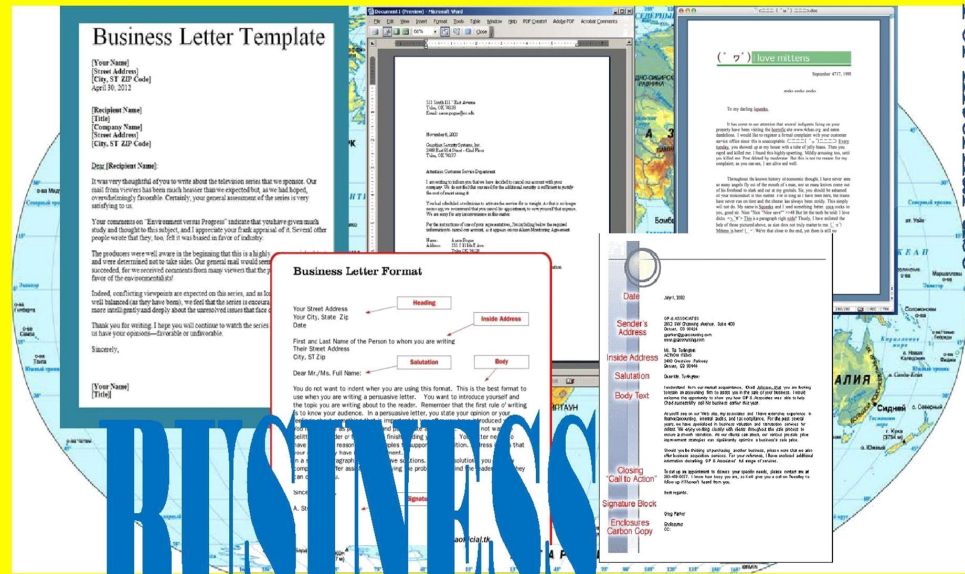
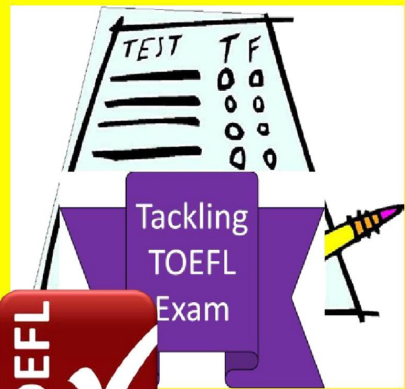
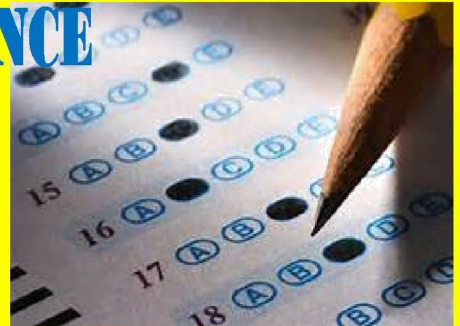


For internal use



# BUSINESS CORRESPONDENCE made simple



# and TOEFL IN BRIEF



Tarida Marlin Surya Manurung



Jl. Ranggagading No.1 Telp. (0251) 337733, 358787, Fax. (0251) 337733 Bogor  
16123 <http://www.stiekesatuan.ac.id> - e-mail : [stie-kesatuan@bogor.net](mailto:stie-kesatuan@bogor.net)

## **BUSINESS CORRESPONDENCE + TOEFL**

Tarida Marlin Surya Manurung

Jilid Pertama

Cetakan Pertama, 2016

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Perguruan Tinggi Kesatuan  
Jl. Ranggagading No.1 Bogor 16123  
Telp. 0251-8337733, Fax. 0251-8319925  
<http://www.stiekesatuan.ac.id>  
mail: [press@stiekesatuan.ac.id](mailto:press@stiekesatuan.ac.id)

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## **PREFACE**

This module, Business Correspondence Made Simple (Part I) & TOEFL in Brief (Part II), has been the results of compilation and specially provided only for internal use at STIE Kesatuan. The topics presented in Part I are deemed to be among the most common ones. Hence, even though this module is far from being perfect, it has been meant, at least to cover all the necessary topics for fundamental business correspondence. The main goal of the module is to make the students familiar with the format of business letters and basic vocabulary generally used in the letters. Meanwhile, the topics or skills presented in Part II are common to tackle the problems in the Structure part and Reading part.

In the future, for the purpose of betterment of the module, improvement will be made by providing more exercises for the whole units and skills. For the Business Correspondence Made Simple, efforts will be focused on modern correspondence, particularly the email. Nevertheless, suggestions would be happily welcome in order to gain enrichment of the content and smooth process of writing the next edition of the module.

On this occasion, thanks should go to those who have shared a helping hand so that the module could be finished and reach our students at IBI Kesatuan.

Tarida Marlin Surya Manurung

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# Unit 1

## Punctuation

**Punctuation** is a worrisome thing, not the least because experts differ in their interpretation of its rules. Here I present the system I believe is most useful in business writing. You may encounter other opinions of what is “correct”. No matter. Be consistent with your usage, and remember the cardinal rule: The purpose of punctuation is to help readers follow your meaning.

### Colon (:)

**The colon** warns the reader that what follows will complete what was promised in the preceding words.

**The colon** is used:

- # To introduce a list of items. (*This report is missing several sections: a table of contents, an introduction, and a conclusion*).
- # To introduce an explanation. (*I'm not sure I agree with his conclusion: His logic seems flawed*).
- # To heighten the impact of the word or words that follow. (*The cause of her illness was simple: malnutrition*).
- # After the salutation of a business letter. (*Dear Mr .Smith:* )
- # To separate elements of time (hours and minutes, minutes and seconds). (*The meeting starts at 3:30. Her official time for the race was 6:02:27*).

Do not place a colon between a verb and its objects or between a preposition and its objects.

Ex.:

Incorrect : Please address the letter to: the client, the CEO, and the lawyers.

Correct : Please address the letter to the client, the CEO, and the lawyers.

Incorrect : Our strongest departments are: accounting, marketing, and human resources.

Correct : Our strongest departments are accounting, marketing, and human resources.

### Comma (,)

Use the comma:

- Between two or more adjectives that modify a noun.  
*A dark, conservative suit is best for a job interview.*
- Between items in a series. The comma before the and or or in a series is now considered optional, but I include it to avoid confusion. Whether or not you choose to include this serial comma, be consistent throughout your document.  
*The flag is red, white, and blue.*



- To set off clauses that would not change the meaning of their subject if they were left out (“nonessential clauses”). If the words are essential to the meaning of the subject, do not enclose them in commas.  
*The conference room, which is comfortable but elegant, can hold 30 people.*
- Before a conjunction separating two independent clauses. However, if the clauses are extremely short, no comma is necessary.  
*She writes the documents within three to four weeks, and I edit the within a few days.*  
*She writes and I edit.*
- To separate a direct quote from the rest of the sentence.  
*“This report is pathetic.” he yelled.*
- Between parts of dates and place names.  
*The agreement was signed on November 6, 2002, but didn’t take effect until a month later.*
- Between names and titles or degrees that follow.  
*Thomas Matthews, Jr.*

### **Dash (—)**

The dash is used to interrupt or highlight an idea. (*My father – an accomplished golfer in his own right – never beat my mother in golf*)

Used most often in informal contexts, the dash should be used sparingly in business writing.

### **Hyphen (-)**

Use hyphens when you combine two or more words to form an adjective or to create a new word or modifying phrase. Here’s a good rule of thumb:

If the reader might otherwise be confused, use a hyphen.

*Carry-on luggage*

*Day-by-day propositions*

*The first-time traveler*

If one of the words in a modifier is an adverb ending in –ly, do not use a hyphen.

*She was fancily dressed.*

When a series of modifiers all end with the same word, the word needs only to appear at the end of the series.

*We manufacture small-, large-, and mid-size cars.*

### **Parentheses ( ( ) )**

Parentheses may be used:

- To set apart explanatory detail that can be omitted without changing the grammatical structure of a sentence.
- To enclose a word or clause that is independent of the sentence in which it is inserted.

Punctuation should be placed outside of the closing parenthesis unless it is a part of the parenthetical expression.

### **Period (.)**

Use a period:

- At the end of a sentence.
- In certain abbreviations: a.m.,p.m.,B.A.,M.A.,Ph.D.,M.D.  
If an abbreviation ends a sentence, no additional period is needed.

*At age 45, she went back to school to earn her Ph.D.*

### **Quotation Marks (“ “)**

The main function of quotation marks is to signal the beginning and end of a direct quote: *“Tell my husband I’ll call him back,” the CEO said to her secretary.* Also use quotation marks:

- Around the titles of articles, stories, speeches, and chapters and other parts of a larger printed work.

- When introducing a new term (*We’re calling our new toy a “zigley”*)

Punctuating with quotation marks: Many people find the question of whether to place periods and other punctuation inside of outside quotation marks confusing. The rules are simple:

- Periods and commas go inside the final quotation mark.
- Semicolons and colons go outside the final quotation mark.
- Question marks and exclamation points go inside the final quotation mark when they are part of the quoted material; they go outside the quotation mark when they are not.

Incorrect : After the sales pitch he asked, “So how much will this really cost us”?

Correct : After the sales pitch he asked, “So how much will this really cost us?”

Quotes within quotes: Use single quotation marks to note quotations within quotations.

The manager said, “During our presentation, I overheard the client say, ‘I’m impressed.’”)

### **Semicolon (;)**

The semicolon has two main uses:

- To connect two closely related sentences that are not joined by a conjunction.  
*Red is my favorite color; half my wardrobe is red.*

- To separate items in a list when the items are long, complex, or have commas within them.

*I will need the following: two highlighters, one yellow and one green; three pencils; poster board, preferably the thick kind; and a large roll of masking tape.*

## UNIT 2

### Lay-out of a Business Letter

**1. Letter Head** This part comes first and is usually on top of a sheet of paper. It contains the logo, name, address(es), telephone number(s), facsimile/fax number(s), e-mail address or web site of a company. Here are some examples:

<p style="text-align: center;"><b>John's Electronic Shop</b> Komplek Pertokoan Pasar Anyar, Jl. Nyi Raja Permas 10 Telp. (0251)628880, e-mail: John'sgood@yahoo.com</p>
---

<p><b>CLEAR FAX</b> Fax paper supplier 9 Kings Road Malaysia</p>	<p>Tel: 9213457 Fax: 9213458</p>
--	--------------------------------------

The forms of a letter head vary from one to another. They depend on what information is to be conveyed.

### 2. Date

This should be written in full and normally in the order of *day, month, year* or *month, day, year*:

17 January 2003 / 17<sup>th</sup> January 2003 (British English)  
January 17, 2003 / January 17<sup>th</sup>, 2003 (American English)

### 3. Reference(s)

References are used to identify a letter. They vary from the very simple to the complex. Basically they are the initials of the person who dictates or signs the letter and the typist or secretary, e.g.

Ref: SS/YS/A6

**SS** is the initial of the person who dictates or signs the letter, Susan Smith

**YS** is the person who types the letter, Yani Suryani

**A6** shows the filing number in the filing system of the company.

If the letter is used for replying, quote the other party's letter reference:

Your ref: .....

Our ref : .....

A reference is usually placed in the left part of the sheet below the letter head.

#### 4. Inside Address

It contains the name and/or position, name of the company, and company address of the person to whom the letter is sent. It may be in **block** form, as in:

- Mr. Fernando  
General Manager  
PT. Global Toys  
25 Jl. Cendrawasi Raya  
Jakarta

Or - Personnel Manager  
Steel Cables Ltd  
160 Crow Road  
Ontario  
Canada

Note carefully that, if we do not write the letter to an individual person, we should use **Messrs** when addressing a partnership or a company using people's names, as in:

- Messrs Doddy & Duddy; J Brown & Company

However, **Messrs** is not used if there is the word **The** or **conferred title** before the names, e.g.

- The Andy William Shoe Company
- Sir Thomas Alberet & Sons Ltd

#### 5. Attention Line

Sometimes we use this just to make sure that the letter will reach the person we address, and the ways to write it varies, as in:

Attention: Mr. Arliansyah  
Attention: Purchase Manager  
For the attention of Ms Lina Purwanto

In practice it is advisable to avoid using this. You should aim to address all letters to an organization or department of an organization or to an individual.

If a letter is considered confidential, the word CONFIDENTIAL should be typed in the top left-hand corner of the envelope. It is unnecessary to type PRIVATE AND CONFIDENTIAL.

#### 6. (A) Salutation

This is the opening words of greeting in a letter. The normal form in business correspondence is:

- Dear Sir
- Dear Madam (for both single and married women)
- Dear Sirs (when a partnership is addressed)

- Mesdames (when the partnership consists of women only, though the use of the less logical but more familiar *Dear Sirs* is permissible)

Two further forms of salutation must be considered:

1. *Sir, Gentlemen, Madam, Mesdames*. These are used in more formal correspondence, namely official reports and government correspondence, etc.
2. Dear Mr. (Mrs./Miss/Ms), Dear (first name of recipient). This form permits the only use of 'Yours sincerely' in business letters and is used only when the person addressed is known by the writer. Firms may have their own rules about this practice.

There are special forms of address, e.g. to nobility, to the clergy, etc. these are listed in any good dictionary.

### **(B) Subject heading**

In business letter this is used to give prominence to the subject matter:

- Dear Sir,  
Mr. D M Anthony  
This young man has applied to us for a post in our Advertising Department. He states that .....

The subject heading should be underlined and typed below the salutation.

## **7. Body of the letter**

Most firms now use the fully blocked, open punctuation form of letter. There are two reasons for this: first, many consider it improves the appearance of a letter; second – and more importantly – it saves much typewriting time.

Most of the letters in the chapter are fully blocked and have open punctuation. The easiest way for you to understand what is meant by the term is to take a look at the examples of different kinds of business letters in Unit 2. Look at the letter on page 5, for instance.

**Fully blocked** describes the shape of paragraphs which are blocked from the left-hand margin rather than indented in the first line. When a paragraph ends we move down two line spaces and begin again at the left-hand margin.

**Open punctuation** means the complete omission of all punctuation for the date, inside address, salutation, complimentary close, etc. without risking ambiguity. Naturally, punctuation is retained for the body of the letter. Given a clear-cut typeface and even block typing with adequate white space between paragraphs so that eye and mind are not confused, the fully-blocked, open punctuated style is both attractive and economical.

## **8. Complimentary ending**

The point to remember here is that your ending must conform with your salutation:

- Dear Sir/Madam    Yours faithfully

Dear Mr. Winston  
Dear Mrs. Turner    Yours sincerely  
Dear Oscar

## 9. Signature and conclusion

The name of the firm or position held is normally typed immediately below the complimentary ending, allowing sufficient space for signature. Many signatures to business letters are illegible; when this is so, a sensible practice is to type the name under the signature.

If the firm's title is used, whether written, typed or rubber-stamped, the person signing should add his initials.

- Sole trader	Michael Brown
Partnership	May Banks & Co
Limited company	For King, Miles & Co Ltd, Peter Long Director
Local authority	Newcastle Urban District Council Roger Caird Clerk to the Council

Each member of a partnership signs in the style adopted by the firm, for example:

- Joseph Banks  
Partner

In the case of a limited company the official who signs may be the Director, Accountant, Secretary, Sales Manager, or other official concerned with the matter in question.

**Per pro** or pp is an abbreviation for the Latin *per procurationem*, indicating that the signatory has signed and on behalf of the company with full authority. Persons who are authorized to conduct correspondence for their firm, but who have not been given power of procuration, sign as follows:

- R Baird  
pp May Banks & Co

## 10. Enclosure(s)

These are shown by the abbreviation Enc or Encs (if more than one), entered at the bottom left-hand margin. There are other ways of indicating enclosures:

- by a stick on enclosure slip on which is written the number of enclosures;
- by a solidus/slash (/) typed in the margin opposite the reference to the enclosure in the letter itself

- c. by three dashes (---) typed in the margin opposite the reference to the enclosure in the letter.

These, then, are the component parts of a business letter. There may be some variations to the above framework, but they will be only slight. Remember that your letter has to be both a messenger and an ambassador. Therefore, excellence in the letter writing becomes an essential.

### **Exercise:**

Read the following statements and decide which are true T and which are false F.

1. If a letter begins with the receiver's name, e.g. *Dear Mr. Smith*, it will close with *Yours faithfully*.
2. The abbreviation c.c. stands for 'correct carbons'.
3. If you were writing a letter to *Mr. Albert Simon*, you would open with *Dear Mr Albert Simon*.
4. The head of a company in the UK is known as 'The President'.
5. In the USA, it is correct to open a letter with the salutation *Gentlemen*.
6. The abbreviation *enc* or *encl* means there are enclosures with the letter.
7. If you were writing to a Knight whose name was Sir Roger Dumont, you would open the letter *Dear Sir Dumont*.
8. In the UK, the abbreviated date 2.6.15 on a letter means 6 February 2015.
9. If a secretary signs her name on a letter and her signature is followed by *p.p.* (per pro) *Daniel Harris*, it means she is signing on behalf of Daniel Harris.
10. A managing Director in the UK is known as Chief Executive in the USA.
11. The term PLC after a company's name, e.g. Hathaway PLC, stands for 'Public Limited Corporation'.
12. The abbreviation for the term 'limited liability' in the UK, is *ltd*.
13. If you did not know whether a female correspondent was married or not, it would be correct to use the term Ms., e.g. *Ms. Tessa Groves*, instead of *Miss* or *Mrs*.
14. The abbreviation in addressing a doctor, e.g. Doctor James Spock, would be Dt. Spock.
15. Rather than use the UK close of *Yours sincerely/faithfully*, American often choose *Yours truly*.

1



## Building Contractors

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10 .....

Jl. Jakarta No. 60 Bogor, Telp. (0251) 122345 – Fax (0251) 122346

Figure 1 The key to this framework is on pp .....



## UNIT 3

### Making Quotations/Inquiries

The first step in a business transaction is usually an inquiry about prices, range of goods, availability of goods, etc. In order to discover new sources of supply or to obtain details of quality and price the buyer sends inquiries to several firms.

#### Exercises

#### Aims

- A. Replying to an advertisement and asking for information, prices and samples.
- B. Asking for a catalog and information.

#### A

<b>JUSTIN BOX</b>	
14 Trist Road, Hasting, Sussex HA3 6CE	
Manhattan-Windsor Stewart Street Birmingham B18 7AF	Your Ref: Our Ref: SB/SM
	17 May 2015
Dear Sirs	
With reference to your advertisement in yesterday's Times, would you please send me full details, prices and samples of your promotional gifts.	
We should be pleased to receive your prompt reply.	
Yours faithfully	
S Bowen Marketing Manager	

#### The letters

1. Who is the Marketing Manager of Justin Box Ltd?
2. In which newspaper were the gifts advertised?
3. What does Mr. Bowen ask for?

**B**

**JEFF COMPANY**  
9890 ROOSEVELT BOULEVARD  
PHILADELPHIA, PA. 25432

Borg Corporation  
397 West 245<sup>th</sup> Street  
New York, N. Y

Your Ref:  
Our Ref: LW/MG

February 18, 2015

Dear Sirs

Could you please send me a copy of your 2002 catalogue and details of any special trade discounts you are offering. I would also like to know whether all your models are now covered by your standard two-year guarantee.

We look forward to receiving your reply immediately.

Yours faithfully

L WATERS  
Manager

1. Which address will be typed on the envelope?
2. Why has L Waters written this letter?
3. What is the normal length of guarantees on Borg's models?

## Language Notes

### Opening Paragraph

With reference to your advertisement in ...  
We have seen your products at ...  
We are interested in your products and should be pleased if could send us your catalogue, price-list and terms of payment.

### Requesting Information

We would like to know whether you can offer us a special discount.  
Would you please let us know your terms of payment.

### Closing Paragraph

We look forward to receiving your reply.  
We should be pleased to receive your prompt reply.

### Additional exercise A: Match these words with their definitions

1. catalogue	a. details of conditions of sale
2. trade discount	b. price reduction to a company in the same business.
3. quantity discount	c. a small amount of a product offered free to a potential customer.
4. sample	d. book giving details of items for sale.
5. terms of trade	e. request from a customer to supply goods.
	f. price reduction for a large order.

## Practice 1

1. Reply to an advertisement in the
  - a. Kompas - last Tuesday
  - b. Daily Mail - last week
  - c. Jakarta Post - today
2. Ask a company to send you
  - a. a catalogue and price-list
  - b. a free brochure
  - c. free samples and price-list
3. Ask for information about whether
  - a. the price includes delivery charges.
  - b. the filing cabinets are available in green.
  - c. they could send the order by air.

## Practice 2

**LET US  
LOOK AFTER YOU**  
Scheduled 747 flights to  
**Indonesia, Australia, and  
New Zealand**

With stoppers available in  
Bangkok, Hong Kong,  
Singapore, Kuala Lumpur, and  
Manila

**HAPPY  
TRAVEL**

40 Smoothroad, London  
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**LOW COST  
WORLDWIDE  
FLIGHTS**

New York: One way \$200  
Return \$375  
Around the world from \$1000

**BOGOR TRAVEL  
CENTER**

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When you need 1,000  
color leaflets – or even  
100,000 – printed in a  
hurry -

**ONE CALL DOES IT ALL**  
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**Call NICEPRINT**  
Because we do everything  
from initial design to final  
print, in our own complex –  
we can do it quicker,  
easier and a lot cheaper.

*For example:*  
5000 A4 COLOR      **ONLY**  
LEAFLETS                      **\$200**  
INCLUDING  
PHOTOGRAPHY

*For FREE color brochure, price  
lists and samples – call*

**SuperPrinter**  
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**ONE CALL DOES IT ALL**

Pertokoan Salak Indah  
Blok D2/10  
Bogor Barat

Now open  
SuperPrinter North  
Customer Service Office in  
Jambu Dua Super Mall  
Phone: 0251-666555

**Additional exercise B:** Make words from the jumbled letters and match them with the definitions in the sentences below:

a. UEAGTOCLA	c. METIESAT	e. RENTED	g. ETSMCOUR
b. LAOEEHSLWR	d. WOSORHOM	f. IDISYUSRAB	h. OSSUTCREPP

1. A company or organization that is part of a larger one.
2. A person who buys items from a shop or company.
3. A room where companies demonstrate their products.
4. A kind of magazine giving details of the items a company sells.
5. A prediction of how much an item or service is likely to cost.
6. A written quotation of a large job such as building a factory.
7. A kind of magazine giving details about a school, college, or university.
8. A company or person that buys and sells items only in bulk.

1. Complete this letter to Happy Travel requesting full details and prices of flights to Bangkok

<b>BERNARD JOHNSON LTD</b> 21 Baker Road Huddersfield
Your (2) ..... .....
Happy Travel (1) ..... .....
(3) ..... 20..
Dear (4) .....
With (5) ..... yesterday's London Times, would you (6) ..... Of (7) .....
Yours .....
M SAUNDERS Export Manager

2. Write a letter to Bogor Travel Center asking for full details and prices of flights to Australia.
3. Write a letter to NICEPRINT asking for a free color brochure, price-lists and samples of their leaflets. Also ask whether they can be sent to your city, Jakarta. (Use your own name and company and today's date)
4. Write a letter to John's Electronic Shop asking for full details and prices of their radios and televisions. Also ask whether they can arrange for their instruction booklets to be translated into Indonesian.

**Pair work**

- a. Write a small advertisement for a travel agent.
- b. Take your partner's advertisement and write a letter asking for prices and specific details.

## UNIT 4

### Replying to Inquiries

When doing this we usually include or enclose **quotation** that covers the following points as presented in the example:

a clear description of the goods, prices and terms, delivery terms.

<b>Border Tweeds Ltd</b>	
Kelso	
Roxburghshire	
Telp: 05732-268	
Your Ref JK/RS	
Our Ref RT/IM	6 March 2015
Mr. J Kerr	
Chief Buyer	
Thomson & Son Ltd	
16 Gordon Street	
Glasgow G2 9 GH	
Dear Mr. Kerr	
Thank you for you inquiry of March 1.	
We can supply you the following tweed length from stock:	
Shade No 32 in 40 m lengths @ \$9.15 per m	
Shade No 38 in 30 m lengths @ \$9.75 per m	
Shade No 47 in 30 m lengths @ \$12.50 per m	
Shade No 58 in 60 m lengths @ \$6.00 per m	
All are suitable for skirt-making; samples of each are enclosed.	
Terms are 5% discount (7 days), 2.5% (30 days), carriage forward.	
We hope you will place an order with us.	
Yours sincerely	
Ron Turner	
Manager	
Encs	



Replying to an inquiry about a product.

**JUSTIN BOX**  
14 Trist Road, Hasting, Sussex HA3 6CE

Your Ref:  
Our Ref: SB/SM

Manhattan-Windsor  
Steward Street  
Birmingham B18 7AF

17 February 2015

Dear Sirs

With reference to your advertisement in yesterday's Times, would you please send me full details, prices and samples of your promotional gifts.

We look forward to hearing from you.

Yours faithfully

S BOWEN  
Marketing Manager



**MANHATTAN-WINDSOR**

STEWARD ST., BIRMINGHAM B 18 7AF

Your Ref: SB/SM  
Our Ref: MH/JW

Mr. S Bowen  
Marketing Manager  
Justin Box Ltd 14 Trist Road Hastings  
Sussex HA3 6CE

20 February 2015

Dear Mr. Bowen

Thank you for your letter of 17 February inquiring about our promotional gifts.

We are pleased to enclose our new brochure and price list together with samples of our promotional gifts.

We look forward to receiving your first order.

Yours sincerely

MARY HARDY  
Sales Manager

Enc: 3

**The letters**

This is a reply to the letter above.

1. Who is MH?
2. Who wrote the letter on 17 February?
3. What items (things) were sent with the letter?

This is a reply to the letter on page 10.

1. Who is LW?
2. Who are 'we' in paragraph 2?
3. Why is F Wilander 'looking forward' to hearing from Thomas Green Ltd?

**BORG CORPORATION**  
397 West 245th Street, New York, N Y

Your Ref: LW/MG  
Our Ref: FW/EW

L Waters  
Jeff Company  
9890 Roosevelt Boulevard  
Philadelphia, PA

25 February 2015

Dear Mr. Waters

Thank you for your inquiry of 18 February.

We have pleasure in enclosing a copy of our latest catalog and a leaflet giving details of our special trade discounts. All the items are now covered by our standard two-year guarantee.

We look forward to hearing from you.

Yours sincerely

FWILANDER  
Sales Director

Enc: 2

## Language Notes

1. **Thanking** (for a letter/inquiry)

Thank you for your letter (inquiry) of .....

Note: *Thank you* ..... is less formal than *With reference to* .....

2. **Referring** (to the contents of a letter)

With reference to } your letter .....inquiring about .....  
 Thank you for

3. **Enclosing** (sending)

We are pleased to enclose ..... / We have pleasure in enclosing/sending .....

4. **Closing a letter** (with hope for future business)

We look forward to .....ing .....  
 e.g. We look forward to hearing from you / receiving your first order (your reply)

# Practice 1

Write sentences (or parts of sentences) as directed below:

1. Thank for the following:
 

a) 12 March – letter	c) February 22
b) March 9 – inquiry	d) 26 February
  
2. Thank for and refer to the following:
  - a) 19 May – letter – inquired about the price of gold pens
  - b) March 16 – letter – enclosed latest price-list
  - c) 10 June – inquiry – requested information on new ZIS cameras
  - d) September 2 – letter – requested information on 16 M photocopier
  
3. Enclose the following:
 

a) new price-list	c) latest brochure
b) sample cassette and price-list	d) sample company tie
  
4. Write a closing sentence using the following words:
 

a) first order	c) reply
b) hearing	d) receiving

# Practice 2

1. Complete the following reply to a letter (10 April) from Helen Simpson, Marketing Manager, Kenyon-Reed Printing, 350 14 Street, New York, N Y, (Ref: HS/MT). The letter asked for full details, a price-list and samples of re-useable envelopes.

2. Answer a letter (March 15) from Stephen Watson, Personnel Manager, John Rawlinson LTD, 20 West Way, Plymouth, Devon, D62 IMT. He requested details of the sizes and prices of the brown envelopes. (Use the same company as in Letter 1 – Kenyon-Reed Printing.)

<b>Kenyon-Reed</b>	350 14 Street, New York, N Y
Your (1) .....	
Our (2) .....	
<b>Helen Simpson</b> (3)..... ..... .....	
Dear (5) .....	(4) .....
Thank (6) .....	.....envelopes.
We have pleasure (7) .....	
We (8) .....	hearing (9) .....
Yours (10) .....	
M Smith (11) .....	
Enc: (12).....	

3. Write a more formal reply (*With reference to ...*) to a letter (11 September) from the Manager of World Travel, 610 Rahman Street, Kuala Lumpur, Malaysia, requesting samples of your envelope files and a current price-list. (Use your own company)



Additional exercise: Read the following letter of reply and choose the best words from the options in brackets.

Dear Mr. Budi,

We were very pleased to receive your 1 (correspondence, inquiry, mail) of 14 October 2015, asking about our leather and sheepskin 2 (range, cloths, products) and terms of 3 (dealing, trade, conditions).

First let me say that our 4 (label, mark, patent) is internationally famous because of the quality of our garments, and we are convinced they will sell very well through your 5 (outlets, factories, warehouses). We think you will agree with us when you look through the enclosed 6 (manual, catalogue, leaflet) and examine the 7 (specimens, examples, samples) we are forwarding separately.

You will see from the price-list that we take care of all freight and insurance costs, so the prices are quoted on a(n) 8 (c.i.f., ex-works, f.o.b.) basis. We will also allow 9 (trade, cash, quantity) discounts for orders over \$50,000, and with the usual trade references, we can arrange for payment by 60-day 10 (bill, letter, draft) of exchange.

Thank you once again for your inquiry, and we are sure you will be impressed by the 11 (vast, huge, wide) selection of our garments. Meanwhile, if there are any further details you need, please contact us.

Yours sincerely,

Lita Purnomo  
Sales Director

## UNIT 5

### Order Letters

When you order goods, state requirements clearly so that the seller will not be confused about the exact goods you ask for. If you order goods from a catalog or numbered list, the clearest indication that can be given is to quote the catalog or list number.

The date when delivery is required should be stated, also the preferred method of transport – road, rail, sea, or air. The goods may be required at the office address or at the warehouse address of the firm; they may even be delivered direct to the address of a customer of the buyers. It is essential, therefore, to state where the goods are to be sent.

Remember that all relevant information should be given in an order letter. It is more business-like – and certainly it helps to prevent orders being misread – to tabulate the items required.

As a guide to the paragraphing of an order letter you should include:

- a) reference to a source of information,
- b) list of goods to be ordered,
- c) quantity, quality, price, catalog number (if any),
- d) details of delivery and payment,
- e) an order number.

Here is an example order letter which is based on the letter on page 13.

<b>Thomas &amp; Son Limited</b>	
16 Gordon Street Glasgow G2 9GH	Telp: 041/334/6913
Ref JK/RS	
10 March 2015	
Mr. R Turner Manager Border Tweeds Ltd Kelso Roxburghshire	
Dear Mr. Turner	
Thank you for your quotation of 6 March 2015, also for the samples of tweed.	
Please forward the following lengths:	
6 – 40 m lengths tweed, Shade No 32, \$15.5 per m	
3 – 30 m lengths tweed, Shade No 47, \$18.50 per m	
3 – 60 m lengths tweed, Shade No 58, \$24.50 per m	
by British Road Services to the above address, order no 68.	
Your terms are acceptable. Please deliver by 25 March as the tweed is required to complete an urgent export order.	
Yours sincerely James Kerr Chief Buyer	

## Exercises



Placing orders with and without official order forms.

<b>Redways Company Ltd</b>			
Unit 61, New Kowloon Industrial Estate, Kowloon, Hong Kong			
To: Manhattan-Windsor Steward Street Birmingham B18 7AF		Purchase Order No: 4462M Date: 10 April 2003	
Quantity	Description	Unit	Total
200	Large Cat paperweights	£1.75	350.00
100	Large Bird paperweights	£1.75	175.00
300	Small Rabbit paperweights	£1.00	300.00
Total			£825.00
Delivery Date Required	Terms	For Redways Company Limited	
10 May 2015	30 days from receipt	H. Walters	

<b>Redways Company Ltd</b>	
Unit 61, New Kowloon Industrial Estate Kowloon, Hong Kong	
Manhattan-Windsor Steward Street Birmingham England B18 7AF	Your Ref: MH/JW Our Ref: HJ/MD  10 April 2015
Dear Sirs  Purchase Order No. 4462M	
Thank you for your letter of 3 April, enclosing your catalog, price-list and samples of paperweights.	
We have tested the samples and are pleased with their quality.	
We enclose our official purchase order and will open an irrevocable Letter of Credit as soon as we receive your pro forma invoice.	
Yours faithfully	
Hugh Jones Marketing Manager	
Enc: 1	

## The letters

With an official purchase order

1. What does 'their' in paragraph 2 refer to?
2. What does 'irrevocable' in paragraph 3 mean?
3. What does 'pro forma invoice' mean?
4. How will Redways pay for the paperweights?

Without an official purchase order

1. What does 'your' (paragraph 2) refer to?
2. What does 'Cat. Ref.' mean?
3. How will Redways pay?

**Redways Company Ltd**  
Unit 61, New Kowloon Industrial Estate  
Kowloon, Hong Kong

Manhattan-Windsor  
Steward Street  
Birmingham  
England B18 7AF

Your Ref: MH/JW  
Our Ref: HJ/MD

10 April 2015

Dear Sirs

Purchase Order No. 4462M

Thank you for your letter of 3 April.

We have examined your samples and would like to place the following order.

200 large 'Cat' paperweights (Red) Cat. Ref. B 1613  
100 large 'Bird' paperweights (Blue) Cat. Ref. B 1617  
300 small 'Rabbit' paperweights (Blue) Cat. Ref. B 1621

We shall pay for the goods by banker's draft on receipt of your pro forma invoice.

Yours faithfully

Hugh Jones  
Marketing Manager

## Language Notes

1. Ordering/Placing orders

We would like to  
We are pleased to } Place the following order .....

We enclose our (your) official order form/purchase order .....

2. Describing payment methods (conditional)

We will/shall pay for the goods by ....(banker's draft) on receipt of .....(documents)

Note: *Shall* is much more formal.

We will/shall .....(open a letter of credit) as soon as we receive .....(your pro forma invoice).

# Practice 1

1. Place the following orders:

- a) 2800 metal chairs Type SS 44
- b) 8100 6cm No. 8 wood hammers (Ref. 27/VM27)
- c) 2700 packets of LSM staples (Cat. Ref. 28310N)
- d) 25 Xepox photocopiers (your Ref. M16Z)
- e) 250 A 300 desks (Cat. Ref. 25843G)  
240 MK benches (Cat. Ref. 28910E)

2. Describe methods of payment and conditions:

	Method of payment	Condition
a	Letter of Credit	Receipt of pro forma invoice
b	Sterling check	Within 30 days from dated of delivery
c	Banker's draft	Receipt of Shipping Documents
d	Banker's transfer	Receipt of pro forma invoice
e	Irrevocable Letter of Credit	Receipt of pro forma invoice

3. The following verbs can all be used with the noun order. Choose the best verb to complete the sentences using each one only once, in the correct form.

confirm	refuse	deliver	ship
place	make up	cancel	dispatch

1. We should like to ..... an order with you for 5,000 units.
2. As we are unable to supply the quantity you requested, it would be quite understandable for you to ..... your order.
3. We are confident that we will be able to ..... the order to you next week.
4. You will be pleased to know that your order K451 has already been ..... from our depot.
5. Please ..... your order in writing, so we can inform our distribution depot.
6. Your order was ..... yesterday on the SS Oxford.
7. Unfortunately, we shall have to ..... your order unless payment is settled in cash.
8. I would like to reassure you that your order will be ..... in our depot by staff who have experience in handling these delicate materials.

## Practice 2

### 1. Complete this letter

<b>K. de Silva Ltd</b> , Unit 16, Mel Trading Estate, Colombo, Sri Lanka	
Halls Ltd 16 Highton Way Liverpool 12 England	Your Ref: (1) .....: KS/WN  23 November (2).....
Dear (3) .....	
Thank (4).....of 1 July and the enclosed catalog.	
We have studied your catalog very carefully and (5) ..... .....order:	
2000 KM watches	Cat. (6)..... M1662
1500 QL8 wall clocks	Cat. (7)..... M1626
We will (8) .....by banker's (9) ..... Within 15 days .....	
Yours (11).....	
K de SILVA Purchasing Manager	

- Write a letter from A J Wadekar of 212 Shastri Street, Bombay, India to H Priston plc of 88 West Road, Norwich. Thank for a catalog, enclose an official order form, state condition of payment (irrevocable Letter of Credit opened on receipt of pro forma invoice), request delivery within two months.
- Write a letter from Redways Company Ltd to H Priston Ltd (addresses are in earlier parts of the unit), and order 50 M35 tractors and 21 M92 ploughs. Payment – banker's draft within 21 days of delivery.
- Write a letter to a mail order firm in England ordering three different sets of language textbooks for your class. (Use your own address and an invented one for the mail order firm)
- Write a letter to a British company ordering your favorite car. Choose your method of payment.

## UNIT 6

### Acknowledging Orders

When you receive an order that cannot be met at once acknowledge it straight away. For small, routine orders a printed acknowledgement or postcard may be enough, but a short letter stating when delivery may be expected is better and helps to create good will. If the goods ordered cannot be supplied, write explaining why and, if suitable substitutes are available, offer to supply them.

When delivery to regular customers can be made immediately the seller sends an invoice, sometimes with the goods and sometimes separately. The addition of a printed note at the foot, thanking the customer and hoping that he will find the goods satisfactory, is a worth while courtesy. When the invoice is sent separately from the goods it serves as an advice note.

Where the order does not carry a number, refer by name to the goods ordered – in general terms if there are a number of items.

“First” orders, that is orders from new customers, should most certainly be acknowledged by letter. The letter should:

- a) express pleasure at receiving the order;
- b) add a favorable comment on the goods ordered;
- c) include an assurance of prompt and careful attention;
- d) draw attention to other products likely to be of interest;
- e) hope for further orders.

### Exercises



Dealing with orders: Acknowledging and advising of dispatch.

**A**

#### Manhattan – Windsor

STEWARD ST., BIRMINGHAM B18 7AF

Redways Ltd  
Unit 161  
New Kowloon Industrial Estate  
Kowloon  
Hong Kong

Your Ref: HJ/MD  
Our Ref: MH/JW

May 5 2015

Dear Sirs

Purchase Order No. 4462M

We are pleased to acknowledge your order of 10 June for:

200 large Cat paperweights  
100 large Bird paperweights  
300 small Rabbit paperweights

We enclose our pro forma invoice as requested. The goods will be dispatched by air on receipt of your banker' draft.

Yours faithfully

MARY HARDY  
Sales Manager

Enc: 1

### The letters

Acknowledging letters:

1. Who sent order no. 4462M?
2. Who requested the invoice?
3. When will the goods be sent?
4. What is enclosed?

**B**

Advising of dispatch

- 1. How will the order be sent to Hong Kong?
- 2. Who does 'you' (paragraph 3) refer to?
- 3. What are the enclosures?

**Manhattan – Windsor**  
 STEWARD ST., BIRMINGHAM B18 7AF

Redways Ltd  
 Unit 161  
 New Kowloon Industrial Estate  
 Kowloon  
 Hong Kong

Your Ref: HJ/MD  
 Our Ref: MH/JW

19 May 2015

Ear Sirs

Purchase Order No. 4462M

We are pleased to advise you of the dispatch of your order No. 4462M, which was collected today for transport by British Caledonian Airways to Hong Kong.

The air way-bill, insurance certificate and invoice for freight charges and insurance are enclosed.

We look forward to receiving further orders from you in the future.

Yours faithfully

MARY HARDY  
 Sales Manager

Enc: 3

**Language Notes**

1. Acknowledging

We are pleased to acknowledge .....(your order).....

Note: Where no action is described in your letter, add *which is receiving attention*.  
 We are pleased to acknowledge your letter/order of 10 July which is receiving attention.

2. Advising of dispatch.

We are pleased to advise } you of the dispatch of your order.....  
 that your order .....was dispatched.....

Note: *as requested* (in letter A) = as you requested, which you asked for.



# Practice 1

1. Acknowledge the following:

	Date	Items
a	22 June	Order for 3000 X 20 clocks
b	20 July	Letter
c	1 August	Order for 165 XM16 generators
d	15 October	Inquiry
e	2 December	1500 L63 Audio Cassette Recorders 1000 M16 Video Cassette Recorders

2. Advise the dispatch of the following:

- order number ML 1627
- order number 1700 H/LD
- the 10 generators missing from order HD/17/T6000
- order numbers 16 ML 64 and 17 ML 69
- the 6 replacement photocopiers damaged on delivery from order number 17 KLM N/165

# Practice 2

1. Complete the following letter advising of the dispatch of order ML/D6320 by Elang Indonesia Air to London.

<b>Indo Steel Company</b>	Pusat Industri, Blok 2/10, Jakarta
James Anderson 29 Bay View Avenue Newark, New Jersey 07112 USA	Your Ref: JA/2Y Our Ref: (1)...../YS (2).....
Dear (3).....	
We are (4).....dispatch of (5)..... .....which was collected this morning for (6) .....	
We enclose the (7)....., (8)....., and (9).....freight and insurance charges.	
We look forward to (10).....	
Yours (11).....	
MARTIN TARJO Export Manager	
Enc: (12).....	

2. Write a letter from Indo Steel Company to Housing Industry, 397 West 245<sup>th</sup> Street, New York, N Y 10075 acknowledging an order for 10,000 M20 girders and 20,000 L47 steel

sheets. Enclose a pro forma invoice and advice conditions of dispatch (CIF New York: ship : on confirmation of opening of Irrevocable Letter of Credit).

3. Write a letter advising dispatch of an order (LM/260/C4) by air for Khartoum (Sudan) from London. The order is for 20,000 pairs of pink rubber gloves (small), and 25,000 pairs of green rubber gloves (large). Enclose an air way-bill, insurance certificate, and freight and insurance invoice. (Invent companies and addresses).
4. Write a letter to your own company or yourself acknowledging receipt of an order. State how and under what conditions the order will be sent. (Invent a suitable order and exporting company).
5. Write a letter to your own company or yourself advising dispatch of the order in question 4, and stating what documents are enclosed.

### **Pair work**

- a) Write a letter ordering 1000 each of 3 different items from M Arthur plc, 17 Lodge Road, Birmingham, England.
- b) Take your partner's letter and acknowledge it.
- c) Write a letter advising your partner of the dispatch of his order.

## UNIT 7

### Letters of Complaint

It is sometimes necessary to make a complaint about the quality of goods received or about damage which has occurred before the goods reach the buyer's premises. Late or incomplete delivery might also cause dissatisfaction. Whatever the reason for complaint, annoyance must never be allowed to take precedence over courtesy. Therefore, a letter of complaint should be tactfully and carefully worded; it should neither rebuke nor threaten. Here is an example of a letter complaining about delay in delivery.

**Freddy & Son**  
Jl. Merak No. 24  
Bogor  
Indonesia Tel.: 0251-345678

MW/ST

March 6, 2015

The Manager  
Steel Cables Ltd  
60 Alton Street  
Conventry  
England

Dear sir

On February 13 we ordered from you a consignment of steel cables for delivery by March 2.

As we have not received the cables, would you please look into the matter and arrange their dispatch without further delay?

Yours faithfully

MIKE WIJAYA  
Warehouse Manager

It should always be remembered that the sender of goods may not be responsible for the condition about which complaint is made. Damage to the goods may be the fault of the carriers and not of the packing; delay in delivery may be traceable to the same cause or to a mistake in ordering. Delivery of insufficient goods or of goods not required may be the result of the buyer's carelessness in verifying the details of the order.

The following points should be embodied in a letter of complaint:

- a) delivery of goods should be acknowledged,
- b) cause for complaint should be stated,
- c) request for action should be made,
- d) if necessary, replacement of goods should be asked for.

## Exercises



Writing a letter to report an incorrect delivery.

### GOOD COMPANY

Jl Sudirman 10, Jakarta

Starr Ltd  
276 Manilili Street  
Cebu City, Philippines

Our Ref: NS/TH  
Your Ref: GM/ST

16 March 2015

Dear Sirs

Order No: BMX/15/17C

We took delivery of the above order this morning.

Everything seems to be correct and in good condition except for crate 14. We ordered 15,000 HB Itex pencils but the crate only contains 11,000.

We need the pencils to complete deliveries already promised to our customers. Therefore we must ask you to dispatch the additional 4,000 pencils at once.

Yours faithfully

NANY SUMITRO  
Manager

1. When was the order delivered?
2. How many pencils are missing?
3. Why must they be sent once?

The letters

Reporting an incorrect delivery.

Complaining about an incorrect delivery.

1. Which 'documents' is Ms. Nany Sumitro referring to in paragraph 1?
2. How many pencils were sent?
3. Why is the writer very angry?
4. What does 'this' in paragraph 4, line 3 refer to?

## GOOD COMPANY

Jl Sudirman 10, Jakarta

Starr Ltd  
276 Manilili Street  
Cebu City, Philippines

Our Ref: NS/TH  
Your Ref: GM/ST

16 March 2015

Dear Sirs

Order No: BMX/15/17C

We have received the documents and taken delivery of the above order.

On checking the goods we found that crate 14 contained only 11,000 HB 'ITEX' pencils, although 15,000 had been entered on both the packing list and the invoice.

The full consignment is urgently required to complete order for two of our major customers so it is absolutely essential that you ship the additional 4,000 pencils on the earliest possible flight from your country.

This is the third time in the last twelve months that you have short-shipped one of our orders. If there is any further repetition of this we will be forced to look for an alternative supplier.

Yours faithfully

NANY SUMITRO  
Manager

## Language Notes

1. Expressing need (and reason)

We need (the pencils).....to (complete deliveries)  
(The full consignment) is urgently required to (complete orders)

*Required* is more formal than *need*.

2. Expressing obligation

We must ask you to dispatch the additional 4,000 pencils = you must dispatch.....  
It is absolutely essential that you ship the additional 4,000 pencils = you must ship.....

3. Expressing contrast

a) Using *but*:

(i) We ordered 15,000 HB Itex pencils (ii) *but* the crate only contains 11,000

Phrase (ii) contrasts with phrase (i).

b) Using *although*:

(iii) .....crate 15 contained only 12,000 HB Itex pencils.  
 (iv) *although* 15,000 had been entered on both the packing list and the invoice.

4. Expressing reason

Using *therefore* and *so*:

We need the pencils ..... *Therefore* we must ask you to dispatch the additional 4,000 pencils.....  
 The full consignment is urgently required.....*so* it is absolutely essential that you ship the additional 4,000 pencils....

## Practice 1

Write sentences as directed.

1. Express need and reason:

	Need	Reason
a)	the 100 new engines	complete our orders
b)	300 X 26 motors	supply our customers
c)	200 copies of your summer catalog	send to our agents

2. Express obligation (of another person) for the following:

- a) air-freighting the additional 2000 cameras by June 15.
- b) dispatching the complete order at once
- c) replying to our requests by return.

3. Express contrast using the word given:

	Event A	Event B	Word
a)	ordered 1000 cakes	received only 100	but
b)	invoiced for 100 N52 engines	only 85 delivered	but
c)	not received the replacements	ordered 3 weeks ago	although

4. Express reasons using the information in column (1) and the word given in column (3)

(1) Information	(2) Reason	(3) Word
a) you must send the bicycles at once	the bicycles are needed next week	therefore
b) we will not require any more deliveries of sheet metal after 25 August	we are closing our factory in Northern Italy	so
c) we have not placed our usual order for garden furniture.	we have not received your catalog this spring	therefore

## Practice 2

Complete this letter to Roots Limited (of 17 Argyle Way, Chelmsford, Essex, England ES1 6DP). Report that crate 42 contained only 400 Halex watches. It should have contained 600. Explain they are needed urgently for a special customer.

<b>RIOTO COMPANY</b>	P.O. 7164, Bangkok, Thailand
Roots Ltd	Your Ref: CM/DH
(1) .....	Our Ref: MT/LM
(2) .....	
(3) .....	
(4) .....	(5) .....
Dear Sirs	
Order No: BMX/14/1711	
The (6) .....delivered to our warehouse yesterday.	
Everything seemed to be (7) .....	
..... this contained (8) .....	
although we had (9) ..... and paid for (10) .....	
The extra 200 watches (11)T.....	
..... Therefore (12) ..... airfreight them ..... (13) .....	
Yours (14).....	
M TU Manager	

**Additional exercise A:** Which words in each pair, if any, are not spelled correctly?

1. A faithfully B faithfuly		4. A clerk B clark
2. A address B adress		5. A check B cheque
3. A bussiness B business		6. A catalog B catalogue

**Additional exercise B:** Compare the two lists of expressions commonly used in complaints. Match the informal phrases in the first list with their formal equivalents in the second.

1. It's not our fault	a. We are sending the consignment to you carriage forward
2. You should make it right	b. We are not responsible for the error.
3. We want our money back	c. We would like to complain about ....
4. You have to pay when the goods are returned to you	d. We will have to take legal action.
5. We will sue you	e. You seem to have made an error
6. You made a mistake	f. The products are not satisfactory
7. We won't buy anything from you again	g. We will not re-order.
8. The goods are rubbish	h. You have not followed our instructions
9. We're complaining about	i. Please correct the error
10. Why don't you pay attention?	j. We would like a refund.



## UNIT 8

### Application Letter

A letter of application for a job states your qualifications, your training and your experience. Unless you are asked to apply in your own handwriting, your application should be typed. It is then easier to read and, if well set out, attracts attention at once and creates a favorable first impression.

The advertisement below will be the reference for the application letters in this unit.

#### PERSONAL ASSISTANT/SECRETARY

Required for Chief Executive of a new Company involved in film and television industry.

Requirements include:

- \*Ability and initiative to work on your own and to develop the position to its full potential.
- \*Good administrative and secretarial skills.
- \*Experience in the film and television industry would be useful, but not essential.

Good salary, negotiable according to age and experience.

Please reply with typed c.v. to:

Mrs. Grace Aditya,  
Jl. Ciliwung 33,  
Jakarta

**Aims**

Writing a letter of application for a job.

#### The letters

Letter to accompany a typed curriculum vitae/résumé.

1. What job is Julia Roberts applying for?
2. How long has she worked as a personal secretary?
3. What does 'this' mean in paragraph 2?
4. Is she available for interview on 20 September?

Mrs. Grace Aditya  
Jl. Ciliwung 33  
Jakarta

Jl. Mawar 20  
Ciomas Indah  
Bogor

17 September 2015

Dear Mrs. Aditya

I would like to apply for the post of personal assistant/secretary advertised in today's Jakarta Post.

I have had six years' experience as a personal secretary. Five of these have been in films and television and I am particularly keen to continue working in this industry.

I enclose my curriculum vitae and will be available for interview any day after 21 September and able to take up a new appointment from 1 October.

I look forward to your reply.

Yours sincerely

Julia Roberts  
Enc: 1

Curriculum Vitae  
(C.V.)

Note: This should  
always be typed.

1. How old will she be  
on July 1, 2015?
2. Which city does  
she work in?
3. Is she married?
4. Did she go to  
university?
5. What is her present  
job?
6. What are her  
favorite sports?

## R é s u m é

**Julia Roberts**

Home Address: Jl. Mawar 20,  
Ciomas Indah, Ciomas, Bogor.  
Cel. Phone: 08159610965  
Home Phone: (0251)628880

### Personal Details

Age: 28  
Date of Birth : 17 August 1975  
Marital Status: Single  
Special Interests: Reading, Internet, Tennis, Playing the piano  
and traveling.

### Education

1. Elementary School	1987
2. Junior High School	1990
1. Senior High School	1993
2. Computer Course	1994
3. Secretarial Academy	1998

### Experience

2000 – 2002	Personal Secretary to Marketing Manager of ABC
2003	Personal Assistant to Finance Director of Indofarm in Bandung

## Language Notes

### Applying (for a job or post) formally

I would like to apply for the post of (.....personal assistant) advertised in .....

Or

I have seen your advertisement for a (.....personal assistant) in ..... and would like to  
apply for the post.

### Curriculum Vitae and Letter Writing Practice

1. Complete the letter on the next page from Ken Dods to accompany his curriculum vitae. He is applying for the post of Marketing Manager with Robert Morris LTD which he saw advertised in yesterday's Telegraph. He has had 10 years' experience in marketing and for the last three years has been the marketing Manager of a small firm. He now wants to work for a larger firm. He could attend for interview on any afternoon in August and could start a new job on 1 November.

73 Waywood Avenue  
Brighton  
Sussex

Jane Walls  
Robert Morris Ltd  
Portsmouth  
Hampshire

15 April 2015

Dear (1).....

I would like  
(2).....  
.....advertised in  
(3).....

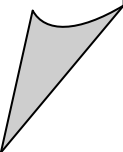
As you can see (4) .....I have had  
10 years (5)..... Three of these have  
been as (6) ..... and I am  
keen to (7) .....

I enclose (8).....and will be  
Available (9)..... I will be  
free (10).....

I (11).....

Yours sincerely

KEN DODDS



2. Using the information in the letter above and inventing other information where necessary, prepare a curriculum vitae to accompany the letter from Ken Dodds. (when you have finished, check the plan of your curriculum vitae against the one on the previous page.

**Pair work**

- a) Interview your friend asking him questions about his education and experience. Make notes of his answers so that you can write his C.V. (Don't look at the one he/she has already written).
- b) When you have finished your interview, prepare a curriculum vitae for your friend.

## Unit 9

### Email etiquette

#### 1. What is email etiquette?

Email etiquette refers to a set of *dos* and *don'ts* that are recommended by business and communication experts in response to the growing concern that people are not using their email effectively or appropriately.

Since email is part of the virtual world of communication, many people communicate in their email messages the same way they do in virtual chat rooms: with much less formality and sometimes too aggressively. Email etiquette offers some guidelines that all writers can use to facilitate better communication between themselves and their readers.

One overall point to remember is that an email message does not have non-verbal expression to supplement what we are "saying." Most of the time we make judgments about a person's motives and intentions based on their tone of voice, gestures, and their proximity to us. When those are absent it becomes more difficult to figure out what the message sender means. It is much easier to offend or hurt someone in email and that is why it is important to be as clear and concise as possible.

#### 2. How do I know if I am using the correct etiquette?

There are a number of things to consider before clicking the "send" button on your email.

- How should I format my email?
- To whom am I sending my email?
- Can I send attachments?
- How long should my email be?
- Am I flaming someone? (And what does "flaming" mean?)
- When should I not send an email?

#### 3. How should I format my email?

You are most likely familiar with the general rules about formatting email but here are some tips to keep in mind.

Be sure that your email is formatted to wrap your text after about 70 characters. This keeps the email from looking disjointed. When you do not have a wrap around option for 70-80 characters then your email will mostly likely look like this:

Dear John,

I am really interested in leasing your apartment but I need just a little bit more information. Do you have time to meet with me tomorrow afternoon around three or so?

Usually, settings for character length will be found in the "preferences" option on the tool bar of your email client. Consult your help menu for more information.

Here are some additional formatting tips to consider.

- Try to keep the email brief (preferably to one page) so that readers do not have to scroll.
- Return emails in the same day that you would a phone call.
- Use capitalization and punctuation in the same way that you would in any other document.
- Format your email to be sent in plain text rather than HTML because some email clients may not read HTML.
- Write a salutation or greeting for each new subject email. However, if you exchange several emails over the same topic (for example, a meeting day and time) it is not necessary to include a greeting because it is as though you are carrying on a conversation. When we carry on conversations, we do not say hello each time we speak.
- Be sure to write an appropriate and specific subject in the subject line so that the recipient knows what to expect. For example: "April 22 production team meeting agenda" instead of "meeting."

#### **4. To whom am I sending my email?**

It is always important to know who will receive your email, including the number of people you have on the mailing list. This helps you in two ways. First, it helps you think about the tone of your writing (see our handout on Tone in Business Writing at [http://owl.english.purdue.edu/handouts/pw/p\\_tone.html](http://owl.english.purdue.edu/handouts/pw/p_tone.html) for more information).

For example, while you still want to follow the traditional rules of writing, emails that you send to your employer or professor may be more formal and brief than to a colleague or classmate. You will need to decide whether you need to use a person's title or if writing the first name is appropriate.

Second, if you send an email to more than four people regularly you should create mailing groups so that the recipients do not need to scroll through names before they can get to the content of the email. It also helps to keep some email addresses

anonymous, as some perceive it as rude for their names and email addresses to be posted for strangers to see.

You will need to talk with the technical support in your office or use the "help" option on your computer if you do not know how to create a mailing group. A mailing group is a list of email addresses assigned to one name (like, newfaculty@sla.purdue.edu). You want to use names that make sense to you so that you can remember them. This is especially helpful when you are managing several mailing group lists.

Emails are public documents, despite the fact that you may send an email to someone privately. Therefore, only include those statements in email that you can openly defend should your message be circulated or shown to other parties. Using emoticons (smiley faces, winks, etc.), and other virtual gestures may be appropriate in some cases, but not in all cases! It is always essential to consider the type of relationship you have with the receiver of your message before including virtual non-verbals. If your relationship is more casual, then using the symbols is fine. If your relationship is more formal, then it is best to refrain from using them.

## **5. Can I send attachments?**

Yes, as long as you are sure that your recipient can receive them. Sending attachments is a normal practice when you are submitting documents for review or exchanging information in the workplace. Here are some tips to consider before attaching a document.

- Title the document that you are attaching in a way that is easy for the recipient to find once he or she downloads it to his or her files.  
For example, if you are sending a document that is a goal statement then title it "goalstatement.doc."
- In the content of your email, tell your recipient what type of software was used to create the document, the year/version, and the title of the attachment.  
For example: "The file attached is called 'goalstatement.doc' and it is in MSWord 2000."
- Make sure that you do not send overly large attachments unless you are sure that your recipient's Internet connection and email client can handle them. For example, a user on a 56K dialup would have to spend a long time downloading a 5M PowerPoint file, whereas a co-worker on a fast work connection would have no problem.
- Don't send unnecessary attachments -- if you've already presented all of the relevant information in an email message, don't attach a Word document repeating the same information.

## **6. How long should my email be?**

In general, the email should be approximately one page printed or the length of your computer screen before scrolling. However, there are times when email messages need to be longer to convey important information. Oftentimes organizations seeking to

reduce their paper costs will use email as their primary source of communication. Longer emails generally consist of: Orientation schedules and information, memos, convention information, newsletters, and policy changes.

When you need to write a long email try to include three essential elements at the top of the email: (a) an executive summary at the top of the document, (b) how soon a response is required from the recipient(s), and (c) a table of contents.

### **7. *An executive summary***

This is a short summary of everything in the email document including the main goal of the email or the "bottom line." \*

**For example:** "Welcome to ZDF Company. This email contains important information about your orientation week. You will find the five day schedule, names of the speakers, the menu, hotel arrangements, and testimonials from employees who previously participated."

### **8. *Required response***

Because your reader is most likely going to read the first few lines of your document thoroughly and browse through the rest, if you need to have him or her respond by a certain time with certain information, that should be stated within the executive summary.

**For example:** "Please let me know by Wednesday whether you are attending the meeting."

### **9. *Table of contents***

A table of contents allows the reader to pick and choose what sections of the email are most relevant to him or her.\* A person is most likely to comply with your requests when you make it easy for him or her to navigate your materials.

**For example:**

Table of Contents  
- Five Day Schedule  
- Speaker List  
- Menu  
- Registration Form  
- Hotel Arrangements  
- Travel Reimbursement Policy

### **10. Am I flaming someone? (And what does "flaming" mean?)**

Flaming is a virtual term for venting emotion online or sending inflammatory emails. \* It is best to avoid flaming because it tends to create more conflict and tension. Flames are virtual food fights (Angell and Heslop) and are unproductive and injurious to the parties involved.

What you say cannot be taken back. Misinterpretations happen very easily in neutral emails because there is a lack of nonverbal expression to cue the recipient about your motives and intentions. You can imagine how much misinterpretation can occur when you are expressing frustration and/or anger.

Things to consider before venting in email:

- Would I say this to this person's face?
- Am I putting the receiver in awkward position?
- How would I feel if I got this email message?

Usually, by the time you consider the above questions you will be calm enough to write your message with a different approach. Catching someone by surprise in a flaming message is a quick way to alienate your reader mainly because they will react with anger or embarrassment.

Below are some examples of flaming messages and then some suggestions on ways to re-word them in more sensitive and thoughtful ways.

<b>Flame/inappropriate message</b>	<b>Not a flame/appropriate message</b>
"This project really sucks and I cannot believe that he is making us do this. I'm sick and tired of all these dumb assignments. He needs to get a life!"	"This assignment came at a tough time. I wasn't expecting so much work. I can't wait till the end of the semester."
"If you don't fix this problem then I am going to quit TOMORROW!!!!!!!!!! I am sick and tired of Martha's incompetence!!!"	"I'm growing increasingly frustrated by the current situation. Can we set up a time to talk about this more?"

### **11. When should I not send an email?**

There are many subjects that are too sensitive to discuss over email mainly because misinterpretation could have serious consequences. Some topics that should generally be resolved outside of email are:

- Disciplinary action
- Conflicts about grades or personal information
- Concerns about fellow classmates/workmates
- Complaints

When it appears that a dialogue has turned into a conflict, it is best to suggest an end to the swapping of email and for you to talk or meet in person. If you receive a flaming email try to respond in a short and simple response. If that does not appease the flamer than make contact with him or her outside the virtual realm.



## APPENDIX

### I. Cardinal numbers

1 one	11 eleven	21 twenty-one	40 forty
2 two	12 twelve	22 twenty-two	50 fifty
3 three	13 thirteen	23 twenty-three	60 sixty
4 four	14 fourteen	24 twenty-four	70 seventy
5 five	15 fifteen	25 twenty-five	80 eighty
6 six	16 sixteen	26 twenty-six	90 ninety
7 seven	17 seventeen	27 twenty-seven	100 one hundred
8 eight	18 eighteen	28 twenty-eight	
9 nine	19 nineteen	29 twenty-nine	
10 ten	20 twenty	30 thirty	

200	two hundred
300	three hundred
400	four hundred
536	five hundred
1,000	one thousand
2,000	two thousand
3,456	three thousand four hundred (and) fifty-six
10,000	ten thousand
20,000	twenty thousand
38,765	thirty-eight thousand seven hundred (and) sixty-five
100,000	one hundred thousand
363,459	three hundred sixty-three thousand four hundred (and) fifty-nine
1,000,000	one million
10,000,000	ten million
268,629,822	two hundred sixty-eight million six hundred twenty-nine thousand eight hundred (and) twenty-two
1,000,000,000	one billion
1,000,000,000,000	one trillion

#### Notes:

1. English speakers often count by hundreds between 1,100 and 9,999. Thus, 4,950 may be read either “four thousand nine fifty” or “forty-nine hundred fifty.”
2. In Great Britain the numeral 1,000,000,000,000 is called a billion rather than a trillion as in the United States. 1,000,000,000 in Great Britain is called one thousand millions.

## II. Ordinal Numbers.

First	1 <sup>st</sup>	Twenty-third	23 <sup>rd</sup>
second	2 <sup>nd</sup>	Twenty-fourth	24 <sup>th</sup>
Third	3 <sup>rd</sup>	Twenty-fifth	25 <sup>th</sup>
fourth	4 <sup>th</sup>	Twenty-sixth	26 <sup>th</sup>
Fifth	5 <sup>th</sup>	Thirtieth	30 <sup>th</sup>
Sixth	6 <sup>th</sup>	Thirty-seventh	37 <sup>th</sup>
Seventh	7 <sup>th</sup>	Fortieth	40 <sup>th</sup>
Eighth	8 <sup>th</sup>	Hundredth	100 <sup>th</sup>
Ninth	9 <sup>th</sup>	Thousandth	1000 <sup>th</sup>
Tenth	10 <sup>th</sup>	Millionth	1000000 <sup>th</sup>
Twentieth	20 <sup>th</sup>		
Twenty-first	21 <sup>st</sup>		
Twenty-second	22 <sup>nd</sup>		

Ordinal Numbers are also used to express fractions:  $\frac{2}{3}$ =two thirds  
 Exceptions:  $\frac{1}{2}$ =one half;  $\frac{1}{4}$ = one quarter, one fourth.

## III. Dates, days of the week, months of the year.

### Days of the week

Sunday  
 Monday  
 Tuesday  
 Wednesday  
 Thursday  
 Friday  
 Saturday

### Months of the year

January  
 February  
 March  
 April  
 May  
 June  
 July  
 August  
 September  
 October  
 November  
 December

Weekdays—Monday through Friday

Weekend—Saturday and Sunday

On Sunday—this coming Sunday or last Sunday

On Sundays—every Sunday

### **Reading years:**

1810—eighteen ten (less common: one thousand eight hundred ten)

1876—eighteen seventy-six

1929—nineteen twenty-nine

### **Reading dates:**

June 6, 1943—June sixth nineteen forty-three

August 16, 2003—August sixteenth two thousand three

July 2, 1967—July second nineteen sixty-seven

## IRREGULAR VERBS

Present	Preterite	Past Participle
(be) am, is, are	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hang	hung	hung
have	had	had
hear	heard	heard
keep	kept	kept
kneel	knelt	knelt
know	knew	known

Present	Preterite	Past Participle
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shoot	shot	shot
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spread	spread	spread
stand	stood	stood
steal	stole	stolen
strike	struck	struck
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	waken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

## Sekilas Tentang TOEFL

Test Bahasa Inggris sebagai Bahasa Asing, TOEFL, adalah tes standar untuk mengukur kemampuan bahasa Inggris non-penutur asli yang ingin mendaftar di universitas di Amerika. Tes ini diterima oleh banyak institusi akademik dan profesional. TOEFL merupakan salah satu dari dua tes bahasa Inggris utama di dunia, yang lainnya adalah IELTS.

TOEFL adalah merek dagang dari ETS (Educational Testing Service), sebuah organisasi non-profit swasta, yang merancang dan mengelola tes. ETS menerbitkan laporan nilai resmi, dikirim secara independen kepada lembaga, selama dua tahun setelah tes.

### 1 Format dan isi

#### 1.1 Internet-based test - iBT (tes berbasis internet)

Sejak diperkenalkan pada akhir tahun 2005, Test (iBT) Format TOEFL berbasis internet telah menggantikan tes berbasis komputer (CBT) dan tes berbasis kertas (PBT), meskipun pengujian berbasis kertas masih digunakan di daerah tertentu. TOEFL iBT diperkenalkan secara bertahap, dengan Amerika Serikat, Kanada, Perancis, Jerman, dan Italia pada tahun 2005 dan seluruh dunia pada tahun 2006, dengan pusat-pusat pengujian bertambah secara berkala. CBT dihentikan pada bulan September 2006 dan skor CBT tidak lagi berlaku.

Awalnya, permintaan untuk tes ini lebih tinggi dari ketersediaan, dan kandidat harus menunggu selama berbulan-bulan. Sekarang sudah memungkinkan untuk mengambil tes dalam waktu satu sampai empat minggu di sebagian besar negara. Tes yang berlangsung 4 jam terdiri dari empat bagian, masing-masing mengukur salah satu keterampilan dasar bahasa (sementara beberapa soal memerlukan integrasi beberapa keterampilan), dan semua soal fokus pada bahasa Inggris yang digunakan dalam ranah akademik, lingkungan pendidikan tinggi. Mencatat diperbolehkan selama tes TOEFL iBT, dan untuk itu, setiap peserta diberikan kertas yang tidak boleh dibawa pulang setelah tes. Tes tidak dapat diambil lebih dari sekali dalam 12 hari.

#### 1. *Reading*

*Reading* adalah bagian pertama dari tes yang terdiri dari pertanyaan-pertanyaan untuk 4-6 bacaan, masing-masing sekitar 700 kata. Bahan bacaan pada bagian ini mencakup topik-topik akademis yang mungkin ditemukan di buku-buku text tingkat S1. Bagian ini membutuhkan pemahaman atas fungsi retorik seperti sebab-akibat, membandingkan kontras dan argumentasi. Peserta menjawab pertanyaan tentang ide utama (main ideas), rincian (details), kesimpulan, informasi penting, penyisipan kalimat, kosakata, tujuan retorik dan ide-ide secara keseluruhan. Pertanyaan jenis baru dalam tes TOEFL iBT adalah mengisi tabel atau menyelesaikan ringkasan.

Peserta tidak harus/perlu memiliki pengetahuan terdahulu untuk dapat menjawab dengan benar.

## **2. Listening**

Bagian *Listening* terdiri dari pertanyaan-pertanyaan pada enam bagian, masing-masing 3-5 menit. Bagian-bagian ini meliputi dua percakapan antar siswa dan empat ceramah atau diskusi akademis. Percakapan melibatkan mahasiswa dan profesor atau penyedia layanan kampus. Dialog perkuliahan di kelas mungkin melibatkan partisipasi siswa dan untuk bias menjawab tidak diperlukan latar belakang pengetahuan khusus karena semua jawaban ada pada *Listening* itu sendiri. Setiap percakapan dan bagian perkuliahan hanya diputar sekali. Peserta tes dapat mencatat saat mereka mendengarkan dan mereka dapat merujuk kepada catatan mereka ketika mereka menjawab pertanyaan-pertanyaan. Setiap percakapan terkait dengan lima pertanyaan dan setiap perkuliahan dengan enam pertanyaan. Pertanyaan dimaksudkan untuk mengukur kemampuan untuk memahami ide utama, rincian penting, implikasi, hubungan antara ide-ide, organisasi informasi, tujuan pembicara dan sikap pembicara.

## **3. Speaking**

Bagian *Speaking* terdiri dari enam tugas: dua independen dan empat terintegrasi (*integrated*). Dalam dua tugas independen, peserta tes menjawab pertanyaan tentang pendapat yang berkisar pada percakapan umum. Para peserta dievaluasi atas kemampuan mereka untuk berbicara secara spontan dan menyampaikan ide-ide mereka dengan jelas dan koheren. Dalam dua tugas *integrated*, peserta tes membaca bacaan/teks pendek, lalu mendengarkan perkuliahan akademis atau percakapan tentang kehidupan kampus dan menjawab pertanyaan dengan menggabungkan informasi yang tepat dari teks/bacaan dan pembicaraan yang didengar. Pada dua tugas terpadu lainnya, peserta tes mendengarkan kuliah kursus akademis atau percakapan tentang kehidupan kampus dan kemudian menanggapi pertanyaan tentang apa yang mereka dengar. Dalam tugas yang terintegrasi, peserta tes dievaluasi pada kemampuan mereka untuk secara tepat mensintesis dan efektif menyampaikan informasi dari membaca dan mendengarkan materi. Peserta tes dapat mencatat karena mereka membaca dan mendengarkan dan dapat menggunakan catatan mereka untuk membantu mempersiapkan tanggapan mereka. Peserta tes diberikan waktu persiapan yang singkat sebelum mereka harus mulai berbicara. Tanggapan yang direkam secara digital, dikirim ke ETS Online Scoring Network (OSN), dan dievaluasi oleh 3-6 penilai.

## **4. Writing**

Bagian *writing* mengukur kemampuan peserta tes untuk menulis dalam suasana akademik dan terdiri dari dua tugas: satu terintegrasi dan satu independen. Dalam tugas yang terintegrasi, peserta tes membaca sebuah teks akademis dan kemudian mendengarkan pembicara

membahasnya. Peserta kemudian menulis ringkasan tentang poin penting dalam bagian mendengarkan dan menjelaskan bagaimana ini berhubungan dengan poin-poin kunci dari bacaan/teks. Dalam tugas independen, peserta harus menulis sebuah esai yang menyatakan pendapat atau pilihan mereka, dan kemudian menjelaskannya, bukan hanya daftar preferensi pribadi atau pilihan. Jawaban dikirim ke ETS OSN dan dievaluasi oleh setidaknya 3 penilai yang berbeda.

## **1.2 Tes berbasis kertas (Paper-based TOEFL)**

TOEFL (PBT) tersedia di area tertentu saja. Skor berlaku selama dua tahun setelah tanggal tes, dan peserta tes dapat meminta nilai mereka dikirim ke lembaga atau instansi selama waktu itu.

### **1. Listening (30 - 40 menit)**

Bagian Listening terdiri dari 3 bagian. Yang pertama berisi 30 pertanyaan tentang percakapan singkat. Bagian kedua berisi 8 pertanyaan tentang percakapan lebih panjang. Bagian terakhir berisi 12 pertanyaan tentang perkuliahan atau pembicaraan.

### **2. Structure and Written Expression - Grammar (25 menit)**

Bagian ini berisi 15 pertanyaan dimana peserta harus mencari jawaban yang benar untuk melengkapi kalimat, dan 25 pertanyaan dimana peserta harus mencari bagian yang salah dalam setiap kalimat.

### **3. Reading Comprehension (55 menit)**

Bagian ini berisi 50 pertanyaan.

### **4. Writing (30 menit)**

Administrasi TOEFL PBT mencakup tes *writing* yang disebut Test of Written English (Twe). Tes ini mencakup pertanyaan esai dengan kira-kira 250-300 kata.

## **2 Test Scores (Nilai tes)**

### **2.1 TOEFL iBT**

- \_ TOEFL iBT berskala 0 sampai 120 poin.
- \_ Masing-masing dari empat bagian yaitu *Reading*, *Listening*, *Speaking*, dan *Writing* memiliki nilai berskala dari 0 sampai 30.
- \_ Setiap pertanyaan pada bagian *Speaking* bernilai 0-4, dan setiap pertanyaan *writing* awalnya diberi skor 0 sampai 5. Nilai-nilai tersebut dikonversi ke nilai skala dari 0 sampai 30.

## **2.2 TOEFL PBT**

\_ TOEFL PBT bernilai antara 310 dan 677 dan didasarkan pada tiga sub-skor: *Listening* (31-68), *Structure* (31-68), dan *Reading* (31-67). Nilai untuk *writing* (TWE) bukan bagian dari skor akhir; sebaliknya dilaporkan secara terpisah pada skala 0-6.

\_ Nilai total yang tidak termasuk *writing* bukanlah persentase jawaban yang benar. Skor tersebut dikonversi untuk memperhitungkan fakta bahwa beberapa soal lebih sulit daripada yang lain. Oleh karena itu, nilai yang dikonversi adalah refleksi lebih akurat dari kemampuan dari nilai baku.

## **2.3 Nilai TOEFL yang diterima**

Kebanyakan perguruan tinggi menggunakan nilai TOEFL. Nilai TOEFL minimum untuk iBT berkisar dari 61 (Bowling Green State University) ke 110 (University of Oxford). ETS telah merilis tabel untuk mengkonversi antara nilai iBT dan PBT.

## **3 TOEFL ITP**

TOEFL ITP ("ITP" singkatan dari "*Institutional Testing Program*") berbasis kertas dan menggunakan konten akademik untuk mengevaluasi kemampuan bahasa Inggris non-penutur asli bahasa Inggris. Tes menggunakan pertanyaan TOEFL baru dan digunakan untuk penempatan, kemajuan, evaluasi, test akhir dan situasi lainnya. Format nilai tes sesuai dengan "TOEFL PBT", dengan pengecualian tidak termasuk TWE.

Berbeda dengan iBT TOEFL dan tes PBT, tes TOEFL ITP diberikan oleh lembaga pendidikan dan untuk penggunaan internal, bukan untuk menggantikan kebutuhan untuk tes TOEFL iBT, yang diberikan secara ketat dan termasuk *speaking* dan *writing*. Ada dua tingkat TOEFL ITP: Level 1 (Intermediate sampai Advanced dan Level 2 (High Beginning sampai Intermediate).

## **4 TOEFL Junior**

ETS juga menawarkan tes TOEFL Junior, yang dapat digunakan untuk menguji/mengevaluasi kemampuan bahasa Inggris siswa SMP atau usia 11+. Tes diberikan dalam dua format: TOEFL Junior Standard (di atas kertas) dan TOEFL junior Comprehensive (melalui komputer). TOEFL Junior Standard memiliki tiga bagian: Reading Comprehension, Listening Comprehension dan Language Form and Meaning. TOEFL Junior Comprehensive memiliki empat bagian: Reading Comprehension, Listening Comprehension, Speaking dan Writing.

Buku ini hanya memuat strategi yang diperlukan untuk mengerjakan TOEFL PBT terutama bagian *Structure and Written Expression* dan *Reading Comprehension*.

## STRUCTURE DIAGNOSTIC PRE-TEST

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.



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



13. Rubber \_\_\_\_\_ from vulcanized silicones with a high molecular weight is difficult to distinguish from natural rubber.

- (A) is produced
- (B) producing
- (C) that produces
- (D) produced

14. \_\_\_\_\_ appears considerably larger at the horizon than it does overhead is merely an optical illusion.

- (A) The Moon
- (B) That the Moon
- (C) When the Moon
- (D) The Moon which

15. According to the World Health Organization, \_\_\_\_\_ any of the six most dangerous diseases to break out, it could be cause for quarantine.

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

**Written Expression**

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

Look at the following examples.

**Example I**

The four string on a violin are tuned  
 A B C D  
 in fifths.

**Sample Answer**

Ⓐ  Ⓒ Ⓓ

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

**Example II**

The research for the book *Roots* taking  
 A B C  
 Alex Haley twelve years.  
 D

**Sample Answer**

Ⓐ Ⓑ  Ⓓ

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

Now begin work on the questions.



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



27. Banks are rushing to merge because consolidations enable them to slash theirs costs and expand.
28. That water has a very high specific heat means that without a large temperature change water can add or lose a large number of heat.
29. Benny Goodman was equally talented as both a jazz performer as well as a classical musician.
30. The state seal still used in Massachusetts designed by Paul Revere, who also designed the first Continental currency.
31. Quarter horses were developed in eighteenth-century Virginia to race on courses short of about a quarter of a mile in length.
32. No longer satisfied with the emphasis of the Denishawn School, Martha Graham has moved to the staff of the Eastman School in 1925.
33. William Hart was an act best known for his roles as western heroes in silent films.
34. Prior to an extermination program earlier this century, alive wolves roamed across nearly all of North America.
35. During the 1960s the Berkeley campus of the University of California came to national attention as a result its radical political activity.
36. Artist Gutzon Borglum designed the Mount Rushmore Memorial and worked on project from 1925 until his death in 1941.



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

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



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

- |                     |              |                      |
|---------------------|--------------|----------------------|
| 1. SKILL 1          | 16. SKILL 22 | 31. SKILL 48         |
| 2. SKILL 2          | 17. SKILL 33 | 32. SKILL 35         |
| 3. SKILL 3          | 18. SKILL 31 | 33. SKILL 42         |
| 4. SKILL 6          | 19. SKILL 27 | 34. SKILL 50         |
| 5. SKILLS 7 and 15  | 20. SKILL 24 | 35. SKILL 57         |
| 6. SKILL 12         | 21. SKILL 21 | 36. SKILL 52         |
| 7. SKILLS 4 and 13  | 22. SKILL 47 | 37. SKILLS 47 and 49 |
| 8. SKILL 8          | 23. SKILL 51 | 38. SKILL 38         |
| 9. SKILL 12         | 24. SKILL 45 | 39. SKILL 60         |
| 10. SKILL 10        | 25. SKILL 30 | 40. SKILL 58         |
| 11. SKILL 14        | 26. SKILL 51 |                      |
| 12. SKILL 16        | 27. SKILL 44 |                      |
| 13. SKILLS 5 and 13 | 28. SKILL 40 |                      |
| 14. SKILL 9         | 29. SKILL 25 |                      |
| 15. SKILL 18        | 30. SKILL 37 |                      |

# STRUCTURE

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*Structure* adalah bagian kedua pada *paper TOEFL test*. Bagian ini terdiri dari sejumlah pertanyaan berganda (*multiple choice questions*) yang menguji pengetahuan anda tentang *structure* atau grammar bahasa Inggris dan pertanyaan dimana anda harus mencari kesalahan (*error recognition questions*) yang menguji pengetahuan anda tentang kalimat tertulis yang benar.

Pada *paper TOEFL test*, bagian ini disebut *Structure and Written Expression*. Bagian ini terdiri dari 40 pertanyaan, dan anda diberikan waktu 25 menit untuk menyelesaikannya.

Terdapat dua jenis pertanyaan pada bagian ini:

1. **Structure** (pertanyaan 1-15) terdiri dari limabelas kalimat. Tiap kalimat memiliki bagian kosong yang harus diisi dengan pilihan jawaban yang tersedia di bawah setiap kalimat atau soal. Anda harus memilih jawaban yang benar menurut grammarnya.
2. **Written Expression** (pertanyaan 16-40) terdiri dari 25 pertanyaan. Di setiap kalimat atau soal ada empat kata atau kelompok kata-kata yang diberi garis bawah. Anda harus memilih kata atau kelompok kata-kata yang salah.

## STRATEGI UMUM

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1. **Be familiar with the directions.** Kenali petunjuknya karena petunjuk di setiap *paper TOEFL test* sama, jadi tidak perlu menghabiskan waktu untuk membacanya secara seksama ketika anda mengerjakan test. Anda dapat langsung melihat soal.
2. **Begin with questions 1 through 15.** Mulailah dengan pertanyaan 1 sampai 15. Antisipasi bahwa pertanyaan 1 sampai 5 adalah yang termudah, dan pertanyaan 11 sampai 15 adalah yang tersulit. Kadang ada soal mudah juga di nomor-nomor berikut. Jadi jangan habiskan waktu terlalu banyak untuk nomor-nomor 11 sampai 15 karena pertanyaan-pertanyaan lebih mudah mungkin ada kemudian.
3. **If you have time, return to questions 11-15.** Bila masih ada waktu, kembali lagi ke nomor-nomor 11 sampai 15 setelah mengerjakan yang lain.
4. **Guess to complete the section before time is up.** Tidak ada sangsi untuk menebak jawaban, jadi bila anda kehabisan waktu, tebak saja jawaban untuk soal yang belum terjawab.

## THE STRUCTURE QUESTIONS

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

### Example from the paper

A camel \_\_\_ 30 gallons of water in ten minutes.

- (A) can drink
- (B) it can drink
- (C) a large drink of
- (D) with a drink of

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

### PROCEDURES FOR THE STRUCTURE QUESTIONS

(Paper TOEFL test)

- 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 answer.** 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 question of the paper TOEFL test.



## ***SENTENCES WITH ONE CLAUSE***

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### **Kalimat-Kalimat Dengan Satu Klausa**

Beberapa kalimat bahasa Inggris memiliki hanya satu subjek dan kata kerja, dan penting bagi anda untuk menemukan subjek dan kata kerja yang terkandung pada kalimat-kalimat tersebut. Di beberapa kalimat kita mudah menemukannya. Akan tetapi, struktur-struktur tertentu seperti *objects of prepositions, appositives, and participles*, dapat menyebabkan kita bingung mencari subjek dan kata kerja karena masing-masing struktur tersebut terlihat seperti subjek dan kata kerja. *Object of the preposition* atau *appositive* dapat terlihat seperti subjek, sementara *participle* dapat terlihat sebagai kata kerja.

Oleh sebab itu, anda sebaiknya melakukan hal-hal berikut untuk mengatasinya:

- (1) yakinlah bahwa kalimatnya memiliki subjek dan kata kerja,
- (2) hati-hati terhadap *object of prepositions* dan *appositives* ketika anda mencari subjek, dan
- (3) hati-hati terhadap *present participles* dan *past participles* ketika anda mencari kata kerja.

## SKILL I

### BE SURE THE SENTENCES HAS A SUBJECT AND A VERB

Yakinlah bahwa kalimat dalam soal memiliki subjek dan kata kerja

Kalimat dalam bahasa Inggris biasanya memiliki subjek dan kata kerja. Jenis soal yang paling umum yang akan anda hadapi adalah pertanyaan struktur berkaitan dengan subjek dan kata kerja: mungkin dalam kalimat tidak ada subjek atau kata kerja atau keduanya, atau kalimat memiliki tambahan subjek atau kata kerja.

#### Example 1

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

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

Dalam contoh ini anda langsung melihat adanya kata kerja **was**, tapi tidak ada subjek. Jawaban (C) adalah jawaban terbaik karena **traffic** adalah subjek tunggal yang cocok dengan **was**. Jawaban (A), *yesterday*, dan jawaban (B), *in the morning*, bukanlah subjek, jadi mereka tidak benar. Meskipun jawaban (D), *cars*, dapat menjadi subjek, dia tetap tidak benar karena *cars* adalah bentuk plural sehingga tidak cocok dengan kata kerja **was**.

#### Example 2

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

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

Pada contoh di atas terdapat subjek *engineers* dan tidak terdapat kata kerja. Karena jawaban (B), *are needed*, merupakan sebuah kata kerja, dia adalah jawabannya. Jawaban (A), (C), dan (D) bukanlah kata kerja, jadi mereka tidak benar.

#### Example 3

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

- (A) He is    (B) He always was  
(C) Is relaxing                                      (D) Will be

Kalimat di atas memiliki subjek **boy** dan memiliki bagian kata kerja **going**; supaya benar, bentuk kata kerja **be** diperlukan untuk membuat kalimat menjadi lengkap. Jawaban (A) dan (B) tidak benar karena kalimatnya sudah memiliki subjek **boy** dan tidak memerlukan subjek tambahan **he**. Jawaban (C) tidak benar karena **relaxing** adalah bagian kata kerja tambahan yang tidak diperlukan karena ada **going**. Jawaban (D) adalah yang benar; *will be* bersama dengan *going* merupakan bentuk kata kerja yang lengkap.

## 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 object 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

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. Answer (A), (C), and (D) are not correct because they cannot be subjects.

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

#### OBJECT OF PREPOSITIONS

A *preposition* is followed by a noun, 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 preposition and practice it 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

## 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

\_\_\_\_, 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*. Answer (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

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

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

In this example you can tell that *Sarah* is the subject and *misses* is the verb because there is no comma separating them. In the space you should put an appositive for Sarah, and Sarah is *an excellent basketball player*, so answer (A) is the best answer. Answer (B) and (C) is 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.

<i>S,</i> <i>Tom,</i>	<i>APP,</i> <i>a really good mechanic,</i>	<i>V</i> <i>is fixing the car</i>
<i>APP,</i> <i>A really good mechanic,</i>	<i>S</i> <i>Tom</i>	<i>V</i> <i>is fixing a car</i>

## 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

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 is **standing** in the corner was naughty.

## 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

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 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:

<p><b>PAST PARTICIPLES</b></p> <p>A <i>past participles</i> often ends in <i>-ed</i>, but there are also many irregular past participles. For many verbs, including <i>-ed</i> verbs, the <i>simple past</i> and the <i>past participle</i> are the same and can be easily confused. The <i>-ed</i> form of the verb can be (1) the <i>simply past</i> , (2) the <i>past participle</i> of a verb, or (3) an <i>adjective</i>.</p> <ol style="list-style-type: none"> <li>1. She <b>Painted</b> this picture</li> <li>2. She has <b>Painted</b> this picture</li> <li>3. The picture <b>Painted</b> by Karen is now in a museum</li> </ol>
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**TOEFL EXERCISE 1 (Skills 1-5):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. The North Platte River ___ from Wyoming into Nebraska. (A) it flowed (B) flows (C) flowing (D) with flowing water</p>	<p>2. ___ Biloxi received its name from a Sioux word meaning "first people" (A) The city of (B) Located in (C) It is in (D) The tour included</p>
<p>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</p>	<p>7. Henry Adams, born in Boston, ___ famous as a historian and novelist. (A) became (B) and became (C) he was (D) and he became</p>
<p>4. ___ tea plant are small and white. (A) The (B) On the (C) Having flowers the (D) The flower of the</p>	<p>8. The major cause ___ the pull of the Moon on the Earth. (A) the oceans tides are (B) of ocean tides is (C) of the tides in the ocean (D) the oceans' tides</p>
<p>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</p>	<p>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</p>



<p>6. Any possible academic assistance from taking stimulants ___ marginal at best.</p> <p>(A) it is (B) there is (C) is (D) as</p>	<p>10. A computerized map of the freeways using information gathered by sensors embedded in the pavement ___ on a local cable channel during rush hours.</p> <p>(A) airs (B) airing (C) air (D) to air</p>
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## **SENTENCES WITH MULTIPLE CLAUSES**

### **Kalimat-Kalimat Dengan Berbagai Klausa**

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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**

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

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

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

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

COORDINATE CONNECTORS				
<i>and but or so yet</i>				
S	V,	Coordinate connector	S	V
<b>She laughed,</b>		<b>but</b>	<b>she</b>	<b>wanted to cry</b>

**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**

\_\_\_ 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, answer (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 for the verb *was*. Answer (D) is the best answer because there is a subject, *he*, for the verb *was*, and there is a connector *since*, to join the two clauses.

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

ADVERB TIME AND CAUSE CONNECTORS						
TIME				CAUSE		
After	as soon as	once	when	as	now that	
As	before	since	whenever	because	since	
As long as	by the time	until	while	inasmuch as		
S		V		adverb connector		S V
Teresa went inside				because	it	was raining
Adverb connector		S	V,	S V		
Because		it was raining,		Teresa went inside		

## SKILL 8

### USE OTHER ADVERB CONNECTORS CORRECTLY

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

I will leave at 7:00 if I am ready

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

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

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

#### Example

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

- (A) Studying
- (B) Study
- (C) To study
- (D) You study

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

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

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

**TOEFL EXERCISE 2 (Skill 6-8):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. The president of the United States appoints the cabinet members, ___ appointments are subject to Senate approval.            (A) their            (B) with their            (C) because their            (D) but their</p> <p>2. The prisoners were prevented from speaking to reporters because ___            (A) not wanting the story in the papers            (B) the story in the papers the superintendent did not want            (C) the public to hear the story            (D) the superintendent did not want the story in the papers</p>	<p>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</p> <p>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</p> <p>8. ___ or refinanced, the lender will</p>
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<p>3. Like Thomas Berger's fictional character <i>Little Big Man</i>, Lauderdale managed to find himself where ___ of important events took place.</p> <p>(A) it was an extraordinary number  (B) there was an extraordinary number  (C) an extraordinary number  (D) an extraordinary number existed</p> <p>4. ___ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually</p> <p>(A) Pumps have  (B) As pumps have  (C) So pumps have  (D) With pumps</p> <p>5. Case studies are the target of much skepticism in the scientific community, ___ used extensively by numerous researchers.</p> <p>(A) they are  (B) are  (C) yet they  (D) yet they are</p>	<p>generally require setting up an escrow account to ensure the payment of property taxes and homeowner's insurance.</p> <p>(A) A home is  (B) A home is bought  (C) When a home  (D) When a home is bought</p> <p>9. If ultraviolet radiation enters the Earth's atmosphere, ___ generally blocked by the ozone concentrated in the atmosphere.</p> <p>(A) it  (B) it is  (C) so it is  (D) then it</p> <p>10. Among human chromosomes, the Y chromosome is unusual ___ most of the chromosome does not participate in meiotic recombination.</p> <p>(A) in  (B) so  (C) and  (D) in that</p>
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**TOEFL EXERCISE 3 (Skills 1-8):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. The three basic chords in ___ the tonic, the dominant, and the subdominant</p> <p>(A) functional harmony  (B) functional harmony is  (C) functional harmony are  (D) functional harmony they are</p> <p>2. ___ Hale Telescope, at the Palomar Observatory in southern California, scientist can photograph objects several billion light years away.</p> <p>(A) The  (B) With the  (C) They use the</p>	<p>6. The sun's gravity severely distorted the path of the comet ___ entered its wildly erratic orbit around Jupiter.</p> <p>(A) it  (B) when  (C) after the comet came into it  (D) once the comet</p> <p>7. Each object ___ Jupiter's magnetic field is deluged with electrical charges.</p> <p>(A) enters  (B) it enters  (C) entering  (D) enter</p>
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<p>(D) It is the</p> <p>3. Without the proper card installed inside the computer, ___ impossible to run a graphics program.</p> <p>(A) is definitely (B) because of (C) it is (D) is</p> <p>4. The character for the Louisiana Lottery was coming up for renewal, ___ spared no expense in the fight to win renewal.</p> <p>(A) the lottery committee (B) so the lottery committee and (C) so the lottery committee (D) the lottery committee made</p> <p>5. While in reality Alpha Centaury is a triple star, ___ to the naked eye to be a single star.</p> <p>(A) it appears (B) but it appears (C) appears (D) despite it</p>	<p>8. As its name suggests, the Prairie Wetlands Resource Center ___ the protection of Wetlands on the Prairies of the Dakotas, Montana, Minnesota, and Nebraska.</p> <p>(A) it focuses (B) focuses on (C) focusing (D) to focus on</p> <p>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.</p> <p>(A) so the harpy has (B) the harpy having (C) with the harpy having (D) the harpy has</p> <p>10. ___ creation of such a community was a desirable step, the requisite political upheaval had to be accepted.</p> <p>(A) Since the (B) The (C) Later, the (D) It was the</p>
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## **MORE SENTENCES WITH MULTIPLE CLAUSES**

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

## SKILL 9

### USE NOUN CLAUSE CONNECTORS CORRECTLY

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

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

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

When he will arrive is not important  
NOUN CLAUSE AS SUBJECT

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

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

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

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

#### Example from the paper

\_\_\_ 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. Answer (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 pattern used with them:

NOUN CLAUSE CONNECTORS			
What, when, where, why, how	Whatever, whenever	Whether, if	That
NOUN CLAUSE AS OBJECT			
S	V	Noun connector	S V
I	know	what	you did
NOUN CLAUSE AS SUBJECT			
Noun connector	S	V	V
What	you	did	was wrong

## SKILL 10

### USE NOUN CLAUSE CONNECTOR/SUBJECTS CORRECTLY

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

I do not know what is in the box

NOUN CLAUSE AS OBJECT OF VERB

We are concerned about who will do the work.

NOUN CLAUSE AS OBJECT OF PREPOSITION

Whoever is coming to the party must bring a gift.

NOUN CLAUSE AS SUBJECT

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

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

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

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

#### Example

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

- (A) it  
(B) what  
(B) the story  
(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. Answer (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 clauses together; the noun clause *what was on television* is the subject of the verb *made*. Answer (C) is therefore the best answer.

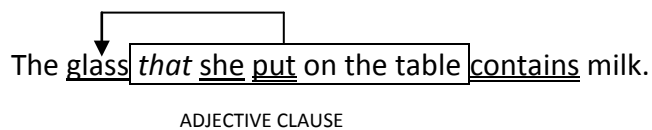
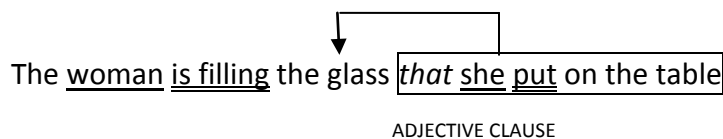
The following chart lists the noun clause connector/subjects and the sentence patterns used with them:

NOUN CLAUSE CONNECTORS/SUBJECTS			
Who Whoever		What Whatever	Which Whichever
NOUN CLAUSE AS OBJECT			
S	V	Noun connector/subject	V
I	know	what	happened
NOUN CLAUSE AS SUBJECT			
Noun connector/subject			V
V			
What	happened	was	great

## SKILL 11

### USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

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



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

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

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

**Example from the paper.**

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

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

ADJECTIVE CLAUSE CONNECTORS					
whom (for people)		which (for things)		that (for people or things)	
S	V	adjective connector		S	V
I	liked the book	<b>which</b>		you	recommended
S	Adjective connector		S	V	V
<b>The book</b>	<b>which</b>		<b>you recommended</b>	<b>was interesting</b>	
NOTE: The adjective connectors can be omitted. This omission is very common in spoken English or in casual written English. It is not as common in formal English or in structure questions on the TOEFL test.					

## 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 that is on the table

ADJECTIVE CLAUSE

The glass that is 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 *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

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

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

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

*which is on the table has four sections.* In this sentence *notebook* is the subject of the verb *has*, and *which* is the subject of the verb *is*. *Which* is also the connector that joins the two clauses.

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

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

**TOEFL EXERCISE 4 (Skill 9-12):** Choose the letter of the word or group of words that best completes the sentences.

<p>1. Dolphins form extremely complicated allegiances and ___ continually change.            (A) enmities that            (B) that are enmities            (C) enmities that are            (D) that enmities</p> <p>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</p> <p>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</p>	<p>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</p> <p>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</p> <p>8. ___ will be carried in the next space shuttle payload has not yet been announced to the public.</p>
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<p>(C) were some (D) whom some were</p> <p>4. At the end of the nineteenth century, Alfred Binet developed a test for measuring intelligence __ served as the basis of modern IQ tests.</p> <p>(A) has (B) it has (C) and (D) which has</p> <p>5. ___ have at least four hours of hazardous material response training is mandated by federal law.</p> <p>(A) All police officers (B) All police officers must (C) That all police officers (D) For all police officers</p>	<p>(A) It (B) What (C) When (D) That</p> <p>9. During free fall, ___ up to a full minute, a skydiver will fall at a constant speed of 120 m.p.h.</p> <p>(A) it is (B) which is (C) being (D) is</p> <p>10. The fact ___ the most important ratings period is about to begin has caused all the networks to shore up their schedules.</p> <p>(A) is that (B) of (C) that (D) what</p>
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**TOEFL EXERCISE 5 (Skill 1-12):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. ___ loom high above the northern and northeastern boundaries of the expanding city of Tucson.</p> <p>(A) The Santa Catalina mountains (B) Because the Santa Catalina mountains (C) The Santa Catalina mountains are (D) That the Santa Catalina Mountains</p> <p>2. Radioactive ___ provides a powerful way to measure geologic time.</p> <p>(A) it (B) dates (C) dating (D) can</p> <p>3. ___ contained in the chromosomes, and they are thought of as the units of heredity.</p> <p>(A) Genes which are (B) Genes are (C) When genes (D) Because of genes</p> <p>4. The benefit ___ the study is that it provides necessary information to anyone who needs it.</p>	<p>6. Many companies across the country have molded the concepts ___ describes into an integrated strategy for preventing stress.</p> <p>(A) and Wolf (B) that Wolf (C) what Wolf (D) so Wolf</p> <p>7. ___ in the first draft of the budget will not necessarily be in the final draft.</p> <p>(A) Although it appears (B) It appears (C) What appears (D) Despite its appearance</p> <p>8. If a food label indicates that a food is mostly carbohydrate, it does not mean ___ is a good food to eat.</p> <p>(A) and it (B) and (C) that it (D) when</p> <p>9. A need for space law to include commercial concerns has been</p>
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<p>(A) of (B) which (C) that (D) because</p> <p>5. The same symptoms that occur ____ occur with cocaine.</p> <p>(A) amphetamines can (B) with amphetamines can (C) so amphetamines (D) with amphetamines they</p>	<p>recognized inasmuch ____ been expanding drastically in recent years.</p> <p>(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</p> <p>10. The report on the nuclear power plant indicated that when the plant had gone on line ____ unsafe.</p> <p>(A) and it had been (B) it had been (C) had been (D) that it had been</p>
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## SENTENCES WITH REDUCED CLAUSES

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

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

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

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

The two types of clauses that can reduce in English are:

(1) adjective clauses and

(2) adverb clauses. It is important to become familiar with these reduced clauses because they appear frequently on the TOEFL test.



## SKILL 13

### USE REDUCED ADJECTIVE CLAUSES CORRECTLY

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

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

The letter ~~which was~~ written last week arrived today.

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

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

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

*appearing*

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

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

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

The woman *that I just met* is the tour guide. (does not reduce)

The letter *which you sent me* arrived yesterday. (does not reduce)

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

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

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

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

*Located in Washington*, the White House is the home of the president.

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

The president, *now preparing to give a speech*, is meeting with his advisors.

Now preparing to give a speech, the president is meeting with his advisors. In these two examples, the adjective clauses are set off from the rest of the sentence with commas, so each sentence can be structured in three different ways:

- (1) with the complete clause.
- (2) with the reduced clause following the noun that it describes, and
- (3) with the reduced clause at the beginning of the sentence.

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

**Example from the paper**  
 \_\_\_ on several different television programs, the witness gave conflicting accounts of what had happened.  
 (A) He appeared  
 (B) Who appeared  
 (C) Appearing  
 (D) Appears

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

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

REDUCED ADJECTIVE CLAUSES		
With a <i>be</i> -verb in the adjective clause	<del>(ADJECTIVE CONNECTOR/SUBJECT)</del> <del>(who which that)</del>	<del>&gt;(BE)</del>
With no <i>be</i> -verb in the adjective clause	<del>(ADJECTIVE CONNECTOR/SUBJECT)</del> <del>(who which that)</del>	(VERB+ ING)
<ul style="list-style-type: none"> <li>• To reduce an adjective clause, omit the adjective clause connector/subject and the <i>be</i>-verb.</li> <li>• If there is no <i>be</i>-verb, omit the connector/subject and change the main verb to the <i>-ing</i> form</li> <li>• Only reduced an adjective clause if the connector/subject is directly followed by the verb</li> <li>• If an adjective clause is set off with commas, the reduced clause can be moved to the front of the sentence.</li> </ul>		

## SKILL 14

### USE REDUCED ADVERB CLAUSES CORRECTLY

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

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

*When ~~you are~~ ready*, you can begin your speech.

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

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

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

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

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

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

**Example.**

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

- (A) The finished report
- (B) Finished with the report
- (C) The report
- (D) Is the report finished

In this example you should notice the adverb connector *when*, and you should know that this time word could be followed by either a complete clause or a reduced clause. Answers (A) and (C) contain the subjects *the finished report* and *the report* and no verb, so these answers are

incorrect. In answer (D) the subject and verb are inverted, and this is not a question, so answer (D) is incorrect. The correct answer is answer (B); this answer is the reduced form of the clause *when you are finished with the report*.

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

*Once you submit your thesis, you will graduate.*  
(active-does not reduce)

*Once ~~it~~ is submitted, your thesis will be reviewed.*  
(passive – does reduce)

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

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

REDUCED ADVERB CLAUSES					
With a <i>be</i> -verb in the adjective clause	(ADVERB CONNECTOR) ( <del>SUBJECT</del> ) ( <del>BE</del> )				
With no <i>be</i> -verb in the adjective clause	(ADVERB CONNECTOR) ( <del>SUBJECT</del> ) (VERB+ ING)				
	Time	Condition	Contrast	Place	Manner
Reduces in ACTIVE	<i>after</i> <i>before</i> <i>since</i> <i>while</i> <i>when</i>	<i>if</i> <i>unless</i> <i>whether</i>	<i>although</i> <i>though</i>		
Reduces in PASSIVE	<i>once</i> <i>until</i> <i>when</i> <i>whenever</i>	<i>if</i> <i>unless</i> <i>whether</i>	<i>although</i> <i>though</i>	<i>where</i> <i>wherever</i>	<i>as</i>

- To reduce an adverb clause, omit the subject and the *be*-verb from the adverb clause.
- If there is no *be*-verb, then omit the subject and change the verb to the *-ing* form.

**TOEFL EXERCISE 6 (Skills 13-14):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. When ___ nests during spring nesting season, Canadian geese are fiercely territorial (A) building (B) are building (C) built (D) are built</p> <p>2. In 1870, Calvin, along with Adirondack hunter Alvah Dunning, made the first known ascent of Seward Mountain, ___ far from roads or trails. (A) a remote peak (B) it is a remote peak (C) a remote peak is (D) which a remote peak</p> <p>3. Kokanee salmon begin to deteriorate and die soon ___ at the age of four. (A) they spawn (B) after spawning (C) spawn (D) spawned the salmon</p> <p>4. ___ behind government secrecy for nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of the Cold War. (A) It is hidden (B) Hidden (C) Which is hidden (D) The plant is hiding</p> <p>5. Until ___ incorrect, astronomers had assumed that the insides of white dwarfs were uniform. (A) they (B) their proof (C) the astronomers recently proven (D) recently proven</p>	<p>6. ___ artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road. (A) They were searching for (B) It was a search for (C) Searched for (D) Searching for</p> <p>7. In Hailey, the best-known lecturer was woman's rights activist Abigail Scott Duniway of Portland, Oregon, who could usually be persuaded to speak ___ town visiting her son. (A) she was in (B) while in (C) while she was (D) was in</p> <p>8. The National Restaurant ___ Washington, says that federal efforts to regulate workplace smoking would limit restaurants' ability to respond to the desires of their patrons. (A) Association in (B) Association is in (C) Association which is in (D) Association, based in</p> <p>9. ___ in North American waterways a little over a decade ago, zebra mussels have already earned a nasty reputation for their expensive habit of clogging water pipes in the Great Lakes area. (A) The first sighting (B) Although first sighted (C) Zebra mussels were first sighted (D) First sighting</p> <p>10. Small companies may take their goods abroad for trade shows without paying foreign value-added taxes by acquiring ___ an ATA carnet. (A) a document calls (B) a document called (C) calls a document (D) called a document</p>
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**TOEFL EXERCISE 7 (Skills 1-14):** Choose the letter of the word or group of the words that best completes the sentences.

<p>1. In the United States ____ approximately four million miles of roads, streets, and highways.</p> <p>(A) there (B) is (C) they (D) there are</p> <p>2. ____ twelve million immigrants entered the United States via Ellis Island.</p> <p>(A) More than (B) There were more than (C) Of more than (D) The report of</p> <p>3. The television, ____ so long been a part of our culture, has an enormous influence.</p> <p>(A) has (B) it has (C) which (D) which has</p> <p>4. Psychologist have traditionally maintained that infants cannot formulated long-term memories until ____ the age of eight or nine months.</p> <p>(A) they (B) they reach (C) to reach (D) reach</p> <p>5. ____ a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.</p> <p>(A) In the beginning of (B) It began as (C) Its beginning which was (D) What began as</p>	<p>6. Primarily a government contractor, ____ preferential treatment from government agencies as both a minority-group member and a woman.</p> <p>(A) receives Weber (B) Weber receives (C) the reception of Weber (D) according to Weber's reception</p> <p>7. Because the project depends on ____ at the federal level, the city and country may have to wait until the budget cutting ends.</p> <p>(A) it happens (B) which happening (C) what happens (D) that it happens</p> <p>8. ____ definitive study of a western hard-rock mining community cemetery appears to have been done is in Silver City, Nevada.</p> <p>(A) Most (B) The most (C) Where most (D) Where the most</p> <p>9. One of the areas of multimedia that is growing quickly ____ is sound.</p> <p>(A) yet is easily overlooked (B) is easily overlooked (C) it is easily overlooked (D) that is easily overlooked</p> <p>10. ____, early approaches for coping with workplace stress dealt with the problem only after its symptoms had appeared.</p> <p>(A) Although well-intending (B) Although it is a good intention (C) Although a good intention (D) Although well-intended</p>
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## SENTENCES WITH INVERTED SUBJECTS AND VERBS

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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 questions words such as *what*, *when*, *where*, *why* and *how*. These words can have two very different functions in a sentence. First, they can introduce a question, and in this case the subject and verb that follow are inverted.

*What is the homework?*

*When can I leave?*

*Where are you going?*

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

I do not know *what the homework is*

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

Do you know *where you are going*?

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

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

#### Example from the paper TOEFL test

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 words introduces a question, the subject and verb *are* inverted

Question word                    V   S  
**What                    are they?**

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

S   V                    Question word                    S   V  
**I   know                    what                    they   are**



## SKILL 16

### INVERT THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

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

*Here is the book that you lent me.*

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

*Nowhere have I seen such beautiful weather.*

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

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

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

*Around the corner is Sam's house.*

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

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

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

*In the forest are many exotic birds.*

*In the forest I walked for many hours.*

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

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

#### Example from the paper TOEFL test

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

- (A) Is empty
- (B) Are empty
- (C) So empty stalls are
- (D) Are some empty stalls

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

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

INVERTED SUBJECTS AND VERBS WITH PLACE EXPRESSIONS		
When a place expression at the front of the sentence is <i>necessary</i> to complete the sentence, the subject and verb that follow <i>are</i> inverted		
PLACE (necessary)	V	S
<b>In the classroom</b>	<b>were</b>	<b>some old desks.</b>
When a place expression at the front of the sentence contains <i>extra</i> information that is <i>not</i> needed to complete the sentence, the subject and verb that follow <i>are</i> inverted		
PLACE (extra)	S	V
<b>In the classroom,</b>	<b>I</b>	<b>studied very hard.</b>

## 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 I miss a question.

*Never* has Mr. Jones taken a vacation.

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

In the first example the negative expressions *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 the 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 TOEFL tests**  
 Only in extremely dangerous situations \_\_\_\_ stopped.  
 (A) Will be the printing presses      (B) The printing presses will be  
 (C) That the printing presses will be      (D) Will the printing presses be

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

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

INVERTED SUBJECTS AND VERB 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 <i>in front of</i> a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb <i>are</i> inverted.					
	Negative expression	V	S		
	<b>Rarely</b>	<b>were</b>	<b>they so happy.</b>		

## SKILL 18

### INVERT THE SUBJECT AND VERB WITH CONDITIONALS

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

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

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

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

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

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

**Example from the paper 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 (C) is incorrect because it contains the subject *care* and the verb *had been taken* but does not have a connector. In answer (C) and (D), *if* has been omitted. Because it is correct to invert the subject *more care* and 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			
<i>had</i>	<i>should</i>	<i>were</i>	
When the verb in the conditional clause is <i>had</i> , <i>should</i> , or <i>were</i> , it is possible to omit <i>if</i> and invert the subject and verb. (Omitted <i>if</i> )			
	V	S	
	<b>Were</b>	<b>he</b>	<b>here, he would help.</b>
It is also possible to keep <i>if</i> . Then the subject and verb are <i>not</i> inverted.			
<i>if</i>	V	S	
<b>If</b>	<b>he</b>	<b>were</b>	<b>here, he would help.</b>

## 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**

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 that 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 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 SUBJECTS AND VERBS WITH COMPARISONS				
The subject and verb may invert after a comparison. The following structures are both possible.				
S	V	comparison	S	V
<b>We</b>	<b>were</b>	<b>more prepared than</b>	<b>the other performers</b>	<b>were</b>
e				
S	V	comparison	V	S
<b>We</b>	<b>were</b>	<b>more prepared than</b>	<b>were</b>	<b>the other performers</b>
e				
NOTE : A subject-verb inversion after a comparison sounds rather formal				

**TOEFL EXERCISE 8 (Skills 15-19):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. Rarely ___ located near city lights or at lower elevations. (A) observatories are (B) are (C) in the observatories (D) are observatories</p> <p>2. There are geographic, economic, and cultural reasons why ___ around the world. (A) diets differ            (B) do diets differ (B) are diets different   (D) to differ a diet</p> <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</p> <p>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</p> <p>5. New York City's Central Park is nearly twice as large ___ second smallest country, Monaco. (A) as                    (B) is the (B) as is                (D) as is the</p>	<p>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</p> <p>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</p> <p>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</p> <p>9. Located behind ___ the two lacrimal glands (A) each eyelid (B) is each eyelid (C) each eyelid are (D) each eyelid which is</p> <p>10. Only for a short period of time ___ run at top speed. (A) cheetahs (B) do cheetahs (C) that a cheetah can (D) can</p>
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**TOEFL EXERCISE 9 (Skills 1-19:)** Choose the letter of the word or group of words that best completes the sentence.

<p>1. ___ variety of flowers in the show, from simple carnations to the most exquisite roses.</p> <p>(A) A wide (B) There was a wide (C) Was there (D) Many</p> <p>2. The wedges ___ dart board are worth from one to twenty points each.</p> <p>(A) they are on a (B) are on a (C) are they on a (D) on a</p> <p>3. ___ producing many new movies for release after the new season begins.</p> <p>(A) His company is (B) His companies (C) The company (D) Why the company is</p> <p>4. ___ that Emily Dickinson wrote, 24 were given titles and 7 were published during her lifetime.</p> <p>(A) Of the 1,800 poems (B) There were 1,800 poems (C) Because the 1,800 poems (D) The 1,800 poems</p> <p>5. Since an immediate change was needed on an emergency basis, ___ by the governor to curtail railway expenditure.</p> <p>(A) so it was proposed (B) was proposed (C) because of the proposal (D) it was proposed</p>	<p>6. In the Morgan Library in New York City ___ of medieval and Renaissance manuscripts.</p> <p>(A) a collection is (B) in a collection (C) is a collection (D) which is a collection</p> <p>7. Some fishing fleets might not have been so inefficient in limiting their catch to target species ___ more strict in enforcing penalties.</p> <p>(A) the government had been (B) if the government had (C) had the government been (D) if the government</p> <p>8. The Dewey Decimal System, currently used in libraries throughout the world, ___ all written works into ten classes according to subject.</p> <p>(A) dividing (B) divides (C) it would divide (D) was divided</p> <p>9. Individual differences in brain-wave activity may shed light on why some people are more prone to emotional stress disorders ___</p> <p>(A) that others are (B) and ,others are (C) others are (D) than are others</p> <p>10. ___ squeezed, the orange juice in a one-cup serving provides twice the minimum daily requirement for vitamin C.</p> <p>(A) It is freshly (B) If freshly (C) You freshly (D) If it freshly</p>
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# THE WRITTEN EXPRESSION QUESTIONS

## (PAPER TOEFL TEST)

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

### Example 1

A nerve is actually many nerve fiber bound together.

A                      B                      C                      D

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

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

### Example 2

Venus emits very intense radio waves of thermally origin.

B                      C                      D

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

## PROCEDURES FOR THE WRITTEN EXPRESSION QUESTIONS

(Paper TOEFL Test)

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

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



## PROBLEMS WITH SUBJECT/VERB AGREEMENT

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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
s      (prepositional phrase)      v
When a <i>prepositional phrase</i> comes between the <i>subject</i> and the <i>verb</i> , be sure that the <i>verb</i> agrees with the <i>subject</i>

## SKILL 21

### MAKE VERBS AGREE AFTER EXPRESSIONS OF QUANTITY

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

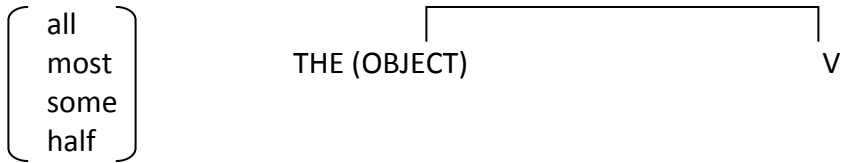
All (of the *book*) was interesting.  
SINGULAR

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

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

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

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

SUBJECT/VERB AGREEMENT AFTER EXPRESSIONS OF QUANTITY	
	
When an expression of quantity is the subject, the verb agrees with the object.	

## SKILL 22

### MAKE INVERTED VERBS AGREE

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

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

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

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

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

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

## SKILL 23

### MAKE VERBS AGREE AFTER CERTAIN WORDS

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

Everybody are going\* to the theater.

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

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

SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS				
These words or expressions are grammatically singular, so they take singular verbs:				
<i>anybody</i>	<i>everybody</i>	<i>nobody</i>	<i>somebody</i>	<i>each (+noun)</i>
<i>anyone</i>	<i>everyone</i>	<i>no one</i>	<i>someone</i>	<i>every (+ noun)</i>
<i>anything</i>	<i>everything</i>	<i>nothing</i>	<i>something</i>	

TOEFL EXERCISE 10 (Skills 20-23): Choose the letter of the word or group of words that best complete the sentence.

<p>1. Among bees ___ a highly elaborate form of communication</p> <p>(A) Occur (B) Occurs (C) It occurs (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 (B) Homes are (C) A home (D) homes</p>
--	--

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

3. Each number in a binary system are formed from only two symbols.

A                      B      C                      D

4. Scientist at the medical center is trying to determine if there is a relationship between

A                      B                      C

saccharine and cancer .

D

5. On the rim of Kilauea volcano in the Hawaiian Islands are a hotel called the Volcano

A                      B                      C                      D

Hotel.

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

**TOEFL EXERCISE 11 (Skill 1-23):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. ___ several unsuccessful attempts, Robert Peary reached the North Pole on April 6, 1909.          (A) After (B) He made          (B) When (D) His</p> <p>2. The musical instrument ___ is six feet long .          (A) is called the bass          (B) it is called the bass          (C) called the bass          (D) calls the bass</p> <p>3. One problem with all languages ___ they are full of irregularities.          (A) When (B) So          (C) Is that (D) In case</p>	<p>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) Psychologist have theories</p> <p>5. Hospital committees ___ spent weeks agonizing over which artificial kidney candidate would receive the treatments now find that the decision is out of their hands.          (A) once (B) that once          (C) have (D) once had</p>
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Choose the letter of the underlined word or group of words that is not correct.

6. More than half of the children in the 1,356-member district qualifies for reduced-price or free lunches.  
A B C 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 orchestra in the eighteenth century.  
A B C D

9. When is a flag hung upside down, it is an internationally recognized symbol of distress.  
A B C D

10. The museum of the confederation in Richmond hosts an exhibition which documenting the origins and history of the banner that most American think of as the Confederate flag.  
A B C D

## PROBLEMS WITH PARALLEL STRUCTURE

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

I like to sing and dancing.\*

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

I like to sing.

I like dancing.

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

I like to sing and to dance.

I like singing and dancing.

There are several situations in which you should be particularly careful of parallel structure. Parallel structures are required in the following situations:

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



## SKILL 24

### USE PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS

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

I need to talk to the manager *or* the assistant manager. She  
is not a teacher *but* a lawyer.

You can choose from activities such as hiking *and* kayaking.

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

He only eats *and* sleeps when he takes a vacation.

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

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

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

My boss is sincere *and* nice.

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

Class can be interesting *or* boring.

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

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

The papers are on my desk *or* in the drawer.

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

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

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

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

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

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

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

## SKILL 25

### USE PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

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

I know *both* where you went *and* what you did.

*Either* Mark *or* Sue has the book.

The tickets are *neither* in my pocket *nor* in my purse.

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

The following is not parallel and must be corrected:

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

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

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

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

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

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

I want *both* this book *or*\* that one.

*Either* Sam *nor*\* Sue is taking the course.

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

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

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

## SKILL 26

### USE THE PARALEL STRUCTURE WITH COMPARISONS

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

My school is farther *than* your school.

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

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

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

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

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

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

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

PARALEL STRUCTURE WITH COMPARISONS		
(same structure)	<i>more . . . than</i> <i>-er . . . than</i> <i>less . . . than</i> <i>as . . . as</i> <i>the same . . . as</i> <i>similar . . . to</i>	(same structure)

**TOEFL EXERCISE 12 (Skills 24-26):** choose the letter of the word or group of words that best completes the sentence.

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

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

\_\_\_ 5. Fire extinguishers can contain liquefied gas, dry chemicals, or watery.

A B C D

\_\_\_ 6. The U.S. Congress consists of both the Senate as well as the House of Representatives

A B C D

\_\_\_ 7. The prison population in this state, now at an all time high, is higher than any state.

A B C D

\_\_\_ 8. A well-composed baroque opera achieves a delicate balance by focusing alternately on the aural, visual, emotional, and philosophy elements.

A B C D

\_\_\_ 9. Manufacturers may use food additives for preserving, to color, to flavor, or to fortify foods.

A B C D

\_\_\_ 10. A bankruptcy may be either voluntary nor involuntary

A B C D

**TOEFL EXERCISE 13 (Skill 1-26):** Choose the letter of the word or group of words that best completes the sentence.

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

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

## PROBLEMS WITH COMPARATIVES AND SUPERLATIVES

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Sentences with incorrect comparatives and superlatives can appear on the TOEFL test. It is therefore important for you to know how to do the following:

- (1) form the comparative and superlative correctly;
- (2) use the comparative and superlative correctly; and
- (3) use the irregular *-er*, *-er* structure that has been appearing frequently on the TOEFL test.

### SKILL 27

#### FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

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

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

Bob is taller *than* Ron.

Sally is *more* beautiful *than* Sharon.

The superlative is formed with *the*, either *-est* or *most*, and sometimes *in*, *of*, or a *^a*-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	<span style="font-size: 1.5em;">[</span> <i>more</i> (long adjective (short adjective) + <i>er</i> <span style="font-size: 1.5em;">]</span>	<i>than</i>
SUPERLATIVE	<i>the</i> <span style="font-size: 1.5em;">[</span> <i>most</i> (long adjective (short adjective) + <i>est</i> <span style="font-size: 1.5em;">]</span>	maybe <i>in</i> , <i>of</i> , <i>that</i>

## 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 *target than* the math class.

Mary is *more intelligent than* Sue.

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

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

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

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

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

The following chart outlines the uses of comparatives and superlatives:

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

## SKILL 29

### USE THE IRREGULAR -ER, -ER STRUCTURE CORRECTLY

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

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

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

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

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

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

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

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

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

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

THE -ER, -ER STRUCTURE					
THE	-er more	(same structure)	THE	-er more	(same structure)
This type of sentence <i>may or may not include a verb</i>					



**TOEFL EXERCISE 14 (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.          (A) Faster          (B) Much faster than          (C) The fastest          (D) As fast</p> <p>2. The use of detail is ___ method of developing a controlling idea, and almost all students employ this method.          (A) More common          (B) Common          (C) Most common          (D) The most common</p>	<p>3. ___ in Stevenson's landscapes, the more vitality and character the paintings seem to possess.          (A) The brushwork is loose          (B) The looser brushwork          (C) The loose brushwork is          (D) The looser the brushwork is</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  
   A  B  C  D  
   dangerous animal of North America.
- \_\_\_ 6. Climate, soil type, and availability of water are the most critical factors than  
   A  B  C  
   selecting the best type of grass for a lawn.  
   D
- \_\_\_ 7. Peter Abelard, a logician and theologian, was the controversialist 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 EXERCISE 15 (Skills 1-29):** Choose the letter of the word or group of words that best completes the sentence.

<p>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</p> <p>2. ____ varieties of dogs at the show, including spaniels, poodle, and collies.          (A) The several          (B) Those          (C) Several          (D) There was several</p>	<p>3. While the discovery that many migratory songbirds 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</p>
--	--

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 the 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  
   A  B  
   arithmetic is fully mastered.  
   C  D
- \_\_\_ 10. The earliest the CVS (*chorionic villus sampling*) procedure in the pregnancy, the  
   A  B  C  
   greater the risk to the baby.  
   D

## PROBLEMS WITH THE FORM OF THE VERB

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

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

You should be particularly aware of the following three problematic situations with verbs because they are the most common and the easiest to correct:

- (1) check what comes after *have*;
- (2) check what comes after *be*; and
- (3) check what comes after *will*, *would*, and other modals.

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

### AFTER *HAVE*, USE THE PAST PARTICIPLE

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

They *had walk\** to school. (should be *had walked*)

We *have see\** the show. (should be *have seen*)

He *has took\** the test. (should be *has taken*)

*Having ate\**, he went to school. (should be *Having eaten*)

She *should have did\** the work. (should be *should have done*)

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

My friend *sung\** in the choir. (should be *sang* or *has sung*)

He *become\** angry at his friend. (should be *became* or *has become*)

The boat *sunk\** in the ocean. (should be *sank* or *has sunk*)

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

VERB FORMS AFTER <i>HAVE</i>
<i>HAVE</i> + past participle

## SKILL 31

### AFTER BE, USE THE PRESENT PARTICIPLE OR THE

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

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

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

VERB FORMS AFTER <i>BE</i>
BE + (1). Present participle
(2). Past participle

## SKILL 32

### **AFTER *WILL, WOULD, OR OTHER MODALS, USE THE BASE FORM OF THE VERB.***

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

The boat *will leaving\** at 3:00. (should be *will leave*)

The doctor *may arrives \** soon (should be *may arrive*)

The students *must taken\** the exam (should be *must take*)

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

VERB FORMS AFTER MODALS
MODAL + base form of the verb

**TOEFL EXERCISE 16 (Skills 30-32)** : Choose the letter of the underlined word or group of words that is not correct.

- \_\_\_ 1. *Alice in Wonderland*, first published in 1865, has since being translated into thirty Languages.  
A B C D
- \_\_\_ 2. The Peace Corps was establish on March 1, 1961, by then President John F. Kennedy.  
A B C D
- \_\_\_ 3. The advisor told himself, while listening to the speech, that a dozen other reporters would have already asked that question.  
A B C D
- \_\_\_ 4. At the start of the American Revolution, lanterns were hung in the Old North Church as a signal that the British were came.  
A B C D
- \_\_\_ 5. Linus Pauling has wins two Nobel Prizes: the 1954 Nobel Prize in Chemistry and the 1962 Nobel Peace Prize.  
A B C D
- \_\_\_ 6. On the huge Ferris wheel constructed for a world exhibition in Chicago in 1893, each of the thirty-six cabs could held sixty people.  
A B C D
- \_\_\_ 7. To overcome rejection of a skin graft, a system for matching donor and recipient tissues has be developed.  
A B C D
- \_\_\_ 8. Nails are commonly make of steel but also can contain substance such as aluminium or brass.  
A B C D
- \_\_\_ 9. A patient suffering from amnesia may had partial or total loss of memory.  
A B C D
- \_\_\_ 10. The idea of using pure nicotine to help smokers stop was first tries in the mid-1980's with nicotine-laced chewing gum.  
A B C D

**TOEFL EXERCISE 17 (Skills 1-32):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. ___ separates Manhattan's Upper East Side from the Upper West Side. (A) Central Park (B) Where Central Park (C) Where is Central Park (D) Central Park which</p> <p>2. Bioluminescent animals ___ the water or on land. (A) live (B) are living either (C) they are found in (D) can be found in</p> <p>3. The purpose of a labor union is to improve the working conditions, ____, and pay of its members. (A) jobs are secure (B) to be secure (C) job security (D) the job's security</p>	<p>4. When ___ on July 4, 1789, the federal tariff, intended by the Founding Fathers to be the government's primary source of revenue, was remarkably evenhanded. (A) was first enacted (B) first enacted (C) was enacted first (D) it first</p> <p>5. _____ inclined to push for such a reduction, it would probably not be successful. (A) The Office of Management (B) The Office of Management was (C) In the Office of management (D) Were the Office of Management</p>
--	--

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

- \_\_\_ 6. Helium has the most low boiling point of all substance.  
                    A          B          C                    D
- \_\_\_ 7. There is twenty-six bones in the human foot, fourteen of them in the toes.  
                    A                                    B                    C                    D
- \_\_\_ 8. Extension of the countdown hold to fourteen hours was order to give crews more time to repair wiring and clear away equipment.  
  A                                    B                                    C  
  D
- \_\_\_ 9. The study demonstrates that neither experience or awareness will improve changes of success.  
                                    A                    B                                    C                                    D
- \_\_\_ 10. Some of the eye movements used in reading is actually unnecessary.  
  A                    B          C          D



## PROBLEMS WITH THE USE OF THE VERB

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Many different problems in using the correct verb tense are possible in English. However, four specific problems occur frequently on the TOEFL test, so you need to pay careful attention to these four:

- (1) knowing when to use the past with the present,
- (2) using *had* and *have* correctly,
- (3) using the correct tense with time expressions, and
- (4) using the correct tense with *will* and *would*.

## SKILL 33

### KNOW WHEN TO USE THE PAST WITH THE PRESENT

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

He *took* the money when he *wants*\* it.

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

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

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

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

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

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

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

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

USING THE PAST WITH THE PRESENT
1. If you see a sentence with one verb in the <i>past</i> and one verb in the <i>present</i> , the sentence is probably incorrect.
2. However, it is possible for a correct sentence to have both <i>past</i> and <i>present</i> together.
3. If you see the <i>past</i> and <i>present</i> together, you must <i>check the meaning</i> to determine whether or not the sentence is correct.

## SKILL 34

### Use *have* and *had* correctly

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

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

Sue *has lived* in Los Angeles for ten years.

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

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

*At the start of the nineteenth century*, Thomas Jefferson *has become*\* president of the United States.

Every time Jim *worked* on his car, he *has improved*\* it.

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

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

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

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

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

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

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

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

USING (HAVE + PAST PARTICIPLE) AND (HAD + PAST PARTICIPLE)			
TENSE	FORM	MEANING	USE
present perfect	<i>have</i> + past participle	past up to <i>now</i>	not with a past tense **
past perfect	<i>had</i> + past participle	before past up to past	not with a present tense
**Except when the time expression <i>since</i> is part of the sentence.			

## SKILL 35

### USE THE CORRECT TENSE WITH TIME EXPRESSIONS

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

We moved to New York *in 1980*.

We had left there *by 1990*.

We have lived in San Francisco *since 1999*.

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

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

She got a job *two years ago*.

She started working *last week*.

She has worked very hard *lately*.

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

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

USING CORRECT TENSES WITH TIME EXPRESSIONS		
PAST PERFECT	SIMPLE PAST	PRESENT PERFECT
<i>by (1920)</i>	<i>(two years) ago</i> <i>last (year)</i> <i>in (1920)</i>	<i>since (1920)</i> <i>lately</i>

## SKILL 36

### USE THE CORRECT TENSE WITH *WILL* AND *WOULD*

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

*I know that they will arrive soon.*

*It is certain that he will graduate.*

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

*I knew that he would arrive.*

*It was certain that he would graduate.*

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

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

*I know that he would\* arrive soon.*

*It was certain that he will\* graduate.*

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

*I knew that he would arrive soon.*

*I know that he will arrive soon.*

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

*It was certain that he would graduate.*

*It is certain that he will graduate.*

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

USING CORRECT TENSES WITH <i>WILL</i> AND <i>WOULD</i>		
VERB	MEANING	USE
<i>will</i>	after the present	do not use with past
<i>would</i>	after the past	do not use with present
<p>NOTE : There is a different modal <i>would</i> that is used to make polite requests. This type of <i>would</i> is often used with the present tense.</p> <p style="text-align: center;"><i>I <b>would</b> like to know if you <b>have</b> a pencil that I <b>could</b> borrow.</i></p>		

**TOEFL EXERCISE 18 (Skills 33-36):** Choose the letter of the underlined word or group of words that is not correct.

- \_\_\_ 1. In several of his paintings, Edward Hicks depicted the Quaker farm in Pennsylvania  
A  
where he spends his youth.  
B C D
- \_\_\_ 2. Florida has become the twenty-seventh state in the United States on March 3, 1845.  
A B C D
- \_\_\_ 3. After last week's meeting, the advertising department quickly realized that the  
A B  
product will need a new slogan.  
C D
- \_\_\_ 4. John F. Kennedy's grandfather, John F. Fitzgerald, serves two terms as the mayor of  
A B C  
Boston in the beginning of the twentieth century.  
D
- \_\_\_ 5. Fort Ticonderoga, a strategically important fortification during the Revolution, had  
A  
since been reconstructed and turned into a museum.  
B C D
- \_\_\_ 6. In making their calculations, institute researchers assume that the least costly form  
A B  
of energy would be used.  
C D
- \_\_\_ 7. A twenty-one-year-old man became the second casualty yesterday when he loses  
A B C  
control of his truck.  
D
- \_\_\_ 8. Most people had written with quill pens until pens with metal points become  
A B C D  
popular in the middle of nineteenth century.
- \_\_\_ 9. In the determined drive to pare its debt, time Warner is launching a stock offering  
A B C  
plan that would potentially raise \$2.8 billion.  
D
- \_\_\_ 10. The formula used in the study calls for either peroxide of metaldehyde, but  
A B C  
metaldehyde was not always available.  
D

**TOEFL EXERCISE 19 (Skills 1-36):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. ___ in the United States declined from twenty million in 1910 to nine million in the 1970s.          (A) For a number of horses          (B) The number of horses          (C) When the number of horses          (D) That the number of horses</p> <p>2. Because of his reservations about the issue, ___ refused to vote for it.          (A) who          (B) and          (C) which the senator          (D) the senator</p>	<p>3. Bats avoid running into objects by ___ high-frequency sounds and listening for echoes.          (A) the emission          (B) emitted          (C) emitting          (D) they emit</p> <p>4. It has been estimated that if we intend to stay above the starvation level, ___ the food supply.          (A) so we will have to double          (B) and it must double          (C) which it must be doubled          (D) we must double</p>
--	--

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

- \_\_\_ 5. To determine an object's force, the mass and speed of the object must be measure.  
 A B C D
- \_\_\_ 6. The most common time for tornados to occur are in the afternoon or evening on a hot, humid spring day.  
 A B C D
- \_\_\_ 7. Automakers Nissan and Ford and several aerospace research facilities in Great Britain are working lately to apply active noise cancellation to entire cars and planes.  
 A B C D
- \_\_\_ 8. When a country in an early stage of development, investments in fixed capital are vital.  
 A B C D
- \_\_\_ 9. John Chapman became famous in American folklore as "Johnny Appleseed" after he plants apple trees throughout the northeastern part of the United States.  
 A B C D
- \_\_\_ 10. Inasmuch he kept mostly to himself, the author of *The treasure of the Sierra Madre* was known as "the mysterious B. Treuen".  
 A B C D

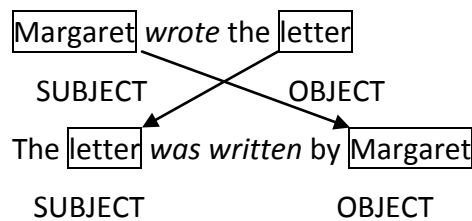
## PROBLEMS WITH PASSIVE VERBS.

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

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



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

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

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

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

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



## SKILL 37

### USE THE CORRECT FORM OF THE PASSIVE

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

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

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

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

The form of the passive
<i>BE</i> + past participle ( <i>BY</i> + object)

## SKILL 38

### RECOGNIZE ACTIVE AND PASSIVE MEANINGS

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

- We mailed *the package* at the post office.
- The letter was mailed *by us* today before noon.
- The letter was mailed today before noon.
- The letter mailed\* today before noon.

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

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

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

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

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

**TOEFL EXERCISE 20 (Skills 37-38):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. ___ discussed by the board of directors when it was proposed again by the supervisors.          (A) The problem had already          (B) The problem is already          (C) The problem had already been          (D) The problem has already</p> <p>2. Much of the carnage of elephants, giraffes, and big cats ___ uncaring hunters.          (A) Must commit by          (B) Must be committed          (C) Must have committed          (D) Must have been committed by</p>	<p>3. The x-ray treatments ___ up to the time that he was dismissed from the hospital.          (A) Gave daily          (B) Were given daily          (C) Basically have given          (D) Daily had been given</p>
--	--

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

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

**TOEFL EXERCISE 21 (Skills 1-38):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. ___ Big Dipper, a seven-star constellation in the shape of a cup, is part of Ursa Major.          (A) The (B) It is the          (C) With the (D) That the</p> <p>2. The military academy at West Point ___ on the west bank of the Hudson River, north of New York City.          (A) located          (B) is located          (C) which is located          (D) whose location is</p>	<p>3. ___ impressive chapter in the book was the chapter on Stuart's scientific theories.          (A) It was the most          (B) The most          (C) Most          (D) Most of the</p>
---	---

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

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

## PROBLEMS WITH NOUNS

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The same types of problems with nouns appear often in written expression questions on the TOEFL test. You should be familiar with these problems so that you will recognize them easily. You should be able to do the following:

- (1) use the correct singular or plural noun,
- (2) distinguish countable and uncountable nouns,
- (3) recognize irregular singular and plural nouns, and
- (4) distinguish the person from the thing.

### SKILL 39

#### USE THE CORRECT SINGULAR OR PLURAL NOUN

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

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

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

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

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

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

## SKILL 40

### DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUNS

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

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

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

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

He has seen *much\** foreign *films*.  
He didn't have *many\** *fun* at the movies.

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

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

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

## SKILL 41

### RECOGNIZE IRREGULAR PLURALS OF NOUNS

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

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

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

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

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

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

## 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.

**TOEFL EXERCISE 22 (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 respect.  
A B C D
- \_\_\_ 2. Through aquaculture, or fish farming, more than 500 million tons of fish are produced each years.  
C D A B
- \_\_\_ 3. The legal system has much safeguards to protect the right of a defendant to an impartial jury.  
A B C D
- \_\_\_ 4. The mystery bookstore was largely a phenomena of the last decade.  
A B C D
- \_\_\_ 5. The *song of Hiawatha*, by Longfellow, tells the story of the Indian heroism who married Minehaha.  
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  
A B C D  
Space Center in Houston.
- \_\_\_\_\_ 10. Fungi cause more serious plant diseased than do other parasites.  
A B C D

## PROBLEMSWITH PRONOUNS

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

- (1) distinguishing subject and object pronouns,
- (2) distinguishing possessive pronouns and possessive adjectives, and
- (3) checking pronoun reference for agreement.

## SKILL 43

### DISTINGUISH SUBJECT AND OBJECT PRONOUNS

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

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

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

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

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

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

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

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

## SKILL 44

### DISTINGUISH POSSESSIVE ADJECTIVES AND PRONOUNS

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

They lent me *their* book.  
ADJECTIVE

They lent me *theirs*.  
PRONOUN

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

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

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

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

The following chart outlines the possessives and their uses:

POSSESSIVE ADJECTIVE	POSSESSIVE PRONOUNS
<i>my</i>	<i>mine</i>
<i>your</i>	<i>yours</i>
<i>his</i>	<i>his</i>
<i>her</i>	<i>hers</i>
<i>its</i>	-
<i>our</i>	<i>ours</i>
<i>their</i>	<i>theirs</i>
<i>Must</i> be accompanied by a noun	<i>Cannot</i> be accompanied by a noun

## SKILL 45

### CHECK PRONOUN REFERENCE FOR AGREEMENT

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

The boys will cause trouble if you let *him*\*.

Everyone must give *their*\* name.

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

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

PRONOUN AGREEMENT
1. Be sure that every pronoun and possessive agrees with the noun it refers to.
2. You generally check <i>back</i> in the sentence for agreement.

**TOEFL EXERCISE 24 (Skills 43-45): Choose the letter of the underlined word or group of words that is not correct.**

\_\_\_ 1. Superman made their comic debut in 1938 in *Action Comics*.

A B C D

\_\_\_ 2. Commercial letters of credit are often used to finance export trade, but them can have other uses.

D

\_\_\_ 3. When children experience too much frustration, its behavior ceases to be integrated.

A B C D

\_\_\_ 4. On March 30, 1981, President Reagan was shot as his was leaving a Washington hotel.

A B C D

\_\_\_ 5. Although the destruction that it causes is often terrible, cyclones benefit a much wider belt than they devastate.

D

\_\_\_ 6. President Andrew Jackson had an official cabinet, but him preferred the advice of his informal advisors, the Kitchen Cabinet.

- \_\_\_ 7. After Clarence Day's book *Life with Father* was rewritten as a play, they ran for six years on Broadway.  
A B C D
- \_\_\_ 8. Almost half of the Pilgrims did not survive theirs first winter in the New World.  
A B C D
- \_\_\_ 9. There was no indication from the Senate that he would agree with the decision made in the House.  
A B C D
- \_\_\_ 10. A baby learns the meaning of words as they are spoken by others and later uses him in sentences.  
A B C D

**TOEFL EXERCISE 25 (Skills 1-45):** Choose the letter of the word or group of words that best completes the sentence.

<p>1. ___ worst phase of the Depression, more than thirteen million Americans had no jobs. (A) It was in the (B) During the (C) While the (D) The</p> <p>2. When reading a book, you must keep your point of view separate from the point of view in ___ you are studying. (A) That (B) The material and (C) The materials that (D) The materials that are</p>	<p>3. Speech consists not merely of sounds but ___ that follow various structural patterns. (A) Of organized sound patterns (B) Organized sound patterns (C) That sound patterns are organized (D) In organizing sound patterns</p>
--	---

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

- \_\_\_ 4. The latest medical report indicated that the patient's temperature was near normal and their lungs were partially cleared.  
A B C D

- \_\_\_\_ 5. Most oxygen atoms have eight neutrons, but a small amount have nine or ten.  
                           A                                  B  C                                  D
- \_\_\_\_ 6. When Paine expressed his belief in independence, he praised by the public.  
   A      B  C                                  D
- \_\_\_\_ 7. A vast quantity of radioactive material is made when does a hydrogen bomb explode.  
                                   A  B                                  C  D
- \_\_\_\_ 8. Genes have several alternative form, or alleles, which are produced by mutations.  
   A                                  B                                  C                                  D
- \_\_\_\_ 9. A star that has used up its energy and has lost its heat became a black dwarf.  
                                   A                                  B  C      D
- \_\_\_\_ 10. Each lines of poetry written in blank verse has ten syllables, which are alternately  
                                   A                                  B                                  C  D  
 stressed and unstressed.

## PROBLEMS WITH ADJECTIVES AND ADVERBS

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

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

ADJECTIVE	ADVERB
<i>recent</i>	<i>recently</i>
<i>public</i>	<i>publicly</i>
<i>evident</i>	<i>evidently</i>

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

There are three skills involving adjectives and adverbs that will help you on written expression questions on the TOEFL test:

- (1) knowing when to use adjectives and adverbs,
- (2) using adjectives rather than adverbs after linking verbs, and
- (3) positioning adjectives and adverbs correctly.

## SKILL 46

### USE BASIC ADJECTIVES AND ADVERBS CORRECTLY

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

She is a *beautiful* woman.  
ADJ. NOUN

She is *beautiful*.  
PRO. ADJ.

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

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

She sings *beautifully*.  
VERB ADV.

She is a *beautifully* dressed woman.  
ADV. ADJ. NOUN

She is a *truly* *beautifully* dressed woman.  
ADV. ADV. ADJ. NOUN

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

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

They were seated at a *largely*\* table.  
ADV. NOUN

The child talked *quick*\* to her mother.  
VERB ADJ.

We read an *extreme*\* *long* story.  
ADJ. ADJ.

In the first example, the adverb *largely* is incorrect because the adjective *large* is needed to describe the noun *table*. In the second example, the adjective *quick* is incorrect because the



adverb *quickly* is needed to describe the verb *talked*. In the last example, the adjective *extreme* is incorrect because the adverb *extremely* is needed to describe the adjective *long*.

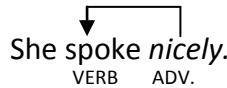
The following chart outlines the important information that you should remember about the basic use of adjectives and adverbs:

BASIC USE OF ADJECTIVES AND ADVERBS	
ADJECTIVES	Adjectives describe <i>nouns</i> or <i>pronouns</i>
ADVERBS	Adverbs describe <i>verbs</i> , <i>adjectives</i> , or other <i>adverbs</i>

## SKILL 47

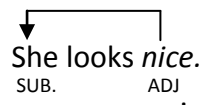
### USE ADJECTIVES AFTER LINKING VERBS

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



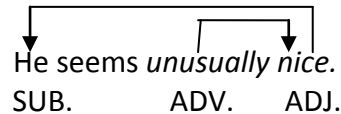
In this example, the verb *spoke* is followed by the adverb *nicely*. This adverb describes the verb *spoke*.

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



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

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



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

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

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

## SKILL 48

### POSITION ADJECTIVES AND ADVERBS CORRECTLY

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

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

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

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

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

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

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

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

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

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

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



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

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

## MORE PROBLEMS WITH ADJECTIVES

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

### SKILL 49

#### RECOGNIZE *-LY* ADJECTIVES

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

The manager turned in his *weekly* report.

A diagram with a box around the word "weekly" in the sentence above. An arrow points from the top of the box down to the word "report". Below "weekly" is the label "ADJ." and below "report" is the label "NOUN".

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

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

-LV ADJECTIVES				
<i>costly</i>	<i>likely</i>	<i>daily</i>	<i>quarterly</i>	<i>northerly</i>
<i>early</i>	<i>lively</i>	<i>hourly</i>	<i>weekly</i>	<i>easterly</i>
<i>friendly</i>	<i>lonely</i>	<i>monthly</i>	<i>yearly</i>	<i>southerly</i>
<i>kindly</i>	<i>manly</i>	<i>nightly</i>	<i>lovely</i>	<i>westerly</i>

### SKILL 50

#### USE PREDICATE ADJECTIVES CORRECTLY

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

The snake on the rock was *alive*.

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

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

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

PREDICATE ADJECTIVES	
PREDICATE ADJECTIVES	FORMS USED IN FRONT OF A NOUN
<i>alike</i>	<i>like, similar</i>
<i>alive</i>	<i>live, living</i>
<i>alone</i>	<i>lone</i>
<i>afraid</i>	<i>frightened</i>
<i>asleep</i>	<i>sleeping</i>

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

## SKILL 51

### USE -ED AND -ING ADJECTIVES CORRECTLY

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

The woman *cleans* the car.  
VERB

The *cleaning* woman worked on the car.  
ADJECTIVE

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

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

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

The *cleaning*\* car...

The *cleaned*\* woman...

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

woman does not receive the action of the verb *clean*: this sentence does not mean that *someone cleaned the woman*.

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

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

**TOEFL EXERCISE (Skills 49-51):** Choose the letter of the underlined word or group of words that is not correct.

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



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

A B C  
D

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

A B  
C D

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

<p>1. During the early nineteenth century, the Spanish missions in Alta, California ___ to be an integral part of the economy and productive capacity of the region. (A) Proved (B) They proved (C) They proved it (D) Proved it</p>	<p>3. The daughters of Joseph LaFlesche were born into the generation of Omaha forced to abandon tribal traditions, ___ on the reservation, and to adapt to the white man's ways. (A) They matured (B) To mature (C) Maturing (D) To maturity</p>
<p>2. Still other hurdles remain before ___ suitable for private cars. (A) Fuel cells (B) Become (C) Fuel cells become (D) That fuel cells become</p>	<p>4. Among the most revealing aspects of mining towns ___ their paucity of public open space. (A) Was (B) Were (C) It was (D) so</p>

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

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

A B C D

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

A B  
C D

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

A B C D

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

A B C  
D

- \_\_\_ 9. Used sound that varies not only in time but in space, whales at close range may  
           A                  B  C  
communicate with sonarlike "pictures."  
                                   D
- \_\_\_ 10. The 1898 Trans-Mississippi International Exposition has the distinction of being the  
   A  B  
 last major fair which held during the Victorian period.  
   C                  D

**PROBLEMS WITH ARTICLES**

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

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

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

**SKILL 52**

**USE ARTICLES WITH SINGULAR NOUNS**

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

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

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

ARTICLES WITH SINGULAR NOUNS
A singular noun <i>must</i> have an article ( <i>a</i> , <i>an</i> , <i>the</i> ) or some other determiner such as <i>my</i> or <i>each</i> . (A plural noun or an uncountable noun <i>may</i> or <i>may not</i> have an article.)

## 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*)\

*a book*  
*a man*  
*a page*

*an orange*  
*an illness*  
*an automobile*

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

<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*:

A AND AN	
A	A is used in front of a singular noun with a <i>consonant</i> sound.
AN	An is used in front of a singular noun with a <i>vowel</i> sound.
Be careful of nouns beginning with H or <i>u</i> . They may have a vowel or a consonant sound.	

## SKILL 54

### MAKE ARTICLES AGREE WITH NOUNS

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

He saw *a\** new *movies*.  
 They traveled to *a\** nearby *mountains*.  
 Do you have *another\** *books* ?

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

He saw a new movie.	(singular)
He saw new movies.	(plural)
They traveled to a nearby mountain.	(singular)

They traveled to nearby mountains. (plural)  
 Do you have another book? (singular)  
 .Do you have other books? (plural)

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

AGREEMENT OF ARTICLES WITH NOUNS
You should never use <i>a or an</i> with a plural noun.

## SKILL 55

### DISTINGUISH SPECIFIC AND GENERAL IDEAS

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

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

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

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

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

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

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

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

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

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

**TOEFL EXERCISE (Skills 52-55):** Choose the letter of the underlined word or group of words that is not correct.

- \_\_\_\_\_ 1. On a trip down to the bottom of the Grand Canyon, the equipment will in all probability be carried by a burros.  
A B C D
- \_\_\_\_\_ 2. Ford designed the first large-scale assembly line at plant in Highland Park, Michigan.  
A B C D
- \_\_\_\_\_ 3. In the human body, blood flows from a heart through the arteries, and it returns through the veins.  
A B C D
- \_\_\_\_\_ 4. The scholarship that Wilson received to study history at Cambridge presented an unique opportunity.  
A B C D
- \_\_\_\_\_ 5. Observations from Earth indicate that at the solar surface, the outward magnetic field is a strongest at the polar regions.  
A B C D
- \_\_\_\_\_ 6. A radar images of Venus add details about a planet dominated by volcanoes and lava.  
A B C D
- \_\_\_\_\_ 7. In 1863 and 1864, the U.S. Congress passed the National Bank Acts, which set up a system of privately owned banks chartered by a federal government.  
A B C D
- \_\_\_\_\_ 8. An human ear responds to a wide range of frequencies.  
A B C D
- \_\_\_\_\_ 9. Bacteria that live in soil and water play a vital role in recycling carbon, nitrogen, sulfur, and another chemical elements used by living things.  
A B C D
- \_\_\_\_\_ 10. During the U.S. Civil War, an American balloonist organized a balloon corps in Army.  
A B C D



## PROBLEMS WITH PREPOSITIONS

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

The boy ran *up* the hill.

She went *in* the house.

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

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

I call *up* my friend.

He succeeded *in* passing the course.

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

It is impossible to list all potential idiomatic expressions with their prepositions because there are so many expressions that could appear on the TOEFL test. However, in this chapter you can practice recognizing problems with prepositions in TOEFL-type questions. Then, when you are working in 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 *anceled*, and that is the meaning that makes sense in this sentence. *To call on someone* is *to visit someone*, and this meaning does not make sense in this example. In the second example, it is not correct in English to *count in someone*. The correct expression is to *count on someone*.

## SKILL 57

### RECOGNIZE WHEN PREPOSITIONS HAVE BEEN OMITTED

Sometimes a necessary preposition has been omitted from a sentence in written expression questions on the TOEFL test.

Can you *wait\** me after the game?

I *plan\** attending the meeting.

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

**TOEFL EXERCISE (Skills 56-57):** Choose the letter of the underlined word or group of words that is not correct.

- \_\_\_ 1. Amelia Earhart, the first woman to fly solo across the Atlantic, disappeared on June 1937 while attempting to fly around the world.  
A B C D
- \_\_\_ 2. The occurrence edema indicates the presence of a serious illness.  
A B C D
- \_\_\_ 3. Atomic nuclei are believed to be composed by protons and neutrons in equal numbers for the lighter elements.  
A B C D
- \_\_\_ 4. According legend, Betsy Ross designed and sewed the first American flag.  
A B C D
- \_\_\_ 5. The middle ear is attached for the back of the throat by the eustachian tube.  
A B C D
- \_\_\_ 6. Plants that sprout, grow, bloom, produce seeds, and die within one year are classified for annuals.  
A B C D
- \_\_\_ 7. A marionette is controlled by means strings connected to wooden bars.  
A B C D
- \_\_\_ 8. In July of 1861, Pat Garrett killed Billy the Kid in a house close Fort Sumner.  
A B C D
- \_\_\_ 9. Many comfort heating systems using steam as a working fluid operate at the convection principle.  
A B C D
- \_\_\_ 10. Mars's two small moons are irregularly shaped and covered for craters.  
A B C D



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

<p>1. In any matter, heat tends to flow ___ to the cooler parts.          (A) Hotter parts          (B) There are hotter parts          (C) From the hotter parts          (D) Toward the hotter parts</p> <p>2. Certain authority claim that the costumes that people wear to parties ___ into their personalities.          (A) Give subtle insights          (B) They give subtle insights          (C) Which give subtle insights          (D) Subtle insights.</p>	<p>3. ___ Army camps near Washington, D.C., in 1861, Julia Ward Howe wrote "The Battle Hymn of the Republic."          (A) She visited          (B) After visiting          (C) When visited          (D) When was she visiting</p>
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Choose the letter of the underlined word or group of words that is not correct.

- \_\_\_ 4. The body depends in food as its primary source of energy.  
   A      B      C      D
- \_\_\_ 5. Regular programming was interrupted to broadcast a special news bulletins.  
   A  B  C  D
- \_\_\_ 6. Sulfa drugs had been used to treat bacterial infection until penicillin becomes widely  
   A  B  C  D  
 available.
- \_\_\_ 7. Plans for both the International Monetary Fund or the World Bank were drawn up at  
   A      B  C  D  
 the Bretton Woods Conference.
- \_\_\_ 8. Seldom Antarctic icebergs will move far enough north to disturb South Pacific  
   A  B  C  
shipping lanes.  
   D
- \_\_\_ 9. In 1958, a largest recorded wave, with a height of 500 meters, occurred in Lituya Bay,  
   A  B  C  D  
 Alaska.
- \_\_\_ 10. Exercise in swimming pools is particularly helpful because of the buoyant  
   A  B  C  
effect water.  
   D

## PROBLEMS WITH USAGE

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

### SKILL 58

#### DISTINGUISH MAKE AND DO

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

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

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

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

- This morning she *did* all the dishes.
- The students *are doing* the assignments.
- The janitors *did* the work they were assigned.
- You can *do* your laundry at the laundromat.

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

## SKILL 59

### DISTINGUISH *LIKE*, *ALIKE*, AND *UNLIKE*

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

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

John and Tom are *alike*.

John and Tom worked in a *like* manner.

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

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

John is (*like*Tom).

John is (*unlike*Tom).

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

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

(*Like* Tom),John is tall.

(*Unlike* Tom),John is tall.

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

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

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

## SKILL 60

### DISTINGUISH *OTHER*, *ANOTHER*, AND *OTHERS*

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

	SINGULAR	PLURAL
INDEFINITE	I have <i>another</i> book, (ADJ) I have <i>another</i> , (PRO)	I have <i>other</i> books, (ADJ) I have <i>others</i> , (PRO)
DEFINITE	I have <i>the other</i> book, (ADJ) I have <i>the other</i> , (PRO)	I have <i>the other</i> books, (ADJ) I have <i>the others</i> , (PRO)

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

**TOEFL EXERCISE (Skills 58-60):** Choose the letter of the underlined word or group of words that is not correct.

- \_\_\_ 1. The buffalo and the bison are like except for the size and shape of the head and shoulders.  
A B C D
- \_\_\_ 2. Other interesting aspect of tachistopic training in recent years has been the newfound use by professional teams.  
A B C D
- \_\_\_ 3. Only about 3 percent of oil wells actually do a profit.  
A B C D
- \_\_\_ 4. Dislike sumac with red berries, sumac with white berries is poisonous.  
A B C D
- \_\_\_ 5. Pittsburgh has reduced its smog by requiring more complete oxidation of fuel in cars, and others cities can do the same thing.  
A B C D
- \_\_\_ 6. Alike all other mammals, dolphins have lungs.  
A B C D
- \_\_\_ 7. Up to World War II almost all important research in physics had been made in universities, with only university funds for support.  
A B C D





STRUCTURE POST-TEST (Paper) SECTION 2  
STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes

(including the reading of the directions,

Now set your clock for 25 minutes.

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

**Structure**

**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**

- 
- (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)
- 
- (C)
- (D)

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

Now, begin work on the questions.

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



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

### Written Expression

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

Look at the following examples.

#### Example I

The four string on a violin are tuned  
 A B C D  
 in fifths.

#### Sample Answer

- Ⓐ  
 Ⓑ  
 Ⓒ  
 Ⓓ

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

#### Example II

The research for the book *Roots* taking  
 A B C  
 Alex Haley twelve years.  
 D

#### Sample Answer

- Ⓐ  
 Ⓑ  
 Ⓒ  
 Ⓓ

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

Now, begin work on the questions.



16. Light can travels from the Sun to the Earth in eight minutes and twenty seconds.
17. Every human typically have twenty-three pairs of chromosomes in most cells.
18. In the sport of fencing, three type of swords are used: the foil, the epee, and the sabre.
19. The Internal Revenue Service uses computers to check tax return computations, to determine the reasonableness of deductions, and for verifying the accuracy of reported income.
20. There was four groups of twenty rats each involved in the test.
21. The type of jazz known as "swing" was introduced by Duke Ellington when he wrote and records "It Don't Mean a Thing If It Ain't Got That Swing."
22. The bones of mammals, not alike those of other vertebrates, show a high degree of differentiation.
23. The United States receives a large amount of revenue from taxation of a tobacco products.
24. Much fats are composed of one molecule of glycerin combined with three molecules of fatty acids.
25. The capital of the Confederacy was originally in Mobile, but they were moved to Richmond.
26. A pearl develops when a tiny grain of sand or some another irritant accidentally enters into the shell of a pearl oyster.

27. The English horn is an alto oboe with a pitch one fifth lower as that of the soprano oboe.  
A B C D
28. In the Milky Way galaxy, the most recent observed supernova appeared in 1604.  
A B C D
29. Although the name suggests otherwise, the ship known as *Old Ironsides* was built of oak and cedar rather than it was built of iron.  
A B C D
30. Never in the history of humanity there have been more people living on this relatively small planet.  
A B C D
31. Because of the mobile of Americans today, it is difficult for them to put down real roots.  
A B C D
32. For five years after the Civil War, Robert E. Lee served to president of Washington College, which later was called Washington and Lee.  
A B C D
33. Doctors successfully used hypnosis during World War II to treat fatigue battle.  
A B C D
34. The lobster, like many crustaceans, can cast off a damaging appendage and regenerate a new appendage to nearly normal size.  
A B C D
35. The main cause of the oceans' tides is the gravitation pull of the Moon.  
A B C D
36. The curricula of American public schools are set in individual states; they do not determine by the federal government.  
A B C D
37. The fact that the sophisticated technology has become part of revolution in travel delivery systems has not made travel schedules less hectic.  
A B C D

# 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2 ○ 2

38. Balanchine's plotless ballets, such *Jewels* and *The Four Temperaments*, present dance purely as a celebration of the movement of the human body.  
A B C D
39. In a solar battery, a photosensitive semiconducting substance such as silicon crystal is the source of electrician.  
A B C D
40. In early days hydrochloric acid was done by heating a mixture of sodium chloride with iron sulfate.  
A B C D

**This is the end of Section 2.  
If you finish before 25 minutes has ended,  
check your work on Section 2 only.**



## Reading

Developing strong reading skills means that you interact with what you read—ask questions, locate main ideas, and draw conclusions. Because the materials you read in college—from textbooks to websites—will be in English, good reading comprehension skills are essential. The reading section of the TOEFL exam tests your ability to read and understand short passages about academic topics like those you will encounter in university courses. You will read short passages, usually from one to five paragraphs in length, and answer several questions about each passage.

### SKILL BUILDERS

Becoming an active reader takes practice. To improve your comprehension skills, try the following techniques while you read:

- **Skim ahead.** Scan the text before you read. Note how the text is broken into sections, what the main topics are in each section, and the order in which the topics are covered. Look for highlighted key words and ideas.
- **Jump back.** Review the text after you read. Go over summaries, headings, and highlighted information. This process will help you remember information and make connections between ideas.

#### Test Time Saver

To use your time effectively during the exam, answer all of the questions about one reading passage before going on to the next one.

**Look up new words.** Keep a dictionary on hand as you read and look up any unfamiliar words. List new vocabulary words and their definitions in a notebook so you can review them later.

**Highlight important information.** Highlight or underline key terms, main ideas, and new concepts as you read. (If you don't own the book, use a notebook to jot down information.)

**Take notes.** Record your questions, observations, and opinions about what you read. What is the main idea of the passage? Do you agree with the author?

**Connect what you read** with your own experience or with another topic you have studied. For example, if you are reading about the 1989 student protest in Tiananmen Square, you may note how it was similar to or different from student protests in the United States in the 1960s.

## QUESTION TYPES IN THE READING SECTION

The reading comprehension questions on the TOEFL exam fall into nine categories:

**1. Main idea.** This question type asks you to locate the main idea of a passage or paragraph.

Examples:

Which sentence best summarizes the main idea of the passage?

What is this paragraph mainly about?

What is the author's main purpose in this passage?

What would be the best title for this passage?

**2. Supporting details.** For this kind of question, you will identify a specific fact or detail described in the passage.

Examples:

What causes Type II diabetes?

How many people in the United States have Type II diabetes?

**3. Exceptions.** For this question type, you will identify a specific fact or detail that was not mentioned in the passage.

Examples:

Which characteristic does NOT describe the cuttlefish?

The author mentions all of the following as important causes of acid rain EXCEPT:

**4. Location of information.** These questions ask you to find the place in the passage where specific information is given.

Examples:

Where in the passage does the author define the term *ecosystem*?

**5. Vocabulary.** There are two kinds of vocabulary questions: one asks you to determine the meaning of a word based on how it is used in the passage; the other asks you to choose a synonym for the vocabulary word.

Examples:

The word *intrinsic* in paragraph 2 most likely means:

The word *commotion* in paragraph 5 could best be replaced by:

**6. Inferences.** For this question type, you will draw a logical conclusion based on the information in the passage.

Examples:

The author suggests that cloning will lead to:

This passage suggests that racial profiling is discriminatory because:

**7. Reference.** These questions require you to determine what a specific word (often a pronoun) or phrase refers to in the passage.

Examples:

The word *it* in line 7 refers to:

## LOCATING THE MAIN IDEA

Writing is communication—a writer tries to convey his thoughts to a reader through words. When standardized tests ask you to find the main idea of a passage, they are asking you to uncover the writer’s motive, or why she wrote what she did.

To determine the main idea of a passage, think about a **general statement** that brings together all of the ideas in a paragraph or passage. Do not confuse the main idea of a passage with its main topic. The topic is the *subject*—what a passage is about. The main idea is what the author wants to express *about* the subject. To present a main idea, many textbook writers follow the basic format of **general idea** → specific support. First, they state their main idea and then provide support for it with specific facts and details.

A first sentence may contain a main idea. However, sometimes an author builds up to her point, in which case you may find the main idea in the last sentence of the introductory paragraph or even the last sentence of the entire passage.

### Practice

*Read the passage and then answer the following question. Space shuttle astronauts, because they spend only about a week in space, undergo minimal wasting of bone and muscle. But when longer stays in microgravity or zero gravity are contemplated, as in a space station or a two-year roundtrip voyage to Mars, these problems are of particular concern because they could become acute. Fortunately, studies show that muscle atrophy can be kept largely at bay with appropriate exercise. Unfortunately, bone loss caused by reduced gravity cannot.*

**Question:** What is the main point of this paragraph?

- The U.S. government is currently planning a voyage to Mars.
- Muscle atrophy and bone loss are major problems for astronauts in extended space flight.
- Astronauts confront many dangers in space flight.
- Short stays in space cause little bone and muscle damage in humans.



Choice **b** is correct—It represents a general statement that holds together all of the information in the paragraph. Choice **d** is too specific to be the main idea. Choice **c** is too general to be the main idea. Choice **a** may be true, but the passage does not give this information.

## FINDING SUPPORTING DETAILS

Supporting details are facts or **specific information** that provide evidence for an author’s main idea. They often answer the questions *what? when? where? why? or how?* Three question types on the reading test ask you about specific information within a passage: supporting-detail questions, exception questions, and location of information questions. You will need to be able to:

- identify supporting details from a passage
- recognize information that is not provided in the passage
- identify the place in the passage where specific information is given

How can you recall one fact from a passage that is five paragraphs long? Follow these techniques as a guide:

**Do not memorize.** The reading test does not ask you to have perfect recall. Instead, it measures your ability to read carefully and know where to look for specific information.

**Look for language clues** as you read the passage. Writers often use one of the following phrases to signal that they are introducing a fact or example:

one reason is    in one case    specifically  
for example    for instance    in particular

**Use key words from the question.** Questions have two or three important words that tell you exactly what information to look for in the passage. For example, in the question *How many species of penguins are there worldwide?* The key words are *how many*, and *species*. They signal to you to look for a sentence in the passage that has a number and the word *species*.

**Take note of structure.** As you read, pay attention to how information is presented and in what order.

Understanding the organization of a passage will help you locate the facts you need. See pages 100–103 for more about structure.

## Practice

Read the following passage carefully and answer the questions that follow it. Find the answers on page 111.

*(1) Great Barrier Reef is the world’s largest network of coral reefs, stretching 2,010 km (1,250 miles) off Australia’s northeastern coast. (2) Although coral looks like a plant, it is the limestone skeleton of a tiny animal called a coral polyp. (3)*

*The reef's 300 species of coral create an underwater garden of brilliant colors and intricate shapes.*

*(4) From microorganisms to whales, diverse life forms make their home on the reef. (5) Over 1,500 fish species, 4,000 mollusk species, 200 bird species, 16 sea snake species, and six sea turtle species thrive in the reef's tropical waters. (6) The reef is also a habitat for the endangered dugong (sea cows), moray eels, and sharks.*

*(7) Although protected by the Australian government, Great Barrier Reef faces environmental threats. (8) Crown-of-thorns starfish feed on coral and can destroy large portions of reef. (9) Pollution and rising water temperatures also threaten the delicate coral.*

1. How many species of coral are there in the Great Barrier Reef?
  - a. 30
  - b. 200
  - c. 300
  - d. 3,000
  
2. Which of the following NOT a threat to the Great Barrier Reef?
  - a. dugong (sea cows)
  - b. crown-of-thorn starfish
  - c. pollution
  - d. rising sea temperatures
  
3. In which sentence does the author describe the coral polyp?
  - a. sentence (1)
  - b. sentence (2)
  - c. sentence (4)
  - d. sentence (5)

## **TIPS FOR VOCABULARY QUESTIONS**

Active readers make a habit of looking up unfamiliar words. But in a testing situation, you can't use a dictionary. The following strategies will aid you in figuring out what unfamiliar terms mean:

- **Look at context**—the words and sentences surrounding the word—for clues about meaning. For example, you can determine what the word *gullible* means from this context: *Fred is so gullible. He will believe anything that Oliver tells him.* The phrase “he will believe anything” restates the meaning of the word *gullible* and suggests its meaning of being easily duped or cheated.

- **Is the word negative or positive?** Using the context of the passage, determine whether the unfamiliar term is a negative or positive one. In the preceding example, you can conclude that gullible is not positive in that context. Thus, you can eliminate any answer choices that are positive terms.
- **Replace the vocabulary word** with the remaining answers, one at a time. Does the answer choice make sense when you read the sentence? If not, eliminate that answer choice.

## Practice

Choose the correct meaning of the italicized word. Find the answers on page 111.

4. When you are in an interview, try not to show any *overt* signs that you are nervous. Don't shift in your chair, shake, or stutter.

*Overt* means

- subtle.
- obnoxious.
- obvious.
- confident.

5. Although teaching is not a particularly *lucrative* career, I wouldn't do anything else. Knowing I'm helping others to learn is far more important to me than money.

*Lucrative* means

- highly profitable.
- highly rewarding.
- highly exciting.
- highly repetitive.

## MAKING INFERENCES

Inference questions on the TOEFL exam ask you to draw logical conclusions about what you read. Sometimes a writer does not explicitly state his or her main idea or offer a conclusion. You must infer the writer's meaning. To do this you must carefully read the details and facts of a passage and look for context clues that reveal a writer's attitude.

**Word choice**—the specific words a writer chooses to describe people, places, and things—is one of the best clues to how a writer feels about her subject. Word choice, also called diction, includes these forms:

the particular words a writer uses  
 the way words are arranged in a sentence

repetition of words or phrases  
inclusion of particular details

For example, consider how word choice affects the two sentences below:

A: Improved job training would reduce workplace injuries.

B: Improved job training would minimize workplace injuries.

The only difference between the two sentences is that sentence **A** uses the word *reduces* and sentence **B** uses *minimize*. Both sentences state that improved job training would result in fewer workplace injuries. However, sentence **B** is stronger because of its word choice: to minimize means to reduce to the smallest possible amount.

Even words that have similar dictionary definitions may have different **connotations**, or suggested meanings. For example, consider the words *rich*, *wealthy* and *affluent*. Although similar in meaning, each word evokes different thoughts and feelings. *Rich* implies having more than enough to fulfill normal needs, *wealthy* suggests the possession of property and things of value, and *affluent* implies increasing wealth.

## Practice

Read the passage below and answer the questions that follow. Find the answers on page 111.

*Storytelling should speak first to the heart and only second to the intellect. It should, in Isaac Bashevis Singer's words, "be both clear and profound," and it should also entertain. The new writer should avoid creating pieces that are deliberately obscure and impossible to understand except by a small, elite group of other writers.*

6. What is the passage suggesting about new writers?
  - a. They are excellent writers.
  - b. They write better than those who have practiced the art of writing.
  - c. They think that good writing should be difficult to understand.
  - d. They aim to please a wide audience.
  
7. What is the author implying about most readers?
  - a. They are not very smart.
  - b. They are not interested in obscure prose.
  - c. They do not like writing that affects their emotions.
  - d. They are snobs who look down on others.

## ANSWERING REFERENCE QUESTIONS

Reference questions measure your understanding of what a particular sentence means. Read each passage carefully and try this three-part strategy to find the correct answer:

1. Eliminate any answers that you know are incorrect.

2. Insert each remaining answer choice into the sentence.
3. Decide whether the answer makes sense in the context of the sentence. If not, eliminate it and try another.

For example, look at how the strategy works with the following reference question.

The word *they* in paragraph 2 refers to:

- a. the victims of heat stroke
- b. the treatments for heat stroke
- c. the people who administer aid to victims of heat stroke
- d. the characteristics of heat stroke

Here's the sentence in which *they* is used:

*They are a high body temperature (which may reach 106 degrees F or more); a rapid pulse; hot, dry skin; and a blocked sweating mechanism.*

*They* clearly does not refer to people, so you can rule out choices **a** and **c**. When you replace *they* with the remaining answer choices, you can easily narrow your answer to the correct choice: **d**.

### **In Your Own Words**

Questions that ask you to paraphrase, or reword, a sentence test the same skills as reference questions. They measure your ability to comprehend a sentence or paragraph. As you read, think about what the material is stating, then try rewriting it (on paper or in your mind) in new terms. This will increase your comprehension skills and improve your chances of answering paraphrased sentence questions correctly.

## **RECOGNIZING STRUCTURAL PATTERNS**

Just as an architect needs a blueprint when designing a building, writers must have a plan that organizes their information and ideas. Learning organizational strategies will help you identify common patterns so that you can guess at what is coming ahead.

Recognizing structural techniques also helps you answer two types of questions on the TOEFL exam: supporting-detail questions (you will be able to locate specific information in a passage) and sentence-insertion questions (you will know where best to place new information in a passage).

The four most common organizational patterns that writers use are:

1. chronological order (time)
2. order of importance
3. comparison and contrast
4. cause and effect

**Chronological order** describes events in the order that they happened, will happen, or should happen. History texts, memoir, personal essays, and instructions often use this organization. Writers often provide clues in the form of transitional words or phrases to guide readers through events. Here are some common

Chronological transitions:

first, second, third	before	after	Next
now	then	when	as soon as
Immediately	suddenly	soon	during
while	Meanwhile	later	Finally
in the meantime	at last	eventually	afterward

Order of importance arranges ideas by rank instead of time. Writers may organize their ideas:

- by increasing importance (least important idea→most important idea), or
- by decreasing importance (most important idea→least important idea)

Newspaper articles follow the principle of decreasing importance; they give the most important information first (the *who*, *what*, *when*, *where*, and *why* about an event). Arguments may follow the principle of increasing importance, saving the most persuasive points for the end. Transitions offer clues about this type of organizational pattern, too. The following are common transitions used to indicate order of importance:

first and foremost	most important	more important
moreover	above all	first, second, third
last but not least	finally	

**Comparison and contrast** arranges two things side by side to show their similarities and differences. In this way, a writer can analyze two items by seeing how they measure up to one another. For example, this description of the two movie versions of *King Kong* uses comparison and contrast:

*Both versions of the monster movie used the most sophisticated effects of their day (comparison). However, the stop-motion animation of the 1933 film retains its magic, whereas the state-of-the-art special effects of 1976 seem hopelessly out of date today (contrast).*

Here are common transitions that signal that a writer is organizing her ideas through comparison and contrast.

### Words Showing Similarity

similarly	in the same way	likewise
like	in a like manner	just as
and	also	both

### Words Showing Difference

but	on the other hand	yet
however	on the contrary	in contrast
conversely	while	unlike

**Cause and effect** arranges ideas so that readers can see why something took place (cause) and what changes happened as a result (effect). For example, a historian may write about the causes of the stock market crash of 1929 in the United States (investors borrowing money on easy credit to buy stock) and the effects of the crash (lost fortunes, business and bank closings, unemployment). The following are key words that give clues about when a writer is describing cause and effect.

### Words Indicating Cause

because of	created by
since	caused by

### Words Indicating Effect

therefore	so
hence	consequently
as a result	

### Practice

Consider the structure of the passage below and then answer the following sentence-insertion question. Find the answer on page 111.

*Theodore Roosevelt was born with asthma and poor eyesight. (1) To conquer his handicaps, Teddy trained in a gym and became a lightweight boxer while at Harvard. (2) Next, he went west to hunt buffalo and run a cattle ranch. After returning east in 1886, he became a civil service reformer and also a police commissioner. (3) He entered national politics in 1896 when he became assistant navy secretary under President McKinley. He served in that post during the Spanish-American War. (4) Later he led the Rough Riders on a cavalry charge up San Juan Hill in Cuba. After achieving fame, he became Governor of New York and then Vice President under McKinley. When McKinley died in 1901, he assumed the presidency. In 1904, he was elected president in his own right.*

The following sentence can be added to the passage:

*Yet this sickly child later won fame as a political leader, Rough Rider, and hero of the common people.*

8. Where would this sentence best fit in the passage? Choose the number to indicate where you would add the sentence to the passage.

- a. (1)
- b. (2)
- c. (3)
- d. (4)

## QUICK QUIZ

The following are two reading passages like those you will find on the TOEFL exam. Read each one carefully and then answer the questions that follow.

### Passage 1

*The Woodstock Music and Art Fair—better known to its participants and to history simply as “Woodstock”—should have been a colossal failure. Just a month prior to its August 15, 1969 opening, the council of Wallkill, New York, informed the fair’s organizers that it was withdrawing its permission to hold the festival.*

*Amazingly, the organizers found a new site, a large field in Woodstock, New York, owned by a local dairy farmer. Word spread to the public of the fair’s new location. The event drew a larger audience than the organizers had expected. On the first day of the fair, crowd estimates of 30,000 kept rising; traffic jams blocked most roads leading to the area. Some musicians could not reach the site to appear at their scheduled times. In addition, fences that were supposed to facilitate ticket collection never materialized, so the organizers abandoned all attempts at taking tickets.*

*But that was not all: as the large crowd gathered, so did summer storm clouds. It started raining on opening night and continued for much of the three-day event. To deal with the crowd, which reached an estimated 500,000 by the third day, helicopters flew in food, doctors, and medical supplies.*

*Despite all of its problems, the festival featured some of the greatest musicians of the 1960s, including Janis Joplin; Joan Baez; Crosby, Stills, Nash, and Young; Sly and the Family Stone; Creedence Clearwater Revival; and Jimi Hendrix. Today many people think of Woodstock not only as a milestone for rock music but as the defining moment for an entire generation.*

1. The main idea of this passage is best expressed in which sentence?
  - a. Most Americans think of Woodstock as a bunch of kids dancing to music in the mud.
  - b. The organizers underestimated how many people the festival would attract.
  - c. Despite poor planning, Woodstock was a success and a high point for a generation of Americans.
  - d. The organizers succeeded in their goal of creating a historically significant event.
  
2. What was the final crowd estimate?



- a. 20,000
  - b. 30,000
  - c. 50,000
  - d. 500,000
3. Which of the following was NOT a problem faced by the event's organizers?
- a. blocked access to the site
  - b. attracting musical talent
  - c. bad weather
  - d. finding a location for the festival
4. The phrase defining moment in paragraph 4 could best be replaced by which word or phrase?
- a. symbol
  - b. belief
  - c. anecdote
  - d. fun time
5. Where in the passage does the author describe the weather conditions during the event?
- a. at the end of paragraph 2
  - b. at the beginning of paragraph 3
  - c. at the end of paragraph 3
  - d. at the beginning of paragraph 4
6. The word facilitate in paragraph 2 is closest in meaning to
- a. make easier.
  - b. make more difficult.
  - c. build a facility.
  - d. increase.
7. What does the author mean by the statement *the Woodstock Music and Art Fair should have been a colossal failure*?
- a. Woodstock should not have happened.
  - b. Woodstock was a financial failure because the organizers did not collect tickets.
  - c. When you mix dairy farmers with young rock fans, you are asking for trouble.
  - d. The large crowd and other problems could easily have resulted in a crisis.
8. The passage suggests that
- a. a free concert would never happen today.
  - b. area residents thought the rock fans were weird.
  - c. the impact of the event exceeded expectations.
  - d. music brings people together in a way other art forms cannot.

## Passage 2

*The largest of the world's 17 penguin species, emperor penguins stand nearly four feet and weigh up to 90 pounds. These sea birds never set foot on dry land. (1) An estimated 200,000 breeding pairs live in about 40 penguin colonies scattered along the coasts of Antarctica. (2) Their waterproofed feathers, flipper-like wings, and streamlined bodies make them excellent swimmers and divers. On ice they can travel distances up to 50 miles by "tobogganing"—gliding on their stomachs while pushing with their wings and feet.*

*(3) Emperor penguins breed during the Antarctic winter in some of the world's most severe weather conditions (temperatures of  $-80^{\circ}\text{F}$  and winds up to 112 miles per hour). Breeding during the winter allows chicks to mature in midsummer when food is plentiful. After the female lays a single egg, the male holds it in a fold of skin near his feet for a two-month incubation period. During this time he huddles with other males to keep warm. (4) The male moves very little and does not eat, usually losing up to a third of his body weight. Meanwhile the females go to sea and dive for fish so that when they return they can feed and care for the newly hatched chicks. After the male restores his body weight, both parents take turns caring for their young.*

*The world's emperor penguin population declined in the last 50 years due to a period of warming ocean temperatures. Warm water shrinks ice cover and reduces the population of krill—a small crustacean that is the emperor penguin's staple food. Today the emperor penguin population has stabilized, but warming trends could again threaten this magnificent sea bird.*

9. What is the author's main purpose in this passage?
  - a. to describe the recent plight of the emperor penguin
  - b. to show the differences between penguin species
  - c. to describe the characteristics and breeding practice of the emperor penguin
  - d. to describe the eating habits of the emperor penguin
  
10. Which of the following is NOT true of the emperor penguin?
  - a. They can travel 50 miles by gliding.
  - b. They breed during Antarctic summer.
  - c. The male incubates the egg.
  - d. They can withstand severe weather.
  
11. The word stabilized in paragraph 3 is closest in meaning to
  - a. held steady.      b. increased.
  - c. slowed.            d. fluctuated.
  
12. The passage suggests that
  - a. the female emperor penguin should take better care of her young.
  - b. no animal can survive in subzero temperatures.
  - c. scientists have never been close enough to observe the emperor penguin.
  - d. changes in the global environment can threaten the emperor penguin.
  
13. What makes up the staple diet of the emperor penguin?
  - a. cuttlefish            b. krill
  - c. seaweed             d. fried clams
  
14. Where in the passage does the author describe the characteristics that make emperor penguins

excellent swimmers?

- a. at the beginning of paragraph 1
- b. at the end of paragraph 1
- c. at the beginning of paragraph 2
- d. at the end of paragraph 2

15. Why do male emperor penguins form a huddle?

- a. to protect the eggs from sea lions
- b. to share their food supply
- c. to maintain body heat in harsh temperatures
- d. to share parenting advice

16. The following sentence can be inserted into the passage:

*Instead they feed and breed in the frigid waters and sea ice of the southern Ocean.*

Where would this sentence best fit in the passage? Choose the number to indicate where you would add the sentence to the passage.

- a. (1)
- b. (2)
- c. (3)
- d. (4)

## CHAPTER HIGHLIGHTS

- Practice active reading techniques, such as highlighting and taking notes.
- Schedule regular reading time into your study plan.
- Familiarize yourself with the reading question types, including those on the computer-based exam.
- Main ideas are general statements that bring together all the ideas in a passage.
- Supporting details are specific examples and facts that back up a main idea.
- Inferences are conclusions based on what the writer suggests or implies.
- Word choice is the particular words a writer uses to describe his subject.
- Connotation is the suggested meaning of words.
- Learn the strategies for determining the meaning of unfamiliar vocabulary words.
- Review the three-part strategy for answering reference questions.
- For paraphrased sentence questions, practice “rewriting” material as you read.
- Study the four most common patterns writers use to organize their ideas.
- Familiarize yourself with the transitional phrases used to introduce specific information, chronology, important points, comparisons, contrasts, causes, and effects.

## Practice Answers

1. c.
2. a.
3. b.
4. **c.** Because overt is not a positive characteristic in this context, you can eliminate choices **a** and **d**, which are positive words in this setting. Choice **b** is too negative; nervous behaviors are not considered obnoxious.
5. **a.** Because the writer says that money is not important to him, you can determine the meaning of *lucrative* has something to do with money. When you replace *lucrative* with “highly profitable” in the sentence, it makes sense.
6. c.
7. **b.** The author uses the phrases “deliberately obscure” and “impossible to understand” to give a negative description of the “new writers” he is addressing. When the author states that obscure writing is “impossible to understand except by a small, elite group of other writers,” most likely he is not putting down the average reader but implying that most readers are not interested in obscure writing.
8. **a.** This passage is organized by chronological order. Note the use of the transitional words next, later, when, and then.

## Quiz Answers

1. c.
2. d.
3. b.
4. a.
5. b.
6. a.
7. d.
8. c.
9. c.
10. b.
11. a.
12. d.
13. b.
14. b.
15. c.
16. a.

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