



كلية الآداب بقنا



**ENGLISH COURSE**  
**FOR**  
**UNIVERSITY STUDENTS**

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**Contents:** listening section p. 3- 10

Structure Section p. 11- 108

Reading Section : p. 109-192

Writing Section: p. 193- 216

References: p. 2017

# LISTENING DIAGNOSTIC PRE-TEST (Paper) M

## SECTION 1 LISTENING COMPREHENSION

Time—approximately 35 minutes  
(including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.—

### Part A

Directions: In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

Sample Answer

On the recording, you hear:

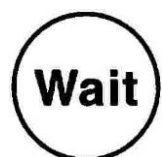
(A)  (B)  (C)  (D)

(man)            *That exam was just awful.*  
(woman)        *Oh, it could have been worse.*  
(narrator)      *What does the woman mean?*

In your test book, you read:

- (A) The exam was really awful.
- (B) It was the worst exam she had ever seen.
- (C) It couldn't have been more difficult.
- (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D).



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1. (A) The coffee is much better this morning.  
(B) The coffee tastes extremely good.  
(C) The coffee isn't very good.  
(D) This morning he definitely wants some coffee.
2. (A) The two classes meet in an hour and a half.  
(B) The class meets three hours per week.  
(C) Each half of the class is an hour long.  
(D) Two times a week the class meets for an hour.
3. (A) A few minutes ago, the flight departed.  
(B) The flight will start in a while.  
(C) They are frightened about the departure.  
(D) The plane is going to take off soon.
4. (A) He hasn't yet begun his project.  
(B) He's supposed to do his science project next week.  
(C) He needs to start working on changing the due date.  
(D) He's been working steadily on his science project.
5. (A) At the post office  
(B) In a florist shop  
(C) In a restaurant  
(D) In a hospital delivery room
6. (A) The professor drowned the cells in a lab.  
(B) The lecture was long and boring.  
(C) The professor divided the lecture into parts.  
(D) The biologist tried to sell the results of the experiment.
7. (A) She needs to get a driver's license.  
(B) Two pieces of identification are necessary.  
(C) The man should check to see if he needs credit.  
(D) A credit card can be used to get a driver's license.
8. (A) Housing within his budget is hard to locate.  
(B) It's hard to find his house in New York.  
(C) He can't afford to move his house to New York.  
(D) Housing in New York is unavailable.
9. (A) The boss was working on the reports.  
(B) He would have to finish the reports before the end of next month.  
(C) He was directed to stay late and finish some work.  
(D) He could finish the reports at home.
10. (A) The boisterous students made the teacher mad.  
(B) The teacher angered the students with the exam results.  
(C) The students were angry that the teacher was around.  
(D) The angered students complained to the teacher.
11. (A) The prices are reasonable.  
(B) The store is too far out of town.  
(C) He would like the woman to repeat what she said.  
(D) He agrees with the woman.
12. (A) It's rained unusually hard this year.  
(B) There hasn't been any rain for many years.  
(C) It's been many years since it rained.  
(D) He doesn't like rain.
13. (A) He needs to do a better job writing questions.  
(B) He certainly must make his writing better.  
(C) Without the questions, he cannot write the answers.  
(D) He needs to understand the written questions better.

**GO ON TO THE NEXT PAGE** 

14. (A) The agent was standing in line with his passport.  
 (B) The line to get new passports is very long.  
 (C) The woman must wait her turn to get her passport checked.  
 (D) He can check her passport instead of the agent.
15. (A) He couldn't finish closing the library book.  
 (B) He hadn't finished the library assignment, but he was close.  
 (C) He was working on the assignment when the library closed.  
 (D) His homework was incomplete because the library wasn't open.
16. (A) All the lawyer's preparation did no good.  
 (B) The lawyer prepared nothing for the case.  
 (C) It wasn't work for the lawyer to prepare for the case.  
 (D) The lawyer didn't work to prepare for the case.
17. (A) The history class begins next week.  
 (B) He thinks the papers should be turned in next week.  
 (C) He has already done the paper for next week.  
 (D) The papers are not due next week.
18. (A) He's not really happy,  
 (B) The contractor's work was satisfactory.  
 (C) He would rather work with the contractor himself.  
 (D) He was already contacted about the work.
19. (A) The man should try another type of paper.  
 (B) The man should locate a typist tomorrow morning.  
 (C) The man should make a tape in the morning.  
 (D) The man should complete the paper without help.
20. (A) She'd like some pie.  
 (B) It's easy to buy it.  
 (C) The task the man's working on isn't difficult.  
 (D) It's easier to prepare pie than do what the man is doing.
21. (A) He reported that the time for the budget meeting had been set.  
 (B) He is always late in submitting his accounting figures.  
 (C) He never manages to budget his time well.  
 (D) He is never too late in turning in his reports.
22. (A) The repairs that the mechanic had indicated were already made.  
 (B) The car is going to need a lot of repairs.  
 (C) Buying a new car would be quite expensive.  
 (D) The mechanic extended the repair warranty.
23. (A) Betty wrote the letter as directed.  
 (B) The directions were given to Betty in a letter.  
 (C) Betty will follow the instructions later.  
 (D) Betty worked exactly as instructed.
24. (A) Walter had a lack of success with his business.  
 (B) Walter failed in business.  
 (C) Walter's new company is doing rather well.  
 (D) Walter hoped to succeed in business.
25. (A) He should put the organ in the closet.  
 (B) The closet has already been organized.  
 (C) He needs to rearrange the closet.  
 (D) He wishes the closet were closer.
26. (A) She didn't do the work.  
 (B) She gave the assignment her best effort.  
 (C) She finished the assignment even though it was difficult.  
 (D) She gave the man a signal.

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27. (A) She said some terrible things.  
29. (A) The woman is more than a week late. (B) She didn't say anything nice.  
(B) The children would have wrecked the  
(C) She didn't have any nice things.  
house later.  
(D) She said really wonderful things.  
(C) The woman was so late that she was a

**Part B**

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28. (A) New employees are rarely initiated  
(D) He's glad that she was not  
any later into the company.  
(B) New workers don't generally  
undertake actions on their own.  
(C) New employees are initially rated.  
(D) It's rare for employees to make new  
suggestions.
30. (A) He had not gone to the store.  
(B) He was still at the market.  
(C) He was going to take care of the  
shopping.  
(D) He always went to the market.

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

31. (A) She's a senior.  
(B) She's a junior.  
(C) She's a transfer student.  
(D) She's a graduate student.
32. (A) How to transfer to a junior college  
(B) How to find his way around campus  
(C) What courses are required for a literature major  
(D) Who won the campus election
33. (A) Three  
(B) Five  
(C) Eight  
(D) Ten
34. (A) American literature  
(B) World literature  
(C) Literary analysis  
(D) Surveying
35. In a book  
From a television program  
During a trip that she took  
From a lecture
36. (A) To communicate with other dolphins  
(B) To recognize objects in the water  
(C) To learn human language  
(D) To express fear
37. (A) Five  
(B) Fifteen  
(C) Fifty  
(D) Five hundred
38. (A) It is limited.  
(B) It is greater than human intelligence.  
(C) It is less than previously thought.  
(D) We are beginning to learn how much they have.

## Part C

**Directions:** In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

(narrator) *Listen to an instructor talk to his class about painting.*

(man) *Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.*

Now listen to a sample question.

**Sample Answer**

(narrator) *What style of painting is known as American regionalist?*

(A)  (B)  (C)  (D)

- In your test book, you read:
- (A) Art from America's inner cities
  - (B)** Art from the central region of the United States
  - (C) Art from various urban areas in the United States
  - (D)** Art from rural sections of America

The best answer to the question, "What style of painting is known as American regionalist?" is **(D)**, "Art from rural sections of America." Therefore, the correct choice is **(D)**.

Now listen to another sample question.

**Sample Answer**

(narrator) *What is the name of Wood's most successful painting?*

(A)  (B)  (C)  (D)

- In your test book, you read:
- (A) "American Regionalist"
  - (B)** "The Family Farm in Iowa"
  - (C) "American Gothic"
  - (D)** "A Serious Couple"

The best answer to the question, "What is the name of Wood's most successful painting?" is **(C)**, "American Gothic." Therefore, the correct choice is **(C)**.

Remember, you are not allowed to take notes or write in your test book.



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39. (A) To protect its members  
(B) To save the natural environment  
(C) To honor the memory of John Muir  
(D) To improve San Francisco's natural beauty
40. (A) For less than a year  
(B) Only for a decade  
(C) For more than a century  
(D) For at least two centuries
41. (A) San Francisco  
(B) All fifty states  
(C) The Sierra Nevadas  
(D) The eastern United States
42. (A) All over the world  
(B) In the entire United States  
(C) Only in California  
(D) Only in the Sierra Nevadas
43. (A) Students signing up for athletic teams  
(B) Students going on a tour of a university campus  
(C) Students playing various sports  
(D) Students attending a university dedication ceremony
44. (A) Membership on an athletic team  
(B) Enrollment in an exercise class  
(C) A valid student identification card  
(D) Permission from a faculty member
45. (A) To the tennis courts  
(B) To the arena  
(C) To the gymnasium  
(D) To the Athletic Department office
46. (A) Go to the Art Center  
(B) Sign up for sports classes  
(C) Visit the exercise room  
(D) Watch a football game
47. (A) Science  
(B) Art  
(C) Literature  
(D) Music
48. (A) They are completely different.  
(B) They are somewhat similar but have an essential difference.  
(C) They are exactly the same in all respects.  
(D) They are unrelated.
49. (A) Objective  
(B) Idealistic  
(C) Philosophical  
(D) Environmental
50. (A) Heredity  
(B) Environment  
(C) Idealism  
(D) Natural laws

**SECTION TWO:**

# **STRUCTURE**

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

- *the types of questions*
- *the language skills tested*

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

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

#### PROCEDURES FOR THE STRUCTURE QUESTIONS (Paper TOEFL® Test and Computer TOEFL® Test) (e)8j IIIJ♦

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

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

## SENTENCES WITH ONE CLAUSE

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

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

**SKILL I: BE 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 { II 

\_\_\_\_\_ 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 — JIII]

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 { II 

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 *subject* and one *verb*.

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

1. Last week went fishing for trout at the nearby mountain lake.
- C 2. A schedule of the day's events 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     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.
- 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

## STRUCTURE

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

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

### APPOSITIVES

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

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

**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.
  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 [Ifij 

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.*

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

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

### SKILL 5: BE CAREFUL OF PAST PARTICIPLES

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

The family *has purchased* a television.

VERB

The poem *was written* by Paul.

VERB

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

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

The television *purchased* yesterday was expensive.

ADJECTIVE

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

ADJECTIVE

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

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

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

Example from the Paper and Computer TOEFL® Tests

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

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

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

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

### PAST PARTICIPLES

A *past participle* often ends in -ed, but there are also many irregular past participles. For many verbs, including -ed verbs, the *simple past* and the *past participle* are the same and can be easily confused.

The -ed form of the verb can be (1) the *simple past*, (2) the *past participle* of a verb, or (3) an *adjective*.

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

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

1. The money was offered by the client was not accepted.
- C 2. The car listed in the advertisement had already stalled.
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.

## STRUCTURE

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.

STRUCTURE QUESTIONS (Paper and Computer)

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) along  
(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

*and*                      *but*                      or                      *so*                      *yet*

S      V,                      (coordinate connector)      S      V  
*She laughed,*                      *but*                      *she wanted to cry.*

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

- C 1. The software should be used on a laptop computer,  this computer is a laptop.
- 2. The rain clouds can be seen in the distance,  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 [II], Q: flej

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

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

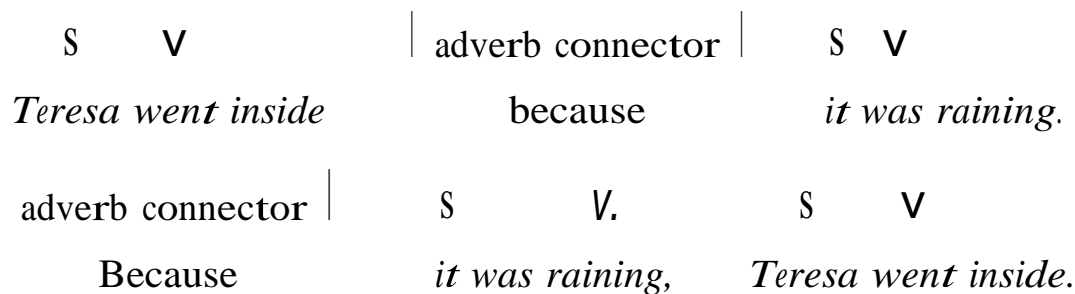
In this example you should recognize easily that there is a verb, *was*, that needs a subject. There is also another clause, *I missed the appointment*. If you choose answer (A) or answer (C), you will have a subject for the verb *was*, but you will not have a connector to join the two clauses. Because 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.

STRUCTURE

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

ADVERB TIME AND CAUSE CONNECTORS

	TIME			CAUSE	
<i>after</i>	<i>as soon as</i>	<i>once</i>	<i>when</i>	<i>as</i>	<i>now that</i>
<i>as</i>	<i>before</i>	<i>since</i>	<i>whenever</i>	<i>because</i>	<i>since</i>
<i>as long as</i>	<i>by the time</i>	<i>until</i>	<i>while</i>	<i>inasmuch as</i>	



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.
  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*.

STRUCTURE

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>although</i>	<i>as</i>	<i>where</i>
<i>in case</i>	<i>even though</i>	<i>in that</i>	<i>wherever</i>
<i>provided</i>	<i>though</i>		
<i>providing</i>	<i>while</i>		
<i>unless</i>	<i>whereas</i>		
<i>whether</i>			

S    V	(adverb connector)	S    V
<i>Bob went to school</i>	<i>even though</i>	<i>he felt sick.</i>
(adverb connector)	S    V,	S    V
<i>Even though</i>	<i>Bob felt sick,</i>	<i>he went to school.</i>

NOTE: A comma is often used in the middle of the sentence with a contrast connector.

*The Smith family arrived at 2:00, while the Jones family arrived an hour later.*

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 @ you lack experience as a teacher.
- 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.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. The president of the United States appoints the cabinet members, _____ appointments are subject to Senate approval.<br/>(A) their<br/>(B) with their<br/>(C) because their<br/>(D) but their</li> <li>2. The prisoners were prevented from speaking to reporters because _____<br/>(A) not wanting the story in the papers<br/>(B) the story in the papers the superintendent did not want<br/>(C) the public to hear the story<br/>(D) the superintendent did not want the story in the papers</li> </ol> | <ol style="list-style-type: none"> <li>3. Like Thomas Berger's fictional character <i>Little Big Man</i>, Lauderdale managed to find himself where _____ of important events took place.<br/>(A) it was an extraordinary number<br/>(B) there was an extraordinary number<br/>(C) an extraordinary number<br/>(D) an extraordinary number existed</li> <li>4. _____ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.<br/>(A) Pumps have<br/>(B) As pumps have<br/>(C) So pumps have<br/>(D) With pumps</li> </ol> |
|--|---|

STRUCTURE

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) III  
(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.

! know | *when* he will arrive.,

NOUN CLAUSE AS OBJECT OF VERB

! am concerned about | *when* he will arrive.,

NOUN CLAUSE AS OBJECT OF PREPOSITION

| *When he will arrive* | is not important.

NOUN CLAUSE AS SUBJECT

STRUCTURE

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

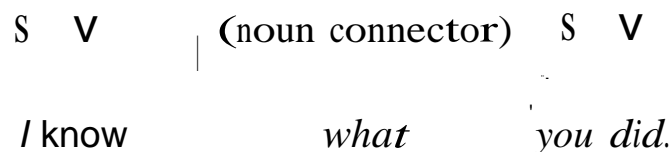
In this example there are two verbs, *was* and *caused*, and each of these verbs needs a subject. Answer (B) is wrong because *the driver* is one subject, and two subjects are needed. Answers (C) and (D) are incorrect because *there* and *because* are not subjects. The best answer is answer (A). If you 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:

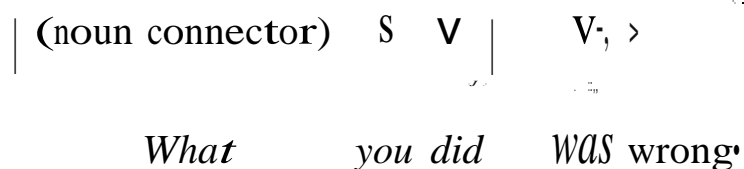
NOUN CLAUSE CONNECTORS

- *what, when, where, why, how*
- *whatever, whenever*
- *whether, if*
- *that*

NOUN CLAUSE AS OBJECT




NOUN CLAUSE AS SUBJECT





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.
  2. The manual,  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.

! do not know |*what is*| in the box.

NOUN CLAUSE AS OBJECT OF VERB

We are concerned about |*who will do the work.*|

NOUN CLAUSE AS OBJECT OF PREPOSITION

|*Whoever is coming to the party*| must bring a gift.

NOUN CLAUSE AS SUBJECT

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

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

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

STRUCTURE

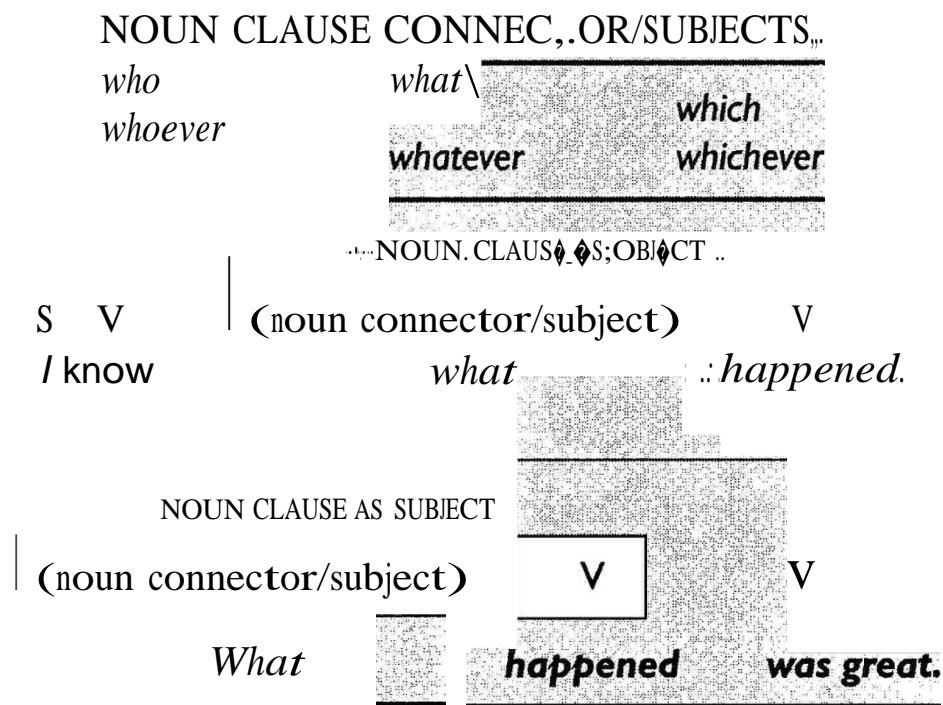
The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests (IJI Jlt!J

- \_\_\_\_\_ 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:



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 **?** able to respond to **(whatever)** was asked.,
- 2. You should find out **(which)** the best physics department.,
- 3. The employee was unhappy about what was added to his job description.

4. Whoever wants to take the desert tour during spring break signing up at the office.
5. The motorist was unable to discover who he had struck his car.



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

### SKILL 11: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

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

The woman is filling the glass *that*   on the table.

ADJECTIVE CLAUSE

The glass *that*   on the table contains milk.

ADJECTIVE CLAUSE

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.

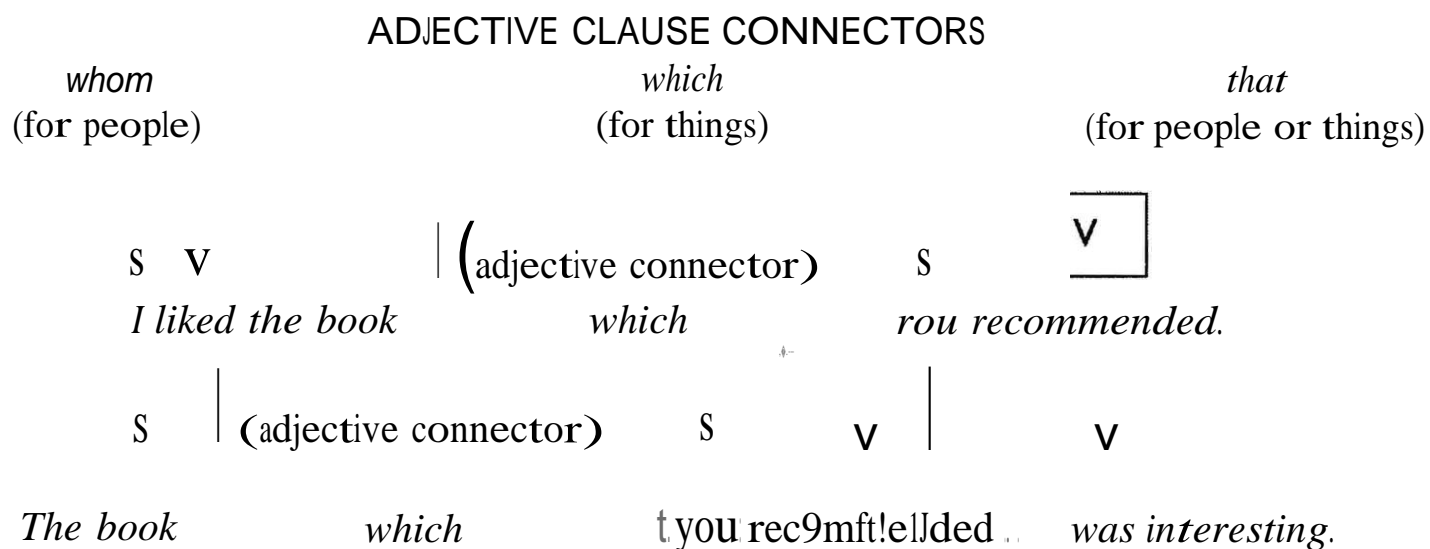
- (A) because
- (B) was
- (C) since
- (D) which we

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.

STRUCTURE

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



NOTE: The adjective connectors can be omitted. This omission is very common in spoken English or in casual written English. It is not as common in formal English or in the 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 you have been instructed.
  2. The car (which) 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.



The woman is filling the glass **!!!!** on the table.

ADJECTIVE CLAUSE

The glass **!!!!** on the table contains milk.

ADJECTIVE CLAUSE

In the first example there are two clauses: *woman* is the subject of the verb *isfilling*, 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.

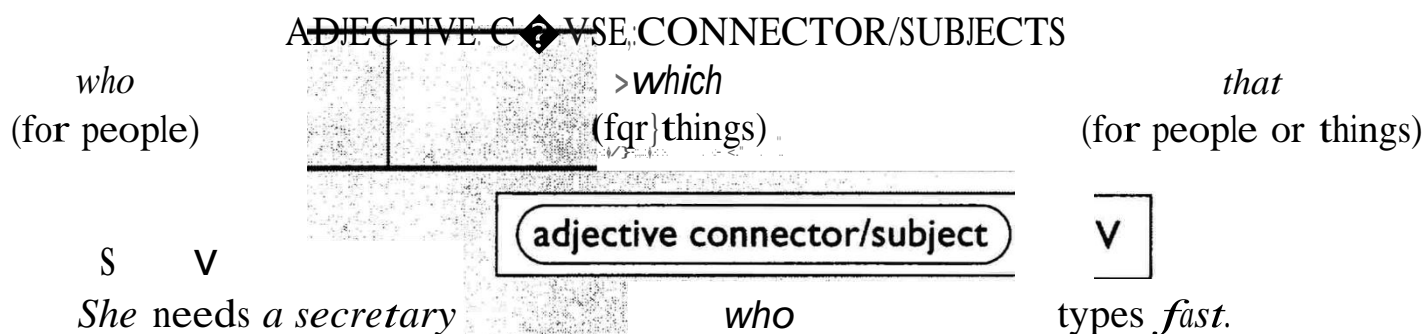
Example from the Paper and Computer TOEFL® Tests { II 


\_\_\_\_\_ 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:



S | (adjective connector/subject) V V  
*A secretary*  *types fast is invaluable.*

## STRUCTURE

**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 ? is served in the restaurant | has a smooth, creamy texture.
  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

## SENTENCES WITH INVERTED SUBJECTS AND VERBS

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

He can go to the movies.

Can he go to the movies?

You would tell me the truth.

Would you tell me the truth?

She was sick yesterday.

Was she sick yesterday?

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

He goes to the movies.

Does he go to the movies?

You told me the truth.

Did you tell me the truth?

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

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

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

*"That is the homework?*

*"Then can I leave?*

*"There are you going?*

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

I do not know *what* the homework is.

*"Then I can leave, I will take the first train.*

Do you know *where* you are going?

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

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

Example from the Paper and Computer TOEFL® Tests { II 

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

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

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

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

INVERTED SUBJECTS AND VERBS WITH QUESTION WORDS

*who*            *what*            *when*            *where*            *why*            *how*


When the question word introduces a question, the subject and verb *are* inverted.

(question word)    V    S    ?  
*What*                    *are they?*

When the question word connects two clauses, the subject and verb that follow *are not* inverted.

S    V            (question word)    S    V.  
*I know*                    *what*                    *they are.*

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

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



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

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

*Here* is the book that you lent me.

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

*Nowhere* have I seen such beautiful weather.

■ STRUCTURE QUESTIONS (Paper and Computer)  
237

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

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

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

*Around the corner* is Sam's house.

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

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

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

*In the forest* are many exotic birds.

*In the forest!* I walked for many hours.

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

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

Example from the Paper and Computer TOEFL® Tests (If1 , | .f.]

On the second level of the parking lot \_\_\_\_\_

- (A) is empty
- (B) are empty
- (C) some empty stalls are
- (D) are some empty stalls

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

## STRUCTURE

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

### INVERTED SUBJECTS AND VERBS WITH PLACE EXPRESSIONS

When a place expression at the front of the sentence is *necessary* to complete the sentence, the subject and verb that follow *are* inverted.

(PLACE (necessary))	V	S
<i>In the classroom</i>	<i>were</i>	<i>some old desks.</i>

When a place expression at the front of the sentence contains *extra* information that is *not* needed to complete the sentence, the subject and verb that follow *are not* inverted.

(PLACE (extra))	S	V
<i>In the classroom,</i>	<i>I</i>	<i>studied very hard.</i>

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

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

### SKILL 17: INVERT THE SUBJECT AND VERB WITH NEGATIVES

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

*Not once* did ! miss a question.

*Never* has Mr. Jones taken a vacation.

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

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

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

*Hardly ever* does he take time off.

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

*Only once* did the manager issue overtime paychecks.

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

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

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

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

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

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

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

Example from the Paper and Computer TOEFL® Tests (11, GqJ!)

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

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

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

## STRUCTURE

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


### INVERTED SUBJECTS AND VERBS WITH NEGATIVES

<i>no</i>	<i>not</i>	<i>never</i>	<i>neither</i>	<i>nor</i>	
<i>barely</i>	<i>hardly</i>	<i>only</i>	<i>rarely</i>	<i>scarcely</i>	<i>seldom</i>

When a negative expression appears *in front of* a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb *are* inverted.

(negative expression)	V	S
<i>Rarely</i>	<i>were</i>	<i>they so happy.</i>

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

1. (Nevei) the  wrote to his sisters.
2. (On no occasion) did they say that to me. **C**
3. Steve did not win the prize, nor did he expect to do so.
4. Only once in my life gone I have to New York City.
5. Did he go out of the house at no time.
6. Seldom their secretary has made such mistakes.
7. No sooner had she hung up the phone than it rang again.
8. Sheila did not arrive late for work, nor she left early.
9. Barely had he finished the exam when the graduate assistant collected the papers.
10. The police did not arrive in time to save the girl, and neither did the paramedics.

## SKILL 18: INVERT THE SUBJECT AND VERB WITH CONDITIONALS

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

*/fhe had taken more time, the results would have been better.*

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

-----

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

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

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

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

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

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

Example from the Paper and Computer TOEFL® Tests



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

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

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

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

#### INVERTED SUBJECTS AND VERBS WITH CONDITIONALS

*had*                      *should*                      *were*

When the verb in the conditional clause is *had*, *should*, or *were*, it is possible to omit *if* and Inver-, the subject and verb.

(omitted *if*)                      V    S  
    *Were he*                      *here, he would help.*

It is also possible to keep *if*. Then the subject and verb *are not* inverted.

*if*                      S    V  
                                  *If he were*                      *here, he would help.*



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

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

### SKILL 19: INVERT THE SUBJECT AND VERB WITH COMPARISONS

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

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

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

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

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

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

Example from the Paper and Computer TOEFL® Tests 

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

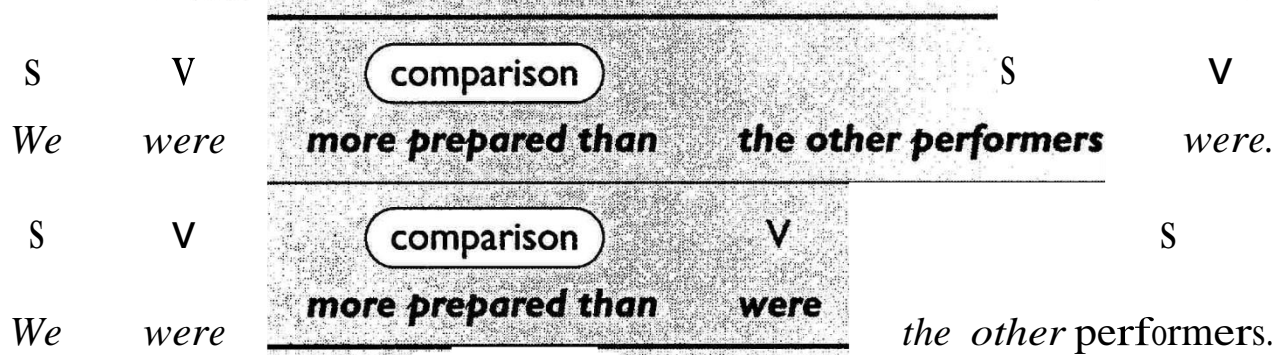
- (A) them
- (B) were
- (C) they were
- (D) were they

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

The following chart lists the sentence patterns used with comparisons:

**INVERTED SUBJECT-VERB WITH COMPARISONS**

The subject and verb *may* invert after a comparison. The following structures are both possible.



NOTE: A subject-verb inversion after a comparison is possible in the format

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

- C 1. This candidate has-received (more votes than) has any other candidate in previous years.
- 2. Obviously we were much (more impressed with the performance than) did the other members of the audience.
- 3. The film that we saw last night at the festival was far better than any of the other films.

4. The vegetables at the market this morning were far fresher than were those at the market yesterday.
5. I am afraid that is the condition of these tires as bad as the condition of the others.

6. We firmly believed that our team could achieve a much faster time than any of the others.
7. This apple pie is not as good as the last one that you made.
8. On the fishing trip, Bobby caught twice as many fish as anyone else did.
9. The final speaker gave us more details than had any of the previous speakers.
- \_\_\_\_\_ 10. Do you know why does he need to sleep so many more hours than do the others?

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

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

**TOEFL EXERCISE (Skills 15-19):** Choose the letter of the word or group of words that best completes the sentence.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Rarely _____ located near city lights or at lower elevations.</li> </ol> <p>(A) observatories are<br/>(B) are<br/>(C) in the observatories<br/>(D) are observatories</p> | <ol style="list-style-type: none"> <li>2. There are geographic, economic, and cultural reasons why _____ around the world.</li> </ol> <p>(A) diets differ<br/>(B) do diets differ<br/>(C) are diets different<br/>(D) to differ a diet</p> |
|--|--|

3. Were \_\_\_\_\_ millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly.
- (A) the U.S. Army Corps of Engineers not spending  
 (B) the U.S. Army Corps of Engineers not spend  
 (C) the U.S. Army Corps of Engineers does not spend  
 (D) not spending the U.S. Army Corps of Engineers
4. Nowhere \_\_\_\_\_ more skewed than in the auto industry.
- (A) that retail trade figures  
 (B) retail trade figures are  
 (C) are retail trade figures  
 (D) retail trade figures
5. New York City's Central Park is nearly twice as large \_\_\_\_\_ second smallest country, Monaco.
- (A) as  
 (B) is the  
 (C) as is  
 (D) as is the
6. Potassium has a valence of positive one because it usually loses one electron when \_\_\_\_\_ with other elements.
- (A) does it combine  
 (B) it combines  
 (C) in combining  
 (D) combination
7. The economic background of labor legislation will not be mentioned in this course, \_\_\_\_\_ be treated.
- (A) trade unionism will not  
 (B) nor trade unionism will  
 (C) nor will trade unionism  
 (D) neither trade unionism will
8. \_\_\_\_\_ test positive for antibiotics when tanker trucks arrive at a milk processing plant, according to federal law, the entire truckload must be discarded.
- (A) Should milk  
 (B) If milk  
 (C) If milk is  
 (D) Milk should
9. Located behind \_\_\_\_\_ the two lacrimal glands.
- (A) each eyelid  
 (B) is each eyelid  
 (C) each eyelid are  
 (D) each eyelid which is
10. Only for a short period of time \_\_\_\_\_ run at top speed.
- (A) cheetahs  
 (B) do cheetahs  
 (C) that a cheetah can  
 (D) can

**TOEFL REVIEW EXERCISE (Skills 1-19):** Choose the letter of the word or group of words that best completes the sentence.

1. \_\_\_\_\_ variety of flowers in the show, from simple carnations to the most exquisite roses.
- (A) Awide  
 (B) There was a wide  
 (C) Was there  
 (D) Many

2. The wedges on a dart board are worth from one to twenty points each.

- (A) they are on a
- (B) are on a
- (C) are they on a
- (D) on a

## STRUCTURE

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

## 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 *prepositional phrase* comes between the *subject* and the *verb*, be sure that the *verb* agrees with the *subject*.



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.
  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

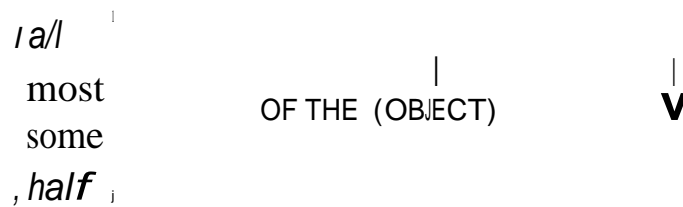
In the first example the subject *all* refers to the singular noun *book*, so the correct verb is therefore the singular verb *was*. In the second example the subject *all* refers to the plural noun *books*, so the correct verb is the plural verb *were*. In the third example the subject *all*

refers to the uncountable noun *information*, so the correct verb is therefore the singular verb *was*.

## STRUCTURE


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



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

## 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.

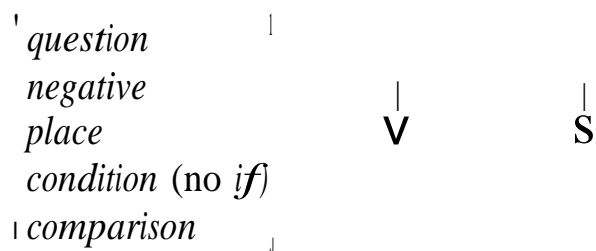
(Behind the house) was\* the bicycles I wanted.

(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



After question words, negative expressions, place expressions, conditions without *if*, and comparisons, the *verb* agrees with the *subject*, which may be after the *verb*.

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

10. In the parking lot south of the stadium was the cars that were about to be towed.

**SKtL 23: MAKEVERBSAGREEAFTER 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:

SUBJECTNERB 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</i> (+ noun)
<i>anyone</i>	<i>everyone</i>	<i>no one</i>	<i>someone</i>	<i>every</i> (+ noun)
<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).

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.

EXERCISE (Skills 20–23): Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

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

TOEFL EXERCISE (Skills 20–23): Choose the letter of the word or group of words that best completes the sentence.

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

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

3. Each number t.L; binary system are formed from only two symbols.  

A
◆
C
D
4. Scientists at the medical center is trying to determine if there is a relationship between saccharine and cancer.  

A
B
C

D



STRUCTURE

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


TOEFL REVIEW EXERCISE (Skills 1–23): Choose the letter of the word or group of words that best completes the sentence.

1. several unsuccessful attempts, Robert Peary reached the North Pole on April 6, 1909.  
(A) After  
(B) He made  
(C) When  
(D) His
2. The musical instrument is six feet long. In case  
(A) is called the bass  
(B) it is called the bass  
(C) called the bass  
(D) calls the bass
3. One problem with all languages they are full of irregularities.  
(A) when  
(B) so
4. of economic cycles been helpful in predicting turning points in cycles, they would have been used more consistently.  
(A) Psychological theories  
(B) Psychological theories have  
(C) Had psychological theories  
(D) Psychologists have theories

5. Hospital committees spent weeks (A) once  
 agonizing over which artificial kidney (B) that once  
 candidate would receive the treatments now (C) have  
 find that the decision is out of their hands. (D) once had

WRITTEN EXPRESSION QUESTIONS (Paper and Computer)

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

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

## 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 *-et; -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	[ <i>more</i> (long adjective) ] (short adjective) + <i>er</i>	than
SUPERLATIVE	<i>the</i> [ <i>most</i> (long adjective) ] (short adjective) + <i>est</i>	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).

1. Oxygen is Obundanter 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 efficientjob that she can do.

**SKILL 28: USE COMPARATIVES AND SUPERLATIVES CORRECTLY**

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

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

Mary is *more intelligent than* Sue.

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

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

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

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

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

The following chart outlines the uses of comparatives and superlatives:

#### THE USES OF COMPARATIVES AND SUPERLATIVES

The COMPARATIVE is used to compare *two equal things*.

The SUPERLATIVE is used to show which *one of many* is in some way the most outstanding.

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

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

9. The photocopies are the darkest that they have ever been.

10. The first journal article is the longest of the second article.

---

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

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

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

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

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

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

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

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

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

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

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

THE-ER,-ER STRUCTURE



type of sentence *may* or *may not* include a verb.

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

1. (The hotte9 the food is, (harder) it is to eat.
- C 2. (The warme1) the weather, (Ghe greate1) the attendance at the outdoor concert.
3. The more you say, the worst the situation will be.
4. The more time they have to play, the happier the children are.
5. The thicker the walls, the noise that comes through is less.
6. If you run faster, the earlier you'll arrive.
7. The more you use the phone, the higher the bill will be.

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



STRUCTURE

9. The earliest you send in your tax forms, the sooner you will receive your refund.
- \_\_\_\_\_ 10. The more people there are at the party, you'll have a good time.

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

1. The coffee is more stronger today than it was yesterday.
2. The tree that was struck by lightning had been the tallest of the two trees we had in the yard.
3. He will buy the most fuel-efficient car that he can afford.
4. The closest it gets to summer, the longer the days are.
5. The business department is bigger of the departments in the university.
6. I really do not want to live in the Southeast because it is one of the most hot areas in the United States.
7. It is preferable to use the most efficient and most effective method that you can.
8. Tonight's dinner was more filling than last night's.
9. The sooner the exam is scheduled, the less time you have to prepare.
- \_\_\_\_\_ 10. The house is now the cleanest that it has ever been.

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

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

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

4. Certain types of snakes have been known to survive fasts more as a year long.  
 A B **C** D
5. The grizzly bear, which can grow up to eight feet tall, has been called a more dangerous animal of North America.  
 A B C D
6. Climate, soil type, and availability of water are the most critical factors than selecting the best type of grass for a lawn.  
 A B **C** D
7. Peter Abelard, a logician and theologian, was the con troversialest teacher of his age.  
 A B C D
8. Protein molecules are the most complex than the molecules of carbohydrates.  
 A B **C** D
9. The leek, a member of the lily family, has a mildest taste than the onion.  
 A B **C** D
10. The widely used natural fiber of all is cotton.  
 A B C D

TOEFL REVIEW EXERCISE (Skills 1–29): Choose the letter of the word or group of words that best completes the sentence.

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

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

4. The coyote is somewhat smaller in size than a timber wolf.  
 A B **C** D
5. The weather reports all showed that there were a tremendous storm front moving in.  
 A B C D
6. Seldom cactus plants are found outside of North America.  
 A B C D

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

## PROBLEMS WITH NOUNS

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

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

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

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

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

## STRUCTURE

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

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

### KEYWORDS FOR SINGULAR AND PLURAL NOUNS

For Singular Nouns	<i>each</i>	<i>every</i>	<i>single</i>	<i>one</i>	<i>a</i>
For Plural Nouns	<i>both</i>	<i>two</i>	<i>many</i>	<i>several</i>	<i>various</i>

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

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

## SKILL 40: DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUNS

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

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

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

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

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

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

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

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

KEYWORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS

For Countable Nouns	<i>many</i>	<i>number</i>	<i>few</i>	<i>fewer</i>
For Uncountable Nouns	<i>much</i>	<i>amount</i>	<i>little</i>	<i>less</i>

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

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

- \_\_\_\_\_ 10. It is better to go shopping in the late evening because there are less people in the market, and you can accomplish a number of tasks in a short period of time.

**SKILL 42: DISTINGUISH THE PERSON FROM THE THING**

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

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

There are many job opportunities in *accountant*".

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

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

## PERSON OR THING

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

**EXERCISE 42:** Some of the following sentences contain incorrectly used *persons* or *things*. Circle the incorrectly used words. Then indicate if the sentences are correct (C) or incorrect (I).

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



STRUCTURE

8. The gardener worked feverishly after the frost to save as many plants as possible.
9. The company hired a statistic to prepare marketing studies for the new product.
- \_\_\_\_\_ 10. The famous acting has appeared in more than fifty Broadway plays.

EXERCISE (Skills 39-42): Study the nouns in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

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

TOEFL EXERCISE (Skills 39-42): Choose the letter of the underlined word or group of words that is not correct.

1. As a compilation of useful details, a weekly magazine commends itself in several  

A
B
C

 respect.  
 D
2. Through aquaculture, or fish farming, more than 500 million tons of fish  

A
B

 are produced each years.  
 C                      D
3. The legal system has much safeguards to protect the right of a defendant to an  

A
B
C

 impartial jury.  
 D)

4. The mystery bookstore was largely a phenomena of the last decade.  
? B C D
5. The *Song of Hiawatha*, by Longfellow, tells the story of the Indian heroism who  
=S: B ?  
 married Minehaha.  
D
6. Uranus is the seventh planets from the Sun.  
AB C D
7. The sycamore has broad leaves with a large amount of pointed teeth.  
A B C D
8. The first of two such investigation requires the students to read continuously over a  
A B  
 period of four hours.  
C D
9. A quantitative analysis, using both the computer and quantitative techniques,  
A B  
 are used to optimize financial decisions.  
C D
10. To enter the FBI National Academy, an application must be between the ages of  
A B C D  
 twenty-three and thirty-four.

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

1. Presidential \_\_\_\_\_ held every four years \_\_\_\_\_ (D) does it on the first Tuesday after the first Monday in November.  
 (A) electing  
 (B) elections are  
 (C) is elected  
 (D) elected and
2. Studies of carcinogenesis in animals can provide data on \_\_\_\_\_ in human susceptibility.  
 (A) differences are  
 (B) that differences are  
 (C) differences have  
 (D) differences
3. Those who favor the new law say that the present law does not set spending limits on lobbyists' gifts to politicians, nor \_\_\_\_\_ statewide funds.  
 \_\_\_\_\_  
 (A) it limits  
 (B) limits it  
 (C) does it limit

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

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

5. Starting in 1811, traders and manufacturers were more easily able to send goods upriver in provided the necessary power to counteract the flow of the waters.

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

STRUCTURE

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

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

A                      B                      C     **D**
- 7. Many of the food consumed by penguins consists of fish obtained from the ocean.
 

A                      B                      C                      D
- 8. Before the newspaper became widespread, a town crier has walked throughout a village or town singing out the news.
 

A                      B     **C**

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

A                      B                      C                      D
- 10. Fungi cause more serious plant diseased than do other parasites.
 

A                      B                      C                      D

**PROBLEMS WITH PRONOUNS**

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

**SKILL 43: DISTINGUISH SUBJECT AND OBJECT PRONOUNS**

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

SUBJECT

- I*
- you*
- he*
- she*
- it*
- we*

OBJECT

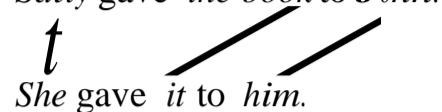
- me*
- you*
- him*
- her*
- it*
- us*

*they*

...

*them*

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

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

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

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

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

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

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

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

**SKILL 53: DISTINGUISH A AND AN**

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

<i>a book</i>	<i>an orange</i>
<i>a man</i>	<i>an illness</i>
<i>a page</i>	<i>an automobile</i>

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

<i>a university</i>	<i>an unhappy man</i>	<i>a hospital</i>	<i>an honor</i>
<i>a unit</i>	<i>an understanding</i>	<i>a heart</i>	<i>an herb</i>

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

<b>A</b>	<b>A</b> is used in front of a singular noun with a <i>consonant</i> sound.
<b>AN</b>	<b>An</b> is used in front of a singular noun with a <i>vowel</i> sound.

Be careful of nouns beginning with *H* or *u*. They may have a vowel or a consonant sound.

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

- The dishwasher quit his job because he was making only four dollars @ hour.
- It was S unexpected disappointment to receive @ rejection letter from the university.
- It is raining, so you should bring a umbrella.
- He bought a half gallon of milk and a box of a hundred envelopes.
- An objection was raised because it was such a unacceptable idea.

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

## PROBLEMS WITH PREPOSITIONS

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

The boy ran *up* the hill.

She went *in* the house.

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

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

I call *up* my friend.

He succeeded *in* passing the course.

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

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

### SKILL 56: RECOGNIZE INCORRECT PREPOSITIONS

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

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

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



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

◆ CISE 56: Each of the following sentences contains at least one preposition. Circle the prepositions. Then indicate if the sentences are correct (C) or incorrect (I).

- C
1. ◆ school many students participate @ sports.
  2. I know I can rely @ you to be here @ time.
  3. If you need more light to read, turn on the lamp next to you.
  4. Parents always try to bring at their children to be thoughtful.
  5. I'll have to consult to my attorney before making a decision.
  6. Walt has lost his keys, so he must look for them.
  7. I just don't approve at your cheating on the exam.
  8. Smoking is forbidden, so you should put out your cigarette.
  9. Failure to pass the test will result to the loss of your license.
  10. It is unlawful for parolees to associate with known felons.

## SKILL 58: DISTINGUISH MAKE AND DO

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

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

She likes to *make* her own clothes.

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

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

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

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

This morning she *did* all the dishes.

The students *are doing* the assignments.

The janitors *did* the work they were assigned.

You can *do* your laundry at the laundromat.

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

## STRUCTURE

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

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

# STRUCTURE POST-TEST (Paper) **g**

## SECTION 2 STRUCTURE AND WRITTEN EXPRESSION

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

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

### Structure

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

Look at the following examples.

#### Example I

The president \_\_\_\_\_ the election by a landslide.

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

#### Sample Answer

(A)  
 (B)  
 (C)  
 (D)

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

#### Example II

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

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

#### Sample Answer

(A)  
 (B)  
 (C)  
 (D)

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

Now, begin work on the questions.

u·l·o·i·l·a·l·e·t·i)





1. \_\_\_\_\_ range in color from pale yellow to best bright orange.  
each (A) Canaries  
(B) Canaries which  
(C) That canaries  
(D) Canaries that are
2. Carnivorous plants \_\_\_\_\_ insects to obtain nitrogen.  
(A) are generally trapped  
(B) trap generally  
(C) are trapped generally  
(D) generally trap
3. A federal type of government results in  
(A) a vertical distribution of power  
(B) power is distributed vertically  
(C) vertically distributed  
(D) the distribution of power is vertical
4. February normally has twenty-eight days, but every fourth year, \_\_\_\_\_ has twenty-nine.  
(A) there  
(B) its  
(C) is a leap year  
(D) a leap year, it
5. Evidence suggests that one-quarter of operations \_\_\_\_\_ bypass surgery may be unnecessary.  
(A) they involve  
(B) involve  
(C) involving  
(D) which they involve
6. \_\_\_\_\_ a tornado spins in a counterclockwise direction in the northern hemisphere, it spins in the opposite direction in the southern hemisphere.  
(A) However (B) Because of (C) Although (D) That
7. The Caldecott Medal, \_\_\_\_\_ for the children's picture book, is awarded January.  
(A) is a prize which  
(B) which prize  
(C) which is a prize  
(D) is a prize
8. Sports medicine is a medical specialty that deals with the identification and treatment of injuries to persons  
(A) sports are involved  
(B) involved in sports  
(C) they are involved in sports  
(D) sports involve them

9. The Wilmington Oil Field, in Long Beach, California, is one of \_\_\_\_\_ oil fields in the continental United States.
- (A) productive  
(B) the most productive (C) most are productive (D) productivity
10. Thunder occurs as \_\_\_\_\_ through air, causing the heated air to expand and collide with layers of cooler air.
- (A) an electrical charge  
(B) passes an electrical charge  
(C) the passing of an electrical charge  
(D) an electrical charge passes
11. The population of Houston was ravaged by \_\_\_\_\_ in 1867.
- yellow fever in 1839
- (A) it happened again  
(B) and again  
(C) was ravaged again  
(D) again once more



2 ◦ 2 ◦ 2 ◦ 2 ◦ 2 ◦ 2 ◦ 2 ◦ 2

12. Researchers have long debated \_\_\_\_\_ Saturn's moon Titan contains hydrocarbon oceans and lakes.
- (A) over it  
 (B) whether the (C)  
 whether over (D)  
 whether
13. According to Bernoulli's principle, the \_\_\_\_\_ higher the speed of a fluid gas, \_\_\_\_\_ the pressure.
- (A) it will be lower (B)  
 lower than the (C) the  
 lower  
 (D) lower it is
14. The flight instructor, \_\_\_\_\_ at the air base, said that orders not to fight had been issued.
- (A) \_\_\_\_\_ when interviewed  
 (B) \_\_\_\_\_ when he interviewed  
 (C) \_\_\_\_\_ when to interview  
 (D) \_\_\_\_\_ when interviewing
15. In the northern and central parts of the state of Idaho \_\_\_\_\_ and churning rivers.
- (A) majestic mountains are found (B) \_\_\_\_\_ are majestic mountains found (C) \_\_\_\_\_ are found majestic mountains (D) \_\_\_\_\_ finding majestic mountains



**SECTION THREE**

—

**READING**

READING DIAGNOSTIC PRE-TEST (Paper) **iii**

SECTION 3  
 READING COMPREHENSION  
 Time—55 minutes  
 (including the reading of the directions)  
 Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

*Line*  
(5)

Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

Sample Answer

Ⓐ ○ Ⓒ Ⓓ

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose (B).

Example II

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

Ⓐ Ⓑ ○ Ⓓ

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose (C)

## Questions 1-9

Carbon tetrachloride is a colorless and inflammable liquid that can be produced by combining carbon disulfide and chlorine. This compound is widely used in industry today because of its effectiveness as a solvent as well as its use in the production of propellants.

Line (5) Despite its widespread use in industry, carbon tetrachloride has been banned for home use. In the past, carbon tetrachloride was a common ingredient in cleaning compounds that were used throughout the home, but it was found to be dangerous: when heated, it changes into a poisonous gas that can cause severe illness and even death if it is inhaled. Because of this dangerous characteristic, the United States revoked permission for the home use of carbon tetrachloride in 1970. The United States has taken similar action with various other chemical compounds.

- The main point of this passage is that
  - carbon tetrachloride can be very dangerous when it is heated
  - the government banned carbon tetrachloride in 1970
  - although carbon tetrachloride can legally be used in industry, it is not allowed in home products
  - carbon tetrachloride used to be a regular part of cleaning compounds
- The word "widely" in line 2 could most easily be replaced by
  - grandly
  - extensively
  - largely
  - hugely
- The word "banned" in line 4 is closest in meaning to
  - forbidden
  - allowed
  - suggested
  - instituted
- According to the passage, before 1970 carbon tetrachloride was
  - used by itself as a cleanser
  - banned in industrial use
  - often used as a component of cleaning products
  - not allowed in home cleaning products
- It is stated in the passage that when carbon tetrachloride is heated, it becomes
  - harmful
  - colorless
  - a cleaning compound
  - inflammable
- The word "inhaled" in line 7 is closest in meaning to
  - warmed
  - breathed in
  - carelessly used
  - blown
- The word "revoked" in line 8 could most easily be replaced by
  - gave
  - granted
  - instituted
  - took away
- It can be inferred from the passage that one role of the U.S. government is to
  - regulate product safety
  - prohibit any use of carbon tetrachloride
  - instruct industry on cleaning methodologies
  - ban the use of any chemicals
- The paragraph following the passage most likely discusses
  - additional uses for carbon tetrachloride
  - the banning of various chemical compounds by the U.S. government
  - further dangerous effects of carbon tetrachloride
  - the major characteristics of carbon tetrachloride

### Questions 10-19

The next artist in this survey of American artists is James Whistler; he is included in this survey of American artists because he was born in the United States, although the majority of his artwork was completed in Europe. Whistler was born in Massachusetts in 1834, but nine years later his father moved the family to St. Petersburg, Russia, to work on the construction of a railroad. The family returned to the United States in 1849. Two years later Whistler entered the U.S. military academy at West Point, but he was unable to graduate. At the age of twenty-one, Whistler went to Europe to study art despite familial objections, and he remained in Europe until his death.

Whistler worked in various art forms, including etchings and lithographs. However, he is most famous for his paintings, particularly *Arrangement in Gray and Black No. 1: Portrait of the Artist's Mother* or *Whistler's Mother*, as it is more commonly known. This painting shows a side view of Whistler's mother, dressed in black and posing against a gray wall. The asymmetrical nature of the portrait, with his mother seated off-center, is highly characteristic of Whistler's work.

10. The paragraph preceding this passage most likely discusses
- (A) a survey of eighteenth-century art  
(B) a different American artist  
(C) Whistler's other famous paintings  
(D) European artists
11. Which of the following best describes the information in the passage?
- (A) Several artists are presented.  
(B) One artist's life and works are described.  
(C) Various paintings are contrasted.  
(D) Whistler's family life is outlined.
12. Whistler is considered an American artist because
- (A) he was born in America  
(B) he spent most of his life in America  
(C) he served in the U.S. military  
(D) he created most of his famous art in America
13. The word "majority" in line 2 is closest in meaning to
- (A) seniority  
(B) maturity  
(C) large pieces  
(D) high percentage
15. The word "objections" in line 7 is closest in meaning to
- (A) protests  
(B) goals  
(C) agreements  
(D) battles
16. In line 8, the "etchings" are
- (A) a type of painting  
(B) the same as a lithograph  
(C) an art form introduced by Whistler  
(D) an art form involving engraving
17. The word "asymmetrical" in line 11 is closest in meaning to
- (A) proportionate  
(B) uneven  
(C) balanced  
(D) lyrical
18. Which of the following is NOT true according to the passage?
- (A) Whistler worked with a variety of art forms.  
(B) *Whistler's Mother* is not the official name of his painting.  
(C) Whistler is best known for his etchings.  
(D) *Whistler's Mother* is painted in somber tones.

14. It is implied in the passage that Whistler's family was
- (A) unable to find any work at all in  
Russia
  - (B) highly supportive of his desire to pursue art
  - (C) working class
  - (D) military



19. Where in the passage does the author mention the types of artwork that Whistler was involved in?  
(A) Lines 1-3 (B) Lines 4-5 (C) Lines 6-7  
(D) Lines 8-10

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

### Questions 20-30

The locations of stars in the sky relative to one another do not appear to the naked eye to change, and as a result stars are often considered to be fixed in position. Many unaware stargazers falsely assume that each star has its own permanent home in the nighttime sky.

*Line* In reality, though, stars are always moving, but because of the tremendous distances between  
*(5)* stars themselves and from stars to Earth, the changes are barely perceptible here. An example of a rather fast-moving star demonstrates why this misconception prevails; it takes approximately 200 years for a relatively rapid star like Bernard's star to move a distance in the skies equal to the diameter of the earth's moon. When the apparently negligible movement of the stars is contrasted with the movement of the planets, the stars are seemingly unmoving.

20. Which of the following is the best title for this passage?  
(A) What the Eye Can See in the Sky  
(B) Bernard's Star  
(C) Planetary Movement  
(D) The Evermoving Stars
- (C) a distance equal to the distance from Earth to the Moon  
(D) a distance seemingly equal to the diameter of the Moon
21. The expression "naked eye" in line 1 most probably refers to  
(A) a telescope  
(B) a scientific method for observing stars  
(C) unassisted vision  
(D) a camera with a powerful lens
22. According to the passage, the distances between the stars and Earth are  
(A) barely perceptible  
(B) huge  
(C) fixed  
(D) moderate
23. The word "perceptible" in line 5 is closest in meaning to which of the following?  
(A) Noticeable  
(B) Persuasive  
(C) Conceivable  
(D) Astonishing
24. In line 6, a "misconception" is closest in meaning to a(n)  
(A) idea  
(B) proven fact  
(C) erroneous belief  
(D) theory
25. The passage states that in 200 years Bernard's star can move  
(A) around Earth's moon  
(B) next to Earth's moon

26. The passage implies that from Earth it appears that the planets
- (A) are fixed in the sky
  - (B) move more slowly than the stars
  - (C) show approximately the same amount of movement as the stars
  - (D) travel through the sky considerably more rapidly than the stars
27. The word "negligible" in line 8 could most easily be replaced by
- (A) negative
  - (B) insignificant
  - (C) rapid
  - (D) distant
28. Which of the following is NOT true according to the passage?
- (A) Stars do not appear to the eye to move. (B) The large distances between stars and the earth tend to magnify movement to the eye.
  - (C) Bernard's star moves quickly in comparison with other stars.
  - (D) Although stars move, they seem to be fixed.
29. The paragraph following the passage most probably discusses
- (A) the movement of the planets
  - (B) Bernard's star
  - (C) the distance from Earth to the Moon
  - (D) why stars are always moving
30. This passage would most probably be assigned reading in which course?
- (A) Astrology (B) Geophysics (C) Astronomy (D) Geography



## Questions 31-40

It has been noted that, traditionally, courts have granted divorces on fault grounds: one spouse is deemed to be at fault in causing the divorce. More and more today, however, divorces are being granted on a no-fault basis.

Line Proponents of no-fault divorce argue that when a marriage fails, it is rarely the case that one  
(5) marriage partner is completely to blame and the other blameless. A failed marriage is much more often the result of mistakes by both partners.

Another argument in favor of no-fault divorce is that proving fault in court, in a public arena, is  
(10) a destructive process that only serves to lengthen the divorce process and that dramatically increases the negative feelings present in a divorce. If a couple can reach a decision to divorce without first deciding which partner is to blame, the divorce settlement can be negotiated more easily and equitably and the postdivorce healing process can begin more rapidly.

31. What does the passage mainly discuss?  
 (A) Traditional grounds for divorce  
 (B) Who is at fault in a divorce  
 (C) Why no-fault divorces are becoming more common  
 (D) The various reasons for divorces
32. The word "spouse" in line 1 is closest in meaning to a  
 (A) judge  
 (B) problem  
 (C) divorce decree  
 (D) marriage partner
33. According to the passage, no-fault divorces  
 (A) are on the increase  
 (B) are the traditional form of divorce  
 (C) are less popular than they used to be  
 (D) were granted more in the past
34. It is implied in the passage that  
 (A) there recently has been a decrease in no-fault divorces  
 (B) not all divorces today are no-fault divorces  
 (C) a no-fault divorce is not as equitable as a fault divorce  
 (D) people recover more slowly from a no-fault divorce
35. The word "Proponents" in line 4 is closest in meaning to which of the following?  
 (A) Advocates  
 (B) Recipients  
 (C) Authorities  
 (D) Enemies
36. The passage states that a public trial to prove the fault of one spouse can  
 (A) be satisfying to the wronged spouse  
 (B) lead to a shorter divorce process  
 (C) reduce negative feelings  
 (D) be a harmful process
37. Which of the following is NOT listed in this passage as an argument in favor of no-fault divorce?  
 (A) Rarely is only one marriage partner to blame for a divorce.  
 (B) A no-fault divorce generally costs less in legal fees.  
 (C) Finding fault in a divorce increases negative feelings.  
 (D) A no-fault divorce settlement is generally easier to negotiate.
38. The word "present" in line 9 could most easily be replaced by  
 (A) existing  
 (B) giving  
 (C) introducing  
 (D) resulting
39. The word "settlement" in line 10 is closest in meaning to  
 (A) development  
 (B) serenity  
 (C) discussion  
 (D) agreement
40. The tone of this passage is  
 (A) emotional  
 (B) enthusiastic  
 (C) expository  
 (D) reactionary

### Questions 41–50

Line  
(5) Whereas literature in the first half of the eighteenth century in America had been largely religious and moral in tone, by the latter half of the century the revolutionary fervor that was coming to life in the colonies began to be reflected in the literature of the time, which in turn served to further influence the population. Although not all writers of this period supported the Revolution, the two best-known and most influential writers, Ben Franklin and Thomas Paine, were both strongly supportive of that cause.

(10) Ben Franklin first attained popular success through his writings in his brother's newspaper, the *New England Current*. In these articles he used a simple style of language and common sense argumentation to defend the point of view of the farmer and the Leather Apron man. He continued with the same common sense practicality and appeal to the common man with his work on *Poor Richard's Almanac* from 1733 until 1758. Firmly established in his popular acceptance by the people, Franklin wrote a variety of extremely effective articles and pamphlets about the colonists' revolutionary cause against England.

(15) Thomas Paine was an Englishman working as a magazine editor in Philadelphia at the time of the Revolution. His pamphlet *Common Sense*, which appeared in 1776, was a force in encouraging the colonists to declare their independence from England. Then throughout the long and desperate war years he published a series of *Crisis* papers (from 1776 until 1783) to encourage the colonists to continue on with the struggle. The effectiveness of his writing was probably due to his emotional yet oversimplified depiction of the cause of the colonists against England as a classic struggle of good and evil.  
(20)

41. The paragraph preceding this passage most likely discusses

- (A) how literature influences the population
- (B) religious and moral literature
- (C) literature supporting the cause of the American Revolution
- (D) what made Thomas Paine's literature successful

42. The word "fervor" in line 2 is closest in meaning to

- (A) war
- (B) anxiety
- (C) spirit
- (D) action

43. The word "time" in line 3 could best be replaced by

- (A) hour
- (B) period

44. It is implied in the passage that

- (A) some writers in the American colonies supported England during the Revolution
- (B) Franklin and Paine were the only writers to influence the Revolution
- (C) because Thomas Paine was an Englishman, he supported England against the colonies
- (D) authors who supported England did not remain in the colonies during the Revolution

45. The pronoun "he" in line 8 refers to

- (A) Thomas Paine
- (B) Ben Franklin
- (C) Ben Franklin's brother
- (D) Poor Richard

46. The expression "point of view" in line 9 could best be replaced by

- (C) appointment
- (D) duration

- (A) perspective
- (B) sight
- (C) circumstance
- (D) trait

3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3 △ 3

- 47. According to the passage, the tone of *Poor Richards Almanac* is
  - (A) pragmatic
  - (B) erudite
  - (C) theoretical
  - (D) scholarly
- 48. The word "desperate" in line 16 could best be replaced by
  - (A) unending
  - (B) hopeless
  - (C) strategic
  - (D) combative
- 49. Where in the passage does the author describe Thomas Paine's style of writing?
  - (A) Lines 4–6
  - (B) Lines 8–9
  - (C) Lines 14–15
  - (D) Lines 18–20
- 50. The purpose of the passage is to
  - (A) discuss American literature in the first half of the eighteenth century
  - (B) give biographical data on two American writers
  - (C) explain which authors supported the Revolution
  - (D) describe the literary influence during revolutionary America

## PASSAGE ONE (Questions 1-11)

The final battle of the War of 1812 was the Battle of New Orleans. This battle gave a clear demonstration of the need for effective communication during wartime; it also showed the disastrous results that can come to pass when communication is inadequate.

The War of 1812 was fought between Great Britain and the very young country of the United States only a relatively few years after the United States had won its independence from Britain. The United States had declared war against Britain in June of 1812, mostly because of interference with U.S. shipping by the British and because of the shanghaiing of U.S. sailors for enforced service on British vessels. The war lasted for a little more than two years, when a peace treaty was signed at Ghent, in Belgium, on the 24th of December, 1814.

Unfortunately, the news that the Treaty of Ghent had been signed and that the war was officially over was not communicated in a timely manner over the wide distance to where the war was being contested: Negotiations for the treaty and the actual signing of the treaty took place in Europe, and news of the treaty had to be carried across the Atlantic to the war front by ship. A totally unnecessary loss of life was incurred as a result of the amount of time that it took to inform the combatants of the treaty.

Early in January of 1815, some two weeks after the peace treaty had been signed, British troops in the southern part of the United States were unaware that the war had officially ended. Over 5,000 British troops attacked U.S. troops. During the ensuing battle, known as the Battle of New Orleans, the British suffered a huge number of casualties, around 2,000, and the Americans lost 71, all in a battle fought only because news of the peace treaty that had already been signed in Ghent had not yet reached the battlefield.

1. The main idea of this passage is that
- the War of Independence was unnecessary
  - the War of 1812 was unnecessary
  - the Treaty of Ghent was unnecessary
  - the Battle of New Orleans was unnecessary
2. Look at the word **it** in paragraph 1. Click on the word or phrase that **it** refers to.
3. Look at the expression **potentially** in paragraph 1. This expression could best be replaced by
- happen
  - overthrow
  - self-destruct
  - circumvent
4. According to the passage, when did the United States win its independence from Britain?
- Shortly before the War of 1812
  - During the War of 1812
  - Just after the War of 1812
  - Long after the War of 1812
5. According to the passage, some U.S. sailors were
- taken forcibly to Shanghai
  - made to go to Ghent
  - forced to work on British ships
  - responsible for causing the War of 1812
6. Click on the sentence in paragraph 2 that indicates when the War of 1812 officially ended.
7. It is NOT stated in the passage that Ghent was
- where negotiations took place
  - the site of the final battle
  - where the treaty was signed
  - far from the battlefield
8. Look at the word **contested** in paragraph 3. Click on the word or phrase in paragraph 4 that is closest in meaning to **contested**.
9. It can be determined from the passage that, of the following dates, the Battle of New Orleans was most probably fought
- on December 10, 1814
  - on December 24, 1814
  - on January 1, 1815
  - on January 8, 1815

10. The following sentence could be added to paragraph 4.

**These U.S. troops were in fortified entrenchments outside the city.**

Where would it best fit into the paragraph? Click on the square (●) to add the sentence to the paragraph.

11. Click on the paragraph that describes the battle that took place after the signing of the treaty.



PASSAGE TWO (Questions 12-21)

Although only a small percentage of the electromagnetic radiation that is emitted by the Sun is ultraviolet (UV) radiation, the amount that is emitted would be enough to cause severe damage to most forms of life on Earth were it all to reach the surface of the earth. Fortunately, all of the Sun's ultraviolet radiation does not reach the earth because of a layer of oxygen, called the ozone layer, encircling the earth in the stratosphere at an altitude of about 15 miles above the earth. The ozone layer absorbs much of the Sun's ultraviolet radiation and prevents it from reaching the earth.

Ozone is a form of oxygen in which each molecule consists of three atoms ( $O_3$ ) instead of the two atoms ( $O_2$ ) usually found in an oxygen molecule. Ozone forms in the stratosphere in a process that is initiated by ultraviolet radiation from the Sun. UV radiation from the Sun splits oxygen molecules with two atoms into free oxygen atoms, and each of these unattached oxygen atoms then joins up with an oxygen molecule to form ozone. UV radiation is also capable of splitting up ozone molecules; thus, ozone is constantly forming, splitting, and reforming in the stratosphere. When UV radiation is absorbed during the process of ozone formation and reformation, it is unable to reach Earth and cause damage there.

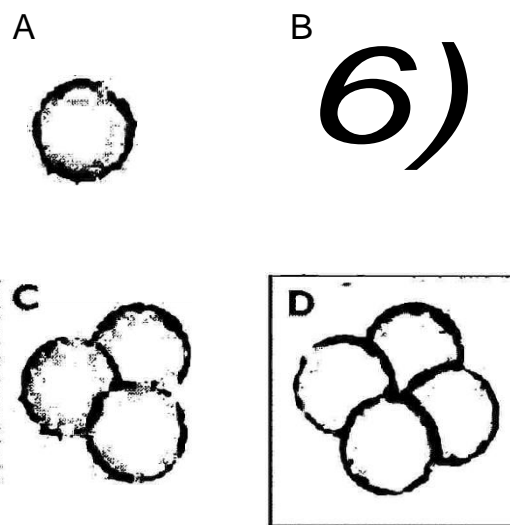
Recently, however, the ozone layer over parts of the earth has been diminishing. Chief among the culprits in the case of the disappearing ozone, those that are really responsible, are the chlorofluorocarbons (CFCs). CFCs meander up from Earth into the stratosphere, where they break down and release chlorine. The released chlorine reacts with ozone in the stratosphere to form chlorine monoxide (ClO) and oxygen ( $O_2$ ). The chlorine then becomes free to go through the cycle over and over again. One chlorine atom can, in fact, destroy hundreds of thousands of ozone molecules in this repetitious cycle.

12. According to the passage, ultraviolet radiation from the Sun
- is causing severe damage to the earth's ozone layer
  - is only a fraction of the Sun's electromagnetic radiation
  - creates electromagnetic radiation
  - always reaches the earth

13. Look at the word encircling in paragraph 1. This word is closest in meaning to
- rotating
  - attacking
  - raising
  - surrounding

14. It is stated in the passage that the ozone layer

15. Click on the drawing of the ozone molecule.



16. Look at the word free in paragraph 2. Click on another word or phrase in paragraph 2 that could best be replaced by free.

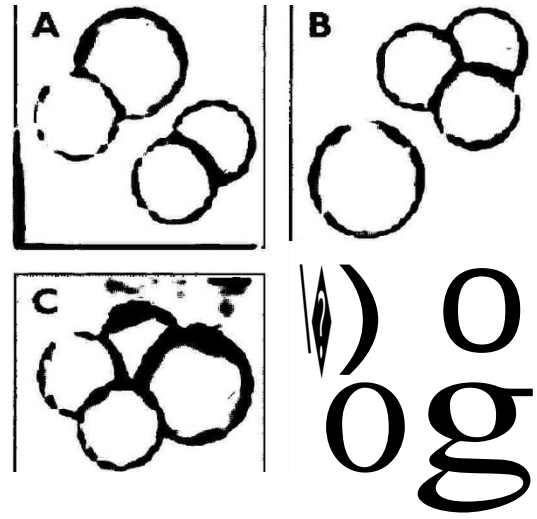
- enables ultraviolet radiation to reach the earth
- reflects ultraviolet radiation
- shields the earth from a lot of ultraviolet radiation
- reaches down to the earth

17. Ultraviolet radiation causes oxygen molecules to
- rise to the stratosphere
  - bump up ozone molecules
  - split up and reform as ozone
  - reduce the number of chlorofluoro carbons

18. Look at the word it in paragraph 2. Click on the word or phrase in paragraph 2 that it refers to.

19. Look at the word culprits in paragraph 3.  
This word is closest in meaning to which of the following?
- Guilty parties
  - Detectives
  - Group members
  - Leaders

20. Click on the drawing that shows what happens after a chlorine molecule reacts with an ozone molecule.



21. Click on the sentence in paragraph 3 that explains how much damage chlorine can do.

### PASSAGE THREE (Questions 22-34)

Esperanto is what is called a planned, or artificial, language. It was created more than a century ago by Polish eye doctor Ludwik Lazar Zamenhof. Zamenhof believed that a common language would help to alleviate some of the misunderstandings among cultures.

In Zamenhof's first attempt at a universal language, he tried to create a language that was as uncomplicated as possible. This first language included words such as *ab*, *ac*, *ba*, *eb*, *be*, and *ce*. This did not result in a workable language in that these monosyllabic words, though short, were not easy to understand or to retain.

Next, Zamenhof tried a different way of constructing a language. He made the words in his language sound like words that people already knew, but he simplified the grammar tremendously. One example of how he simplified the language can be seen in the suffixes: all nouns in this language end in *o*, as in the noun *amiko*, which means "friend," and all adjectives end in *-a*, as in the adjective *bela*, which means "pretty." Another example of the simplified language can be seen in the prefix *mal-*, which makes a word opposite in meaning; the word *malamiko* therefore means "enemy," and the word *malbela* therefore means "ugly" in Zamenhof's language.

In 1887, Zamenhof wrote a description of this language and published it. He used a penname, Dr. Esperanto, when signing the book. He selected the name Esperanto because this word means "a person who hopes" in his language. Esperanto clubs began to pop up throughout Europe, and by 1905 Esperanto had spread from Europe to America and Asia.

In 1905, the First World Congress of Esperanto took place in France, with approximately 700 attendees from 20 different countries. Congresses were held annually for nine years, and 4,000 attendees were registered for the Tenth World Esperanto Congress scheduled for 1914, when World War I erupted and forced its cancellation.

Esperanto has had its ups and downs in the period since World War I. Today, years after it was introduced, it is estimated that perhaps a quarter of a million people are fluent in it. Current advocates would like to see its use grow considerably and are taking steps to try to make this happen.

22. The topic of this passage is
- a language developed in the last few years
  - one man's efforts to create a universal language
  - how language can be improved
  - using language to communicate internationally
23. According to the passage, Zamenhof wanted to create a universal language
- to resolve cultural differences
  - to provide a more complex language
  - to build a name for himself
  - to create one world culture
24. Look at the word *simplifiki* in paragraph 3. Click on the word or phrase in paragraph 2 that is closest in meaning to *laŝtigi*
- in 1907
  - in 1909
  - in 1913
25. It can be inferred from the passage that the Esperanto word *malespera* means
- hopelessness
  - hope
  - hopeless
  - hopeful
26. Look at the expression popping up in paragraph 4. This expression could best be replaced by
- leaping
  - shouting
  - hiding
  - opening
27. Click on the sentence in paragraph 4 that explains why Zamenhof chose the name that he did for his language.
28. It can be inferred from the passage that the Third World Congress of Esperanto took place
- in 1905
29. According to the passage, what happened to the Tenth World Esperanto Congress?  It had 4,000 attendees.
- It was scheduled for 1915.
  - It had attendees from 20 countries.
  - It never took place.
30. Look at the expression ups and downs in paragraph 6. This expression is closest in meaning to

- tops and bottoms
- floors and ceilings
- take offs and landings
- highs and lows

31. The following sentence could be added to paragraph 6.

This may seem like a large number, but it is really quite small when compared with the billion English speakers and billion Mandarin Chinese speakers in today's world.

Where would it best fit into the paragraph? Click on the square (■) to add the sentence to the paragraph.

32. Click on the paragraph that describes the predecessor to Esperanto.
33. This passage would most likely be assigned reading in a course on
- European history
  - English grammar
  - world government
  - applied linguistics
34. The paragraph following the passage most likely discusses
- how current supporters of Esperanto are encouraging its growth
  - another of Zamenhofs accomplishments
  - the disadvantages of using an artificial language
  - attempts to reconvene the World Congress of Esperanto in the 1920s

PASSAGE FOUR (Questions 35–44)

Paul Bunyan is perhaps America's best-known folk hero. A fictional logger of incredible strength, he was most likely based on an actual nineteenth century logger from the northern United States or Canada. As a folk hero, he struck a chord with Americans on some level, perhaps because he was incredibly strong but also because he was hard-working and capable, ingenious in solving problems, and fun-loving.

Though there is evidence that Paul Bunyan tales were part of oral tradition in the nineteenth century, Paul Bunyan stories did not appear in written form until the early twentieth century. Journalist James McGillivray included descriptions of Bunyan in a series of essays entitled "The Round River Drive," which appeared in a number of Midwestern newspapers between 1906 and 1910. However, it was through an extensive advertising campaign that Paul Bunyan moved solidly into print.

Recognizing the appeal of Paul Bunyan as a figure for his company's advertising, William Laughead, an advertising executive for the Red River Lumber Company, initiated a campaign that consisted of a series of publications featuring Paul Bunyan. For several decades, the company distributed these publications free of charge and made no attempt to obtain a copyright on them. In fact, the company vigorously encouraged other writers to make use of Paul Bunyan because it felt that the use of this character enhanced the name recognition of the Red River Lumber Company inasmuch as the name of the folk hero and the name of the company had become interwoven.

The Bunyan stories published by Red River and further circulated by others were tall tales of gigantic proportions. In these tales, Bunyan is depicted as a man of superhuman proportions, who is strong, hard-working, entrepreneurial, and innovative. In one story, for example, Paul is credited with digging the Great Lakes in order to create a watering hole for his giant ox, Babe. In another of these tales, Paul caused an entire winter of blue snow to fall by swearing a blue streak after he injured himself by smashing his thumb with a large hammer.

Fascination with Paul Bunyan has continued to grow, and today he is a standard of American folklore. The prevalence of Bunyan as a figure of folklore today is evidenced by references to him in countless stories, cartoons, poems, and songs as well as the numerous community festivals and logging competitions featuring Paul Bunyan that can be found throughout the sections of the country where logging has a strong tradition.

35. This purpose of this passage is to
- present the actual feats of a real-life logger
  - discuss a "larger than life" folk hero
  - describe logging in North America
  - provide an overview of American folktales
36. It is NOT stated in the passage that Paul Bunyan is known for his
- unusual strength
  - dedication to work
  - ingenuity in difficult situations
  - serious nature
37. The passage states that Paul Bunyan tales first appeared
- in oral stories
  - in a series of essays
  - in newspapers
  - in advertising
38. Which of the following CANNOT be inferred about the Red River Lumber Company's advertising campaign featuring Paul Bunyan?
- It endured for quite a time.
  - The company did not protect its ownership of the stories.
  - The campaign did little to enhance the company's profitability.
  - The company wanted the name Paul Bunyan to be known as widely as possible.
39. Look at the word *them* in paragraph 3. Click on the word that *them* refers to.

40. Look at the word  
interwoven in  
paragraph  
3. This word  
could best be  
replaced by



TOEFL EXERCISE 1: Study each of the passages and choose the best answers to the questions that follow. In this exercise, each passage is followed by several main idea, topic, or title questions so that the students can practice this type of question. On the TOEFL test, one passage would probably not have two such questions because they are so similar.

*PASSAGE ONE (Questions 1–2)*

Line Fort Knox, Kentucky, is the site of a U.S. army post, but it is even more renowned for the Fort  
(5) Knox Bullion Depository, the massive vault that contains the bulk of the U.S. government's gold deposits. Completed in 1936, the vault is housed in a two-story building constructed of granite, steel, and concrete; the vault itself is made of steel and concrete and has a door that weighs more than twenty tons. Naturally, the most up-to-date security devices available are in place at Fort Knox, and the army post nearby provides further protection.

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| <p>1. Which of the following best describes the topic of the passage?</p> <p>(A) The city of Fort Knox, Kentucky<br/>                 (B) The federal gold depository<br/>                 (C) The U.S. army post at Fort Knox<br/>                 (D) Gold bullion</p> | <p>2. Which of the following would be the best title for this passage?</p> <p>(A) The Massive Concrete Vault<br/>                 (B) Fort Knox Security<br/>                 (C) Where the United States Keeps Its Gold<br/>                 (D) A Visit to Kentucky</p> |
|--|---|

*PASSAGE TWO (Questions 3–4)*

Line One identifying characteristic of minerals is their relative hardness, which can be  
(5) determined by scratching one mineral with another. In this type of test, a harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Mohs' hardness scale is used to rank minerals according to hardness. Ten minerals are listed in this scale, ranging from talc with a hardness of 1 to diamond with a hardness of 10. On this scale, quartz (number 7) is harder than feldspar (number 6) and is therefore able to scratch it; however, feldspar is unable to make a mark on quartz.

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| <p>3. Which of the following best states the subject of this passage?</p> <p>(A) The hardness of diamonds<br/>                 (B) Identifying minerals by means of a scratch test<br/>                 (C) Feldspar on the Mohs' scale<br/>                 (D) Recognizing minerals in their natural state</p> | <p>4. The main idea of this passage is that</p> <p>(A) the hardness of a mineral can be determined by its ability to make a mark on other minerals<br/>                 (B) diamonds, with a hardness of 10 on the Mohs' scale, can scratch all other minerals<br/>                 (C) a softer mineral cannot be scratched by a harder mineral<br/>                 (D) talc is the first mineral listed on the Mohs' scale</p> |
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PASSAGE THREE (Questions 5-6)

Line (5) Hurricanes generally occur in the North Atlantic from May through November, with the peak of the hurricane season in September; only rarely will they occur from December through April in that part of the ocean. The main reason for the occurrence of hurricanes during this period is that the temperature on the water's surface is at its warmest and the humidity of the air is at its highest.

(10) Of the tropical storms that occur each year in the North Atlantic, only about five, on the average, are powerful enough to be called hurricanes. To be classified as a hurricane, a tropical storm must have winds reaching speeds of at least 117 kilometers per hour, but the winds are often much stronger than that; the winds of intense hurricanes can easily surpass 240 kilometers per hour.

- |   |   |
|---|---|
| <p>5. The passage mainly discusses</p> <p>(A) how many hurricanes occur each year</p> <p>(B) the strength of hurricanes</p> <p>(C) the weather in the North Atlantic</p> <p>(D) hurricanes in one part of the world</p> | <p>6. The best title for this passage would be</p> <p>(A) The North Atlantic Ocean</p> <p>(B) Storms of the Northern Atlantic</p> <p>(C) Hurricanes: The Damage and Destruction</p> <p>(D) What Happens from May through November</p> |
|---|---|

PASSAGE FOUR (Questions 7-9)

Line (5) Henry Wadsworth Longfellow (1807-1882) was perhaps the best-known American poet of the nineteenth century. His clear writing style and emphasis on the prevalent values of the period made him popular with the general public if not always with the critics. He was particularly recognized for his longer narrative poems *Evangeline*, *The Song of Hiawatha*, and *The Courtship of Miles Standish*, in which he told stories from American history in terms of the values of the time.

(10) *Evangeline* was set during the French and Indian War (1754-1763), when the British forced French settlers from Nova Scotia; two lovers, Gabriel and Evangeline, were separated by the British, and Evangeline devoted her lifetime to the search for Gabriel. With its emphasis on sentimental, undying love, *Evangeline* was immensely popular with the public.

(10) In *The Song of Hiawatha*, Longfellow depicted the noble life of the American Indian through the story of the brave Hiawatha and his beloved wife Minehaha. The tear-inspiring poem follows Hiawatha through the tragedies and triumphs of life, ending with the death of Minehaha and Hiawatha's departure into the sunset in his canoe.

(15) *The Courtship of Miles Standish* takes place during the early period of the settlement of New England, a period which was viewed as a time of honor and romance. In this poem centered around a love triangle, Miles Standish asks his friend John Alden to propose to Priscilla Mullins for him; John Alden ends up marrying Priscilla Mullins himself, and it takes time for his friendship with Miles Standish to recover. As with Longfellow's other narrative poems, the emphasis on high ideals and romance made the poem extremely popular.

7. Which of the following best describes the main idea of the passage?
- (A) American history is often depicted in poetry.
  - (B) Longfellow described American history even though people really did not enjoy it.
  - (C) The popularity of Longfellow's poems results from his stress on the values of the people.
  - (D) Longfellow wrote long narrative poems that were not always popular with the critics.
8. The best title of the passage is
- (A) Longfellow's Popular Appeal
  - (B) Historical Narrative Poems
  - (C) The Lyric, Dramatic, and Narrative Poems of Longfellow
  - (D) Longfellow and the Critics
9. The subject of the fourth paragraph is
- (A) nobility and honor in the poems of Longfellow
  - (B) the love triangle involving Miles Standish
  - (C) the popular appeal of *The Courtship of Miles Standish*
  - (D) the period of the early settlement of New England

## SKILL 2: RECOGNIZE THE ORGANIZATION OF IDEAS

In the Reading section of both the paper TOEFL test and the computer TOEFL test, there may be questions about the organization of ideas in a passage. On the paper and the computer tests, you may be asked to determine how the ideas in one paragraph (or paragraphs) relate to the ideas in another paragraph (or paragraphs). On the computer TOEFL test, you may also see a question that asks you to click on the paragraph in a passage that contains certain ideas. Look at an example from the paper TOEFL test that asks you to determine how the information in the passage is organized.

Example from the Paper TOEFL Test 

The passage:

- If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about Doubleday is part of the tradition of baseball.
- (5) Doubleday was given credit for this invention early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army officer from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in Cooperstown in honor of Doubleday.
- (10) Today, most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball. Instead, baseball seems to be a close relative of the English game of rounders and probably has English rather than American roots.
- (15)

The question:

In this passage

- (A) an idea is presented and then refuted
- (B) a concept is followed by examples
- (C) a cause is followed by an effect
- (D) a belief is supported with reasons

This question is about how the information is organized in the passage. To answer this question, it is necessary to look at the main ideas of each of the three paragraphs. The main idea of the first paragraph is found in the first sentence of the first paragraph: that *if asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did.* The main idea of the second paragraph is found in the first line of the second paragraph: that *Doubleday was given credit for this invention.* The main idea of the third paragraph is found in the first line of the third paragraph: that *most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball.* If you study the information in the first lines of the paragraphs, you can determine that the third paragraph contradicts or *refutes* the information that is *presented* in the first two paragraphs. Answer (A) is therefore the best answer to this question.

Now look at an example of a click-on question from the computer TOEFL test that asks you to select the paragraph that discusses a certain idea.

Example from the Computer TOEFL Test



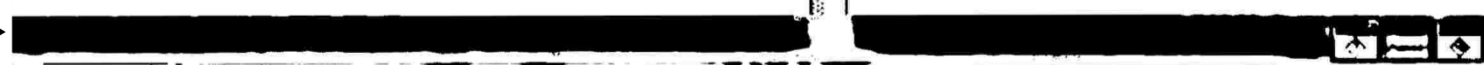
Reading

If asked who invented the game of baseball, most Americans would probably reply that it was their belief that Abner Doubleday did. They believe this because the story about Doubleday is part of the tradition of baseball.

Doubleday was given credit for this invention early in the twentieth century when sporting-goods manufacturer Spaulding inaugurated a commission to research the question of who invented baseball. In 1908, a report was published by the commission in which Abner Doubleday, a U.S. Army officer from Cooperstown, New York, was given credit for the invention of the game. The National Baseball Hall of Fame was established in Cooperstown in honor of Doubleday.

Today, most sports historians are in agreement that Doubleday really did not have much to do with the development of baseball. Instead, baseball seems to be a close relation to the English game of rounders and probably has English rather than American roots.

- Click on *the paragraph* that gives the historical background of a particular belief.



This question asks you to *click on the paragraph* that discusses the *historical background* of a particular *belief*. To answer this question you must also look at the main ideas of the paragraphs. The first sentence of the first paragraph mentions a *belief*, and the first sentence of the second paragraph states that *Douleday was given credit for this invention early in the twentieth century*. From this, it can be determined that the second paragraph gives the *historical background* of the *belief* that is discussed in the first paragraph, so you should click on the second paragraph to answer this question.

The following chart outlines the key information that you should remember about questions on the organization of ideas:

ORGANIZATION OF IDEAS MS

HOWTO IDENTIFY THE QUESTION	on both paper and computer tests [B] 11!	<i>How is the information in the passage organized?</i> <i>How is the information in the second paragraph related to the information in the first paragraph?</i>
	on computer test only [J]!	<i>Click on the paragraph that...</i>
WHERE TO FIND THE ANSWER	The answer to this type of question can generally be determined by looking at the first sentence of the appropriate paragraphs.	
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> <li>1. Read the first line of each paragraph.</li> <li>2. Look for words that show relationships among the paragraphs.</li> <li>3. Choose the answer that best expresses the relationship.</li> </ol>	

TOEFL EXERCISE 2: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-2)

Conflict within an organization is not always viewed as undesirable. In fact, various managers have widely divergent ideas on the value that conflict can have.

Line (5) According to the traditional view of conflict, conflict is harmful to an organization. Managers with this traditional view of conflict see it as their role in an organization to rid the organization of any possible sources of conflict.

The interactionist view of conflict, on the other hand, holds that conflict can serve an important function in an organization by reducing complacency among workers and causing positive changes to occur. Managers who hold an interactionist view of conflict may actually take steps to stimulate conflict within the organization.

READING

1. How is the information in the passage organized?
- (A) The origin of ideas about conflict is presented.
  - (B) Contrasting views of conflict are presented.
  - (C) Two theorists discuss the strengths and weaknesses of their views on conflict.
  - (D) Examples of conflict within organizations are presented.
2. Click on the paragraph that supports the view that organizational conflict can be beneficial.

*PASSAGE TWO (Questions 3-4)*

IQ, or intelligence quotient, is defined as the ratio of a person's mental age to chronological age, with the ratio multiplied by 100 to remove the decimal. Chronological age is easily determined; mental age is generally measured by some kind of standard test and is not so simple to define.

Line (5) In theory, a standardized IQ test is set up to measure an individual's ability to perform intellectual operations such as reasoning and problem solving. These intellectual operations are considered to represent intelligence.

(10) In practice, it has been impossible to arrive at consensus as to which types of intellectual operations demonstrate intelligence. Furthermore, it has been impossible to devise a test without cultural bias, which is to say that any IQ tests so far proposed have been shown to reflect the culture of the test makers. Test takers from that culture would, it follows, score higher on such a test than test takers from a different culture with equal intelligence.

3. What type of information is included in the first paragraph?
- (A) An argument
  - (B) A definition
  - (C) An opinion
  - (D) A theory
4. Click on the paragraph that describes the application of IQ in the real world.

*PASSAGE THREE (Questions 5-6)*

The largest lake in the western United States is the Great Salt Lake, an inland saltwater lake in northwestern Utah, just outside the state capital of Salt Lake City. Rivers and streams feed into the Great Salt Lake, but none drain out of it; this has a major influence on both the salt content and the size of the lake.

Line (5) Although the Great Salt Lake is fed by freshwater streams, it is actually saltier than the oceans of the world. The salt comes from the more than two million tons of minerals that flow into the lake each year from the rivers and creeks that feed it. Sodium and chloride—the components of salt—comprise the large majority of the lake's mineral content.

(10) The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During periods of heavy rains, the size of the lake can swell tremendously from the huge amounts of water flowing into the lake from its feeder

rivers and streams; in 1980 the lake even reached a size of 2,400 square miles. During periods of dry weather, the size of the lake decreases, sometimes drastically, due to evaporation.

5. How is the information in the passage organized?
- (A) Two unusual characteristics of the Great Salt Lake are discussed.
  - (B) Contrasting theories about the Great Salt Lake's salt levels are presented.
  - (C) The process by which the Great Salt Lake gets its salt is outlined.
  - (D) The reasons for the variations in the Great Salt Lake's size are given.
6. Click on the paragraph that explains where the Great Salt Lake gets its salt.

TOEFL EXERCISE (Skills 1–2): Study each of the passages and choose the best answers to the questions that follow.

*PASSAGE ONE (Questions 1–2)*

Common types of calendars can be based on the Sun or on the Moon. The solar calendar is based on the solar year. Since the solar year is 365.2422 days long, solar calendars consist of regular years of 365 days and have an extra day every fourth year, or leap year, to make up for the additional fractional amount. In a solar calendar, the waxing and waning of the Moon can take place at various stages of each month.

The lunar calendar is synchronized to the lunar month rather than the solar year. Since the lunar month is twenty-nine and a half days long, most lunar calendars have alternating months of twenty-nine and thirty days. A twelve-month lunar year thus has 354 days, 11 days shorter than a solar year.

- I. What is the main idea of the passage?
- (A) All calendars are the same.
  - (B) The solar calendar is based on the Sun.
  - (C) Different calendars have dissimilar bases.
  - (D) The lunar month is twenty-nine and a half days long.
2. How is the information in the passage organized?
- (A) Characteristics of the solar calendar are outlined.
  - (B) Two types of calendars are described.
  - (C) The strengths and weakness of the lunar calendar are described.
  - (D) The length of each existing calendar is contrasted.



READING

PASSAGE TWO (Questions 3-6)

Vaccines are prepared from harmful viruses or bacteria and administered to patients to provide immunity to specific diseases. The various types of vaccines are classified according to the method by which they are derived.

Line (5) The most basic class of vaccines actually contains disease-causing microorganisms that have been killed with a solution containing formaldehyde. In this type of vaccine, the microorganisms are dead and therefore cannot cause disease; however, the antigens found in and on the microorganisms can still stimulate the formation of antibodies. Examples of this type of vaccine are the ones that fight influenza, typhoid fever, and cholera.

(10) A second type of vaccine contains the toxins produced by the microorganisms rather than the microorganisms themselves. This type of vaccine is prepared when the microorganism itself does little damage but the toxin within the microorganism is extremely harmful. For example, the bacteria that cause diphtheria can thrive in the throat without much harm, but when toxins are released from the bacteria, muscles can become paralyzed and death can ensue.

(15) A final type of vaccine contains living microorganisms that have been rendered harmless. With this type of vaccine, a large number of antigen molecules are produced and the immunity that results is generally longer lasting than the immunity from other types of vaccines. The Sabin oral antipolio vaccine and the BCG vaccine against tuberculosis are examples of this type of vaccine.

3. Which of the following expresses the main idea of the passage?

- (A) Vaccines provide immunity to specific diseases.
- (B) Vaccines contain disease-causing microorganisms.
- (C) Vaccines are derived in different ways.
- (D) New approaches in administering vaccines are being developed.

4. How many types of vaccines are presented in the passage?

- (A) Two
  - (B) Three
  - (C) Four
  - (D) Five
5. Click on the paragraph that discusses vaccines made from dead organisms.
6. Click on the paragraph that discusses vaccines that do not contain the disease-causing microorganism.

PASSAGE THREE (Questions 7-10)

Line (5) A hoax, unlike an honest error, is a deliberately-concocted plan to present an untruth as the truth. It can take the form of a fraud, a fake, a swindle, or a forgery, and can be accomplished in almost any field: successful hoaxes have been foisted on the public in fields as varied as politics, religion, science, art, and literature.

(10) A famous scientific hoax occurred in 1912 when Charles Dawson claimed to have uncovered a human skull and jawbone on the Piltdown Common in southern England. These human remains were said to be more than 500,000 years old and were unlike any other remains from that period; as such, they represented an important discovery in the study of human evolution. These remains, popularly known as the Piltdown Man and scientifically named *Eoanthropus dawsoni* after their discoverer, confounded scientists for several decades.

It took more than forty years for the hoax to be uncovered. In 1953, a chemical analysis was used to date the bones, and it was found that the bones were modern bones that had been skillfully aged. A further twist to the hoax was that the skull belonged to a human and the jaws to an orangutan.

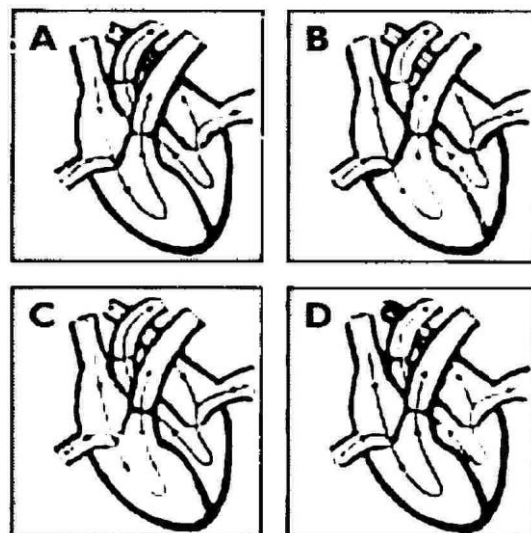
7. The topic of this passage could best be described as
- (A) the Piltdown Man
  - (B) Charles Dawson's discovery
  - (C) *Eoanthropus dawsoni*
  - (D) a definition and example of a hoax
8. The author's main point is that
- (A) various types of hoaxes have been perpetrated
  - (B) Charles Dawson discovered a human skull and jawbone
  - (C) Charles Dawson was not an honest man
  - (D) the human skull and jawbone were extremely old

9. Click on the paragraph that defines a hoax.
10. Click on the paragraph that explains how one particular hoax was resolved.

The human heart is divided into four chambers, each of which serves its own function in the cycle of pumping blood. The atria are the thin-walled upper chambers that gather blood as it flows from the veins between heartbeats. The ventricles are the thick-walled lower chambers that receive blood from the atria and push it into the arteries with each contraction of the heart. The left atrium and ventricle work separately from those on the right. The role of the chambers on the right side of the heart is to receive oxygen-depleted blood from the body tissues and send it on to the lungs; the chambers on the left side of the heart then receive the oxygen-enriched blood from the lungs and send it back out to the body tissues.

5. The passage indicates that the ventricles
- (A) have relatively thin walls
  - (B) send blood to the atria
  - (C) are above the atria
  - (D) force blood into the arteries
6. According to the passage, when is blood pushed into the arteries from the ventricles?
- (A) As the heart beats
  - (B) Between heartbeats
  - (C) Before each contraction of the heart
  - (D) Before it is received by the atria

7. Click on the drawing that highlights the part of the heart that gets blood from the body tissues and passes it on to the lungs.



answer to this question.

**TOEFL EXERCISE 4:** Study each of the passages and choose the best answers to the questions that follow.

*PASSAGE ONE (Questions 1–2)*

Blood plasma is a clear, almost colorless liquid. It consists of blood from which the red and white blood cells have been removed. It is often used in transfusions because a patient generally needs the plasma portion of the blood more than the other components.

Line Plasma differs in several important ways from whole blood. First of all, plasma can be mixed  
(5) for all donors and does not have to be from the right blood group, as whole blood does. In addition, plasma can be dried and stored, while whole blood cannot.

- |   |  |
|---|--|
| <p>1. All of the following are true about blood plasma EXCEPT that</p> <ul style="list-style-type: none"> <li>(A) it is a deeply colored liquid</li> <li>(B) blood cells have been taken out of it</li> <li>(C) patients are often transfused with it</li> <li>(D) it is generally more important to the patient than other parts of whole blood</li> </ul> | <p>2. Which of the following is NOT stated about whole blood?</p> <ul style="list-style-type: none"> <li>(A) It is different from plasma.</li> <li>(B) It cannot be dried.</li> <li>(C) It is impossible to keep it in storage for a long time.</li> <li>(D) It is a clear, colorless liquid.</li> </ul> |
|---|--|

*PASSAGE TWO (Questions 3–4)*

Elizabeth Cochrane Seaman was an American journalist at the turn of the century who wrote for the newspaper *New York World* under the pen name Nellie Bly, a name which was taken from the Stephen Foster song *Nelly Bly*. She achieved fame for her exposes and in particular for the bold and adventuresome way that she obtained her stories.

Line She felt that the best way to get the real story was from the inside rather than as an outside  
(5) observer who could be treated to a prettified version of reality. On one occasion she pretended to be a thief so that she would get arrested and see for herself how female prisoners were really treated. On another occasion she faked mental illness in order to be admitted to a mental hospital to get the real picture on the treatment of mental patients.

- |  |  |
|--|--|
| <p>3. Which of the following is NOT true about Nellie Bly?</p> <ul style="list-style-type: none"> <li>(A) Nellie Bly's real name was Elizabeth Cochrane Seaman.</li> <li>(B) Nellie Bly was mentally ill.</li> <li>(C) The name Nellie Bly came from a song.</li> <li>(D) The name Nellie Bly was used on articles that Seaman wrote.</li> </ul> | <p>4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story?</p> <ul style="list-style-type: none"> <li>(A) She acted like a thief.</li> <li>(B) She got arrested by the police.</li> <li>(C) She pretended to be ill.</li> <li>(D) She worked as a doctor in a mental hospital.</li> </ul> |
|--|--|

READING

*PASSAGE THREE (Questions 5-6)*

Line Dekanawida's role as a supreme lawgiver in the Iroquois tribe has given him the status of  
(5) demigod within the Indian nation. Born into the Huron tribe, Dekanawida caused great fear in  
his parents, who tried to drown him in his youth after a prophecy was made indicating that he  
would bring great sorrow to the Huron nation. Dekanawida was to survive this attempted  
drowning but later left his parents' home and tribe to live among the Iroquois.

(10) One of his achievements with the Iroquois was the institution of a law among the Iroquois  
that virtually ended blood feuds among the nation's families. Wampum, strings of beads made of  
polished shells, was a valued commodity in the Iroquois culture; according to policies established  
by Dekanawida, wampum had to be paid to the family of a murder victim by the family of the  
killer. Since the killer was also put to death, the family of the killer had to pay the victim's family  
in wampum for two deaths, the death of the murder victim and the death of the killer. These  
strict policies implemented by Dekanawida helped to establish him as a wise lawgiver and leader  
of the Iroquois nation.

5. According to the passage, Dekanawida was NOT

- (A) a lawmaker
- (B) a Huron by birth
- (C) a near deity
- (D) drowned when he was young

TOEFL EXERCISE 5: Study each of the passages and choose the best answers to the questions that follow.

*PASSAGE ONE (Questions 1-2)*

*Line*  
*(5)* The full moon that occurs nearest the equinox of the Sun has become known as the harvest moon. It is a bright moon which allows farmers to work late into the night for several nights; it can work when the moon is at its brightest to bring in the fall harvest. The harvest moon, of course, occurs at different times of the year in the northern and southern hemispheres. In the northern hemisphere, the harvest moon occurs in September at the time of the autumnal equinox. In the southern hemisphere, the harvest moon occurs in March at the time of the vernal equinox.

- 1. The pronoun "It" in line 2 refers to
  - (A) the equinox
  - (B) the Sun
  - (C) the harvest moon
  - (D) the night
- 2. Look at the word they in the passage. Click on the word or phrase that it refers to.

*PASSAGE TWO (Questions 3-4)*

*Line*  
*(5)* Mardi Gras, which means "Fat Tuesday" in French, was introduced to America by French colonists in the early eighteenth century. From that time it has grown in popularity, particularly in New Orleans, and today it is actually a legal holiday in several southern states. The Mardi Gras celebration in New Orleans begins well before the actual Mardi Gras Day. Parades, parties, balls, and numerous festivities take place throughout the week before Mardi Gras Day; tourists from various countries throughout the world flock to New Orleans for the celebration where they take part in a week of nonstop activities before returning home for some much-needed rest.

- 3. The pronoun "it" in line 2 refers to
  - (A) Mardi Gras
  - (B) French
  - (C) that time
  - (D) New Orleans
- 4. Look at the word they in the passage. Click on the word or phrase that it refers to.

*PASSAGE THREE (Questions 5-6)*

The financial firm Dow Jones and Company computes business statistics every hour on the hour of each of the business days of the year, and these statistics are known as the Dow Jones averages. They are based on a select group of stocks and bonds that are traded on the New York Stock Exchange. The Dow Jones averages are composed of four different types of averages: the average price of the common stock of thirty industrial firms, the average price of the common stock prices of twenty transportation companies, the average price of the common stock prices of fifteen utility companies, and an overall average of all the sixty-five stocks used to compute the first three averages. Probably the average that is the most commonly used is the industrial average; it is often used by an investor interested in checking the state of the stock market before making an investment in an industrial stock.

5. The pronoun "They" in line 3 refers to
- (A) the business days
  - (B) these statistics
  - (C) stocks and bonds
  - (D) four different types

6. Look at the word *it* in the passage. Click on the word or phrase that it refers to.

**TOEFL EXERCISE (Skills 3–5):** Study each of the passages and choose the best answers to the questions that follow.

*PASSAGE ONE (Questions 1–5)*

*Line* The United States does not have a national university, but the idea has been around for quite some time. George Washington first recommended the idea to Congress; he even selected an actual site in Washington, D.C., and then left an endowment for the proposed national university in his will. During the century following the Revolution, the idea of a national university continued to receive the support of various U.S. presidents, and philanthropist Andrew Carnegie pursued the cause at the beginning of the present century. Although the original idea has not yet been acted upon, it continues to be proposed in bills before Congress.

(5)

1. According to the passage, the national university of the United States
  - (A) has been around for a while
  - (B) does not exist
  - (C) is a very recent idea
  - (D) is an idea that developed during the present century
2. Look at the word *he* in the passage. Click on the word or phrase that he refers to.
3. The passage indicates that George Washington did NOT do which of the following?
  - (A) He suggested the concept for a national university to Congress.
  - (B) He chose a location for the national university.
  - (C) He left money in his will for a national university.
  - (D) He succeeded in establishing a national university.

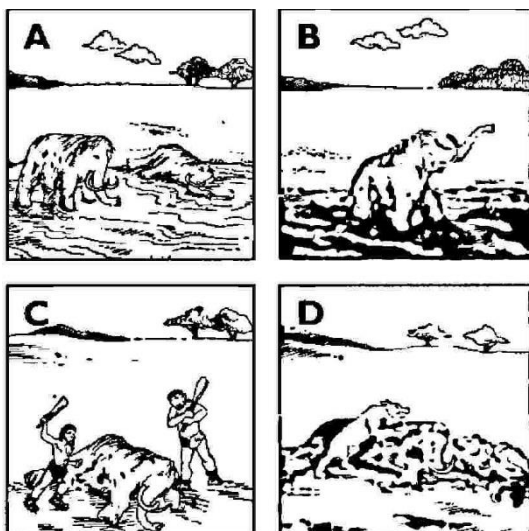
4. Which of the following is NOT mentioned in the passage about Andrew Carnegie?
  - (A) He was interested in doing charity work and good deeds for the public.
  - (B) He was a member of Congress.
  - (C) He was interested in the idea of a national university.
  - (D) He was active in the early twentieth century.
5. The pronoun "it" in line 7 refers to
  - (A) the cause
  - (B) the beginning of the present century
  - (C) the original idea
  - (D) Congress

PASSAGE TWO (Questions 6-11)

The La Brea tarpits, located in Hancock Park in the Los Angeles area, have proven to be an extremely fertile source of Ice Age fossils. Apparently, during the period of the Ice Age, the tarpits were covered by shallow pools of water; when animals came there to drink, they got caught in the sticky tar and perished. The tar not only trapped the animals, leading to their death, but it also served as a remarkably effective preservative, allowing near-perfect skeletons to remain hidden until the present era.

In 1906, the remains of a huge prehistoric bear discovered in the tarpits alerted archeologists to the potential treasure lying within the tar. Since then thousands and thousands of well-preserved skeletons have been uncovered, including the skeletons of camels, horses, wolves, tigers, sloths, and dinosaurs.

6. Which of the following is NOT true about the La Brea tarpits?
- (A) They contain fossils that are quite old.  
 (B) They are found in Hancock Park.  
 (C) They have existed since the Ice Age.  
 (D) They are located under a swimming pool.
7. The pronoun "they" in line 3 refers to
- (A) the La Brea tarpits  
 (B) Ice Age fossils  
 (C) shallow pools of water  
 (D) animals
8. Click on the drawing that shows how the Ice Age animals mentioned in the passage died at the La Brea tarpits.
9. Look at the word *it* in paragraph 1. Click on the word or phrase that it refers to.
10. When did archeologists become aware of the possible value of the contents of the tarpits?
- (A) During the Ice Age  
 (B) Thousands and thousands of years ago  
 (C) Early in the twentieth century  
 (D) Within the past decade
11. Which of the following is NOT mentioned as an example of a skeleton found in the tarpits?
- (A) A bear  
 (B) A sloth  
 (C) A horse  
 (D) A snake





## PASSAGE THREE (Questions 12-17)

When the president of the United States wants to get away from the hectic pace in Washington, D.C., Camp David is the place to go. Camp David, in a wooded mountain area about 70 miles from Washington, D.C., is where the president goes to find solitude. It consists of living space for the president, the first family, and the presidential staff as well as sporting and recreational facilities.

Camp David was established by President Franklin Delano Roosevelt in 1942. He found the site particularly appealing in that its mountain air provided relief from the summer heat of Washington and its remote location offered a more relaxing environment than could be achieved in the capital city.

When Roosevelt first established the retreat, he called it Shangri-La, which evoked the blissful mountain kingdom in James Hilton's novel *Lost Horizon*. Later, President Dwight David Eisenhower renamed the location Camp David after his grandson David Eisenhower.

Camp David has been used for a number of significant meetings. In 1943 during World War II, President Roosevelt met there with Great Britain's Prime Minister Winston Churchill. In 1959 at the height of the Cold War, President Eisenhower met there with Soviet Premier Nikita Khrushchev; in 1978 President Jimmy Carter sponsored peace talks between Israel's Prime Minister Menachem Begin and Egypt's President Anwar el-Sadat at the retreat at Camp David.

12. Which of the following is NOT discussed about Camp David?
- (A) Its location  
(B) Its cost  
(C) Its facilities  
(D) Its uses
13. Look at the word *It* in paragraph 1. Click on the word or phrase that *It* refers to.
14. According to the passage, who founded Camp David?
- (A) George Washington  
(B) The first family  
(C) Franklin Delano Roosevelt  
(D) Dwight David Eisenhower
15. The pronoun "he" in line 10 refers to
- (A) Camp David  
(B) Roosevelt  
(C) James Hilton  
(D) President Dwight David Eisenhower
16. Which of the following is NOT true about President Eisenhower?
- (A) He had a grandson named David.  
(B) He attended a conference with Nikita Khrushchev,  
(C) He named the presidential retreat Shangri-La.  
(D) He visited Camp David.
17. Khrushchev was at Camp David in
- (A) 1942  
(B) 1943  
(C) 1959  
(D) 1978

5. Which of the following is implied in the passage?
- (A) The giant sequoia is taller than the California redwood.
  - (B) The California redwood is not as big around as the giant sequoia.
  - (C) The California redwood weighs more than the giant sequoia.
  - (D) Other living things are larger than the giant sequoia.

*PASSAGE THREE (Questions 6-8)*

Probably the most recognized board game around the world is the game of Monopoly. In this game, players vie for wealth by buying, selling, and renting properties; the key to success in the game, in addition to a bit of luck, is for a player to acquire monopolies on clusters of properties in order to force opponents to pay exorbitant rents and fees.

(5) Although the game is now published in countless languages and versions, with foreign locations and place names appropriate to the target language adorning its board, the beginnings of the game were considerably more humble. The game was invented in 1933 by Charles Darrow, during the height of the Great Depression. Darrow, who lived in Germantown, Pennsylvania, was himself unemployed during those difficult financial times. He set the original game not as might (10) be expected in his hometown of Germantown, but in Atlantic City, New Jersey, the site of numerous pre-Depression vacations, where he walked along the Boardwalk and visited Park Place. Darrow made the first games by hand and sold them locally until Parker Brothers purchased the rights to Monopoly in 1935 and took the first steps toward the mass production of today.

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| <p>6. The French version of Monopoly might possibly include a piece of property entitled</p> <ul style="list-style-type: none"> <li>(A) Atlantic City, New Jersey</li> <li>(B) Germantown, Pennsylvania</li> <li>(C) Boardwalk</li> <li>(D) the Eiffel Tower</li> </ul> | <p>8. Parker Brothers is probably</p> <ul style="list-style-type: none"> <li>(A) a real estate company</li> <li>(B) a game manufacturing company</li> <li>(C) a group of Charles Darrow's friends</li> <li>(D) a toy design company</li> </ul> |
|---|--|
7. It is implied that Darrow selected Atlantic City as the setting for Monopoly because
- (A) it brought back good memories
  - (B) his family came from Atlantic City
  - (C) the people of Germantown might have been angered if he had used Germantown
  - (D) Atlantic City was larger than Germantown

## SKILL 7: ANSWER TRANSITION QUESTIONS CORRECTLY

You will sometimes be asked on both the paper TOEFL test and the computer TOEFL test to answer a multiple-choice question about what probably came before the reading passage (in the *preceding* paragraph) or what probably comes after the reading passage (in the *following* paragraph). Of course, the topic of the *preceding* or *following* paragraph is not directly stated, and you must draw a conclusion to determine what is probably in these paragraphs.

This type of question is a *transition* question. It asks you to demonstrate that you understand that good writing contains *transitions* from one paragraph to the next. A paragraph may start out with the idea of the previous paragraph as a way of linking the ideas in the two paragraphs. A paragraph may also end with an idea that will be further developed in the following paragraph. Look at a multiple-choice example of a transition question from the paper TOEFL test that asks you to identify what was probably in the *preceding* paragraph.

Example from the Paper TOEFL Test



The passage:

Another myth of the oceans concerns Davy Jones, who in folklore is a mean-spirited sovereign of the ocean's depths. The name "Jones" is thought by some etymologists to have  
*Line* been derived from the name "Jonah," the Hebrew prophet  
 (5) who spent three days in a whale's belly.

According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones's locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailor on  
 (10) the seas is not so eager to take a tour of Davy Jones's locker, although it might be a rather interesting trip considering all the treasures located there.

The question:


The paragraph *preceding* this passage most probably discusses

- (A) the youth of Davy Jones
- (B) Davy Jones's career as a sailor
- (C) a different traditional story from the sea
- (D) preparing to travel on the ocean

This question asks about the topic of the *preceding* paragraph, so you must look at the beginning of the passage and draw a conclusion about what probably came before. Since the passage begins with the expression *another myth of the oceans*, you should understand that the new passage is going to present a *second* myth of the oceans and the previous passage proba-

bly presented the *first* myth of the oceans. A myth is a traditional story, so the best answer to this question is answer (C), which discusses *a different traditional story from the sea*.

Now look at a multiple-choice example from the computer TOEFL test that asks you to identify what is probably in the *following* paragraph.

Example from the Computer TOEFL Test   
Reprinted from

Another myth of the oceans concerns Davy Jones, who in folklore is a mean-spirited sovereign of the ocean's depths. The name "Jones" is thought by some etymologists to have been derived from the name "Jonah," the Hebrew prophet who spent three days in a whale's belly.

According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones's locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailor on the seas is not so eager to take a tour of Davy Jones's locker, although it might be a rather interesting trip considering all the treasures located there.

The topic of the paragraph *following* the passage most likely is

- valuable items located at the bottom of the ocean
- where Davy Jones is found today
- Jonah and the whale
- preventing objects from falling overboard

This question asks about the topic of the *following* paragraph, so you must look at the end of the passage and draw a conclusion about what probably comes after. The passage ends with the mention of *all the treasures located there*, and *there* is in Davy Jones's locker, or at the bottom of the ocean; this is probably going to be the topic of the next paragraph. The first answer, which discusses *valuable items located at the bottom of the ocean* is therefore the best answer, so you should click on the first answer to this question.

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

### TRANSITION QUESTIONS (g LI!

HOW TO IDENTIFY  
THE QUESTION

on both paper  
and computer  
tests III .D

*The paragraph preceding the passage probably...  
What is most likely in the paragraph following the  
passage?*

WHERE TO FIND  
THE ANSWER

The answer can generally be found *in the first line* of the passage for a *preceding* question. The answer can generally be found *in the last line* for a *following* question.

HOW TO ANSWER  
THE QUESTION

1. Read the *first* line for a *preceding* question.
2. Read the *last* line for a *following* question.
3. Draw a conclusion about what comes *before* or *after*.
4. Choose the answer that is reflected in the *first* or *last* line of the passage.

**TOEFL EXERCISE 7:** Study each of the passages and choose the best answers to the questions that follow.

*PASSAGE ONE (Questions 1-2)*

Another program instrumental in the popularization of science was *Cosmos*. This series, broadcast on public television, dealt with topics and issues from varied fields of science. The principal writer and narrator of the program was Carl Sagan, a noted astronomer and Pulitzer Prize-winning author.

1. The paragraph preceding this passage most probably discusses
  - (A) a different scientific television series
  - (B) Carl Sagan's scientific achievements
  - (C) the Pulitzer Prize won by Carl Sagan
  - (D) public television
2. The paragraph following this passage most likely contains information on what?
  - (A) The popularity of science
  - (B) The program *Cosmos*
  - (C) The astronomer Carl Sagan
  - (D) Topics and issues from various fields of science

*PASSAGE TWO (Questions 3-4)*

Line (5) When a strong earthquake occurs on the ocean floor rather than on land, a tremendous force is exerted on the seawater and one or more large, destructive waves called *tsunamis* can be formed. *Tsunamis* are commonly called tidal waves in the United States, but this is really an inappropriate name in that the cause of the *tsunami* is an underground earthquake rather than the ocean's tides.

Far from land, a *tsunami* can move through the wide open vastness of the ocean at a speed of 600 miles (900 kilometers) per hour and often can travel tremendous distances without losing height and strength. When a *tsunami* reaches shallow coastal water, it can reach a height of 100 feet (30 meters) or more and can cause tremendous flooding and damage to coastal areas.

3. The paragraph preceding the passage most probably discusses
  - (A) *tsunamis* in various parts of the world
  - (B) the negative effects of *tsunamis*
  - (C) land-based earthquakes
  - (D) the effect of tides on *tsunamis*
4. Which of the following is most likely the topic of the paragraph following the passage?
  - (A) The causes of *tsunamis*
  - (B) The destructive effects of *tsunamis* on the coast
  - (C) The differences between *tsunamis* and tidal waves
  - (D) The distances covered by *tsunamis*

PASSAGE THREE (Questions 5-6)

Line While draft laws are federal laws, marriage laws are state laws rather than federal; marriage  
 regulations are therefore not uniform throughout the country. The legal marriage age serves as  
 an example of this lack of conformity. In most states, both the man and the woman must be at  
 (5) least eighteen years old to marry without parental consent; however, the states of Nebraska and  
 Wyoming require the couple to be at least nineteen, while the minimum age in Mississippi is  
 twenty-one. If parental permission is given, then a couple can marry at sixteen in some states, and  
 a few states even allow marriage before the age of sixteen, though a judge's permission, in  
 addition to the permission of the parents, is sometimes required in this situation. Some states  
 (10) which allow couples to marry at such a young age are now considering doing away with such early  
 marriages because of the numerous negative effects of these young marriages.

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| <p>5. The paragraph preceding the passage most probably discusses</p> <ul style="list-style-type: none"> <li>(A) state marriage laws</li> <li>(B) the lack of uniformity in marriage laws</li> <li>(C) federal draft laws</li> <li>(D) the minimum legal marriage age</li> </ul> | <p>6. The topic of the paragraph following the passage is most likely to be</p> <ul style="list-style-type: none"> <li>(A) disadvantages of youthful marriages</li> <li>(B) reasons why young people decide to marry</li> <li>(C) the age when parental consent for marriage is required</li> <li>(D) a discussion of why some states allow marriages before the age of sixteen</li> </ul> |
|--|--|

**TOEFL EXERCISE (Skills 6-7):** Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-4)

Line The most conservative sect of the Mennonite Church is the Old Order Amish, with 33,000  
 members living mainly today in the states of Pennsylvania, Ohio, and Indiana. Their lifestyle  
 reflects their belief in the doctrines of separation from the world and simplicity of life. The Amish  
 (5) have steadfastly rejected the societal changes that have occurred in the previous three hundred  
 years, preferring instead to remain securely rooted in a seventeenth-century lifestyle. They live on  
 farms without radios, televisions, telephones, electric lights, and cars; they dress in plainly styled  
 and colored old-fashioned clothes; and they farm their lands with horses and tools rather than  
 modern farm equipment. They have a highly communal form of living, with barn raisings and  
 quilting bees as commonplace activities.

- |   |   |
|---|---|
| <p>1. The paragraph preceding this passage most probably discusses</p> <ul style="list-style-type: none"> <li>(A) other, more liberal sects of Mennonites</li> <li>(B) where Mennonites live</li> <li>(C) the communal Amish lifestyle</li> <li>(D) the most conservative Mennonites</li> </ul> | <p>2. Which of the following would probably NOT be found on an Amish farm?</p> <ul style="list-style-type: none"> <li>(A) A hammer</li> <li>(B) A cart</li> <li>(C) A long dress</li> <li>(D) A refrigerator</li> </ul> |
|---|---|

READING

3.r It can be inferred from the passage that a quilting bee

- (A) involves a group of people
- (B) is necessary when raising bees
- (C) always follows a barn raising
- (D) provides needed solitude

4. Which of the following is most likely the topic of the paragraph following the passage?

- (A) The effects of the communal lifestyle on the Old Order Amish
- (B) How the Old Order Amish differ from the Mennonites
- (C) The effect of modern technology on the Old Order Amish
- (D) The doctrines of the Old Order Amish

PASSAGE TWO (Questions 5–8)

Line  
(5)

Various other Native American tribes also lived on the Great Plains. The Sioux, a group of seven Native American tribes, are best known for the fiercely combative posture against encroaching White civilization in the 1800s. Although they are popularly referred to as Sioux, these Native American tribes did not call themselves Sioux; the name was given to them by an enemy tribe. The seven Sioux tribes called themselves by some variation of the word *Dakota*, which means "allies" in their language. Four tribes of the eastern Sioux community living in Minnesota were known by the name *Dakota*. The Nakota included two tribes that left the eastern woodlands and moved out onto the plains. The Teton Sioux, or Lakota, moved even farther west to the plains of the present-day states of North Dakota, South Dakota, and Wyoming.

5. The paragraph preceding this passage most probably discusses

- (A) how the Sioux battled the white man
- (B) one of the tribes of the plains
- (C) where the Sioux lived
- (D) Native American tribes on the East Coast

7. It is implied in the passage that the seven Sioux tribes called each other by some form of the word *Dakota* because they were

- (A) united in a cause
- (B) all living in North Dakota
- (C) fiercely combative
- (D) enemies

6. Which of the following represents a likely reaction of the Sioux in the 1800s to the encroaching white civilization?

- (A) The Sioux would probably help the whites to settle in the West.
- (B) The Sioux would probably attack the white settlers.
- (C) The Sioux would probably invite the whites to smoke a peace pipe.
- (D) The Sioux would probably join together in hunting parties with the white settlers.

8. It can be inferred from the passage that the present-day states of North and South Dakota

- (A) are east of Minnesota
- (B) are home to the four tribes known by the name *Dakota*
- (C) received their names from the tribes living there
- (D) are part of the eastern woodlands



PASSAGE THREE (Questions 9-12)

The extinction of many species of birds has undoubtedly been hastened by modern man; since 1600 it has been estimated that approximately 100 bird species have become extinct over the world. In North America, the first species known to be annihilated was the great auk, a flightless bird that served as an easy source of food and bait for Atlantic fishermen through the beginning of the nineteenth century.

Shortly after the great auk's extinction, two other North American species, the Carolina parakeet and the passenger pigeon, began dwindling noticeably in numbers. The last Carolina parakeet and the last passenger pigeon in captivity both died in September 1914. In addition to these extinct species, several others such as the bald eagle, the peregrine falcon, and the California condor are today recognized as endangered; steps are being taken to prevent their extinction.

9. The number of bird species that have become extinct in the United States since 1600 most probably is
- (A) more than 100  
 (B) exactly 100  
 (C) less than 100  
 (D) exactly three
10. The passage implies that the great auk disappeared
- (A) before 1600  
 (B) in the 1600s  
 (C) in the 1800s  
 (D) in the last fifty years
11. It can be inferred from the passage that the great auk was killed because
- (A) it was eating the fishermen's catch  
 (B) fishermen wanted to eat it  
 (C) it flew over fishing areas  
 (D) it baited fishermen
12. The paragraph following this passage most probably discusses
- (A) what is being done to save endangered birds  
 (B) what the bald eagle symbolizes to Americans  
 (C) how several bird species became endangered  
 (D) other extinct species

**TOEFL REVIEW EXERCISE (Skills 1-7):** Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1-8)

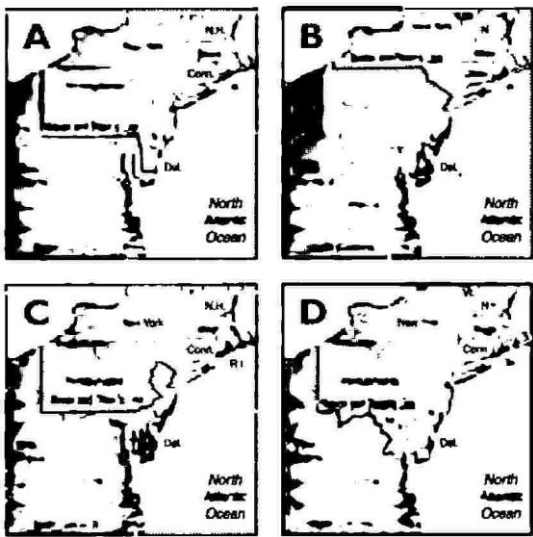
The Mason-Dixon Line is often considered by Americans to be the demarcation between the North and the South. It is in reality the boundary that separates the state of Pennsylvania from Maryland and parts of West Virginia. Prior to the Civil War, this southern boundary of Pennsylvania separated the nonslave states to the north from the slave states to the south.

The Mason-Dixon Line was established well before the Civil War, as a result of a boundary dispute between Pennsylvania and Maryland. Two English astronomers, Charles Mason and Jeremiah Dixon, were called in to survey the area and officially mark the boundary between the two states. The survey was completed in 1767, and the boundary was marked with stones, many of which remain to this day.

READING

1. The best title for this passage would be
  - (A) Dividing the North and the South
  - (B) The Meaning of the Mason-Dixon Line
  - (C) Two English Astronomers
  - (D) The History of the Mason-Dixon Line
2. Look at the word *It* in paragraph 1. Click on the word or phrase that *It* refers to.

3. Click on the drawing that shows the location of the Mason-Dixon Line.



4. It can be inferred from the passage that before the Civil War
  - (A) Pennsylvania was south of the Mason-Dixon Line
  - (B) Pennsylvania was a nonslave state
  - (C) the states south of the Mason-Dixon Line had the same opinion about slavery as Pennsylvania
  - (D) the slave states were not divided from the nonslave states

5. The passage states all of the following about Mason and Dixon EXCEPT that
  - (A) they came from England
  - (B) they worked as astronomers
  - (C) they caused the boundary dispute between Pennsylvania and Maryland
  - (D) they surveyed the area of the boundary between Pennsylvania and Maryland

6. The passage indicates that the Mason-Dixon Line was identified with
  - (A) pieces of rock
  - (B) fences
  - (C) a stone wall
  - (D) a border crossing

7. Click on the paragraph that explains why the Mason-Dixon Line was established.

8. The paragraph following the passage most probably discusses
  - (A) where the Mason-Dixon Line is located
  - (B) the Mason-Dixon Line today
  - (C) the effect of the Civil War on slavery
  - (D) what happened to Charles Mason and Jeremiah Dixon

PASSAGE TWO (Questions 9-14)

Manic depression is another psychiatric illness that mainly affects the mood. A patient suffering from this disease will alternate between periods of manic excitement and extreme depression, with or without relatively normal periods in between. The changes in mood suffered by a manic-depressive patient go far beyond the day-to-day mood changes experienced by the general population. In the period of manic excitement, the mood elevation can become so intense that it can result in extended insomnia, extreme irritability, and heightened aggressiveness. In the period of depression, which may last for several weeks or months, a patient

Line  
(5)

experiences feelings of general fatigue, uselessness, and hopelessness, and, in serious cases, may contemplate suicide.

9. The paragraph preceding this passage most probably discusses
- (A) when manic depression develops
  - (B) a different type of mental disease
  - (C) how moods are determined
  - (D) how manic depression can result in suicide
10. The topic of this passage is
- (A) various psychiatric illnesses
  - (B) how depression affects the mood
  - (C) the intense period of manic excitement
  - (D) the mood changes of manic depression
11. Click on the drawing of the person who is most likely a manic-depressive patient in a manic phase.
12. The passage indicates that most people
- (A) never undergo mood changes
  - (B) experience occasional shifts in mood
  - (C) switch wildly from highs to lows
  - (D) become highly depressed
13. Look at the word *it* in the passage. Click on the word or phrase it refers to.
14. The passage implies that
- (A) changes from excitement to depression occur frequently and often
  - (B) only manic-depressive patients experience aggression
  - (C) the depressive phase of this disease can be more harmful than the manic phase
  - (D) suicide is inevitable in cases of manic depression



PASSAGE THREE (Questions 15-23)

Line Unlike earlier campaigns, the 1960 presidential campaign featured a politically innovative  
(5) and highly influential series of televised debates in the contest between the Republicans and the Democrats. Debates that could be viewed by such a wide audience had never before been part of the presidential campaigns, and through these debates, the far-reaching medium of television showed how effective it could be in influencing the outcome of an election.

(10) The two parties to face off in the election selected very different candidates. John Kennedy, a young senator from Massachusetts without much experience and recognition in national politics, established an early lead among democratic hopefuls, and was nominated on the first ballot at the Los Angeles convention to be the representative of the Democratic party in the presidential elections. The older and more experienced Richard Nixon, then serving as vice president of the United States under Eisenhower, received the nomination of the Republican party. Both Nixon and Kennedy campaigned vigorously throughout the country and then took the unprecedented step of appearing in face-to-face debates on television.

(15) Experts in the politics of presidential elections contend that the debates were a pivotal force in the elections. In front of a viewership of more than 100 million citizens, Kennedy masterfully overcame Nixon's advantage as the better-known and more experienced candidate and reversed

the public perception of him as too inexperienced and immature for the presidency. In an election that was extremely close, it was perhaps these debates that brought victory to Kennedy.

READING

15. The paragraph preceding the passage most likely discussed
- (A) presidential elections prior to 1960
  - (B) planning for the 1960 election
  - (C) the history of television prior to 1960
  - (D) the outcome of the 1960 presidential election
16. Which of the following best expresses the main idea of the passage?
- (A) Kennedy defeated Nixon in the 1960 presidential election.
  - (B) Television debates were instrumental in the outcome of the 1960 presidential election.
  - (C) Television debates have long been a part of campaigning.
  - (D) Kennedy was the leading Democratic candidate in the 1960 presidential election.
17. Look at the word it in paragraph 1. Click on the word or phrase that it refers to.
18. The passage implies that Kennedy
- (A) was a long shot to receive the Democratic presidential nomination
  - (B) won the Democratic presidential nomination fairly easily
  - (C) was not a front runner in the race for the Democratic presidential nomination
  - (D) came from behind to win the Democratic presidential nomination
19. The passage states that the television debates between presidential candidates in 1960
- (A) did not influence the selection of the president
  - (B) were the final televised debates
  - (C) were fairly usual in the history of presidential campaigns
  - (D) were the first presidential campaign debates to be televised
20. Which of the following is NOT mentioned about Richard Nixon?
- (A) He was serving as vice president.
  - (B) He was the Republican party's candidate for president.
  - (C) He campaigned strongly all over the country.
  - (D) He was nominated on the first ballot.
21. The passage states that in the debates with Nixon, Kennedy demonstrated to the American people that he was
- (A) old enough to be president
  - (B) more experienced than Nixon
  - (C) better known than Nixon
  - (D) too inexperienced to serve as president
22. The pronoun "him" in line 17 refers to
- (A) John Kennedy
  - (B) Richard Nixon
  - (C) Eisenhower
  - (D) the better-known and more experienced candidate
23. Click on the paragraph that describes the two candidates in the election.

## VOCABULARY QUESTIONS

In the reading section of both the paper TOEFL test and the computer TOEFL test, there will be a number of vocabulary questions. On the paper test, the vocabulary questions will always be multiple-choice questions. On the computer test, vocabulary questions may be multiple-choice questions, or they may be click-on questions: you may be asked to look at one word in a passage and click on another word with a similar or opposite meaning, or you may be asked to click on a word with a given meaning.

To answer a vocabulary question, it is, of course, helpful if you know the meaning of the word that is being tested. However, it is not always *necessary* for you to know the meaning of the word; often there are skills that you can use to help you find the correct answer to the question: (1) finding definitions from structural clues, (2) determining meanings from word parts, and (3) using context clues to determine meanings.

### SKILL 8: FIND DEFINITIONS FROM STRUCTURAL CLUES

TOEFL EXERCISE 8: Study each of the passages and choose the best answers to the questions that follow.

#### *PASSAGE ONE (Questions 1–4)*

The teddy bear is a child's toy, a nice soft stuffed animal suitable for cuddling. It is, however, a toy with an interesting history behind it.

*Line* Theodore Roosevelt, or Teddy as he was commonly called, was president of the United  
 (5) States from 1901 to 1909. He was an unusually active man with varied pastimes, one of which was hunting. One day the president was invited to take part in a bear hunt; and inasmuch as Teddy was president, his hosts wanted to ensure that he caught a bear. A bear was captured, clanked over the head to knock it out, and tied to a tree; however, Teddy, who really wanted to hunt a bear, refused to shoot the bear and, in fact, demanded that the bear be extricated from the ropes; that is, he demanded that the bear be set free.

(10) The incident attracted a lot of attention among journalists. First a cartoon—drawn by Clifford K. Berryman to make fun of this situation—appeared in the *Washington Post*, and the cartoon was widely distributed and reprinted throughout the country. Then toy manufacturers began producing a toy bear which they called a "teddy bear." The teddy bear became the most widely recognized symbol of Roosevelt's presidency.

1. According to line 1 of the passage, what is a "teddy bear"?
  - (A) A ferocious animal
  - (B) The president of the United States
  - (C) A famous hunter
  - (D) A plaything
2. Look at the word pastimes in paragraph 2. This word could best be replaced by
  - past occurrences
  - previous jobs
  - hunting trips
  - leisure activities
3. Look at the word extricated in paragraph 2. Click on another word or phrase in paragraph 2 that is close in meaning to extricated.
  - (A) a newspaper
  - (B) a type of teddy bear
  - (C) a drawing with a message
  - (D) a newspaper article
4. In line 10, a "cartoon" could best be described as
  - (A) a newspaper
  - (B) a type of teddy bear
  - (C) a drawing with a message
  - (D) a newspaper article

PASSAGE TWO (Questions 5-8)

Line A supernova occurs when all of the hydrogen in the core of a huge star is transformed to  
(5) iron and explodes. All stars die after their nuclear fuel has been exhausted. Stars with little mass die gradually, but those with relatively large mass die in a sudden explosion, a supernova. The sudden flash of light can then be followed by several weeks of extremely bright light, perhaps as much light as twenty million stars.

(10) Supernovae are not very common; they occur about once every hundred years in any galaxy, and in 1987 a supernova that could be seen by the naked eye occurred in the Magellan Cloud, a galaxy close to the Milky Way. Scientists periodically detect supernovae in other galaxies; however, no supernovae have occurred in the Milky Way (the galaxy that includes Earth) since 1604. One very impressive supernova occurred in the Milky Way on July 4, 1054. There was a great explosion followed by three months of lighted skies, and historical chronicles of the time were full of accounts and unusual explanations for the misunderstood phenomenon—many people believed that it meant that the world was coming to an end.

5. A "supernova" in line 1 is which of the following?
  - (A) The iron component of a star
  - (B) The core of a star
  - (C) The hydrogen in a star
  - (D) The explosion of a star
6. According to the passage, which of the following best describes the "Magellan Cloud" in line 11?
  - (A) A galaxy inside the Milky Way
  - (B) A cloud composed of hydrogen
  - (C) A galaxy near Earth's galaxy
  - (D) A cloud in the sky above the Earth



7. Look at the expression *Milky Way* in paragraph 2. The *Milky Way* is;
- part of Earth
  - a galaxy close to Earth
  - the galaxy that is home to Earth
  - a creamy-colored cloud in the sky

8. Click on the word in paragraph 2 that is closest in meaning to "unusual occurrence."

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- Look at the word *curry* in the passage. Curry is
- the fruit of the ginger plant
  - a spicy type of sauce
  - a culture in the area of the Middle East
  - a type of golden-colored tea

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- Click on the word in the passage that could best be replaced by "steamed."

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The life span of an elephant that dies from natural causes is about sixty-five years. Of course, an elephant can perish from a number of "unnatural causes"; e.g., it can be killed by hunters, most probably for the valuable ivory in its tusks; it can die from diseases that spread throughout an elephant herd; or it can die from drought or from the lack of food that almost certainly accompanies the inadequate supply of water.

If, however, an elephant survives these disasters, it falls prey to old age in its mid-sixties. Around this age, the cause of death is attributed to the loss of the final set of molars. When this last set of teeth is gone, the elephant dies from malnutrition because it is unable to obtain adequate nourishment. In old age, elephants tend to search out places where there is shade for comfort from the sun and soft vegetation for cushioning; the bones of many old elephants have been found in such places.

6. Look at the word *perishes* in paragraph 1. Click on another word in paragraph 1 that is close in meaning to *perishes*.
7. The word "unnatural" in line 2 is closest in meaning to
  - (A) wild
  - (B) violent
  - (C) domesticated
  - (D) abnormal
8. Look at the word *drought* in paragraph 1. A drought means
  - a drowning
  - a lack of food
  - an inadequate supply of water
  - an overabundance of animals
9. Which of the following could be used to replace the word "survives" in line 6?
  - (A) Rises to
  - (B) Succumbs to
  - (C) Denies
  - (D) Lives through
10. Look at the word *molars* in paragraph 2. Click on the word in paragraph 2 that is close in meaning to *molars*.
11. In line 8, "malnutrition" is used to describe a condition related to
  - (A) good health
  - (B) illness
  - (C) poor eating
  - (D) dental problems

12. Look at the expression *home* in paragraph 2. This expression is closest in meaning to
- a place to die
  - a comfortable house
  - a place for sale
  - the only remaining place to live

13. The word "shade" in line 10 is closest in meaning to
- (A) color
  - (B) heat
  - (C) diminished light
  - (D) a front porch

PASSAGE THREE (Questions 14-21)

The American flag is the end product of a long evolution. Each of its component parts has its own history.

The very first American flag was *flown* in the skies over Boston on January 1, 1776, by the American forces there. This first flag consisted of thirteen red and white stripes representing the number of American colonies. It also included the British Cross of St. George and Cross of St. Andrew. It could be considered rather ironic that these symbols of British rule were included on the American flag in that the American colonists were fighting for independence from the British.

The origin of the stars on the current flag is *unclear*; that is, the stars could possibly have been taken from the flag of Rhode Island, or they could have been taken from the coat of arms of the Washington family. According to legend, this first flag with stars was sewn by Betsy Ross, a Philadelphia seamstress who was famous for her clever needlework. This version of the flag contained thirteen stars and thirteen stripes, one for each of the thirteen colonies battling for independence.

The original idea was to add one star and one stripe for each state that joined the new, young country. However, by 1818, the number of states had grown to twenty, and it did not work well to keep adding stripes to the flag. As a result, Congress made the decision to revert to the original thirteen stripes representing the thirteen original colonies and adding a star each time a new state was admitted. This has been the policy ever since.

14. The word "product" in line 1 is closest in meaning to
- (A) goods
  - (B) merchandise
  - (C) banner
  - (D) result

16. The word "ironic" in line 6 could most easily be replaced by
- (A) steellike
  - (B) normal
  - (C) unexpected
  - (D) nationalistic

15. Look at the word *found* in paragraph 2. Something that is *found* is
- created
  - found
  - raised
  - made

17. Look at the word *obscure* in paragraph 3. Click on another word in paragraph 3 that is opposite in meaning to *obscure*;
18. In line 12, the word "seamstress" is used to describe someone who
- (A) works at home
  - (B) sews
  - (C) is a part of high society
  - (D) practices medicine

READING

19. Click on the word in paragraph 4 that could best be replaced by "function."

20. Click on the word in paragraph 4 that could best be replaced by "continue."

21. The expression "revert to" in line 17 means

- (A) return to
- (B) add to
- (C) rejoice over
- (D) forget about

TOEFL REVIEW EXERCISE (Skills 1–11): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–9)

Line Bigfoot is a humanlike creature reportedly living in the Pacific Northwest. Bigfoot sightings  
(5) have been noted most often in the mountainous areas of Northern California, Oregon, and Washington in the United States. The creature has also been spotted numerous times in British Columbia in Canada, where it is known as Sasquatch.

The creature described by witnesses is tall by human standards, measuring 7 to 10 feet (2 to 3 meters) in height. It resembles an ape with its thick, powerful, fur-covered arms and short, strong neck; however, its manner of walking erect is more like that of *Homo sapiens*.

(10) Although there have been hundreds of reported sightings of Bigfoot, most experts have not seen enough evidence to be convinced of its existence. The fact that some purported evidence has been proven fake may have served to discredit other more credible information.

1. Which of the following best states the topic of the passage?
  - (A) Differences between Bigfoot and Sasquatch
  - (B) A description of Bigfoot
  - (C) Where Bigfoot, or Sasquatch, can be found
  - (D) The creature Bigfoot and its questionable existence

2. The word "noted" in line 2 is closest in meaning to which of the following?

- (A) Reported
- (B) Written in a letter
- (C) Refuted
- (D) Discussed

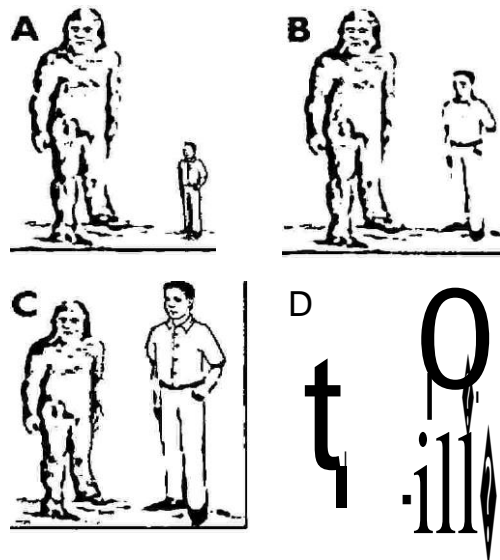
3. It is implied in the passage that Bigfoot would probably NOT like to live

- (A) in Oregon
- (B) in the Pacific Northwest
- (C) on coastal plains
- (D) in mountainous areas

4. Which of the following is NOT true about the appearance of Bigfoot?

- (A) Its arms and neck look like those of an ape.
- (B) Its arms are covered with fur.
- (C) It is short-necked.
- (D) It walks like an ape.

5. Click on the drawing that shows how Bigfoot compares in height to an average man.



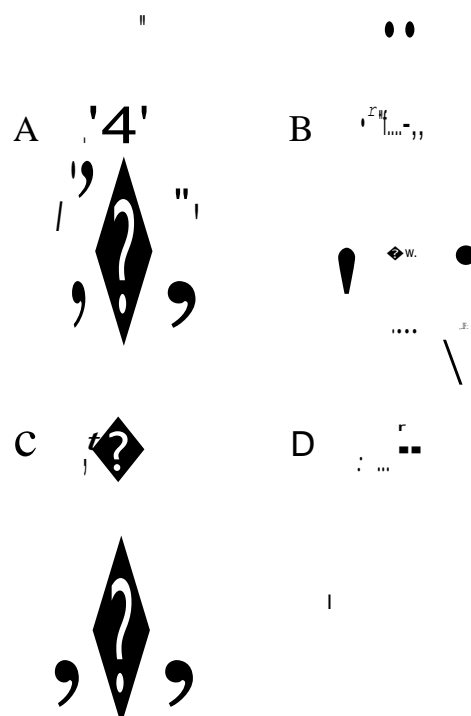
6. Look at the word **that** in paragraph 2. Click on the word or phrase that that refers to.
7. The expression "Homo sapiens" in line 8 is closest in meaning to
- (A) apes
  - (B) creatures
  - (C) humans
  - (D) furry animals
8. According to the passage, how do experts feel about the evidence concerning Bigfoot's existence?
- (A) They feel certain as to its existence.
  - (B) They are not yet certain.
  - (C) They are sure that it does not exist.
  - (D) They feel that all the evidence is fake.
9. Click on the paragraph that explains how knowledgeable people feel about the existence of Bigfoot.

PASSAGE TWO (Questions 10-18)

The next hormone is epinephrine, or adrenaline. This hormone is a natural secretion of the adrenal glands, which are located just above the kidneys in the human body. Its primary function in the human body is to help the body to deal with sudden surges of stress. When a person unexpectedly finds himself in a stressful situation filled with fear or anger, a large amount of epinephrine is released into the blood and the body responds with an increased heartbeat, higher blood pressure, and conversion of glycogen into glucose for energy to enable the body to deal with the stress.

It is possible to extract epinephrine from the adrenal glands of animals or to synthesize it chemically in order to put it to further use. It is used in the treatment of severe asthma, where it relaxes the large muscles of the bronchi, the large air passages leading into the lungs. It is also used in cases of severe allergic reaction or cardiac arrest.

10. The paragraph preceding the passage most probably discusses
- (A) further uses of epinephrine
  - (B) the treatment of cardiac arrest
  - (C) a different hormone
  - (D) the secretions of the adrenal glands
11. What is another name for epinephrine?
- (A) Adrenal glands
  - (B) Stressful situation
  - (C) Bronchi
12. Click on the drawing that shows where epinephrine is produced in the human body.



(D) Adrenaline

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13. Look at the word cope in paragraph 1. Click on another word or phrase in paragraph 1 that is close in meaning to cope.

READING

14. Which of the following is NOT mentioned as a result of the release of epinephrine in the blood?
- (A) Severe asthma
  - (B) An increase in blood pressure
  - (C) Higher heartbeat
  - (D) Increased energy
15. It is implied in the passage that increased heartbeat
- (A) harms the body
  - (B) causes the release of epinephrine into the body
  - (C) is helpful in combating the stressful situation
  - (D) is useful in treating asthma
16. The passage indicates that epinephrine is used in the treatment of all of the following EXCEPT
- (A) asthma
  - (B) high blood pressure
  - (C) serious allergic reactions
  - (D) heart problems
17. Look at the word bronchi in paragraph 2. Bronchi are
- large muscles
  - air passages
  - part of the lungs
  - part of the heart
18. Which of the following best expresses the organization of the information in the passage?
- (A) Epinephrine and adrenaline
  - (B) Various effects of epinephrine on the body
  - (C) Causes of sudden stress
  - (D) Epinephrine's natural functions and further applications

*PASSAGE THREE (Questions 19-25)*

*Line* A massive banking crisis occurred in the United States in 1933. In the two preceding years, a  
*(5)* large number of banks had failed, and fear of lost savings had prompted many depositors to remove their funds from banks. Problems became so serious in the state of Michigan that Governor William A. Comstock was forced to declare a moratorium on all banking activities in the state on February 14, 1933. The panic in Michigan quickly spread to other states, and on March 6, President Franklin D. Roosevelt declared a banking moratorium throughout the United States that left the entire country without banking services.

*(10)* Congress immediately met in a special session to solve the banking crisis, and on March 9 it passed the Emergency Banking Act of 1933 to assist financially healthy banks to reopen. By March 15, banks controlling 90 percent of the country's financial reserves were again open for business.

19. The passage states that all the following occurred prior to 1933 EXCEPT that
- (A) many banks went under
  - (B) many bank patrons were afraid of losing their deposits
  - (C) a lot of money was withdrawn from accounts
  - (D) Governor Comstock canceled all banking activities in Michigan

20. Look at the word failed in paragraph 1. This word could best be replaced by which expression?

Not passed a test

- Forgotten something important
- Gone out of business
- Paid little interest

READING QUESTIONS (Paper and Computer)

21. The word "moratorium" in line 4 is closest in meaning to which of the following?

- (A) Death
- (B) Temporary cessation
- (C) Murder
- (D) Slow decline

22. The passage indicates that the moratorium declared by Roosevelt affected

- (A) the banks in Michigan
- (B) the banks in most of the U.S.
- (C) only the financially unhealthy banks
- (D) all the banks in the U.S.

23. Look at the word **it** in paragraph 2. Click on the word or phrase that **it** refers to.

24. Which of the following can be inferred from the passage?

- (A) Congress did not give any special priority to the banking situation.
- (B) The Emergency Banking Act helped all banks to reopen.
- (C) Ten percent of the country's money was in financially unhealthy banks.
- (D) Ninety percent of the banks reopened by the middle of March.

25. Which of the following best describes the organization of the passage?

- (A) A theme followed by an example
- (B) A problem and a solution
- (C) Opposing viewpoints of an issue
- (D) A problem and its causes

## OVERALL REVIEW QUESTIONS

Often in the reading section of both the paper TOEFL test and the computer TOEFL test, the last question or two for a particular reading passage are overall questions that ask about the passage as a whole rather than one small detail. The most common type of overall review questions are questions that ask where in the passage something is found, questions about the tone of the passage, questions about the author's purpose in writing the passage, questions about which course the passage might be a part of, or questions about where a particular piece of information might be inserted into the passage.

TOEFL EXERCISE 12: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–4)



Beavers generally live in family clusters consisting of six to ten members. One cluster would probably consist of two adults, one male and one female, and four to eight young beavers, or kits. A female beaver gives birth each spring to two to four babies at a time. These baby beavers live with their parents until they are two years old. In the springtime of their second year they are forced out of the family group to make room for the new babies. These two-year-old beavers then proceed to start new family clusters of their own.

Line  
(5)

1. Where in the passage does the author give the name of a baby beaver?
  - (A) Line 1
  - (B) Line 2
  - (C) Line 3
  - (D) Lines 4-5
2. Click on the sentence in the passage that mentions the time of year when new baby beavers are born.
  - (A) Line 1
  - (B) Line 2
  - (C) Line 3
  - (D) Lines 4-5
3. Click on the sentence in the passage that states the age at which beavers must go out on their own.
4. Where in the passage does the author indicate why the young beavers must leave their parents' home?
  - (A) Line 1
  - (B) Line 2
  - (C) Line 3
  - (D) Lines 4-5

*PASSAGE TWO (Questions 5-7)*

Chamber music received its name because it was originally intended to be performed in small rooms in private homes rather than huge concert halls or theaters. Today it has evolved into small ensemble music in which each performer in the ensemble plays an individual part.

*Line* The compositions written for this type of performance can easily be classified into three  
*(5)* distinct periods, each with its style of music and instrumentation. In the earliest period (1450–1650), the viol and other instrumental families developed considerably, and instrumental music took its first steps toward equal footing with vocal music. In the second period (1650–1750), trio sonatas dominated. These ensemble compositions were often written for two violins and a cello; the harpsichord was also featured in various compositions of this period. In  
*(10)* the modern period (after 1750), the preponderance of chamber music was written for the string quartet, an ensemble composed of two violins, a viola, and a cello.

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| <p>5. Where in the passage does the author discuss the modern definition of chamber music?</p> <p>(A) Lines 2–3<br/>         (B) Lines 4–5<br/>         (C) Lines 8–9<br/>         (D) Lines 9–11</p> | <p>6. Click on the sentence in paragraph 2 that describes the first of the three periods of compositions for chamber music.</p> <p>7. Click on the sentence in paragraph 2 that discusses which instruments were used in ensembles for three instruments.</p> |
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*PASSAGE THREE (Questions 8-10)*

It is common practice to coat metals such as iron and steel with a protective layer of zinc or an alloy made from zinc mixed with aluminum, cadmium, or tin in a process known as "galvanization." The purpose of galvanization is to prevent the corrosion of the iron or steel.

*Line* The most common method to galvanize metal is the hot-dip galvanizing process. In this  
*(5)* process, the iron or steel is dipped into a hot bath of a zinc alloy to form a protective coating approximately .003 inches thick. Another method of galvanizing that is not as common is the process known as electrogalvanizing; in this process the metal is placed in a solution composed of zinc sulphate and water and is then charged electrically. This causes a thin layer of zinc to coat the metal.

*(10)* Zinc is effective in galvanizing metals such as iron or steel in that zinc reacts more easily with oxygen than iron does. If iron is unprotected, it reacts with the oxygen in the air to form iron oxide, or rust, which leads to the corrosion of the iron. If, however, the iron is coated with zinc, as it is in the galvanization process, then it is the zinc rather than the iron which interacts with the oxygen to form zinc oxide, and the iron is not subject to corrosion.

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| <p>8. Where in the passage does the author list the components of a zinc alloy?</p> <p>(A) Lines 1–2<br/>         (B) Lines 4–6<br/>         (C) Lines 9–10<br/>         (D) Lines 11–12</p> | <p>9. Where in the passage does the author present the less routinely used process of galvanization?</p> <p>(A) Lines 1–2<br/>         (B) Line 4<br/>         (C) Lines 6--8<br/>         (D) Lines 10–11</p> <p>10. Click on the sentence in paragraph 2</p> |
|--|--|

that explains how the hot-dip galvanizing process is carried out.

# READING POST-TEST (Paper) M

## SECTION 3 READING COMPREHENSION

Time—55 minutes  
(including the reading of the directions)  
Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

Line  
(5)

Example I

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

Sample Answer

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According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose (B).

Example II

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Sample Answer

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The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose (C).

Now begin work on the questions. ➔

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## Questions 1-10

Line (5) A solar eclipse occurs when the Moon moves in front of the Sun and hides at least some part of the Sun from the earth. In a partial eclipse, the Moon covers part of the Sun; in an annular eclipse, the Moon covers the center of the Sun, leaving a bright ring of light around the Moon; in a total eclipse, the Sun is completely covered by the Moon.

It seems rather improbable that a celestial body the size of the Moon could completely block out the tremendously immense Sun, as happens during a total eclipse, but this is exactly what happens. Although the Moon is considerably smaller in size than the *Sun*, the Moon is able to cover the Sun because of their relative distances from Earth. A total eclipse can last up to 7 minutes, during which time the Moon's shadow moves across Earth at a rate of about .6 kilometers per second.

1. This passage mainly
  - (A) describes how long an eclipse will last
  - (B) gives facts about the Moon
  - (C) explains how the Sun is able to obscure the Moon
  - (D) informs the reader about solar eclipses
2. In which type of eclipse is the Sun obscured in its entirety?
  - (A) A partial eclipse
  - (B) An annular eclipse
  - (C) A total eclipse
  - (D) A celestial eclipse
3. The word "ring" in line 3 could best be replaced by
  - (A) piece of gold
  - (B) circle
  - (C) jewel
  - (D) bell
4. A "celestial body" in line 5 is most probably one that is found
  - (A) within the Moon's shadow
  - (B) somewhere in the sky
  - (C) on the surface of the Sun
  - (D) inside Earth's atmosphere
5. What is the meaning of "block out" in line 5?
  - (A) Square
  - (B) Cover
  - (C) Evaporate
  - (D) Shrink
6. According to the passage, how can the Moon hide the Sun during a total eclipse?
  - (A) The fact that the Moon is closer to Earth than the Sun makes up for the Moon's smaller size.
  - (B) The Moon can only obscure the Sun because of the Moon's great distance from the earth.
  - (C) Because the Sun is relatively close to Earth, the Sun can be eclipsed by the Moon.
  - (D) The Moon hides the Sun because of the Moon's considerable size.

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7. The word "relative" in line 8 could best be replaced by
- (A) familial
  - (B) infinite
  - (C) comparative
  - (D) paternal
8. The passage states that which of the following happens during an eclipse?
- (A) The Moon hides from the Sun.
  - (B) The Moon is obscured by the Sun.
  - (C) The Moon begins moving at a speed of .6 kilometers per second.
  - (D) The Moon's shadow crosses Earth.
9. The word "rate" in line 9 is closest in meaning to
- (A) form
  - (B) speed
  - (C) distance
  - (D) rotation
10. Where in the passage does the author mention the rate of a total eclipse?
- (A) Lines 1-2
  - (B) Lines 2-4
  - (C) Lines 5-6
  - (D) Lines 8-9

### Questions 11–20

While the bald eagle is one national symbol of the United States, it is not the only one. Uncle Sam, a bearded gentleman costumed in the red, white, and blue stars and stripes of the nation's flag, is another well-known national symbol. According to legend, this character is based on Samuel Wilson, the owner of a meat-packing business in Troy, New York. During the War of 1812, Sam Wilson's company was granted a government contract to supply meat to the nation's soldiers; this meat was supplied to the army in barrels stamped with the initials U.S., which stood for United States. However, the country was at that time relatively young, and the initials U.S. were not commonly used. Many people questioned what the initials represented, and the standard reply became "Uncle Sam," for the owner of the barrels. It is now generally accepted that the figure of Uncle Sam is based on Samuel Wilson, and the U.S. Congress has made it official by adopting a resolution naming Samuel Wilson as the inspiration for Uncle Sam.

- Line (5) Wilson's company was granted a government contract to supply meat to the nation's soldiers; this meat was supplied to the army in barrels stamped with the initials U.S., which stood for United States. However, the country was at that time relatively young, and the initials U.S. were not commonly used. Many people questioned what the initials represented, and the standard reply became "Uncle Sam," for the owner of the barrels. It is now generally accepted that the figure of Uncle Sam is based on Samuel Wilson, and the U.S. Congress has made it official by adopting a resolution naming Samuel Wilson as the inspiration for Uncle Sam.
- (10)
11. The paragraph preceding this passage most probably discusses
    - (A) the War of 1812
    - (B) the bald eagle, which symbolizes the United States
    - (C) Sam Wilson's meat-packing company
    - (D) the costume worn by Uncle Sam
  12. Which of the following is the most appropriate title for this passage?
    - (A) The Bald Eagle
    - (B) The Symbols of the United States
    - (C) Samuel Wilson
    - (D) Uncle Sam—Symbol of the Nation
  13. Which of the following is NOT mentioned about Uncle Sam's appearance?
    - (A) He wears facial hair.
    - (B) There is some blue in his clothing.
    - (C) He is bald.
    - (D) His clothes have stripes in them.
  14. The word "costumed" in line 2 could most easily be replaced by
    - (A) dressed
    - (B) nationalized
    - (C) hidden
    - (D) seen
  15. Sam Wilson was the proprietor of what type of business?
    - (A) A costume company
    - (B) A meat-packing company
    - (C) A military clothier
    - (D) A barrel-making company
  16. The word "granted" in line 5 means
    - (A) refused
    - (B) underbid for
    - (C) told about
    - (D) given
  17. According to the passage, what was in the barrels stamped U.S.?
    - (A) Sam Wilson
    - (B) Food for the army
    - (C) Weapons to be used in the war
    - (D) Company contracts
  18. The word "initials" in line 6 means
    - (A) nicknames
    - (B) family names
    - (C) first letters of words
    - (D) company names
  19. The word "official" in line 10 is closest in meaning to
    - (A) authorized
    - (B) professional
    - (C) dutiful
    - (D) accidental
  20. In 1812, people most probably answered that the letters "U.S." written on the barrels stood for "Uncle Sam" because
    - (A) Congress required it
    - (B) Samuel Wilson was their favorite uncle
    - (C) Sam Wilson preferred it
    - (D) they were not exactly sure what the letters meant





**Questions 21–31**

Line  
(5) Most people think of deserts as dry, flat areas with little vegetation and little or no rainfall, but this is hardly true. Many deserts have varied geographical formations ranging from soft, rolling hills to stark, jagged cliffs, and most deserts have a permanent source of water. Although deserts do not receive a high amount of rainfall—to be classified as a desert, an area must get less than twenty-five centimeters of rainfall per year—there are many plants that thrive on only small amounts of water, and deserts are often full of such plant life.

(10) Desert plants have a variety of mechanisms for obtaining the water needed for survival. Some plants, such as cactus, are able to store large amounts of water in their leaves or stems; after a rainfall these plants absorb a large supply of water to last until the next rainfall. Other plants, such as the mesquite, have extraordinarily deep root systems that allow them to obtain water from far below the desert's arid surface.

21. What is the main topic of the passage?
- (A) Deserts are dry, flat areas with few plants.  
(B) There is little rainfall in the desert.  
(C) Many kinds of vegetation can survive with little water.  
(D) Deserts are not really flat areas with little plant life.
22. The passage implies that
- (A) the typical conception of a desert is incorrect  
(B) all deserts are dry, flat areas  
(C) most people are well informed about deserts  
(D) the lack of rainfall in deserts causes the lack of vegetation
23. The passage describes the geography of deserts as
- (A) flat  
(B) sandy  
(C) varied  
(D) void of vegetation
24. The word "source" in line 3 means
- (A) supply  
(B) storage space  
(C) need  
(D) lack
25. According to the passage, what causes an area to be classified as a desert?
- (A) The type of plants  
(B) The geographical formations  
(C) The amount of precipitation  
(D) The source of water
27. The word "mechanisms" in line 7 could most easily be replaced by
- (A) machines  
(B) pumps  
(C) sources  
(D) methods
28. Which of the following is mentioned in the passage about cacti?
- (A) They have deep root systems.  
(B) They retain water from one rainfall to the next.  
(C) They survive in the desert because they do not need water.  
(D) They get water from deep below the surface of the desert.
29. "Mesquite" in line 10 is probably
- (A) a type of tree  
(B) a desert animal  
(C) a type of cactus  
(D) a geographical formation in the desert
30. The word "arid" in line 11 means
- (A) deep  
(B) dry  
(C) sandy  
(D) superficial
31. Where in the passage does the author describe desert vegetation that keeps water in its leaves?
- (A) Lines 1–2  
(B) Lines 3–6  
(C) Lines 7–9  
(D) Lines 9–11

26. The word "thrive" in line 5 means

- (A) suffer
- (B) grow well
- (C) minimally survive
- (D) decay

## Questions 32–41

Line  
(5) American jazz is a conglomeration of sounds borrowed from such varied sources as American and African folk music, European classical music, and Christian gospel songs. One of the recognizable characteristics of jazz is its use of improvisation: certain parts of the music are written out and played the same way by various performers, and other improvised parts are created spontaneously during a performance and vary widely from performer to performer.

(10) The earliest form of jazz was ragtime, lively songs or *rags* performed on the piano, and the best-known of the ragtime performers and composers was Scott Joplin. Born in 1868 to former slaves, Scott Joplin earned his living from a very early age playing the piano in bars along the Mississippi. One of his regular jobs was in the Maple Leaf Club in Sedalia, Missouri. It was there that he began writing the more than 500 compositions that he was to produce, the most famous of which was "The Maple Leaf Rag."

32. This passage is about
- (A) jazz in general and one specific type of jazz
  - (B) the various sources of jazz
  - (C) the life of Scott Joplin
  - (D) the major characteristics of jazz
33. The word "conglomeration" in line 1 could best be replaced by
- (A) disharmony
  - (B) mixture
  - (C) purity
  - (D) treasure
34. In line 3, the word "improvisation" involves which of the following?
- (A) Playing the written parts of the music
  - (B) Performing similarly to other musicians
  - (C) Making up music while playing
  - (D) Playing a varied selection of musical compositions
35. According to the passage, ragtime was
- (A) generally performed on a variety of instruments
  - (B) the first type of jazz
  - (C) extremely soothing and sedate
  - (D) performed only at the Maple Leaf Club in Sedalia
36. Which of the following statements is true according to the passage?
- (A) Scott Joplin was a slave when he was born.
  - (B) Scott Joplin's parents had been slaves before Scott was born.
  - (C) Scott Joplin had formerly been a slave, but he no longer was after 1868.
  - (D) Scott Joplin's parents were slaves when Scott was born.
37. The word "living" in line 8 could most easily be replaced by
- (A) money
  - (B) life-style
  - (C) enjoyment
  - (D) health

38. The word "regular" in line 9 could best be replaced by
- (A) popular
  - (B) steady
  - (C) unusual
  - (D) boring
39. The word "which" in line 10 refers to
- (A) regular jobs
  - (B) the Maple Leaf Club
  - (C) Sedalia, Missouri
  - (D) 500 compositions
40. The name of Scott Joplin's most famous composition probably came from
- (A) the name of a saloon where he performed
  - (B) the maple tree near his Sedalia home
  - (C) the name of the town where he was born
  - (D) the school where he learned to play the piano
41. The paragraph following the passage probably discusses
- (A) Sedalia, Missouri
  - (B) the Maple Leaf Club
  - (C) the numerous compositions of Scott Joplin
  - (D) the life of Scott Joplin

**Questions 42-50**

The idea of determinism, that no event occurs in nature without natural causes, has been postulated as a natural law yet is under attack on both scientific and philosophical grounds. Scientific laws assume that a specific set of conditions will unerringly lead to a predetermined outcome.

Line However, studies in the field of physics have demonstrated that the location and speed of minuscule  
 (5) particles such as electrons are the result of random behaviors rather than predictable results determined by pre-existing conditions. As a result of these studies, the principle of indeterminacy was formulated in 1925 by Werner Heisenberg. According to this principle, only the probable behavior of an electron can be predicted. The inability to absolutely predict the behavior of electrons casts doubt on the universal applicability of a natural law of determinism. Philosophically, the principal  
 (10) opposition to determinism emanates from those who see humans as creatures in possession of free will. Human decisions may be influenced by previous events, but the ultimate freedom of humanity may possibly lead to unforeseen choices, those not preordained by preceding events.

42. It is implied in the passage that a natural law
- (A) is something that applies to science only
  - (B) can be incontrovertibly found in the idea of determinism
  - (C) is philosophically unacceptable
  - (D) is a principle to which there is no exception
43. The word "unerringly" in line 3 could be most easily replaced by
- (A) fortunately
  - (B) effortlessly
  - (C) without mistake
  - (D) with guidance
44. The idea of determinism is refuted in this passage based on
- (A) scientific proof
  - (B) data from the science and philosophy of determinism
  - (C) principles or assumptions from different fields of study
  - (D) philosophical doubt about free will
45. The word "minuscule" in line 4 is closest in meaning to
- (A) charged
  - (B) fast-moving
  - (C) circular
  - (D) tiny
46. According to the passage, which of the following is NOT true about the principle of indeterminacy?
- (A) It was formulated based on studies in physics.
  - (B) It is philosophically unacceptable.
  - (C) It has been in existence for more than a decade.
  - (D) It is concerned with the random behavior of electrons.

47. The expression "emanates from" in line 10 could most easily be replaced by
- (A) derives from
  - (B) differs from
  - (C) is in contrast to
  - (D) is subordinate to
48. It is implied in the passage that free will is
- (A) accepted by all philosophers
  - (B) a direct outcome of Werner's principle of indeterminacy
  - (C) the antithesis of determinism
  - (D) a natural law
49. The word "unforeseen" in line 12 is closest in meaning to
- (A) forewarned
  - (B) blind
  - (C) unappreciated
  - (D) unpredictable
50. Where in the passage does the author mention who developed the contrary principle to determinism?
- (A) Lines 1–2
  - (B) Lines 6–7
  - (C) Lines 8–9
  - (D) Lines 9–13

# COMPLETE TEST (Paper) **m**

## SECTION 1 LISTENING COMPREHENSION

Time—approximately 35 minutes  
(including the reading of the directions for each part)

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section. Answer all the questions on the basis of what is stated or implied by the speakers you hear. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

### Part A

Directions: In Part A you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Listen to an example.

Sample Answer

On the recording, you hear:

- (man) *That exam was just awful.*  
(woman) *Oh, it could have been worse.*  
(narrator) *What does the woman mean?*



- In your test book, you read:
- (A) The exam was really awful.
  - (B) It was the worst exam she had ever seen.
  - (C) It couldn't have been more difficult.
  - (D) It wasn't that hard.

You learn from the conversation that the man thought the exam was very difficult and that the woman disagreed with the man. The best answer to the question, "What does the woman mean?" is (D), "It wasn't that hard." Therefore, the correct choice is (D).



1. (A) Carla does not live very far away.  
(B) What Carla said was unjust.  
(C) He does not fear what anyone says.  
(D) Carla is fairly rude to others.
2. (A) She thinks it's an improvement.  
(B) The fir trees in it are better.  
(C) It resembles the last one.  
(D) It is the best the man has ever done.
3. (A) He graduated last in his class.  
(B) He is the last person in his family to graduate.  
(C) He doesn't believe he can improve gradually.  
(D) He has finally finished his studies.
4. (A) He's surprised there were five dresses.  
(B) It was an unexpectedly inexpensive dress.  
(C) He would like to know what color dress it was.  
(D) The dress was not cheap.
5. (A) Leave the car somewhere else.  
(B) Ignore the parking tickets.  
(C) Add more money to the meter.  
(D) Pay the parking attendant.
6. (A) He does not like to hold too many books at one time.  
(B) There is no bookstore in his neighborhood.  
(C) It's not possible to obtain the book yet.  
(D) He needs to talk to someone at the bookstore.
7. (A) It was incomplete.  
(B) It finished on time.  
(C) It was about honor.  
(D) It was too long.
8. (A) She needs to use the man's notes.  
(B) Yesterday's physics class was quite boring.  
(C) She took some very good notes in physics class.  
(D) She would like to lend the man her notes.
9. (A) It's her birthday today.  
(B) She's looking for a birthday gift.  
(C) She wants to go shopping with her dad.  
(D) She wants a new wallet for herself.
10. (A) He prefers cold water.  
(B) His toes are too big.  
(C) The pool felt quite refreshing.  
(D) He didn't go for a swim.
11. (A) She just left her sister's house.  
(B) Her sister is not at home.  
(C) She's not exactly sure where her sweater is.  
(D) She doesn't know where her sister lives.
12. (A) She doesn't have time to complete additional reports.  
(B) She cannot finish the reports that she is already working on.  
(C) She is scared of having responsibility for the reports.  
(D) It is not time for the accounting reports to be compiled.
13. (A) He's had enough exercise.  
(B) He's going to give himself a reward for the hard work.  
(C) He's going to stay on for quite some time.  
(D) He would like to give the woman an exercise machine as a gift.
14. (A) He cannot see the huge waves.  
(B) The waves are not coming in.  
(C) He would like the woman to repeat what she said.  
(D) He agrees with the woman.
15. (A) The exam was postponed.  
(B) The man should have studied harder.  
(C) Night is the best time to study for exams.  
(D) She is completely prepared for the exam.

16. (A) Students who want to change schedules should form a line.  
 (B) It is only possible to make four changes in the schedule.  
 (C) It is necessary to submit the form quickly.  
 (D) Problems occur when people don't wait their turn.
17. (A) In a mine  
 (B) In a jewelry store  
 (C) In a clothing store  
 (D) In a bank
18. (A) A visit to the woman's family  
 (B) The telephone bill  
 (C) The cost of a new telephone  
 (D) How far away the woman's family lives
19. (A) She hasn't met her new boss yet.  
 (B) She has a good opinion of her boss.  
 (C) Her boss has asked her about her impressions of the company.  
 (D) Her boss has been putting a lot of pressure on her.
20. (A) The recital starts in three hours.  
 (B) He intends to recite three different poems.  
 (C) He received a citation on the third of the month.  
 (D) He thinks the performance begins at three.
21. (A) Choose a new dentist  
 (B) Cure the pain himself  
 (C) Make an appointment with his dentist  
 (D) Ask his dentist about the right way to brush
22. (A) It is almost five o'clock.  
 (B) The man doesn't really need the stamps.  
 (C) It is a long way to the post office.  
 (D) It would be better to go after five o'clock.
23. (A) The article was placed on reserve.  
 (B) The woman must ask the professor for a copy.  
 (C) The woman should look through a number of journals in the library.  
 (D) He has reservations about the information in the article.
24. (A) He needs to take a nap.  
 (B) He hopes the woman will help him to calm down.  
 (C) The woman just woke him up.  
 (D) He is extremely relaxed.
25. (A) She doesn't think the news report is false.  
 (B) She has never before reported on the news.  
 (C) She never watches the news on television.  
 (D) She shares the man's opinion about the report.
26. (A) Management will offer pay raises on Friday.  
 (B) The policy has not yet been decided.  
 (C) The manager is full of hot air.  
 (D) The plane has not yet landed.
27. (A) He doesn't believe that it is really snowing.  
 (B) The snow had been predicted.  
 (C) The exact amount of snow is unclear.  
 (D) He expected the woman to go out in the snow.
28. (A) She's going to take the test over again.  
 (B) She thinks she did a good job on the exam.  
 (C) She has not yet taken the literature exam.  
 (D) She's unhappy with how she did.
29. (A) The door was unlocked.  
 (B) It was better to wait outside.  
 (C) He could not open the door.  
 (D) He needed to take a walk.
30. (A) He nailed the door shut.  
 (B) He is heading home.  
 (C) He hit himself in the head.  
 (D) He is absolutely correct.

**Part B**

Directions: In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.

31. (A) The haircut is unusually short.  
(B) This is Bob's first haircut.  
(C) Bob doesn't know who gave him the haircut.  
(D) After the haircut, Bob's hair still touches the floor.
32. (A) It is just what he wanted.  
(B) He enjoys having the latest style.  
(C) He dislikes it immensely.  
(D) He thinks it will be cool in the summer.
33. (A) A broken mirror  
(B) The hairstylist  
(C) The scissors used to cut his hair  
(D) Piles of his hair
34. (A) "You should become a hairstylist."  
(B) "Please put it back on."  
(C) "It'll grow back."  
(D) "It won't grow fast enough."
35. (A) Every evening  
(B) Every week  
(C) Every Sunday  
(D) Every month
36. (A) That she was eighty-five years old  
(B) That a storm was coming  
(C) That she was under a great deal of pressure  
(D) That she wanted to become a weather forecaster
37. (A) In her bones  
(B) In her ears  
(C) In her legs  
(D) In her head
38. (A) Call his great-grandmother less often  
(B) Watch the weather forecasts with his great-grandmother  
(C) Help his great-grandmother relieve some of her pressures  
(D) Believe his great-grandmother's predictions about the weather



**Part C**

**Directions:** In this part of the test, you will hear several talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

(narrator) *Listen to an instructor talk to his class about painting.*

(man) *Artist Grant Wood was a guiding force in the school of painting known as American regionalist, a style reflecting the distinctive characteristics of art from rural areas of the United States. Wood began drawing animals on the family farm at the age of three, and when he was thirty-eight one of his paintings received a remarkable amount of public notice and acclaim. This painting, called "American Gothic," is a starkly simple depiction of a serious couple staring directly out at the viewer.*

Now listen to a sample question.

**Sample Answer**

(narrator) *What style of painting is known as American regionalist?*

- In your test book, you read:
- (A) Art from America's inner cities
  - (B) Art from the central region of the United States
  - (C) Art from various urban areas in the United States
  - (D) Art from rural sections of America**

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Ⓒ  
⓪

The best answer to the question, "What style of painting is known as American regionalist?" is **(D)**, "Art from rural sections of America." Therefore, the correct choice is **(D)**.

Now listen to another sample question.

**Sample Answer**

(narrator) *What is the name of Wood's most successful painting?*

- In your test book, you read:
- (A) "American Regionalist"
  - (B) "The Family Farm in Iowa"
  - (C) "American Gothic"
  - (D) "A Serious Couple"**

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The best answer to the question, "What is the name of Wood's most successful painting?" is **(C)**, "American Gothic." Therefore, the correct choice is **(C)**.

Remember, you are not allowed to take notes or write in your test book.

# 8

COMPLETE TEST (Paper)

519

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39. (A) In a car  
(B) On a hike  
(C) On a tram  
(D) In a lecture hall
40. (A) It means they have big tears.  
(B) It means they like to swim.  
(C) It means they look like crocodiles.  
(D) It means they are pretending to be sad.
41. (A) They are sad.  
(B) They are warming themselves.  
(C) They are getting rid of salt.  
(D) They regret their actions.
42. (A) Taking photographs  
(B) Getting closer to the crocodiles  
(C) Exploring the water's edge  
(D) Getting off the tram
43. (A) Water Sports  
(B) Physics  
(C) American History  
(D) Psychology
44. (A) To cut  
(B) To move fast  
(C) To steer a boat  
(D) To build a ship
45. (A) To bring tea from China  
(B) To transport gold to California  
(C) To trade with the British  
(D) To sail the American river system
46. (A) A reading assignment  
(B) A quiz on Friday  
(C) A research paper for the end of the semester  
(D) Some written homework
47. (A) Writers  
(B) Actors  
(C) Athletes  
(D) Musicians
48. (A) He or she would see butterflies.  
(B) He or she would break a leg.  
(C) He or she would have shaky knees.  
(D) He or she would stop breathing.
49. (A) By staring at the audience  
(B) By breathing shallowly  
(C) By thinking about possible negative outcomes  
(D) By focusing on what needs to be done
50. (A) At two o'clock  
(B) At four o'clock  
(C) At six o'clock  
(D) At eight o'clock

SECTION 2  
STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes  
(including the reading of the directions)

Now set your clock for 25 minutes.

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

**Structure**

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

Look at the following examples.

Example I

The president \_\_\_\_\_ the election by a landslide.

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

Sample Answer

O  
R  
C  
R

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

Example II

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

Sample Answer

@  
O



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



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

Now begin work on the questions.

1. \_\_\_\_\_, the outermost layer of skin, is about as thick as a sheet of paper over most of the skin.
  - (A) It is the epidermis
  - (B) In the epidermis
  - (C) The epidermis
  - (D) The epidermis is
2. Sam Spade in *The Maltese Falcon* and Rick Blaine in *Casablanca* \_\_\_\_\_ of Humphrey Bogart's more famous roles.
  - (A) they are two
  - (B) two of them are
  - (C) two of them
  - (D) are two
3. The compound microscope has not one \_\_\_\_\_ two lenses.
  - (A) and also
  - (B) but
  - (C) and there are
  - (D) but there are
4. During the Precambrian period, the Earth's crust formed, and life \_\_\_\_\_ in the seas.
  - (A) first appeared
  - (B) first to appear
  - (C) is first appearing
  - (D) appearing
5. The hard palate forms a partition \_\_\_\_\_ and nasal passages.
  - (A) the mouth
7. When fluid accumulates against the eardrum, a second more insidious type of \_\_\_\_\_
  - (A) *otitis media* may develop
  - (B) developing *otitis media*
  - (C) the development of *otitis media*
  - (D) to develop *otitis media*
8. Some general theories of motivation of central motives, from which other motives develop.
  - (A) identify a limited number
  - (B) identification of a limited amount
  - (C) identify a limited amount
  - (D) identifying a limited number
9. Before the Statue of Liberty arrived in the United States, newspapers invited the public to help determine where \_\_\_\_\_ placed after its arrival.
  - (A) should the statue be
  - (B) the statue being
  - (C) it should be the statue
  - (D) the statue should be
10. Hydroelectric power can be produced by \_\_\_\_\_ and using tidal flow to run turbines.
  - (A) water basins are dammed
  - (B) damming water basins
  - (C) to dam water basins
  - (D) dams in water basins
11. Abraham Lincoln and Jefferson Davis, \_\_\_\_\_ of the Union and the Confederacy

- (B) between the mouth
- (C) is between the mouth
- (D) it is between the mouth

6. Conditions required for seed germination include abundant water, an adequate supply of oxygen, and

- (A) the temperatures must be appropriate
- (B) having appropriate temperatures
- (C) appropriate temperatures
- (D) appropriately temperate

during the Civil War, were both born in Kentucky.

- (A) they were opposing presidents
- (B) were opposing presidents
- (C) opposing presidents
- (D) presidents opposed

12. A stock \_\_\_\_\_ at an inflated price is called a watered stock.

- (A) issued (B) is issued (C) it is issued
- (D) which issued

13. The leaves of the white mulberry provide food for silkworms, \_\_\_\_\_ silk fabrics are woven.

- (A) whose cocoons
- (B) from cocoons
- (C) whose cocoons are from
- (D) from whose cocoons

14. Not only \_\_\_\_\_ generate energy, but it also produces fuel for other fission reactors.

- (A) a nuclear breeder reactor
- (B) it is a nuclear breeder reactor
- (C) does a nuclear breeder reactor
- (D) is a nuclear breeder reactor

15. D.W. Griffith pioneered many of the stylistic features and filmmaking techniques \_\_\_\_\_ as the Hollywood standard.

- (A) that established
- (B) that became established
- (C) what established
- (D) what became established



SECTION 3  
READING COMPREHENSION

Time—55 minutes  
(including the reading of the directions)  
Now set your clock for 55 minutes.

This section is designed to measure your ability to read and understand short passages similar in topic and style to those that students are likely to encounter in North American universities and colleges.

**Directions:** In this section you will read several passages. Each one is followed by a number of questions about it. You are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions about the information in a passage on the basis of what is stated or implied in that passage.

Read the following passage:

John Quincy Adams, who served as the sixth president of the United States from 1825 to 1829, is today recognized for his masterful statesmanship and diplomacy. He dedicated his life to public service, both in the presidency and in the various other political offices that he held. Throughout his political career he demonstrated his unswerving belief in freedom of speech, the antislavery cause, and the right of Americans to be free from European and Asian domination.

Line  
(5)

Example I

Sample Answer

To what did John Quincy Adams devote his life?

- (A) Improving his personal life
- (B) Serving the public
- (C) Increasing his fortune
- (D) Working on his private business

Ⓐ  
Ⓑ  
Ⓒ  
Ⓓ

According to the passage, John Quincy Adams "dedicated his life to public service." Therefore, you should choose (B).

Example II

Sample Answer

In line 4, the word "unswerving" is closest in meaning to

- (A) moveable
- (B) insignificant
- (C) unchanging
- (D) diplomatic

Ⓐ  
Ⓑ  
Ⓒ  
Ⓓ

The passage states that John Quincy Adams demonstrated his unswerving belief "throughout his career." This implies that the belief did not change. Therefore, you should choose (C).

Now begin work on the questions.

## Questions 1–10

The hippopotamus is the third largest land animal, smaller only than the elephant and the rhinoceros. Its name comes from two Greek words which mean "river horse." The long name of this animal is often shortened to the easier to handle term "hippo."

Line (5) The hippo has a natural affinity for the water. It does not float on top of the water; instead, it can easily walk along the bottom of a body of water. The hippo commonly remains underwater for three to five minutes and has been known to stay under for up to half an hour before coming up for air.

(10) In spite of its name, the hippo has relatively little in common with the horse and instead has a number of interesting similarities in common with the whale. When a hippo comes up after a stay at the bottom of a lake or river, it releases air through a blowhole, just like a whale. In addition, the hippo resembles the whale in that they both have thick layers of blubber for protection and they are almost completely hairless.

- The topic of this passage is
  - the largest land animals
  - the derivations of animal names
  - the characteristics of the hippo
  - the relation between the hippo and the whale
- It can be inferred from the passage that the rhinoceros is
  - smaller than the hippo
  - equal in size to the elephant
  - a hybrid of the hippo and the elephant
  - one of the two largest types of land animals
- The possessive "Its" in line 2 refers to
  - hippopotamus
  - elephant
  - rhinoceros
  - horse
- It can be inferred from the passage that the hippopotamus is commonly called a hippo because the word "hippo" is
  - simpler to pronounce
  - scientifically more accurate
  - the original name
  - easier for the animal to recognize
- The word "float" in line 4 is closest in meaning to
  - sink
  - drift
  - eat
  - flap
- According to the passage, what is the maximum time that hippos have been known to stay underwater?
  - Three minutes
  - Five minutes
  - Thirty minutes
  - Ninety minutes
- The expression "has relatively little in common" in line 7 could best be replaced by
  - has few interactions
  - is not normally found
  - has minimal experience
  - shares few similarities
- The passage states that one way in which a hippo is similar to a whale is that
  - they both live on the bottoms of rivers
  - they both have blowholes
  - they are both named after horses
  - they both breathe underwater
- The word "blubber" in line 10 is closest in meaning to
  - fat
  - metal
  - water
  - skin
- The passage states that the hippo does not
  - like water
  - resemble the whale
  - have a protective coating
  - have much hair

# **SECTION FOUR:**

# **WRITING**

## SKILL I: DECODE THE TOPIC

The first and most important step when writing an essay on the TOEFL test is to decode the topic to determine what the intended outline is. Writing topics generally give very clear clues about how your answer should be constructed. It is important to follow the clear clues that are given in the topic when you are planning your answer. You probably will not be given much credit for a response that does not cover the topic in the way that is intended. Study the following essay topic:

### Essay Topic

Some people prefer large weddings with lots of people, while others prefer small weddings with only very close friends and family. Discuss the advantages of each type of wedding. Then indicate which you prefer and why.

As you read this topic, you should think about the organization of the intended response that will be expected by test graders. Your essay should start with an introduction, and that introduction should mention *large weddings*, *small weddings*, and their *advantages*. This introduction should be followed by supporting paragraphs describing the *advantages of large weddings* and the *advantages of small weddings*. In the final paragraph, you should discuss whether you *prefer large weddings* or *small weddings* and *why*. This final paragraph serves as your conclusion because it brings together the ideas in the previous paragraphs about large and small weddings. The following is an appropriate outline for an essay on the topic above:

- Paragraph 1: INTRODUCTORY PARAGRAPH  
(mentioning the advantages of large and small weddings)
- Paragraph 2: FIRST SUPPORTING PARAGRAPH  
(listing and discussing the advantages of large weddings)
- Paragraph 3: SECOND SUPPORTING PARAGRAPH  
(listing and discussing the advantages of small weddings)
- Paragraph 4: CONCLUDING PARAGRAPH  
(whether you prefer large or small weddings and why)

The following chart outlines the key information that you should remember about decoding writing topics:

### THE WRITING TOPIC

Each writing topic shows you exactly *what* you should discuss and *how* you should organize your response. You must decode the topic carefully to determine the intended way of organizing your response.

## WRITING

EXERCISE 1: For each of the following writing topics, indicate the type of information that you will include in each paragraph of your response.

1. What type of novel do you enjoy reading most? Use reasons and examples to support your response.

INTRODUCTION: *the type of novel I enjoy reading most*  
SUPPORTING PARAGRAPH 1: *the first reason I enjoy this type of novel (with an example)*  
SUPPORTING PARAGRAPH 2: *the second reason I enjoy this type of novel (with an example)*  
SUPPORTING PARAGRAPH 3: *the third reason I enjoy this type of novel (with an example)*  
CONCLUSION: *summary of the reasons I enjoy this type of novel*

2. Some students prefer to study alone, while other students prefer to study with others. Discuss the advantages of each type of studying. Then indicate which you prefer and why.

3. Do you agree or disagree with the following statement?

*Patience is the most important characteristic in a boss.*

Use specific reasons and examples to support your response.

4. Some people work better during the day, while other people work better at night. Which kind of person are you, and why? Use reasons and examples to support your response.



5. Do you agree or disagree with the following statement?

*Time should never be wasted.*

Use specific reasons and examples to support your response.

6. What type of company would you most like to see built in your hometown or city. Give reasons to support your response.

7. Some people live for today, while other people live for the future. Which type of person are you? Use reasons and examples to support your response.

8. Do you agree or disagree with the following statement?

*A knowledge of history is absolutely essential.*

Use specific reasons and examples to support your response.

## SKILL 2: DEVELOP SUPPORTING IDEAS

After you have decoded a writing topic to determine the overall organization of your response, you need to plan how to develop your ideas. You need to provide as much support as possible for the ideas in your essay, using reasons and examples and making your answer as personal as possible. To have an effective essay, you need strong support.

### Essay Topic

Why is it important to you to learn English? Support your response with reasons and examples.

As you read this topic, you should quickly determine that the overall organization of your response should be an introduction, supporting paragraphs about your reasons for learning English, and a conclusion. You should take a few minutes before you begin writing to develop your ideas.

INTRODUCTION	<i>my reasons for learning English</i>
SUPPORTING PARAGRAPH 1	<i>for educational opportunities</i>
(examples)	• <i>going to university abroad, going to graduate school abroad</i>
(reason)	• <i>necessary to learn English in order to study abroad</i>
(personal story)	• <i>the opportunity that I have to get a graduate degree abroad with a scholarship from my company</i>
SUPPORTING PARAGRAPH 2	<i>for professional opportunities</i>
(examples)	• <i>getting an entry-level job in a multinational company, advancing to a higher position in the company</i>
(reason)	• <i>necessary to learn English in order to succeed in a multinational company</i>
(personal story)	• <i>the low, entry-level job in a multinational company that I got after I was interviewed in English</i>
CONCLUSION	<i>the educational and professional opportunities that result from learning English</i>

In this example, there are two main reasons for learning English: *for educational opportunities* and *for professional opportunities*. Each of these ideas is supported by examples, a reason, and personal information.

The following chart outlines the key information that you should remember about the development of supporting ideas.

### SUPPORTING IDEAS

Support your essay with *reasons* and *examples*, and *personalize* your essay as much as possible. The more support you have, the stronger your essay will be.

**EXERCISE 2:** For each of the following topics, develop ideas to support it, using reasons, examples, and personal information.

1. What have you done that has most surprised the people around you? Use reasons and examples to support your response.
  
  
  
  
  
  
  
  
  
  
2. Some people like to visit new and different places, while others prefer to remain in places they know. Which type of person are you? Support your response with reasons and examples.
  
  
  
  
  
  
  
  
  
  
3. Do you agree or disagree with the following statement?  
*A teacher should always stick to the subject matter of the course.*  
Use specific reasons and examples to support your response.
  
  
  
  
  
  
  
  
  
  
4. What advice would you give to someone who is just beginning the study of the English language? Give reasons and examples to support your response.

## WRITING

5. Some people prefer to marry when they are young, while others prefer to wait until they are older to marry. Discuss the advantages of each position. Then indicate which you think is better and why.

6. Do you agree or disagree with the following statement?

*It is better to save your money for the future than to enjoy it now.*

Use specific reasons and examples to support your response.

7. At the end of your life, how would you most like to be remembered? Support your response with reasons and examples.

8. Some people dream of reaching unlikely goals, while other people set more reasonable and reachable goals. Which kind of person do you tend to be? Use examples to support your response.

# WHILE WRITING

## SKILL 3: WRITE THE INTRODUCTORY PARAGRAPH

The purpose of the introduction is first to interest the reader in your topic and then to explain clearly to the reader what you are going to discuss. When finished with your introduction, the reader should be eager to continue on with your essay, and the reader should have an exact idea of your topic and how you are going to organize the discussion of your topic. You do not need to give the outcome of your discussion in the introduction; you can save that for the conclusion.

### Essay Topic

Do you agree or disagree with the following statement?

*To succeed, you should focus more on cooperation than on competition.*

Support your response with specific examples.

The following paragraph shows one possible introduction to an essay on this topic in which the author agrees with the statement.

### INTRODUCTION 1

*In my work in a marketing company, it is very clear that employees in the company compete with each other in order to be selected to work on the best projects and in order to advance in the company. However, in spite of this intense competition among employees, the most important key to the success of the company, and therefore to the success of the employees working within the company, is for employees to cooperate in order to produce the most effective marketing campaigns. Two examples in which I have taken part, a marketing campaign for an office supply company and a marketing campaign for a dance theater, demonstrate the value of cooperation among employees.*

The first part of this introduction gives background information about the writer to interest the reader in the essay. The first two sentences tell the reader that the writer works in a marketing company and recognizes that, while both competition and cooperation exist among the employees of the marketing company, cooperation is the most important. From the last sentence of the introduction, it can be determined that the writer will discuss two examples from the marketing company that demonstrate the value of cooperation.

The next paragraph shows another way that the essay on the above topic could be introduced. In this essay, the author disagrees with the statement.

INTRODUCTION 2

*As a student in the university, I find that, while on many occasions it is beneficial to cooperate with other students, it is most important for me always to compete with other students for the top grades in the courses I take. The following two situations from my university studies indicate the importance of competition to a student in my position.*

The first part of this introduction informs the reader that the writer is a university student who regularly competes for top grades; it also shows that the writer believes that competition is more important than cooperation. From the last sentence of the introduction, it can be determined that the writer will continue the essay by discussing two situations from the university that demonstrate the importance of competition.

The following chart outlines the key information that you should remember about writing introductory paragraphs.

**THE INTRODUCTORY PARAGRAPH**

1. Begin the introduction with *background* information about how the topic relates to you in order to get the reader *interested* in your essay.
2. End the introduction with a statement or statements that show the reader how the rest of the essay will be *organized*.

**EXERCISE 3:** Write introductory paragraphs for essays on the following topics. In each introductory paragraph, circle the *background* information that shows how the topic relates to you. Underline the information that shows how the rest of the essay will be *organized*.

1. Do you agree or disagree with the following statement?

*It is better to stick with what you know than to try out new things.*

Use specific reasons and examples to support your response.

2. What course that you have taken have you enjoyed the most, and why? Use reasons and examples to support your response.

3. In some courses, there are numerous exams throughout the course, while in other courses there is only one final exam. Discuss the advantages of each type of course. Then indicate which you prefer and why.
  
4. Do you agree or disagree with the following statement?  
*Parents always know what is best for their children.*  
Use specific reasons and examples to support your response.
  
5. What is the strongest advantage that technology can bring us? Support your response with reasons and examples.
  
6. Some people are very casual about handling their money, while other people budget their money carefully. Which type of person are you? Support your response with reasons and examples.
  
7. Do you agree or disagree with the following statement?  
*It is the responsibility of government to support the arts.*  
Use specific reasons and examples to support your response.



8. What person, other than a family member, has influenced you the most in your life? Support your response with reasons and examples.

## SKILL 4: WRITE UNIFIED SUPPORTING PARAGRAPHS

A good way to write a clear and effective supporting paragraph is to begin with a sentence to introduce the main idea of the passage, support the main idea with strong details, and connect the ideas together in a unified paragraph. The following outline shows a paragraph topic and its supporting ideas.

*to be a good employee, have a good understanding of your job*

- *understand your responsibilities*
- *understand the rules you must follow*
- *understand the decisions you can make*

Various methods can be used to connect ideas together in a unified paragraph: repeating a key word, rephrasing the key word, referring to the key word with a pronoun or possessive, and adding transition expressions or sentences. The paragraph based on the outline above contains examples of each of these methods of unifying the ideas in a paragraph.

*If you want to be a good employee, one characteristic that you must have is a clear understanding of the job you have. First of all, you must know what your responsibilities are in the position you hold. For example, you must know exactly what tasks you must do in your job. You must also know exactly how these tasks should be done and when they should be done. After this, you must understand the organizational rules that you must follow in your position. Every organization has rules to follow, such as when to take breaks or what to do when you are sick, and it is important for you to understand these clearly. In addition to understanding your duties and the rules you must observe in your job, you must also have a clear understanding of which decisions you can and cannot make. Some types of decisions may be yours to make, while other kinds of decisions may be up to your supervisor. In summary, for you to be a good employee, it is important for you to understand all of these aspects of your job.*

(1) job                      (4) transition expression  
 (1) rephrasing of job      (4) transition expression  
 (2) tasks                                      (1) job  
 (2) tasks                                      (2) pronoun for tasks  
 (4) transition expression                      (3) rules  
 (1) rephrasing of job                      (3) rules      (4) transition expression  
 (3) pronoun for rules  
 (5) transition sentence  
 (4) transitions expression  
 (1) job

This paragraph contains numerous examples of devices that make the paragraph more unified. (1) The key word *job* is repeated numerous times and rephrased as *position*. (2) The key word *tasks* is repeated and is replaced with the pronoun *they*. (3) The key word *rules* is repeated and then is replaced with the pronoun *these*. (4) There are numerous transition expressions: *first of all*, *for example*, *after this*, *such as*, and *in summary*. (5) There is a transition sentence relating the first two supporting ideas about duties and rules to the third supporting idea about decisions.

The following chart outlines the key information that you should remember when you are writing supporting paragraphs.

### UNIFIED SUPPORTING PARAGRAPHS

Introduce each supporting paragraph with a *topic sentence* and support that paragraph with lots of *details*. Make sure that the ideas in the paragraph are unified by using a mixture of the following methods:

- repeating a key word
- rephrasing a key word
- replacing a key word with a pronoun or possessive
- adding transition words, phrases, or sentences

NOTE: See 78 on page S01 for examples of transition expressions.

EXERCISE 4: Read the paragraph. Then answer these questions.

1. (A) Find the word *employee* in the passage. How many times does it appear?  
(B) How is the word *employee* restated in the second sentence?
2. (A) Find the word *priorities* in the passage. How many times does it appear?  
(B) Which pronoun refers to the noun *priorities*?
3. (A) Find the word *manner* in the passage. *Manner* is a rephrasing of which word in the previous sentence?  
(B) What pronoun refers to *manner*?
4. (A) Find the transition expression that indicates the first way you must understand your organization.  
(B) Find the transition sentence that relates the first way to the second way you must understand your organization.
5. (A) Find the transition expression that precedes examples of priorities.  
(B) Find the transition expression that precedes examples of manner.  
(C) Find the transition expression that precedes examples of inflexible style.

*Another characteristic that you must have if you are going to be a good employee is a clear understanding of your organization. First of all, for you to be a good worker, you must understand where the organization places its priorities. You must, for example, know if the organization most values product quality, on-time production, customer satisfaction, or cost savings. If you understand the organization's priorities, then you will be able to do your job in accordance with them. However, in addition to understanding an organization's priorities if you want to be a good employee, you must also understand the style for getting work done within the organization. The manner of getting work done could, for instance, be casual or formal, with perhaps very formal or informal ways of dressing or communicating. It could also be either flexible or inflexible. In a very rigid type of organization, you follow the rules to the letter (i.e., arriving at your desk precisely on time, taking breaks exactly as prescribed, and leaving as the clock strikes the hour); in a less rigid organization, the rules are not followed so precisely.*

Now write a paragraph beginning with *The recent news event that has affected me most...* Then follow these directions:

1. Circle each key word the first time that it appears in the paragraph. Draw a line from the key word to any repetitions, rephrases, or pronoun references to that key word.
2. Underline any transition phrases once.

3. Underline any transition sentences twice.

**SKILL 5: WRITE THE CONCLUDING PARAGRAPH**

The purpose of the conclusion is to close your essay by summarizing the main points of your discussion. When finished with your conclusion, the reader should clearly understand your exact ideas on the topic and the reasons you feel the way that you do about the topic.

The ideas in your conclusion should be closely related to the ideas that you began in the introduction. While in the introduction you should indicate what you intend to discuss in the essay, in the conclusion you should indicate the outcome or results of the discussion. Refer to the essay topic and sample introductions in Skill 3 on page 487.

**Essay Topic**

Do you agree or disagree with the following statement?

*To succeed, you should focus more on cooperation than on competition.*

Support your response with specific examples.

The following paragraph is a conclusion to the essay that began with INTRODUCTION 1 (in Skill 3) on page 487.

**CONCLUSION 1**

*Even though there is intense competition among employees to advance in the company, the key ingredient for the success of the company is cooperation among employees to complete the company's various projects. The truth of this statement should be clear from the examples of the marketing campaigns for the office supply company and the dance theater, where strong teamwork caused one campaign to succeed and lack of teamwork caused the other campaign to be less successful.*

In this conclusion, the writer clearly indicates the belief that cooperation is more important than competition. The writer also refers to the two examples from the essay that support this position.

The next paragraph is a conclusion to the essay that began with INTRODUCTION 2 (in Skill 3) on page 488.

**CONCLUSION 2**

*If I had not competed so strongly in these two situations, my life would be very different from what it is today. I would never have been admitted to the top university in my country, and I would certainly never have earned a scholarship for my studies there. It is because I believe so strongly in competition that I was able to succeed in this way.*

In, this conclusion, the writer clearly indicates the strong belief that competition is very important. The writer also summarizes the two examples from the essay that support this position.

The following chart outlines the key information that you should remember about writing concluding paragraphs.

### THE CONCLUDING PARAGRAPH

1. *Summarize* the key points in your discussion.
2. Be sure that your overall *idea* and the *reasons* for the idea are very clear.

EXERCISE 5: Write concluding paragraphs for the essays that you introduced in Skill 3. In each concluding paragraph, circle your overall idea. Underline the key points of your discussion.

1. Do you agree or disagree with the following statement?

*It is better to stick with what you know than to try out new things.*

Use specific reasons and examples to support your response.

.....  
.....  
.....  
.....  
.....  
.....  
.....

2. What course that you have taken have you enjoyed the most, and why? Use reasons and examples to support your response.

.....  
.....  
.....  
.....  
.....  
.....

3. In some courses, there are numerous exams throughout the course, while in other courses there is only one final exam. Discuss the advantages of each type of course. Then indicate which you prefer and why.

.....  
.....

.....  
.....  
.....  
.....  
.....



4. Do you agree or disagree with the following statement?

*Parents always know what is best for their children.*

Use specific reasons and examples to support your response.

.....

.....

.....

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5. What is the strongest advantage that technology can bring us?

Support your response with reasons and examples.

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6. Some people are very casual about handling their money, while other people budget their money carefully. Which type of person are you? Support your response with reasons and examples.

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7. Do you agree or disagree with the following statement?

*It is the responsibility of government to support the arts.*

Use specific reasons and examples to support your response.

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8. What person, other than a family member, has influenced you the most in your life? Support your response with reasons and examples.

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## SKILL 6: CONNECT THE SUPPORTING PARAGRAPHS IN THE ESSAY

To make your essay as clear as possible, you should show as clearly as you can how the ideas in the supporting paragraphs in your essay are related. This can be accomplished (1) with transition expressions such as *the first*, *the most important*, or *a final way*, or (2) with transition sentences that include the idea of the previous paragraph and the idea of the current paragraph. It is best to use a combination of these two types of transitions. The following example shows how transitions can be used to show the relationships among the supporting paragraphs in an essay.

### ESSAY OUTLINE

(introduction)	<i>characteristics of a good class</i>
(supporting paragraph 1)	• <i>an organized teacher</i>
(supporting paragraph 2)	• <i>interesting lectures</i>
(supporting paragraph 3)	• <i>clear and reasonable assignments</i>

### TRANSITIONS

(to introduce SP1)	<i>One important characteristic of a good class is an organized teacher.</i>
(to introduce SP2)	<i>In addition to having a teacher who is organized, a good class must also have a teacher who gives interesting lectures.</i>
(to introduce SP3)	<i>A final characteristic of a good class is that the assignments are clear and reasonable.</i>

The first supporting paragraph is introduced with the transition *One important characteristic* to show that this is the first of the characteristics of a good class that you are going to discuss in your essay. The second supporting paragraph is introduced with a transition sentence that shows how this paragraph is related to the previous paragraph; it includes a reference to the first supporting paragraph *a teacher who is organized* and a reference to the second supporting paragraph *a teacher who gives interesting lectures*. The third supporting paragraph is introduced with the transition expression *A final characteristic* to show that this is the last of the three characteristics of a good class.

The following chart outlines the important information to remember about connecting the supporting paragraphs of your essay:

### WELL-CONNECTED SUPPORTING PARAGRAPHS

1. The supporting paragraphs of an essay can be connected with *transition expressions* or with *transition sentences*.
2. It is best to use a combination of these two types of transitions.

EXERCISE 6: For each outline of an essay, write sentences to introduce each of the supporting paragraphs. You should use a combination of transition expressions and transitions sentences.

1. INTRO: *courses I've enjoyed the most*  
 SPI: sociology  
 SP2: philosophy  
 SP3: psychology  
  
 SPI: *One course I have enjoyed is sociology.*  
  
 SP2: *Even more than sociology, I have really enjoyed philosophy.*  
  
 SP3: *Of all the courses, the one that I have enjoyed the most is psychology.*
  
2. INTRO: *places in the United States that I would like to see*  
 SPI: • the Grand Canyon  
 SP2: • Niagara Falls  
 SP3: • the Petrified Forest  
  
 SPI:  
  
 SP2:  
  
 SP3:
  
3. INTRO: *best type of part-time job while in school*  
 SPI: one that pays a lot  
 SP2: one that is related to my future career  
 SP3: one that has flexible hours  
  
 SPI:  
  
 SP2:  
  
 SP3:
  
4. INTRO: *the world's most important priorities*  
 SPI: feeding the hungry  
 SP2: taking care of the environment  
 SP3: finding cures for diseases  
 SP4: ending war and violence  
  
 SPI:  
  
 SP2:  
  
 SP3:  
  
 SP4:

- 5. INTRO: *assignments I most dislike* writing long
- SPI: research papers working on group
- SP2: assignments
- SP3: giving speeches

SPI:

SP2:

SP3:

- 6. INTRO: *advantages of learning to cook*
- SPI: saving money
- SP2: preparing exactly what you want
- SP3: being able to cook for family and friends

SPI:

SP2:

SP3:

- 7. INTRO: *what my parents taught me*
- SPI: to be honest with myself
- SP2: to make the most of what I have
- SP3: to strive for more than I think I can do

SPI:.....

SP2:

SP3:

- 8. INTRO: *overused excuses for tardiness*
- SPI: "I overslept."
- SP2: "My alarm clock broke." SP3: "My car wouldn't start." SP4: "The bus was late."

SPI:.....

SP2: .....

SP3:.....

SP4:.....

## References

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