



# **An Introduction to Essay Writing**

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## **Contents:**

**An introduction to grammar**

**Writing a paragraph**

# An Introduction to English Grammar

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

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

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



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

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

### Example 1 from the Paper and Computer TOEFL® Tests

\_\_\_\_\_ 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 contains the singular subject *traffic* that agrees with the singular verb *was*. Answer (A), *yesterday*, and answer (B), *in the morning*, are not subjects, so they are not correct. Although answer (D), *cars*, could be a subject, it is not correct because *cars* is plural and it does not agree with the singular verb *was*.

### Example 2 from the Paper and Computer TOEFL® Tests

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 3 from the Paper and Computer TOEFL® Tests

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:

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

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

- I 1. Last week went fishing for trout at the nearby mountain lake.
- C 2. A schedule of the day's events can be obtained at the front desk.
- \_\_\_ 3. A job on the day shift or the night shift at the plant available.
- \_\_\_ 4. The new computer program has provides a variety of helpful applications.
- \_\_\_ 5. The box can be opened only with a special screwdriver.
- \_\_\_ 6. The assigned text for history class it contains more than twenty chapters.
- \_\_\_ 7. The papers in the wastebasket should be emptied into the trash can outside.
- \_\_\_ 8. Departure before dawn on a boat in the middle of the harbor.
- \_\_\_ 9. Yesterday found an interesting article on pollution.
- \_\_\_ 10. The new machine is processes 50 percent more than the previous machine.

## SKILL 2: BE CAREFUL OF OBJECTS OF PREPOSITIONS

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

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

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

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

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



With his friend b found the movie theater.

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

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

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

**OBJECTS OF PREPOSITIONS**

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

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

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

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

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

### SKILL 3: BE CAREFUL OF APPOSITIVES

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

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

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

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

**Example 1 from the Paper and Computer TOEFL® Tests**



\_\_\_, 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 2 from the Paper and Computer TOEFL® Tests**



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

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

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

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

APPOSITIVES			
An <i>appositive</i> 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 <i>appositive</i> , it is not the <i>subject</i> . The following appositive structures are both possible in English:			
S, <b>Tom,</b>	APP, <b>a really good mechanic,</b>	V <b>is fixing</b>	<b>the car.</b>
	APP, <b>A really good mechanic,</b>	S <b>Tom</b>	V <b>is fixing</b> <b>the car.</b>

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

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

## SKILL 4: BE CAREFUL OF PRESENT PARTICIPLES

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

The man 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 structure questions on the TOEFL test.

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



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

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

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

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

### PRESENT PARTICIPLES

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

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



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

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

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

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

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

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

**PAST PARTICIPLES**

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

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

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

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



- \_\_\_\_\_ 8. The courses are listed on the second page of the brochure have several prerequisites.
- \_\_\_\_\_ 9. All the tenants were invited to the Independence Day barbecue at the apartment complex.
- \_\_\_\_\_ 10. Any bills paid by the first of the month will be credited to your account by the next day.

**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. | 2. _____ Biloxi received its name from a Sioux word meaning "first people." |
| (A) it flowed   | (A) The city of   |
| (B) flows   | (B) Located in  |
| (C) flowing   | (C) It is in  |
| (D) with flowing water                                      | (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 (,).

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

Example from the Paper and Computer TOEFL® Tests  

A power failure occurred, \_\_\_\_\_ the lamps went out.

- (A) then
- (B) so
- (C) later
- (D) next

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

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

COORDINATE CONNECTORS				
<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>she wanted to cry.</i>	

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

C 1. The software should be used on a laptop computer, (and) this computer is a laptop.

I 2. The rain clouds can be seen in the distance, (but) no has fallen.

\_\_\_ 3. They are trying to sell their house, it has been on the market for two months.

\_\_\_ 4. So the quality of the print was not good, I changed the typewriter ribbon.

\_\_\_ 5. The lifeguard will warn you about the riptides, or she may require you to get out of the water.

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

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

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

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

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 structure questions on the TOEFL test.

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



\_\_\_\_\_ 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>	<u><i>inasmuch as</i></u>	
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>		

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

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

## SKILL 8: USE OTHER ADVERB CONNECTORS CORRECTLY

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

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

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

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

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

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



You will get a good grade on the exam provided \_\_\_\_\_.

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

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

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

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

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

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

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

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

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

- 1. The president of the United States appoints the cabinet members, \_\_\_\_ appointments are subject to Senate approval.
  - (A) their
  - (B) with their
  - (C) because their
  - (D) but their
- 2. The prisoners were prevented from speaking to reporters because \_\_\_\_\_.
  - (A) not wanting the story in the papers
  - (B) the story in the papers the superintendent did not want
  - (C) the public to hear the story
  - (D) the superintendent did not want the story in the papers
- 3. Like Thomas Berger's fictional character *Little Big Man*, Lauderdale managed to find himself where \_\_\_\_ of important events took place.
  - (A) it was an extraordinary number
  - (B) there was an extraordinary number
  - (C) an extraordinary number
  - (D) an extraordinary number existed
- 4. \_\_\_\_ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.
  - (A) Pumps have
  - (B) As pumps have
  - (C) So pumps have
  - (D) With pumps



5. Case studies are the target of much skepticism in the scientific community, \_\_\_\_\_ used extensively by numerous researchers.
- (A) they are  
(B) are  
(C) yet they  
(D) yet they are
6. According to the hypothesis in the study, the monarchs pick up the magnetic field of the \_\_\_\_\_ migrate by following magnetic fields.
- (A) target monarchs  
(B) target since monarchs  
(C) target since monarchs are  
(D) target
7. \_\_\_\_\_ show the relations among neurons, they do not preclude the possibility that other aspects are important.
- (A) Neural theories  
(B) A neural theory  
(C) Although neural theories  
(D) However neural theories
8. \_\_\_\_\_ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and homeowner'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 graphics 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 structure questions on the TOEFL test.

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

\_\_\_\_\_ 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>
NOUN CLAUSE AS OBJECT			
S	V	noun connector	S V
<i>I know</i>		<i>what</i>	<i>you did.</i>
NOUN CLAUSE AS SUBJECT			
noun connector	S	V	V
<i>What</i>	<i>you did</i>		<i>was wrong.</i>

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

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

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

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

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

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

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

\_\_\_\_\_ 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.

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

NOUN CLAUSE CONNECTOR/SUBJECTS			
<i>who</i> <i>whoever</i>	<i>what</i> <i>whatever</i>	<i>which</i> <i>whichever</i>	
NOUN CLAUSE AS OBJECT			
S	V	<div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">noun connector/subject</div>	V
<i>I know</i>		<i>what</i>	<i>happened.</i>
NOUN CLAUSE AS SUBJECT			
	<div style="border: 1px solid black; border-radius: 10px; padding: 2px 10px; display: inline-block;">noun connector/subject</div>	V	V
	<i>What</i>	<i>happened</i>	<i>was great.</i>

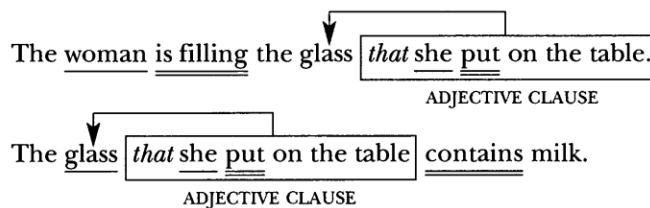
**EXERCISE 10:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

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

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

## SKILL II: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

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



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

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

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

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



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:

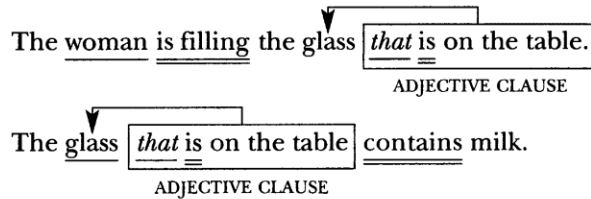
ADJECTIVE CLAUSE CONNECTORS		
<i>whom</i> (for people)	<i>which</i> (for things)	<i>that</i> (for people or things)
S V	adjective connector	S V
<i>I liked the book</i>	<i>which</i>	<i>you recommended.</i>
S	adjective connector	S V V
<i>The book</i>	<i>which</i>	<i>you recommended was interesting.</i>
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 structure questions on the TOEFL test.		

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

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

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



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



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

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

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

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

\_\_\_\_\_ 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:

ADJECTIVE CLAUSE CONNECTOR/SUBJECTS		
<i>who</i> (for people)	<i>which</i> (for things)	<i>that</i> (for people or things)
S	V	(adjective connector/subject) V
<i>She needs a secretary</i>	<i>who</i>	<i>types fast.</i>
S	(adjective connector/subject)	V V
<i>A secretary</i>	<i>who</i>	<i>types fast is invaluable.</i>



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

- C 1. The ice cream that is served in the restaurant has a smooth, creamy texture.
- I 2. The cars are trying to enter the freeway system are lined up for blocks.
- \_\_\_ 3. I have great respect for everyone who on the Dean's List.
- \_\_\_ 4. It is going to be very difficult to work with the man which just began working here.
- \_\_\_ 5. The door that leads to the vault it was tightly locked.
- \_\_\_ 6. The neighbors reported the man who was trying to break into the car to the police.
- \_\_\_ 7. These plants can only survive in an environment is extremely humid.
- \_\_\_ 8. The boss meets with any production workers who they have surpassed their quotas.
- \_\_\_ 9. The salesclerk ran after the woman who had left her credit card in the store.
- \_\_\_ 10. The shoes which matched the dress that was on sale.

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

## PROBLEMS WITH SUBJECT/VERB AGREEMENT \_\_\_\_\_

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

The boy walks to school.

The boys walk to school.

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

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

### SKILL 20: MAKE VERBS AGREE AFTER PREPOSITIONAL PHRASES

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

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

SINGULAR

PLURAL

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

PLURAL

SINGULAR

(\* indicates an error)

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

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

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

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

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

## SKILL 21: MAKE VERBS AGREE AFTER EXPRESSIONS OF QUANTITY

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

All (of the *book*) was interesting.

SINGULAR

All (of the *books*) were interesting.


PLURAL

All (of the *information*) was interesting.

UNCOUNTABLE

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

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

SUBJECT/VERB AGREEMENT AFTER EXPRESSIONS OF QUANTITY	
$\left( \begin{array}{c} \text{all} \\ \text{most} \\ \text{some} \\ \text{half} \end{array} \right)$	OF THE (OBJECT) 
When an expression of quantity is the subject, the verb agrees with the object.	

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

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

## SKILL 22: MAKE INVERTED VERBS AGREE

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

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

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

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

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

SUBJECT/VERB AGREEMENT AFTER INVERTED VERBS	
<p>( question negative place condition (no if) comparison )</p>	<p>V      S</p>
<p>After question words, negative expressions, place expressions, conditions without <i>if</i>, and comparisons, the verb agrees with the subject, which may be after the verb.</p>	

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

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

### SKILL 23: MAKE VERBS AGREE AFTER CERTAIN WORDS

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

Everybody are going\* to the theater.

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

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

SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS				
These words or expressions are grammatically singular, so they take singular verbs:				
<i>anybody</i>	<i>everybody</i>	<i>nobody</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 23:** Each of the following sentences contains one of the words that are grammatically singular but have plural meanings. Underline these words once and underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

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









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

## **SKILL 24: USE PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS**

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

I need to talk to the manager *or* the assistant manager.  
She is not a teacher *but* a lawyer.  
You can choose from activities such as hiking *and* kayaking.

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

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

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

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

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

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

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

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

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

PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS			
(same structure)	and but or	(same structure)	
(same structure),	(same structure),	and but or	(same structure)

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

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

### SKILL 25: USE PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

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

I know both where you went and what you did.

Either 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			
<u>both</u> <u>either</u> <u>neither</u> <u>not only</u>	(same structure)	<u>and</u> <u>or</u> <u>nor</u> <u>but also</u>	(same structure)

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

- I 1. According to the syllabus, you can (either) write a paper (or) you can take an exam.
- C 2. It would be (both) noticed (and) appreciated if you could finish the work before you leave.
- \_\_\_ 3. She would like neither to see a movie or to go bowling.
- \_\_\_ 4. Either the manager or her assistant can help you with your refund.
- \_\_\_ 5. She wants not only to take a trip to Europe but she also would like to travel to Asia.
- \_\_\_ 6. He could correct neither what you said nor you wrote.
- \_\_\_ 7. Both the tailor or the laundress could fix the damage to the dress.
- \_\_\_ 8. He not only called the police department but also called the fire department.

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

## SKILL 26: USE PARALLEL STRUCTURE WITH COMPARISONS

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

My school is farther *than* your school.

To be rich is better *than* to be poor.

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

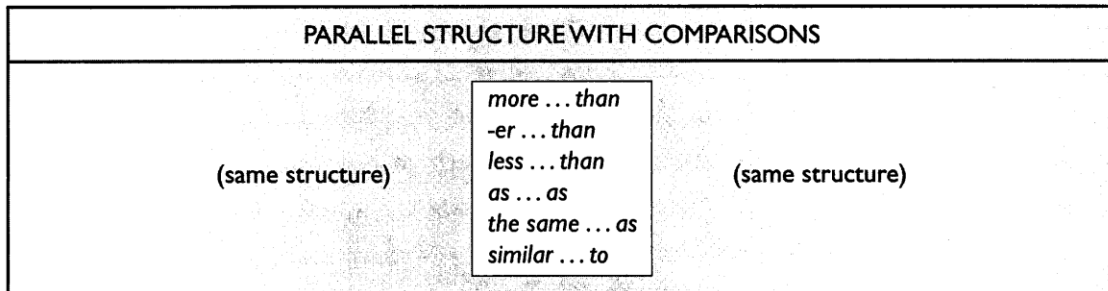
A comparison showing how two things are the same might contain *as... as* or expressions such as *the same as* or *similar to*.

Their car is as big *as* a small house.

Renting those apartments costs about *the same as* leasing them.

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

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



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

- C 1. His research for the thesis was (more useful than) hers.
- I 2. Dining in a restaurant is (more fun than) to eat at home.
- \_\_\_ 3. I want a new secretary who is as efficient as the previous one.
- \_\_\_ 4. What you do today should be the same as did yesterday.
- \_\_\_ 5. This lesson is more difficult than we had before.
- \_\_\_ 6. You have less homework than they do.

- \_\_\_ 7. What you do has more effect than what you say.
- \_\_\_ 8. Music in your country is quite similar to my country.
- \_\_\_ 9. The collection of foreign journals in the university library is more extensive than the high school library.
- \_\_\_ 10. How to buy a used car can be as difficult as buying a new car.

**EXERCISE (Skills 24–26):** Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

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

**TOEFL EXERCISE (Skills 24–26):** 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 ____. | 2. Vitamin C is necessary for the prevention and ____ of scurvy. |
| (A) a piece of fiction   | (A) it cures   |
| (B) nor a fictitious work  | (B) cures  |
| (C) or written in a fictitious way   | (C) cure   |
| (D) nor completely fictitious  | (D) for curing   |



3. A baby's development is influenced by both heredity and \_\_\_\_\_.  
 (A) by environmental factors  
 (B) environmentally  
 (C) the influence of the environment  
 (D) environment

4. Because bone loss occurs earlier in women than \_\_\_\_\_, the effects of osteoporosis are more apparent in women.  
 (A) men do  
 (B) in men  
 (C) as men  
 (D) similar to men

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

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

**TOEFL REVIEW EXERCISE (Skills 1–26):** Choose the letter of the word or group of words that best completes the sentence.

1. The growth of hair \_\_\_\_\_ cyclical process, with phases of activity and inactivity.  
 (A) it is  
 (B) is a  
 (C) which is  
 (D) a regular
2. The fire \_\_\_\_\_ to have started in the furnace under the house.  
 (A) is believed  
 (B) that is believed  
 (C) they believe  
 (D) that they believe
3. In Roman numerals, \_\_\_\_\_ symbols for numeric values.  
 (A) are letters of the alphabet  
 (B) letters of the alphabet are  
 (C) which uses letters of the alphabet  
 (D) in which letters of the alphabet are
4. The legal systems of most countries can be classified \_\_\_\_\_ common law or civil law.  
 (A) as either  
 (B) either as  
 (C) either to  
 (D) to either

5. One difference between mathematics and language is that mathematics is precise \_\_\_\_\_.

- (A) language is not
- (B) while language is not
- (C) but language not
- (D) while is language

6. Your criticism of the three short stories should not be less than 2,000 words, nor \_\_\_\_\_ more than 3,000.

- (A) should it be
- (B) it should be
- (C) it is
- (D) should be it

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, given an enlarged staff, and endow with clear-cut law-enforcement functions.

\_\_\_\_\_ 8. The General Sherman Tree, the largest of all the giant sequoias, are reputed to be the world's largest living thing.

\_\_\_\_\_ 9. The skeleton of a shark is made of cartilage rather than having bone.

\_\_\_\_\_ 10. At least one sample of each of the brands contains measurable amounts of aflatoxin, and there is three which exceed the maximum.

## PROBLEMS WITH COMPARATIVES AND SUPERLATIVES \_\_\_\_\_

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

### SKILL 27: FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

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

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

Bob is 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		<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <i>more</i> (long adjective)  <i>(short adjective) + er</i> </div>	<i>than</i>
SUPERLATIVE	<i>the</i>	<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <i>most</i> (long adjective)  <i>(short adjective) + est</i> </div>	maybe <i>in</i> , <i>of</i> , <i>that</i>

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

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

## SKILL 28: USE COMPARATIVES AND SUPERLATIVES CORRECTLY

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

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

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

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

The history class is the largest in the school.  
Mary is the most intelligent of all the students in the class.

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

The following chart outlines the uses of comparatives and superlatives:

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

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

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

#### **SKILL 40: DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUNS**

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

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

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

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

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

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

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

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

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

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

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

# Paragraph Writing





## What is a paragraph?

A paragraph is often defined as a group of related sentences about a single topic. The sentences of a paragraph explain the writer's main idea about the topic. A paragraph often is between five and ten sentences long. A paragraph is most often a part of a longer composition comprising of several paragraphs.

## Review of paragraph writing

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## What is a paragraph?

- ▶ A group of sentences
- ▶ A clear main idea
- ▶ Supporting information
- ▶ Part of a longer composition
- ▶ A miniature essay!



Read the text and answer the questions.

## What I Want to Learn

I really want to learn how to swim. To be honest, I am a little afraid of the water. I always feel like I might drown when I go in the water. If I learn to swim, the fear will go away. Also, everyone in my family and all my friends already know how to swim. If I learn to swim, I can have more fun with them at the beach or the pool. Finally, swimming is a great way to exercise. It will make my body strong and healthy. I hope to be a good swimmer someday soon.



1. Underline the topic sentence.
2. What is the paragraph mainly about?
  - a. Why the writer's family and friends like to swim
  - b. Why the writer wants to learn how to swim
  - c. Where the writer goes swimming

# PARTS OF THE PARAGRAPH

# PARTS OF THE PARAGRAPH

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A paragraph has three parts:

- ▶ Topic sentence
- ▶ Supporting details / Supporting sentences
- ▶ Closing Sentence / Concluding sentence

## TOPIC SENTENCE

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- ▶ It is the most important sentence in a paragraph.
- ▶ It includes what the paragraph is going to discuss.
- ▶ It is a complete sentence.
- ▶ It contains both a topic and a controlling idea.
- ▶ It is the most general statement in the paragraph.



# TOPIC SENTENCE

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The topic sentence states the main idea of the paragraph. It not only names the topic of the paragraph, but it also limits the topic to one specific area that can be discussed completely in the space of a single paragraph. The part of the topic sentence that announces the specific area to be discussed is called the controlling idea. Notice how the topic sentence of the model states both the topic and the controlling idea:

Gold, a precious metal, is prized for two important characteristics.

TOPIC

CONTROLLING IDEA

**Topic:** names the topic of the paragraph

**Controlling idea:** limits the topic to a specific area to be discussed in the space of a single paragraph.

# TOPIC SENTENCE

More Examples:

- ▶ Driving on freeways requires skill and alertness.

TOPIC

CONTROLLING IDEA

- ▶ Registering for college classes can be a frustrating experience for new students.

TOPIC

CONTROLLING IDEA

- ▶ The rise of indie films is due to several factors.

TOPIC

CONTROLLING IDEA

- ▶ Convenience foods are easy to prepare.

TOPIC

CONTROLLING IDEA

- ▶ Immigrants have contributed many delicious foods to US cuisine.

CONTROLLING IDEA

TOPIC



## A topic sentence

- It usually comes at the beginning of a paragraph.
- It tells the paragraph's topic.
- It gives an idea about what the paragraph will be about.



Write the correct topic sentence from the box above each outline.

- David Beckham is an English soccer player.
- Soccer is one of the world's most popular sports.
- People should play sports for many reasons.
- Ice hockey is very important to Canada.

Topic sentence:

---

---

Body:

- played in almost every country
- just need a ball, so easy and fun to play
- millions of people watch the World Cup

Topic sentence:

---

---

Body:

- can make friends
- learn about working with other people
- good exercise

Topic sentence:

---

---

Body:

- one of the most well-known soccer players
- played in England, Spain, Italy, and the U.S.
- has been in many advertisements
- wife was a member of the Spice Girls

Topic sentence:

---

---

Body:

- is Canada's national winter sport
- the sport that the most people watch and go to games for
- the sport that Canada has won the most international games in

You can write a topic sentence in the following ways.


**Write what you think or how you feel about the topic.**

*My Uncle Joe is the funniest person I know.*

**\* Try to write specific topic sentences.**

(okay) *I like my Uncle Joe.*


(better) *My Uncle Joe is the funniest person I know.*

 **Circle the better topic sentences.**

- a. My dog is my best friend.

b. My dog is nice.
- a. The *Harry Potter* books are great.

b. The *Harry Potter* books are fun for everyone.

 **Read the body sentences. Then, write topic sentences by saying what you think or how you feel.**

**Topic sentence:**

---

**Body sentences:**

- My apartment is safe.
- It is very clean.
- The neighbors are friendly.
- It is close to my school.

**Topic sentence:**

---

**Body sentences:**

- Superhero movies are entertaining.
- They teach us how to be good people.
- They have amazing special effects.
- Everyone can enjoy superhero movies.




**Write facts or information about the topic.**

*Michael Jackson was a famous American singer.*


**\* Try to write interesting topic sentences.**

(bad) *Michael Jackson sang and danced.*

(good) *Michael Jackson was a famous American singer.*

 **Circle the better topic sentences.**

1. a. *SpongeBob SquarePants* is on TV.  
b. *SpongeBob SquarePants* is a popular children's cartoon.
2. a. Harvard University is one of the best colleges in the world.  
b. Everybody knows Harvard University.

 **Read the body sentences. Then, write topic sentences by giving facts or information.**

**Topic sentence:**

---

**Body sentences:**

- Barack Obama was born in Hawaii in 1961.
- His father was from Nigeria, Africa.
- He went to Columbia University and Harvard Law School.
- He was elected U.S. president in 2008.

**Topic sentence:**

---

**Body sentences:**

- Hanbok is very colorful and bright.
- It has two parts, but men wear pants and women wear skirts.
- Long ago, Korean people wore hanbok every day.
- Today, people wear hanbok for special occasions like weddings and holidays.

## Don't

**Don't say something too obvious in the topic sentence.**

Bad: *Prince William is a person.*

Good: *Prince William is the future King of England.*

**Don't give too many details in the topic sentence.**

Bad: *My math teacher is so smart that he can do math problems quicker than a calculator.*

Good: *My math teacher is a genius.*

**Don't start the topic sentence with "This paragraph is about..." or "I will write about..."**

Bad: *This paragraph is about Christmas.*

Good: *Christmas is the best time of year.*

**Write if the given topic sentences are "Good" or "Bad."**

1. ( ) I will never forget my summer vacation in California.
2. ( ) I am going to write about my vacation.
3. ( ) I have cereal, eggs, bacon, and orange juice for breakfast and feel great.
4. ( ) It is important to have a good breakfast.
5. ( ) Seoul is a city.
6. ( ) I think Seoul is the best place to live in South Korea.

**Rewrite these bad topic sentences.**

1. **Topic sentence:** Pasta is food. (**Topic:** Pasta)

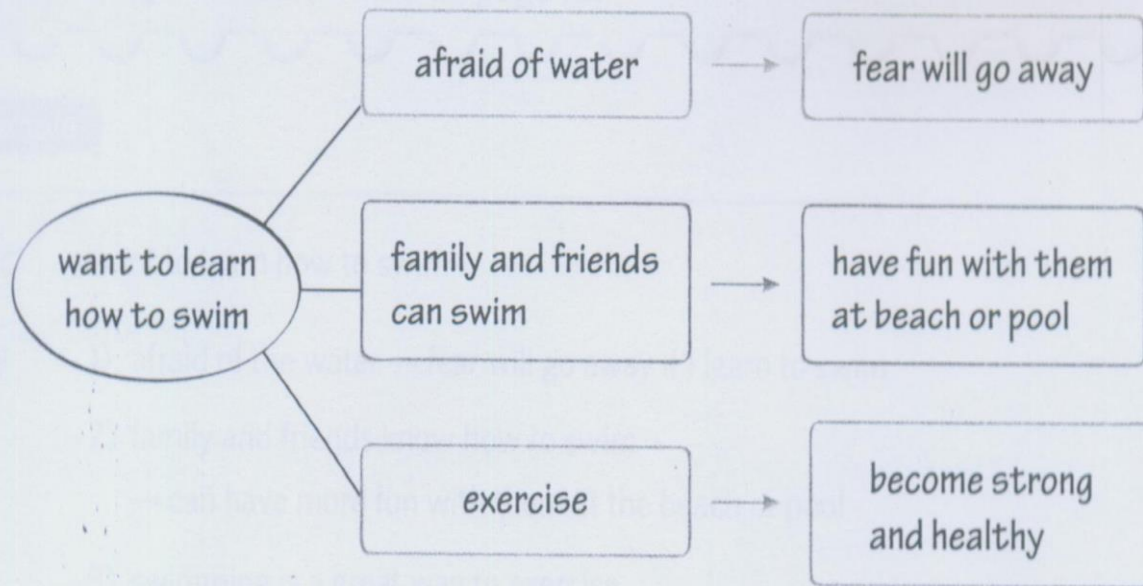
→ \_\_\_\_\_

2. **Topic sentence:** Yuna Kim is the most famous person in Korea because she won the Olympic gold medal in figure skating. (**Topic:** Yuna Kim)

→ \_\_\_\_\_

3. **Topic sentence:** This paragraph is about my best friend. (**Topic:** My best friend)

→ \_\_\_\_\_





# TOPIC SENTENCE

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## Exercise: Which of the following sentences is a good topic sentence?

- ▶ 1. The Arabic origin of many English words is not always obvious.
- ▶ 2. The slang expression *so long* (meaning "good-bye") is probably a corruption of the Arabic *salaam*.
- ▶ 3. English has been influenced by other languages.

1. It is a general statement that could serve as a topic sentence.
2. This sentence is *too specific*. It could serve as a supporting sentence but not as a topic sentence.
3. This sentence is *too general*.

# TOPIC SENTENCE

## ▶ What is the topic sentence?

-- Usually, it is the first sentence in a paragraph.

## ▶ What does it do?

-- It introduces the main idea of the paragraph.

## ▶ How do I write one?

-- Summarize the main idea of your paragraph. Indicate to the reader what your paragraph will be about.

### Example:

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

# SUPPORTING SENTENCE

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▶ Develops, explains and supports the main idea of the paragraph.

▶ Three common ways of developing a supporting sentence:

- ⊗ Giving details
- ⊗ Giving an explanation
- ⊗ Giving an example

# SUPPORTING SENTENCES

## ▶ What are supporting sentences?

-- They come after the topic sentence, making up the body of a paragraph.

## ▶ What do they do?

-- They give details to develop and support the main idea of the paragraph.

## ▶ How do I write them?

-- You should give supporting facts, details, and examples.

### Example:

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

### Paragraph A: Paragraph without Support

#### Red-Light Running

Although some people think that red-light running is a minor traffic violation that is no worse than jaywalking,<sup>1</sup> it can, in fact, become a deadly crime. Red-light runners cause accidents all the time. Sometimes people are seriously injured and even killed. It is especially a problem in rush hour traffic. Everyone is in a hurry to get home, so drivers run red lights everywhere. The police do not do much about it because they are too busy. The only time they pay attention is when there is an accident, and then it is too late. In conclusion, running a red light is a serious offense.

### Paragraph B: Paragraph with Support

#### Red-Light Running

<sup>1</sup>Although some people think red-light running is a minor traffic violation that is no worse than jaywalking, it can, in fact, become a deadly crime. <sup>2</sup>Red-light runners cause hundreds of accidents, including deaths and injuries as well as millions of dollars in damages. <sup>3</sup>Each year more than 900 people die, and nearly 200,000 are injured in crashes that involve red-light running. <sup>4</sup>Motorists run red lights all the time. <sup>5</sup>For example, in Fairfax, Virginia, a five-month-long survey at five busy intersections revealed that a motorist ran a red light every 20 minutes. <sup>6</sup>Red-light runners are seldom caught. <sup>7</sup>According to the Insurance Institute for Highway Safety, "Communities don't have the resources to allow police to patrol intersections as often as would be needed to ticket all motorists who run red lights".

Statistics

example

quotation





Underline the three main points in the paragraph below.

## Things to Do in Sydney

There are many things you can do in Sydney. You can spend the day at the Taronga Park Zoo. You can see animals like kangaroos and koalas there. In addition, you can go up Sydney Tower. It is the second tallest building in Australia. When you go to the top, it is really pretty to see all the city lights at night. You can visit the Sydney Opera House, too. It is a cool-looking building and you can enjoy puppet shows and concerts there. Sydney has a lot of fun things to see and do for everyone.



Use the paragraph above to fill in the outline below.

**Topic sentence:** There are many things you can do in Sydney.

**Body:**

• **main point 1:** spend the day at the Taronga Park Zoo

- **supporting details:** \_\_\_\_\_

• **main point 2:** \_\_\_\_\_

- **supporting details:** second tallest building in Australia  
pretty to see lights at night at the top

• **main point 3:** \_\_\_\_\_

- **supporting details:** \_\_\_\_\_

puppet shows and concerts



## The Usefulness of English

Learning English is useful. First, knowing English is helpful for traveling. Many people in the world speak English and most countries have English signs. Second, learning English will help my future. Third, I can make friends from different countries and we can learn about each other's cultures. They can teach me about holidays that Korea doesn't have. I can also teach them about Korean Thanksgiving and Lunar New Year. For all these reasons, I will work hard to improve my English.

1. Underline the three main points in the paragraph above.
2. Where would you put this sentence: "It will help me get into a good university and get a good job."? Draw  $\wedge$  and write it in the paragraph.

Use the paragraph above to fill in the outline below.

**Topic sentence:** Learning English is useful.

**Body:**

• **main point 1:** helpful for traveling

- **supporting details:** \_\_\_\_\_  
\_\_\_\_\_

• **main point 2:** \_\_\_\_\_

- **supporting details:** help me get into a good university and get a good job

• **main point 3:** make friends from different countries, learn about other cultures

- **supporting details:** \_\_\_\_\_  
\_\_\_\_\_

## Using transitions

Use transitions to organize your main points and supporting details.

*First, Second, Third,*

*First of all,*

*Lastly, Finally,*

*Also,\* In addition,*

*Moreover,*

*Furthermore,*

*Most of all,*

\* "Also" can be used within the sentence, too.

Write proper transitions in the paragraph.

### My Favorite Restaurant

Bob's Burgers is my favorite restaurant. \_\_\_\_\_ I like Bob's Burgers because it is close to my school. I often go there after my classes are over. \_\_\_\_\_ the food at Bob's Burgers is very delicious. I especially like their double-decker burger with pickles. Their French fries are very good, too. \_\_\_\_\_ Bob's Burgers is cheap. I can buy a whole meal for about five dollars. My friends and I love to go to Bob's Burgers.

## CONCLUDING SENTENCE

- ▶ It is usually the last sentence of the paragraph.
- ▶ It restates or sums up the main idea.
- ▶ It should not introduce a new point.
- ▶ It is used to finish the paragraph or to prepare the reader for the following paragraph.

The concluding sentence serves two purposes:

- 🌀 It signals the end of the paragraph.
- 🌀 It leaves the reader with the most important ideas to remember. It can do this in two ways: by summarizing the main points of paragraph or by repeating the topic sentence in a different way.

## CONCLUDING SENTENCE

### ▶ What is the closing sentence?

-- The closing sentence is the last sentence in a paragraph.

### ▶ What does it do?

-- It restates the main idea of your paragraph.

### ▶ How do I write one?

-- Restate the main idea of the paragraph using different words.

### Example:

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





## CONCLUDING SENTENCE

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A paragraph does not always need a concluding sentence. For single paragraphs, especially long ones, a concluding sentence is helpful to the reader because it is a reminder of the important points. However, a concluding sentence is not needed for every paragraph in a multi-paragraph essay.

## CONCLUDING SENTENCE

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**You may want to begin your concluding sentence with one of the signals in the following list:**

### End-of-Paragraph Signals Followed by a Comma

Finally,	Lastly,
In brief,	Therefore,
In conclusion,	Thus,
Indeed,	To sum up,
In short,	

### End-of-Paragraph Signals Not Followed by a Comma

The evidence suggests that . . .  
There can be no doubt that . . .  
These examples show that . . .  
We can see that . . .

# CONCLUDING SENTENCE

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## Notes

1. Many writing teachers think *In conclusion* and *In summary* are overused and so will not want you to use them.
2. Do not use the phrase *At last* as an end-of-paragraph signal. *At last* means "at the end of a long period of time," as in this sentence: *At last, you've come home.*

# Paragraph Organization

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## Topic sentence

A. Supporting idea1.

1.

2.

B. Supporting idea2.

1.

2.

C. Supporting idea3.

1.

2.

**Concluding sentence.**

## Exercise:

Check the structure of the following paragraph and identify the TS, SS and CS.

Through the centuries rats have managed to survive all our efforts to destroy them. We have poisoned them and trapped them. We have fumigated, flooded, and burned them. Some rats even survived atomic bomb tests conducted on Entwetokatoll in the Pacific after World War II. In spite of all our efforts, these enemies of ours continue to prove that they are the most indestructible of pests.



# Characteristics of a good paragraph

A good paragraph has:

- ▶ Unity
- ▶ Coherence
- ▶ Support
- ▶ Good Language

## 1. Unity

- ▶ One main idea
- ▶ Topic sentence
- ▶ Other sentences support

## 2. Coherence

- ▶ Well organized details
  - spatial
  - chronological
  - importance
  - logical
- ▶ A clear, sensible connection
- ▶ Linkers/ Connectors / Enumerators

# Linkers

## Cause & Effect

as a result  
because  
hence  
since  
so

## Importance

at first  
last  
least  
most important  
next

## Similarity

also  
another  
and  
in addition to  
like

## Difference

although  
but  
however  
instead  
though

## Place

above  
around  
behind  
here  
nearby

## Time

after  
before  
then  
when  
finally etc. . . .

# More Linkers

above all	further	of course
additionally	fortunately	on the contrary
although	in contrast	on the other hand
apart from	in other words	surely
besides	in this case	similarly
especially	in the same way	such
even	in spite of	thus
for example	Indeed	whereas etc . . .
for instance	more importantly	
furthermore	moreover	

## 3. Support

- ▶ Supporting ideas
- ▶ Explanation / Evidence
- ▶ Examples
- ▶ Details

## 4. Good language

- ▶ Grammatical accuracy
- ▶ Correct punctuation
- ▶ Apt vocabulary
- ▶ Variety of structures

To summarize, when writing a paragraph remember to check:

- ▶ Content
- ▶ Structure
- ▶ Form

### CONTENT

- ▶ Develop **only one** idea.
- ▶ Be coherent. This makes your paragraph easy to understand.
- ▶ Focus on the main idea.
- ▶ Elaborate and develop your topic sentence. This means that the topic should be explained in detail.
- ▶ Add explanations, details and examples to the supporting sentences.

## Structure

Make sure your paragraph has:

- ▶ One topic sentence.
- ▶ As many supporting sentences as you need.
- ▶ {A concluding sentence}.

## Form

Make sure your paragraph:

- ▶ Has a five-space **indentation**.
- ▶ There are no lines or blank spaces in between sentences.
- ▶ And that you:

Write clear and simple sentences

Check your spelling and grammar.

Indentation



# Types of Paragraphs

- ▶ **Descriptive** : to tell/ to describe
- ▶ **Narrative** : to express/ to entertain
- ▶ **Expository** : to inform/ to explain
- ▶ **Persuasive** : to influence / to persuade



# Process of writing

## Steps to write a good paragraph:

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- ▶ Brainstorming: think and write down the ideas about the topic
- ▶ Gathering : relevant information
- ▶ Organizing: meaningful sequence
- ▶ Writing the first/rough draft
- ▶ Editing: check, revise, refine
- ▶ Publishing: final version