: *gift* is the subject of the verb *was*, and the verb *selected* needs a subject. Because there are two clauses, a connector is also needed. Answers (A) and (C) have connectors, but there are no subjects, so these answers are not correct.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

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

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

**SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECTS CORRECTLY**

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



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

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

The following example shows how these sentence patterns could be tested in the Structure section of the TOEFL test.

**Example**

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

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

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

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

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

*Structure and Written Expression*

**EXERCISE (Skills 9-12):** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the clauses. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. No one explained to me whether was coming or not.
- \_\_\_\_\_ 2. The part of the structure that has already been built needs to be torn down.
- \_\_\_\_\_ 3. The girl who she just joined the Softball team is a great shortstop.
- \_\_\_\_\_ 4. I have no idea about when the meeting is supposed to start.
- \_\_\_\_\_ 5. We have been told that we can leave whenever want.
- \_\_\_\_\_ 6. The racquet with whom I was playing was too big and too heavy for me.
- \_\_\_\_\_ 7. I will never understand that he did.
- \_\_\_\_\_ 8. He was still sick was obvious to the entire medical staff.
- \_\_\_\_\_ 9. What is most important in this situation it is to finish on time.
- \_\_\_\_\_ 10. The newspapers that were piled up on the front porch were an indication that the residents had not been home in some time.

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

1. Dolphins form extremely complicated allegiances and\_\_\_\_\_continually change.  
(A) enmities that  
(B) that are enmities  
(C) enmities that are  
(D) that enmities
2. Scientists are now beginning to conduct experiments on\_\_\_\_\_trigger different sorts of health risks.  
(A) noise pollution can  
(B) that noise pollution  
(C) how noise pollution  
(D) how noise pollution can
3. 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
4. At the end of the nineteenth century, Alfred Binet developed a test for measuring intelligence\_\_\_\_\_served as the basis of modern IQ tests.  
(A) has  
(B) it has  
(C) and  
(D) which has

*Structure and Written Expression*

5. \_\_\_\_\_ have at least four hours of hazardous materials response training is mandated by federal law.
- (A) All police officers  
(B) All police officers must  
(C) That all police officers  
(D) For all police officers
6. A cloud's reservoir of negative charge extends upward from the altitude at \_\_\_\_\_ the freezing point.
- (A) temperatures hit  
(B) hit temperatures  
(C) which temperatures hit  
(D) which hit temperatures
7. In a 1988 advanced officers' training program, Sampson developed a plan to incorporate police in enforcing environmental protection laws whenever \_\_\_\_\_ feasible.
- (A) it is  
(B) is  
(C) has  
(D) it has
8. \_\_\_\_\_ will be carried in the next space shuttle pay load has not yet been announced to the public.
- (A) It  
(B) What  
(C) When  
(D) That
9. During free fall, \_\_\_\_\_ up to a full minute, a skydiver will fall at a constant speed of 120 m.p.h.
- (A) it is  
(B) which is  
(C) being  
(D) is
10. The fact \_\_\_\_\_ the most important ratings period is about to begin has caused all three networks to shore up their schedules.
- (A) is that  
(B) of  
(C) that  
(D) what

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

1. \_\_\_\_\_ loom high above the north and northeastern boundaries of the expanding city of Tucson.
- (A) The Santa Catalina mountains  
(B) Because the Santa Catalina mountains  
(C) The Santa Catalina mountains are  
(D) That the Santa Catalina mountains
2. Radioactive \_\_\_\_\_ provides a powerful way to measure geologic time.
- (A) it  
(B) dates  
(C) dating  
(D) can
3. \_\_\_\_\_ contained in the chromosomes, and they are thought of as the units of heredity.
- (A) Genes which are  
(B) Genes are  
(C) When genes  
(D) Because of genes
4. 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 they
6. Many companies across the country have molded the concepts \_\_\_\_\_ describes into an integrated strategy for preventing stress.
- (A) and Wolf  
(B) that Wolf  
(C) what Wolf  
(D) so Wolf

### Structure and Written Expression

7. \_\_\_\_\_ in the first draft of the budget will not necessarily be in the final draft.
- (A) Although it appears  
(B) It appears  
(C) What appears  
(D) Despite its appearance
8. If a food label indicates that a food is mostly carbohydrate, it does not mean \_\_\_\_\_ is a good food to eat.
- (A) and it  
(B) and  
(C) that it  
(D) when
9. A need for space law to include commercial concerns has been recognized inasmuch \_\_\_\_\_ been expanding drastically in recent years.
- (A) the commercial launch industry  
(B) the commercial launch industry has  
(C) as has the commercial launch industry  
(D) as the commercial launch industry has
10. The report on the nuclear power plant indicated that when the plant had gone on line \_\_\_\_\_ unsafe.
- (A) and it had been  
(B) it had been  
(C) had been  
(D) that it had been

## SENTENCES WITH INVERTED SUBJECTS AND VERBS

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

He can go to the movies.

Can he go to the movies?

You would tell me the truth.

Would you tell me the truth?

She was sick yesterday.

Was she sick yesterday?

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

He goes to the movies.

Does he go to the movies?

You told me the truth.

Did you tell me the truth?

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

### SKILL 13 INVERT THE SUBJECT AND VERB WITH QUESTION WORDS

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

*What* is the homework?

*When* can I leave?

*Where* are you going?

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

I do not know *what* the homework is.

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

Do you know *where* you are going ?

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

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

**Example**

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

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

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

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

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

## SKILL 14 INVERT THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

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

*Here* is the book that you lent me.

*There* are the keys that I thought I lost.

*Nowhere* have I seen such beautiful weather.

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

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

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

*Around the corner* is Sam's house.

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

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



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

*In the forest* are many exotic birds.

*In the forest* I walked for many hours.

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

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

<p><b>Example</b></p> <p>On the second level of the parking lot .....</p> <p>(A) is empty          (B) are empty          (C) some empty stalls are          (D) are some empty stalls</p>
--

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

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

<b>INVERTED SUBJECT AND VERB WITH PLACE EXPRESSIONS</b>							
When a place expression at the front of the sentence is necessary to complete the sentence, the subject and verb that following are inverted.	<table style="margin: auto;"> <tr> <td style="border: 1px solid black; border-radius: 10px; padding: 2px 10px;">PLACE (necessary)</td> <td style="padding: 0 10px;">V</td> <td style="padding: 0 10px;">S</td> </tr> <tr> <td style="padding: 5px 0;"><i>In the classroom</i></td> <td style="padding: 5px 10px;">were</td> <td style="padding: 5px 10px;"><i>some old desks.</i></td> </tr> </table>	PLACE (necessary)	V	S	<i>In the classroom</i>	were	<i>some old desks.</i>
PLACE (necessary)	V	S					
<i>In the classroom</i>	were	<i>some old desks.</i>					
When a place expression at the front of the sentence contains extra information that is not needed to complete the sentence, the subject and verb that follow are not inverted.	<table style="margin: auto;"> <tr> <td style="border: 1px solid black; border-radius: 10px; padding: 2px 10px;">PLACE (necessary)</td> <td style="padding: 0 10px;">S</td> <td style="padding: 0 10px;">V</td> </tr> <tr> <td style="padding: 5px 0;"><i>In the classroom</i></td> <td style="padding: 5px 10px;">I</td> <td style="padding: 5px 10px;"><i>studied very hard</i></td> </tr> </table>	PLACE (necessary)	S	V	<i>In the classroom</i>	I	<i>studied very hard</i>
PLACE (necessary)	S	V					
<i>In the classroom</i>	I	<i>studied very hard</i>					

## SKILL 15 INVERT THE SUBJECT AND VERB WITH NEGATIVES

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

*Not once* did I miss a question.

*Never* has Mr. Jones taken a vacation.

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

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

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

*Hardly* ever does he take time off.

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

*Only once* did the manager issue overtime paychecks.

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

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

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

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

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

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

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

<p><b>Example</b></p> <p>Only in extremely dangerous situations _____ stopped.</p> <p>(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</p>
---

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

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

INVERTED SUBJECTS AND VERBS WITH NEGATIVES					
<i>no</i>	<i>not</i>	<i>never</i>	<i>neither</i>	<i>nor</i>	
<i>barely</i>	<i>hardly</i>	<i>only</i>	<i>rarely</i>	<i>scarcely</i>	<i>seldom</i>
<p>When a negative expression appears <i>in front</i> of a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb are inverted.</p>					
<div style="border: 1px solid black; border-radius: 15px; padding: 2px 10px; display: inline-block;">negative expression</div>		V S			
<i>Rarely</i>		<i>were they so happy.</i>			

## SKILL 16 INVERT THE SUBJECT AND VERB WITH CONDITIONALS

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

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

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

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

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

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

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

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

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

### Example

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

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

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

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

INVERTED SUBJECT AND VERB WITH CONDITIONAL		
<i>had</i>	<i>should</i>	<i>were</i>
When the verb in the conditional clause is <i>had</i> , <i>should</i> , or <i>were</i> , it is possible to omit <i>if</i> and invert the subject and verb (omitted <i>if</i> )		
V	S	
<b>were</b>	<b>he</b>	<b>here, he would help.</b>
It is also possible to keep <i>if</i> . Then subject and verb are not inverted		
if	S V	
<b>if</b>	<b>he were</b>	<b>here, he would help.</b>

## SKILL 17 INVERT THE SUBJECT AND VERB WITH COMPARISONS

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

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

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

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

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

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

### Example

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

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

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

The following chart lists the sentence patterns used with comparisons:

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

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

*Structure and Written Expression*

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

- \_\_\_\_\_ 1. The town council is not sure why have the land developers changed their plans.
- \_\_\_\_\_ 2. Never in the world I believed that this would happen.
- \_\_\_\_\_ 3. The day might have been a little more enjoyable had the sun been out a little more.
- \_\_\_\_\_ 4. Only once did the judge take the defense lawyer's suggestion.
- \_\_\_\_\_ 5. Down the hall to the left the offices are that need to be painted.
- \_\_\_\_\_ 6. Did the scientist explain what he put in the beaker?
- \_\_\_\_\_ 7. Hardly ever it snows in this section of the country.
- \_\_\_\_\_ 8. Elijah scored more points in yesterday's basketball final than had any other player in history.
- \_\_\_\_\_ 9. In the state of California, earthquakes occur regularly.
- \_\_\_\_\_ 10. He should ever call again, please tell him that I am not at home.

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

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

*Structure and Written Expression*

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

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

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

*Structure and Written Expression*

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



## THE WRITTEN EXPRESSION QUESTIONS

Questions 16 through 40 in the Structure and Written Expression section of the TOEFL test examine your knowledge of the correct way to express yourself in English writing. Each question in this section consists of one sentence in which four words or groups of words have been underlined. You must choose the letter of the word or group of words that is *not* correct.

### Example I

The final delivery of the day is the importantest.

A                      B    C                      D

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

### Example II

The books that I read was interesting.

A    B    C                      D

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

### STRATEGIES FOR THE WRITTEN EXPRESSION QUESTIONS

1. **First look at the underlined word or groups of words.** You want to see if you can spot which of the four answer choices is not correct.
2. **If you have been unable to find the error by looking only at the four underlined expressions, then read the complete sentence.** Often an underlined expression is incorrect because of something in another part of the sentence.
3. **Never leave any answers blank.** Be sure to answer each question even if you are unsure of the correct response.

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

## PROBLEMS WITH SUBJECT/VERB AGREEMENT

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

The boy walks to school.

The boys walk to school.

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

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

### SKILL 18 MAKE VERBS AGREE AFTER PREPOSITIONAL PHRASES

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

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

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

(\* indicates an error)

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

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

SUBJECT / VERB AGREEMENT AFTER PREPOSITIONAL PHRASES		
S	<div style="border: 1px solid black; padding: 5px; display: inline-block;">                     (prepositional phrase)                 </div>	V
When a <i>prepositional phrase</i> come between the <i>subject</i> , and the verb), be sure that the verb agrees with subject		

## SKILL 19 MAKE VERBS AGREE AFTER EXPRESSIONS OF QUANTITY

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

All (of the *book*) was interesting.  
SINGULAR

All (of the *books*) were interesting.  
PLURAL

All (of the *information*) was interesting.  
UNCOUNTABLE

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

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

SUBJECT / VERB AGREEMENT AFTER EXPRESSIONS OF QUANTITY	
<div style="display: flex; align-items: center; justify-content: center;"> <div style="border-left: 1px solid black; border-right: 1px solid black; padding: 0 10px;"> <i>all</i> <i>most</i> <i>some</i> <i>half</i> </div> <div style="margin: 0 20px;">             OF THE (OBJECT)           </div> <div style="border-top: 1px solid black; border-bottom: 1px solid black; padding: 0 10px;">             V           </div> </div>	
When an expression of quantity is the subject, the verb agrees with the object	

## SKILL 20 MAKE INVERTED VERBS AGREE

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

(Behind the house) was\* the bicycles I wanted.

(Behind the houses) were\* the bicycle I wanted.

## Structure and Written Expression

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

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

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

## SKILL 21 MAKE VERBS AGREE AFTER CERTAIN WORDS

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

Everybody are going\* to the theater.

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

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

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

**EXERCISE**

Underline the subjects once and the verbs twice in each of the following sentences. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. The contracts signed by the company has been voided because some stipulations were not met.
- \_\_\_\_\_ 2. Ten miles beyond the river was the farmlands that they had purchased with their life savings.
- \_\_\_\_\_ 3. Each package that is not properly wrapped have to be returned to the sender.
- \_\_\_\_\_ 4. She would not have to enter the house through the bedroom window were the keys where they were supposed to be.
- \_\_\_\_\_ 5. The proposal brought so much new work to the partnership that there was not enough hours to complete all of it.
- \_\_\_\_\_ 6. The box of ribbons for the electric typewriter have been misplaced.
- \_\_\_\_\_ 7. It is disconcerting to believe that every possible candidate has been rejected for one reason or another.
- \_\_\_\_\_ 8. Only once have there been more excitement in this city about a sporting event.
- \_\_\_\_\_ 9. Bobby has a bigger bicycle than does the other children in the neighborhood.
- \_\_\_\_\_ 10. If nobody have bought that car from the dealer, then you should return and make another offer.

**TOEFL EXERCISE**

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

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

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

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

*Structure and Written Expression*

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

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

1. \_\_\_\_\_ several unsuccessful attempts, Robert Peary reached the North Pole on April 6, 1909.  
(A) After  
(B) He made  
(C) When  
(D) His
2. The musical instrument \_\_\_\_\_ is six feet long.  
(A) is called the bass  
(B) it is called the bass  
(C) called the bass  
(D) calls the bass
3. One problem with all languages \_\_\_\_\_ they are full of irregularities.  
(A) when  
(B) so  
(C) is that  
(D) in case
4. \_\_\_\_\_ of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently.  
(A) Psychological theories  
(B) Psychological theories have  
(C) Had psychological theories  
(D) Psychologists have theories
5. Hospital committees \_\_\_\_\_ spent weeks agonizing over which artificial kidney candidate would receive the treatments now find that the decision is out of their hands.  
(A) once  
(B) that once  
(C) have  
(D) once had

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

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

## PROBLEMS WITH PARALLEL STRUCTURE \_\_\_\_\_

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.

### Structure and Written Expression

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 22 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 eats *and* sleeps only when he takes a vacation.
- She invites us to her home *but* never talks with us.
- You can stay home *or* go to the movies with us.

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

- My boss is sincere *and* nice.
- The exam that he gave was short *but* difficult.
- Class can be interesting *or* boring.

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

- There are students in the classroom *and* in front of the building.
- The papers are on my desk *or* in the drawer.
- The checks will be ready not at noon *but* at 1:00.

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

- They are not interested in what you say *or* what you do.
- I am here because I have to be *and* because I want to be.
- Mr. Brown likes to go home early, *but* his wife prefers to stay late.

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

PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS			
(same structure)	<i>and</i> <i>but</i> <i>or</i>	(same structure)	
(same structure),	(same structure),	<i>and</i> <i>but</i> <i>or</i>	(same structure)



### SKILL 23 USE PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

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

- I know *both* where you went *and* what you did.
- Either* Mark *or* Sue has the book.
- The tickets are *neither* in my pocket *nor* in my purse.
- He is *not only* an excellent student *but also* an outstanding athlete.

The following is not parallel and must be corrected:

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

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

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

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

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

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

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

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

### SKILL 24 USE PARALLEL STRUCTURE WITH COMPARISONS

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

- My school is farther *than* your school.
- To be rich is better *than* to be poor.
- What is written is *more* easily understood *than* what is spoken.

*Structure and Written Expression*

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

Their car is *as big as* a small house.  
 Renting those apartments costs about *the same as* leasing them.  
 The work that I did is *similar to* the work that you did.

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

PARALLEL STRUCTURE WITH COMPARISONS		
(same structure)	More...than -er...than less...than as...as the same...as similar..to	(same structure)

**EXERCISE** Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. After retirement he plans on traveling to exotic locations, dine in the finest restaurants, and playing a lot of golf.
- \_\_\_\_\_ 2. She was both surprised by and pleased with the seminar.
- \_\_\_\_\_ 3. What came after the break was even more boring than had come before.
- \_\_\_\_\_ 4. He would find the missing keys neither under the bed or behind the sofa.
- \_\_\_\_\_ 5. Depending on the perspective of the viewer, the film was considered laudable, mediocrity, or horrendous.
- \_\_\_\_\_ 6. He exercised not only in the morning, but he also exercised every afternoon.
- \_\_\_\_\_ 7. Working four days per week is much more relaxing dian working five days per week.
- \_\_\_\_\_ 8. Sam is always good-natured, generous, and helps you.
- \_\_\_\_\_ 9. Either you have to finish the project, or the contract will be canceled.
- \_\_\_\_\_ 10. The courses that you are required to take are more important than the courses that you choose.

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

- |   |   |
|---|---|
| 1. Truman Capote's <i>In Cold Blood</i> is neither journalistically accurate_____<br>(A) a piece of fiction<br>(B) nor a fictitious work<br>(C) or written in a fictitious way<br>(D) nor completely fictitious | 3. A baby's development is influenced by both heredity and_____<br>(A) by environmental factors<br>(B) environmentally<br>(C) the influence of the environment<br>(D) environment |
| 2. Vitamin C is necessary for the prevention and_____of scurvy.<br>(A) it cures<br>(B) cures<br>(C) cure<br>(D) for curing  | 4. Because bone loss occurs earlier in women than_____, the effects of osteoporosis are more apparent in women.<br>(A) men do<br>(B) in men<br>(C) as men<br>(D) similar to men   |



### Structure and Written Expression

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

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

## PROBLEMS WITH COMPARATIVES AND SUPERLATIVES

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

### SKILL 25 FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

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

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

Bob is taller *than* Ron.  
Sally is *more* beautiful than Sharon.

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

Bob is *the* tallest man *in* the room.  
Sally is *the most* beautiful of all the women at the party.  
The spider over there is *the* largest one *that* I have ever seen.  
*The fastest* runner wins the race, (no *in*, *of*, or *that*)

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

THE FORM OF COMPARATIVES AND SUPERLATIVES	
COMPARATIVE	$\left[ \begin{array}{l} \text{more (long adjective)} \\ \text{(short adjective) + er} \end{array} \right]$ <span style="margin-left: 2em;"><i>than</i></span>
SUPERLATIVE	<span style="margin-right: 1em;"><i>the</i></span> $\left[ \begin{array}{l} \text{most (long adjective)} \\ \text{(short adjective) + est} \end{array} \right]$ <span style="margin-left: 2em;"><i>maybe in, of, that</i></span>

## SKILL 26 USE COMPARATIVES AND SUPERLATIVES CORRECTLY

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

The history class is *larger than* the math class.

Mary is *more intelligent than* Sue.

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

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

The history class is *the largest* in the school.

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

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

The following chart outlines the uses of comparatives and superlatives:

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

Structure and Written Expression

SKILL 27 USE THE IRREGULAR -ER, -ER STRUCTURE CORRECTLY

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

*The harder he tried, the further he fell behind.*

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

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

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

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

*The harder you work, the more you accomplish.*

*The greater the experience, the higher the salary.*

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

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

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



*Structure and Written Expression*

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

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

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

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

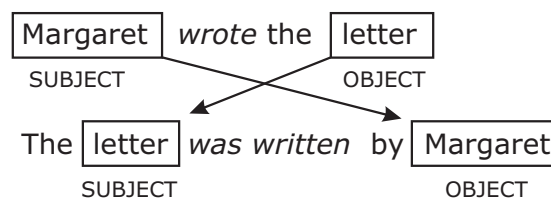
- \_\_\_\_\_ 4. The coyote is somewhat smaller in size that a timber wolf.  
A B C D
- \_\_\_\_\_ 5. The weather reports all showed that there were a tremendous storm front moving in.  
A B C D
- \_\_\_\_\_ 6. Seldom cactus plants are found outside of North America.  
A B C D
- \_\_\_\_\_ 7. In a basketball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



## PROBLEMS WITH PASSIVE VERBS

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

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



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

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

The letter was written yesterday *by Margaret*.

The letter was written yesterday.

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

## SKILL 28 USE THE CORRECT FORM OF THE PASSIVE

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

The portrait *was painting\** by a famous artist.

The project *will finished\** by Tim.

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

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

THE FORM OF THE PASSIVE	
	BE + pas participle (BY + object)

## SKILL 29 RECOGNIZE ACTIVE AND PASSIVE MEANINGS

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

We mailed *the package* at the post office.

The letter was mailed *by us* today before noon.

The letter was mailed today before noon.

The letter mailed\* today before noon.

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

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

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

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

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

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

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

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

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





## Structure and Written Expression

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

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

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

### SKILL 31 DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUNS

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

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

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

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

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

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

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

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

KEYWORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS				
For Countable Nouns	<i>many</i>	<i>number</i>	<i>few</i>	<i>fewer</i>
For Uncountable Nouns	<i>much</i>	<i>amount</i>	<i>little</i>	<i>les</i>

### SKILL 32 RECOGNIZE IRREGULAR PLURALS OF NOUNS

Many nouns in English have irregular plurals, and these irregular forms can cause confusion in the Written Expression section of the TOEFL test. The irregular forms that are the most problematic are plural forms that do not end in *s*.

Different *criteria* was\* used to evaluate the performers.

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

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

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

### SKILL 33 DISTINGUISH THE PERSON FROM THE THING

Nouns in English can refer to persons or things. Sometimes in the Written Expression section of the TOEFL test, the person is used in place of the thing, or the thing is used in place of the person.

Ralph Nader is an *authorization*\* in the field of consumer affairs.  
There are many job opportunities in *accountant*\*.

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

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

PERSON OR THING*
<ol style="list-style-type: none"> <li>1. It is common to confuse a person with a thing in the written Expression section of the TOEFL test.</li> <li>2. This type of question generally appears near the end of the written Expression section</li> </ol>

*Structure and Written Expression*

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

- \_\_\_\_\_ 1. The professor does not give many exam in chemistry class, but the ones she gives are difficult.
- \_\_\_\_\_ 2. His thesis includes an analyses of the hypotheses.
- \_\_\_\_\_ 3. It was his dream to be a musical in the New York Philharmonic.
- \_\_\_\_\_ 4. For the reception, the caterers prepared a large amount of food to serve a large number of people.
- \_\_\_\_\_ 5. Many job opportunities exist in the field of nurse if you will accept a low-paying position.
- \_\_\_\_\_ 6. For each business trip you make, you can choose from many different airlines.
- \_\_\_\_\_ 7. The stimulus for his career change is his acknowledgment that he is in a dead-end job.
- \_\_\_\_\_ 8. She wants to undergo a series of treatments, but she thinks it costs a little too much money.
- \_\_\_\_\_ 9. The television producer that was shown last night on the CBS network from 9:00 to 11:00 was one of the best shows of the season.
- \_\_\_\_\_ 10. Various sight-seeing excursion were available from the tourist agency.







## PROBLEMS WITH PRONOUNS

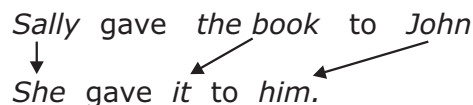
Pronouns are words, such as *he*, *she*, or *it*, that take the place of nouns. When you see a pronoun in the Written Expression section of the TOEFL test, you need to check that it serves the correct function in the sentence (as a subject or object, for example) and that it agrees with the noun it is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

### SKILL 34 DISTINGUISH SUBJECT AND OBJECT PRONOUNS

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

SUBJECT	OBJECT
<i>I</i>	<i>me</i>
<i>you</i>	<i>you</i>
<i>he</i>	<i>him</i>
<i>she</i>	<i>her</i>
<i>it</i>	<i>it</i>
<i>we</i>	<i>us</i>
<i>they</i>	<i>them</i>

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

*Sally gave the book to John*  
  
*She gave it to him.*

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

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

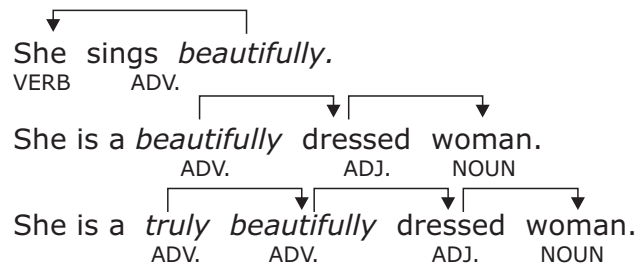
*Him\** and the girl are going shopping.

The gift was intended for you and *I\**.

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

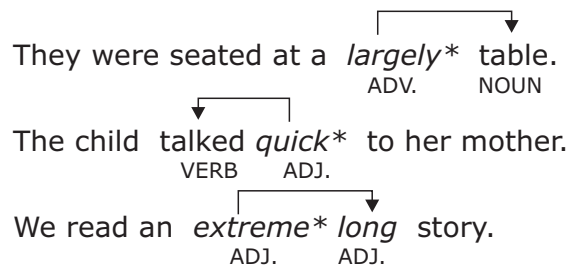


Adverbs do three different things. They describe verbs, adjectives, or other adverbs.



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

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



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

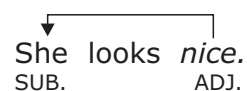
### SKILL 36 USE ADJECTIVES AFTER LINKING VERBS

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



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

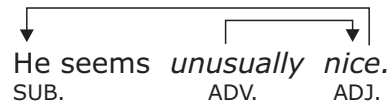
However, you must be very careful if the verb is a *linking* verb. A *linking* verb is followed by an adjective rather than an adverb.



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

### Structure and Written Expression

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



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

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

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

## SKILL 37 POSITION ADJECTIVES AND ADVERBS CORRECTLY

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

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

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

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

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

He has taken *recently*\* an English course.  
                   ADV.                   OBJECT

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

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

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

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

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

**EXERCISE (Skills 35-37):** Circle the adjectives and adverbs in the following sentences. Draw arrows to the words they describe. Then, indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. They were unable to see where their friends were sitting in the theater because of the lights dim.
- \_\_\_\_\_ 2. After the comprehensive exam, she looked exhaustedly by the experience.
- \_\_\_\_\_ 3. The project was remarkable close to being finished.
- \_\_\_\_\_ 4. Mark always does his homework careful.

*Structure and Written Expression*

- \_\_\_ 5. The program proved far more interesting than I had imagined it would be.
- \_\_\_ 6. The student had attended regularly all the lectures in the series.
- \_\_\_ 7. The patient became healthy after the operation.
- \_\_\_ 8. The grandparents speak proudly about all their offspring.
- \_\_\_ 9. The manager seemed certain that the project would be finished under budget.
- \_\_\_ 10. The firefighters worked feverishly, and they put out immediately the fire.

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

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





## MORE PROBLEMS WITH DJECTIVES

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

### SKILL 38 RECOGNIZE *-LY* ADJECTIVES

Generally when a word ends in *-ly* in English, it is an adverb. However, there are a few words ending in *-ly* that are adjectives, and these *-ly* adjectives can cause confusion in the Written Expression section of the TOEFL test.

The manager turned in his *weekly* report.  
ADJ. NOUN

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

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

<b>-LY ADJECTIVES</b>				
costly	likely	daily	quarterly	northerly
early	lively	hourly	weekly	easterly
freindly	lonely	monthly	yerly	southerly
kindly	manly	nightly	lovely	westerly

### SKILL 39 USE PREDICATE ADJECTIVES CORRECTLY

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

The snake on the rock was *alive*.

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

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

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

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

### SKILL 40 USE -ED AND -ING ADJECTIVES CORRECTLY

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

The woman *cleans* the car.  
VERB

The *cleaning* woman worked on the car.  
ADJECTIVE

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

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

Verbal adjectives ending in *-ed* and *-ing* can be confused in the Written Expression section of the TOEFL test.

The *cleaning\** car...

The *cleaned\** woman ...

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

*Structure and Written Expression*

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

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

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

- \_\_\_\_\_ 1. As the only major American river that flowed in a west direction, the Ohio was the preferred route for settlers.  
A B C D
- \_\_\_\_\_ 2. During the annually salmon migration from the sea to fresh water, Alaska's McNeil River becomes a gathering place for brown bears waiting eagerly to catch their fill.  
A B C D
- \_\_\_\_\_ 3. Edelman stresses the mounting evidence showing that greatly variation on a microscopic scale is likely.  
A B C D
- \_\_\_\_\_ 4. Perhaps the most welcoming and friendly of the park's wild places is the live oak forest that surrounds the district's alone visitors' center in Gulf Breeze.  
A B C D
- \_\_\_\_\_ 5. Halley's comet, viewing through a telescope, was quite impressive.  
A B C D
- \_\_\_\_\_ 6. The state of deep asleep is characterized by rapid eye movement, or REM, sleep.  
A B C D
- \_\_\_\_\_ 7. Among the disputing sections of the Monteverdi opera are the sinfonia, the prologue, and the role of Ottone.  
A B C D
- \_\_\_\_\_ 8. Most probably because of the likable rapport between anchors, the night newscast on the local ABC affiliate has recently moved well beyond its competitors in the ratings battle.  
A B C D

\_\_\_\_\_ 9. Signing at the outset of a business deal, a contract offers the participants a certain  
A B C  
degree of legal protection from costly mistakes.  
D

\_\_\_\_\_ 10. The story presented by Fischer is a headlong tale told so effectively that  
A B  
its momentum carries the reader right through the live endnotes.  
C D

**TOEFL REVIEW EXERCISE (Skills 1-40):** Choose the letter of the word or group of words that best completes the sentence.

1. During the early nineteenth century, the Spanish missions in Alta, California \_\_\_\_\_ to be an integral part of the economy and productive capacity of the region.

- (A) proved
- (B) they proved
- (C) they proved it
- (D) proved it

2. Still other hurdles remain before \_\_\_\_\_ suitable for private cars.

- (A) fuel cells
- (B) become
- (C) fuel cells become
- (D) that fuel cells become

3. The daughters of Joseph LaFlesche were born into the generation of Omaha forced to abandon tribal traditions, \_\_\_\_\_ on the reservation, and to adapt to the white man's ways.

- (A) they matured
- (B) to mature
- (C) maturing
- (D) to maturity

4. Among the most revealing aspects of mining towns \_\_\_\_\_ their paucity of public open space.

- (A) was
- (B) were
- (C) it was
- (D) so

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

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

\_\_\_\_\_ 6. One of the early orders of marine mammals, manatees have evolved more  
A B  
than fifty million years ago from land animals.  
C D

\_\_\_\_\_ 7. Dolphins and chimps are like in that they have been shown to have language skills.  
A B C D

\_\_\_\_\_ 8. In the appendix at the end of the chapter are the instructions to be used for the  
A B C  
completion correct of the form.  
D

## PROBLEMS WITH PREPOSITIONS

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

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

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

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

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

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

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

### SKILL 41 RECOGNIZE INCORRECT PREPOSITIONS

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

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

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

### SKILL 42 RECOGNIZE WHEN PREPOSITIONS HAVE BEEN OMITTED

Sometimes a necessary preposition has been omitted from a sentence in the Written Expression section of the TOEFL test.

Can you *wait*\* me after the game?  
I *plan*\* attending the meeting.

The first example is incorrect because it is necessary to say *wait for me*. The second example is incorrect because it is necessary to say *plan on attending*.







## Reading Comprehension No. 7-11

Nama : veronika trimar dani

Kelas : ik3sp

7. A

8. A

9. A

10. B

11. A

NAMA : SUCI MEILINDA

KELAS : IK3SP

NIM : 191910009

7. (B) energy waste

8. (D) it reduces the weight of the carcass

9. (A) a refrigerator for the animal body

10. (C) carcass chilling

11. (D) removing only the edible muscle and fat prerigor