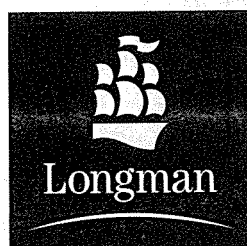


Longman PREPARATION COURSE FOR THE TOEFL® TEST

The Paper Test



Deborah Phillips



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**Longman Preparation Course for the TOEFL Test:
The Paper Test**

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INTRODUCTION

ABOUT THIS COURSE

PURPOSE OF THE COURSE

This course is intended to prepare students for the paper version of the TOEFL® (Test of English as a Foreign Language) test. It is based on the most up-to-date information available on the format and content of the paper TOEFL test.

Longman Preparation Course for the TOEFL Test: The Paper Test can be used in a variety of ways, depending on the needs of the reader:

1. It can be used as the primary classroom text in a course emphasizing TOEFL test preparation.
2. It can be used as a supplementary text in a more general ESL course.
3. Along with its companion recording program, it can be used as a tool for individualized study by students preparing for the TOEFL test outside of the ESL classroom.

WHAT IS IN THE BOOK

The book contains a variety of materials that together provide a comprehensive TOEFL preparation program:

- **Diagnostic Pre-Tests** for each section of the test measure students' level of performance and allow students to determine specific areas of weakness.
- **Language Skills** for each section of the test, including the Test of Written English (TWE), provide students with a thorough understanding of the language skills that are regularly tested on the TOEFL test.
- **Test-Taking Strategies** for each section of the test provide students with clearly defined steps to maximize their performance on the test.
- **Exercises** provide practice of one or more skills in a non-TOEFL format.
- **TOEFL Exercises** provide practice of one or more skills in a TOEFL format.
- **TOEFL Review Exercises** provide practice of all of the skills taught up to that point in a TOEFL format.
- **TOEFL Post-Tests** for each section of the test measure the progress that students have made after working through the skills and strategies in the text.
- **Five Complete Tests** allow students to simulate the experience of taking actual TOEFL tests with all of the sections together in one complete test.
- **Scoring Information** allows students to determine their approximate TOEFL scores on the Pre-Tests, Post-Tests, and Complete Tests.
- **Diagnostic Charts** allow students to monitor their progress in specific language skills on the Pre-Tests, Post-Tests, and Complete Tests, so they can easily determine which skills have been mastered and which skills require further study.
- **Progress Charts** allow students to monitor their score improvement from the Pre-Tests to the Post-Tests and Complete Tests.

- **Recording Scripts** allow the students to see the text of all the listening exercises and tests included on the audio cassettes/CDs.
- **Answer Sheets** allow students to practice using appropriate test forms.

Some of the material in this book has been adapted or reprinted from previously published books, including the *Longman Preparation Course for the TOEFL® Test: Volume A* and *Volume B*. Readers familiar with those books will notice that this book includes a much-expanded section on the Test of Written English, longer reading passages to reflect the new length of the actual TOEFL reading passages, expanded Diagnostic Charts which now allow students to track their progress in the Pre-Tests, Post-Tests, and Complete Tests, and the complete recording script for the recording program. All material has also been updated to reflect the most recent information about the TOEFL Test.

WHAT IS ON THE CD-ROM

Longman Student CD-ROM for the TOEFL Test: The Paper Test with over 1,250 questions in the format of the paper TOEFL test and 200 additional writing practice questions, includes a variety of materials that contribute to an effective preparation program for the paper version of the TOEFL test:

- A **Tutorial** provides an overview of the features of the CD-ROM.
- **Skills Practice** for each of the sections on the paper version of the TOEFL test, including the Test of Written English (TWE), provide students with the opportunity to review and master each of the language skills on the test.
- **Test Sections** for each section of the paper version of the TOEFL test allow students to take authentic test sections and to measure their progress. Writing tests can be printed for feedback and review.
- **Answers** and **Explanations** for all practice and test items allow students to understand their errors and learn from their mistakes.
- **Skill Reports** relate the test items on the CD-ROM to the language skills presented in the book.
- **Scoring and Record-Keeping** enable students to record and print out charts that monitor their progress on all practice and test items.

The following chart describes the contents of the Student CD-ROM:

	SKILLS PRACTICE	SECTION TESTS
LISTENING COMPREHENSION	Short Dialogues <i>Skills 1–3</i> 10 questions <i>Skills 4–6</i> 10 questions <i>Skills 7–10</i> 10 questions <i>Skills 11–13</i> 10 questions <i>Skills 14–15</i> 10 questions <i>Skills 16–17</i> 10 questions	Listening Comprehension Tests <i>Test 1</i> 50 questions <i>Test 2</i> 50 questions <i>Test 3</i> 50 questions
	Conversations <i>Conversation 1</i> 4 questions <i>Conversation 2</i> 4 questions <i>Conversation 3</i> 4 questions	
	Talks Practice <i>Talk 1</i> 4 questions <i>Talk 2</i> 4 questions <i>Talk 3</i> 4 questions	
STRUCTURE AND WRITTEN EXPRESSION	Structure Practice <i>Skills 1–5</i> 20 questions <i>Skills 6–8</i> 20 questions <i>Skills 9–12</i> 20 questions <i>Skills 13–14</i> 20 questions <i>Skills 15–19</i> 20 questions	Structure and Written Expression Tests <i>Test 1</i> 40 questions <i>Test 2</i> 40 questions <i>Test 3</i> 40 questions <i>Test 4</i> 40 questions <i>Test 5</i> 40 questions <i>Test 6</i> 40 questions <i>Test 7</i> 40 questions <i>Test 8</i> 40 questions <i>Test 9</i> 40 questions <i>Test 10</i> 40 questions
	Written Expression Practice <i>Skills 20–23</i> 20 questions <i>Skills 24–26</i> 20 questions <i>Skills 27–29</i> 20 questions <i>Skills 30–32</i> 20 questions <i>Skills 33–36</i> 20 questions <i>Skills 37–38</i> 20 questions <i>Skills 39–42</i> 20 questions <i>Skills 43–45</i> 20 questions <i>Skills 46–48</i> 20 questions <i>Skills 49–51</i> 20 questions <i>Skills 52–55</i> 20 questions <i>Skills 56–57</i> 20 questions <i>Skills 58–60</i> 20 questions	

	SKILLS PRACTICE	SECTION TESTS
READING COMPREHENSION	Questions about the Ideas of the Passage <i>Skills 1–2</i> 5 questions <i>Skills 1–2</i> 4 questions <i>Skills 1–2</i> 6 questions	Reading Comprehension Tests <i>Test 1</i> 50 questions <i>Test 2</i> 50 questions <i>Test 3</i> 50 questions
	Directly Answered Questions <i>Skills 3–5</i> 8 questions <i>Skills 3–5</i> 9 questions <i>Skills 1–5</i> 9 questions	
	Indirectly Answered Questions <i>Skills 6–7</i> 5 questions <i>Skills 6–7</i> 5 questions <i>Skills 1–7</i> 9 questions	
	Vocabulary Questions <i>Skills 8–11</i> 10 questions <i>Skills 8–11</i> 10 questions <i>Skills 1–11</i> 12 questions	
	Overall Review Questions <i>Skills 12–13</i> 7 questions <i>Skills 12–13</i> 8 questions <i>Skills 1–13</i> 12 questions	
TEST OF WRITTEN ENGLISH (TWE)	Before and While Writing <i>Skills 1–6</i> 25 questions <i>Skills 1–6</i> 25 questions <i>Skills 1–6</i> 25 questions	TWE Tests <i>Test 1</i> 1 question <i>Test 2</i> 1 question <i>Test 3</i> 1 question <i>Test 4</i> 1 question <i>Test 5</i> 1 question <i>Test 6</i> 1 question <i>Test 7</i> 1 question <i>Test 8</i> 1 question <i>Test 9</i> 1 question <i>Test 10</i> 1 question
	After Writing <i>Skill 7 (A–C)</i> 20 questions <i>Skill 8A</i> 20 questions <i>Skill 8B</i> 20 questions <i>Skill 8C</i> 20 questions <i>Skill 8D</i> 20 questions <i>Skill 8E</i> 20 questions <i>Skill 8F</i> 20 questions	

This CD-ROM has been developed specifically to provide practice opportunities for the TOEFL paper test. To the extent possible, all question formats simulate those on the actual TOEFL paper test and the Test of Written English.

WHAT IS ON THE AUDIO RECORDINGS

The recording program that can be purchased to accompany this book includes all the recorded material from the Listening Comprehension section and the Complete Tests. This program is available on either audio CDs or audiocassettes.

OTHER AVAILABLE MATERIALS

Longman publishes a full suite of materials for TOEFL preparation, for both the paper and the computer-based tests, and for both intermediate and advanced students. Preparation materials are available for both course-based instruction and self-study. Please consult Longman's website—www.longman.com—for a complete list of these products.

ABOUT THE PAPER VERSION OF THE TOEFL TEST _____

OVERVIEW OF THE TEST

The TOEFL test is a test to measure the English proficiency of nonnative speakers of English. It is required primarily by English-language colleges and universities. Additionally, institutions such as government agencies, businesses, or scholarship programs may require this test. The TOEFL test currently exists in paper and computer formats. (The purpose of this book is to prepare students for the *paper* version of the TOEFL test. There are other Longman products to prepare students for the *computer* version of the TOEFL test.)

DESCRIPTION OF THE TEST

The paper version of the TOEFL test currently has the following sections:

- **Listening Comprehension:** To demonstrate their ability to understand spoken English, examinees must listen to various types of passages on a recording and respond to multiple choice questions about the passages.
- **Structure and Written Expression:** To demonstrate their ability to recognize grammatically correct English, examinees must either choose the correct way to complete sentences or find errors in sentences.
- **Reading Comprehension:** To demonstrate their ability to understand written English, examinees must answer multiple choice questions about the ideas and the meanings of words in reading passages.

- **Test of Written English (TWE):** To demonstrate their ability to produce correct, organized, and meaningful English, examinees must write an essay on a given topic in thirty minutes. The TWE is not given with every administration of the paper TOEFL test and its score is not included in the overall TOEFL score. It is possible for you to determine whether or not the TWE will be given at a particular administration of the TOEFL test when you register for the test.

The probable format of a paper TOEFL test is outlined below. (It should be noted that on certain unannounced occasions a longer version of the paper TOEFL test is given.)

	TOEFL	TIME
Listening Comprehension	50 multiple choice questions	35 minutes
Structure and Written Expression	40 multiple choice questions	25 minutes
Reading Comprehension	50 multiple choice questions	55 minutes
Test of Written English (TWE)	1 essay question	30 minutes

REGISTRATION FOR THE TEST

It is important to understand the following information about registration for the TOEFL test:

- The first step in the registration process is to obtain a copy of the *TOEFL Information Bulletin*. This bulletin can be obtained by ordering it or downloading it from the TOEFL website at www.toefl.org, by calling 1-609-771-7100, or by mailing a request to this address.

TOEFL Services
Educational Testing Service
P.O. Box 6151
Princeton, NJ 08541-6151 USA

- From the bulletin, it is possible to determine when and where the paper version of the TOEFL test is being given.
- It is important to pay attention to registration deadlines. Registration deadlines are listed in the *TOEFL Information Bulletin*; they are generally four weeks before test dates for test centers in the United States and Canada, and six weeks before test dates for test centers overseas. The registration deadlines listed in the *TOEFL Information Bulletin* are dates by which registration requests must be received by ETS; they are not dates by which registration requests must be mailed.
- Procedures for completing the registration form and submitting it are listed in the *TOEFL Information Bulletin*. These procedures must be followed exactly. Contact information for submitting registration forms from different parts of the world is listed in the *TOEFL Information Bulletin*.

- It may be possible to take the test on a standby basis. Check the TOEFL website at www.toefl.org for information on the availability of standby testing.

HOW THE TEST IS SCORED

Students should keep the following information in mind about the scoring of the paper TOEFL test:

- The paper version of the TOEFL test is scored on a scale of 217 to 677 points.
- There is no passing score on the TOEFL test, but various institutions and organizations have their own TOEFL requirements. It is important for students to find out from each institution or organization what TOEFL score is required by that institution or organization.
- After students take the Pre-Tests, Post-Tests, and Complete Tests in this book, it is possible for them to calculate estimated TOEFL scores. A description of how to estimate scores on the tests in this book has been provided at the back of the book on pages 549–550.
- The Test of Written English (TWE) may or may not be given at a particular administration of the TOEFL test. If the TWE is given, it is scored on a scale of 1 to 6, and this score is not included in the overall TOEFL score.
- The dates when scores will be mailed out are listed in the *TOEFL Information Bulletin*. Scores are generally mailed out approximately five weeks after the test date for test centers in the United States and Canada, and approximately six weeks after the test date for overseas test centers.

TO THE STUDENT

HOW TO PREPARE FOR THE PAPER VERSION OF THE TOEFL TEST

The paper version of the TOEFL test is a standardized test of English. To do well on this test, you should therefore work in these areas to improve your score:

- You must work to improve your knowledge of the English *language skills* that are covered on the paper version of the TOEFL test.
- You must understand the *test-taking strategies* that are appropriate for the paper version of the TOEFL test.
- You must take *practice tests* with a focus on applying your knowledge of the appropriate language skills and test-taking strategies.

This book can familiarize you with the English language skills and test-taking strategies necessary for the paper version of the TOEFL test, and it can also provide you with a considerable amount of test practice. Additional practice of the English language skills, test-taking strategies, and tests for the paper version of the TOEFL test are found on the CD-ROM.

HOW TO USE THIS BOOK

This book provides a variety of materials to help you prepare for the paper version of the TOEFL test. Following these steps can help you to get the most out of this book:

- Take the Diagnostic Pre-Test at the beginning of each section. When you take the Pre-Test, try to reproduce the conditions and time pressure of a real TOEFL test.
 - (A) Take each section of the test without interruption.
 - (B) Work on only one section at a time.
 - (C) Use the answer sheets from the back of the book.
 - (D) Use a pencil to completely fill in the answer oval.
 - (E) Erase any changes that you make carefully. If answers are not completely erased on the actual TOEFL sheet, they will be marked wrong.
 - (F) Time yourself for each test section. You need to experience the time pressure that exists on the actual TOEFL test.
 - (G) Play the listening recording one time only during the test. (You may play it more times when you are reviewing the test.)
 - (H) Mark only your answer sheet. You cannot write in a TOEFL test booklet.
- After you complete the Pre-Test, you should score it, diagnose your answers, and record your results.
 - (A) Determine your TOEFL score using the Scoring Information on pages 549–550.
 - (B) Complete the appropriate part of the Diagnostic Charts on pages 551–558 to determine which language skills you have already mastered and which need further study.
 - (C) Record your results on the Progress Chart on page 559.
- Work through the presentations and exercises for each section, paying particular attention to the skills that caused you problems in the Pre-Test. Each time that you complete a TOEFL-format exercise, try to simulate the conditions and time pressure of a real TOEFL test.
 - (A) For listening questions, play the recording one time only. Do not stop the recording between questions.
 - (B) For structure questions, allow yourself one minute for two questions. (For example, you should take five minutes for an exercise with ten questions.)
 - (C) For reading comprehension questions, allow yourself one minute for one question. (For example, if a reading passage has ten questions, you should allow yourself ten minutes to read the passage and answer the ten questions.)
- When further practice on a specific point is included in an Appendix, a note in the text directs you to this practice. Complete the Appendix exercises on a specific point when the text directs you to those exercises and it is an area that you need to improve.
- When you have completed all the skills exercises for a section, take the Post-Test for that section. Follow the directions above to reproduce the conditions and time pressure of a real TOEFL test. After you complete the Post-Test, follow the directions above to score it, diagnose your answers, and record your results.
- As you work through the course material, periodically schedule Complete Tests. There are five Complete Tests in the book. As you take each of the Complete Tests, follow the directions above

	AFTER THIS IN THE BOOK:	COMPLETE THIS ON THE CD-ROM:
Structure and Written Expression (continued)	<i>Written Expression: Skills 39–42</i> <i>Written Expression: Skills 43–45</i> <i>Written Expression: Skills 46–48</i> <i>Written Expression: Skills 49–51</i> <i>Written Expression: Skills 52–55</i> <i>Written Expression: Skills 56–57</i> <i>Written Expression: Skills 58–60</i>	<i>Written Expression: Skills 39–42</i> <i>Written Expression: Skills 43–45</i> <i>Written Expression: Skills 46–48</i> <i>Written Expression: Skills 49–51</i> <i>Written Expression: Skills 52–55</i> <i>Written Expression: Skills 56–57</i> <i>Written Expression: Skills 58–60</i>
Reading Comprehension	<i>Reading Comprehension: Skills 1–2</i> <i>Reading Comprehension: Skills 3–5</i> <i>Reading Comprehension: Skills 6–7</i> <i>Reading Comprehension: Skills 8–11</i> <i>Reading Comprehension: Skills 12–13</i>	<i>Reading Comprehension: Skills 1–2</i> <i>Reading Comprehension: Skills 3–5</i> <i>Reading Comprehension: Skills 6–7</i> <i>Reading Comprehension: Skills 8–11</i> <i>Reading Comprehension: Skills 12–13</i>
Test of Written English (TWE)	<i>TWE: Skills 1–6</i> <i>TWE: Skill 7</i> <i>TWE: Skill 8A</i> <i>TWE: Skill 8B</i> <i>TWE: Skill 8C</i> <i>TWE: Skill 8D</i> <i>TWE: Skill 8E</i> <i>TWE: Skill 8F</i>	<i>TWE: Passage 1 (Skills 1–6)</i> <i>TWE: Passage 2 (Skills 1–6)</i> <i>TWE: Passage 3 (Skills 1–6)</i> <i>TWE: Skill 7</i> <i>TWE: Skill 8A</i> <i>TWE: Skill 8B</i> <i>TWE: Skill 8C</i> <i>TWE: Skill 8D</i> <i>TWE: Skill 8E</i> <i>TWE: Skill 8F</i>

- Work slowly and carefully through the skills practice exercises. The skills practice exercises are not timed but instead are designed to be done in a methodical and thoughtful way.
 - (A) Answer a question on the CD-ROM using the skills and strategies that you have learned in the book.
 - (B) Use the *Check Answer* button to determine whether the answer to that question is correct or incorrect.
 - (C) If your answer is incorrect, reconsider the question and choose a different answer.
 - (D) Use the *Check Answer* button to check your new response. (In the Listening Comprehension section, you may listen to a passage again by using the *Listen* button.)
 - (E) When you are satisfied that you have figured out as much as you can on your own, use the *Explain Answer* button to see an explanation. (In the Listening Comprehension section, you may see the recording script as you listen to a passage again by using the *View Script* button.)
 - (F) Then, move on to the next question and repeat this process.

- As you work your way through the skills practice exercises, monitor your progress on the charts included in the program.
 - (A) The *Score Reports* include a list of each of the exercises that you have completed and how well you have done on each of the exercises. (If you do an exercise more than once, the results of each attempt will be listed.)
 - (B) The *Skill Reports* include a list of each of the language skills in the book, how many questions with each language skill that you have answered, and what percentage of the questions you have answered correctly. In this way, you can see clearly which language skills you have mastered and which language skills require further study.

Section Tests

- Use the section tests on the CD-ROM periodically throughout the course to determine how well you have learned to apply the language skills and test-taking strategies presented in the course. The CD-ROM includes 3 Listening Comprehension section tests, 10 Structure and Written Expression section tests, 3 Reading Comprehension section tests, and 10 Test of Written English (TWE) section tests.
- Take the tests in a manner that is as close as possible to the actual testing environment. Choose a time when you can work on a section without interruption.
- Work straight through each timed test section. The *Check Answer*, *Explain Answer*, and *Listen* buttons are only available in the Skills Practice activities. The test section is designed to be as close as possible to an actual test.
- After you complete a test section, follow the directions to go to the *Score Report* for the test that you just completed. A TOEFL equivalent score is given in the upper right corner of the *Score Report* for the test that you just completed.
- In the *Score Report*, see which questions you answered correctly and incorrectly and see which language skills were tested in each question. Print this score report if you would like to keep your *Score Reports* together in a notebook.
- In the *Score Report* for the test that you just completed, review each question by double-clicking on a particular question. When you double-click on a question in the *Score Report*, you can see the question, the answer that you chose, the correct answer, and the *Explain Answer* button. You may click on the *Explain Answer* button to see an explanation.
- Return to the *Score Report* for a particular test whenever you would like by entering through the *Scores* button on the Main Menu. You do not need to review a test section immediately but may instead wait to review the test section.

TO THE TEACHER

HOW TO GET THE MOST OUT OF THE EXERCISES

The exercises are a vital part of the TOEFL preparation process presented in this book. Maximum benefit can be obtained from the exercises if the students are properly prepared for the exercises and if the exercises are carefully reviewed after completion.

- Be sure that the students have a clear idea of the appropriate skills and strategies involved in each exercise. Before beginning each exercise, review the skills and strategies that are used in that exercise. Then, when you review the exercises, reinforce the skills and strategies that can be used to determine the correct answers.
- As you review the exercises, be sure to discuss each answer, the incorrect answers as well as the correct answers. Discuss how students can determine that each correct answer is correct and each incorrect answer is incorrect.
- Two different methods are possible to review the listening exercises. One good way to review these exercises is to play back the recording, stopping after each question to discuss the skills and strategies involved in determining which answer is correct and those that are incorrect. Another method is to have the students refer to the recording script at the back of the book to discuss each question.
- The structure exercises in the correct/incorrect format present a challenge for the teacher. In exercises in which the students are asked to indicate which sentences are correct and which are incorrect, it is extremely helpful for the students to correct the incorrect sentences. An indication of the type of error and/or one possible correction for each incorrect sentence is included in the answer key. It should be noted, however, that many of the incorrect sentences can be corrected in several ways. The role of the teacher is to assist the students in finding the various ways that the sentences can be corrected.
- The exercises are designed to be completed in class rather than assigned as homework. The exercises are short and take very little time to complete, particularly since it is important to keep students under time pressure while they are working on the exercises. Considerably more time should be spent in reviewing the exercises than in actually doing them.

HOW TO GET THE MOST OUT OF THE TESTS

There are three different types of tests in this book: Pre-Tests, Post-Tests, and Complete Tests. When the tests are given, it is important that the test conditions be as similar to actual TOEFL test conditions as possible; each section of the test should be given without interruption and under the time pressure of the actual test. Review of the tests should emphasize the function served by each of these different types of tests:

- While reviewing the Pre-Tests, you should encourage students to determine the areas where they require further practice.
- While reviewing the Post-Tests, you should emphasize the language skills and strategies involved in determining the correct answer to each question.

- While reviewing the Complete Tests, you should emphasize overall strategies for the Complete Tests and review the variety of individual language skills and strategies taught throughout the course.

HOW TO GET THE MOST OUT OF THE CD-ROM

The CD-ROM is designed to supplement the practice that is contained in the book and to provide an alternate modality for preparation for the paper version of the TOEFL test. It has a number of features that make it easy to incorporate the CD-ROM into a preparation program for the paper version of the TOEFL test. Here are some ideas to consider as you decide how to incorporate the CD-ROM into your course.

- The CD-ROM is closely coordinated with the book and is intended to provide further practice for the skills and strategies that are presented in the book. This means that the overall organization of the CD-ROM parallels the organization of the book, but the exercise material and test items on the CD-ROM are different from those found in the book. It can thus be quite effective to teach and practice the language skills and strategies in the book and then use the CD-ROM for further practice and assignments.
- The CD-ROM can be used in a computer lab during class time (if you are lucky enough to have access to a computer lab during class time), but it does not need to be used in this way. It can also be quite effective to use the book during class time and to make assignments from the CD-ROM for the students to complete outside of class, either in the school computer lab or on their personal computers. Either method works quite well.
- The CD-ROM contains both a Skills Practice section and a Test section with completely different questions in each of these sections. In the Skills Practice section, the students can practice and assess their mastery of specific skills. In the Test section, the students can see how well they are able to apply their knowledge of the language skills and test-taking strategies to realistic test sections.
- The CD-ROM scores the Skills Practice exercises and the Test sections in different ways. The Skills Practice exercises are given a score that shows the percentage correct. The Test sections are given TOEFL equivalent scores.
- The CD-ROM contains printable Skill Report and Score Report forms so that you can easily and efficiently keep track of your students' progress. You may want to ask your students to print their Score Reports after they complete each exercise and compile the Score Reports in a notebook; you can then ask the students to turn in their notebooks periodically so that you can easily check that the assignments have been completed and monitor the progress that the students are making.
- The CD-ROM allows you to work with the Test of Written English (TWE) tests in a number of ways. In the Test section of the CD-ROM, the TWE task is to write an essay in thirty minutes. The essays can be printed when they are written so that they can be reviewed and analyzed. The essays are also automatically saved and can be accessed through the Scores Menu. It is also possible for the students to copy their essays into a word processing program so that they can make changes, corrections, and improvements to their essays.

STRUCTURE AND WRITTEN EXPRESSION

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

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

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

GENERAL STRATEGIES

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

THE STRUCTURE QUESTIONS

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

Example

_____ is taking a trip to New York.

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

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

STRATEGIES FOR THE STRUCTURE QUESTIONS

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

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

SENTENCES WITH ONE CLAUSE

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

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

SKILL I: BE SURE THE SENTENCE HAS A SUBJECT AND A VERB

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

Example I

_____ was backed up for miles on the freeway.

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

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

Example II

Engineers _____ for work on the new space program.

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

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

Example III

The boy _____ going to the movies with a friend.

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

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

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

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

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

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

SKILL 2: BE CAREFUL OF OBJECTS OF PREPOSITIONS

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

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

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

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

Example

With his friend _____ found the movie theater.

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

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

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

OBJECTS OF PREPOSITIONS

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

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

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

- C 1. The interviews (by radio broadcasters) were carried live by the station.
- I 2. (In the last possible moment) (before takeoff) took his seat in the airplane.
- ___ 3. At the neighborhood flower shop, flowers in quantities of a dozen or a half dozen can be delivered for free.
- ___ 4. The progressive reading methods at this school are given credit for the improved test scores.
- ___ 5. For the last three years at various hospitals in the county has been practicing medicine.
- ___ 6. In the past a career in politics was not considered acceptable in some circles.
- ___ 7. Shopping in the downtown area of the city it has improved a lot in recent years.
- ___ 8. At the building site the carpenters with the most experience were given the most intricate work.

- _____ 9. For the fever and headache took two aspirin tablets.
- _____ 10. The report with complete documentation was delivered at the conference.

SKILL 3: BE CAREFUL OF APPOSITIVES

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

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

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

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

Example I

_____, George, is attending the lecture.

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

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

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

Example II

_____, Sarah rarely misses her basketball shots.

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

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

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

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

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

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

SKILL 4: BE CAREFUL OF PRESENT PARTICIPLES

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

The man is talking to his friend.
VERB

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

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

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

ADJECTIVE

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

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

Example

The child _____ playing in the yard is my son.

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

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

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

PRESENT PARTICIPLES

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

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

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

- C
1. The companies offering the lowest prices will have the most customers.
ADJ.
- I
2. Those travelers are completing their trip on Delta should report to Gate Three.
VERB
3. The artisans were demonstrating various handicrafts at booths throughout the fair.
4. The fraternities are giving the wildest parties attract the most new pledges.
5. The first team winning four games is awarded the championship.

- _____ 6. The speaker was trying to make his point was often interrupted vociferously.
- _____ 7. The fruits were rotting because of the moisture in the crates carrying them to market.
- _____ 8. Any students desiring official transcripts should complete the appropriate form.
- _____ 9. The advertisements were announcing the half-day sale received a lot of attention.
- _____ 10. The spices flavoring the meal were quite distinctive.

SKILL 5: BE CAREFUL OF PAST PARTICIPLES

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

The family has purchased a television.

VERB

The poem was written by Paul.

VERB

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

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

The television purchased yesterday was expensive.

ADJECTIVE

The poem written by Paul appeared in the magazine.

ADJECTIVE

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

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

Example

The packages _____ mailed at the post office will arrive Monday.

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

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

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

PAST PARTICIPLES
A <i>past participle</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>simple past</i>, (2) the <i>past participle</i> of a verb, or (3) an adjective. 1. She <i>painted</i> this picture. 2. She has <i>painted</i> this picture. 3. The picture <i>painted</i> by Karen is now in a museum.

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

1. The money was offered by the client was not accepted.
VERB VERB
2. The car listed in the advertisement had already stalled.
ADJ. VERB
3. The chapters were taught by the professor this morning will be on next week's exam.
4. The loaves of bread were baked in a brick oven at a low temperature for many hours.
5. The ports were reached by the sailors were under the control of a foreign nation.
6. Those suspected in the string of robberies were arrested by the police.
7. The pizza is served in this restaurant is the tastiest in the county.
8. The courses are listed on the second page of the brochure have several prerequisites.
9. All the tenants were invited to the Independence Day barbecue at the apartment complex.
10. Any bills paid by the first of the month will be credited to your account by the next day.

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

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

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

- | | |
|---|--|
| <p>1. The North Platte River _____ from Wyoming into Nebraska.</p> <p>(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."</p> <p>(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.</p> <p>(A) can contain
(B) it contains
(C) contain
(D) containing</p> | <p>4. _____ tea plant are small and white.</p> <p>(A) The
(B) On the
(C) Having flowers the
(D) The flowers of the</p> <p>5. The tetracyclines, _____ antibiotics, are used to treat infections.</p> <p>(A) are a family of
(B) being a family
(C) a family of
(D) their family is</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> |
|---|--|

7. Henry Adams, born in Boston, _____ famous as a historian and novelist.
- (A) became
(B) and became
(C) he was
(D) and he became
8. The major cause _____ the pull of the Moon on the Earth.
- (A) the ocean tides are
(B) of ocean tides is
(C) of the tides in the ocean
(D) the oceans' tides
9. Still a novelty in the late nineteenth century, _____ limited to the rich.
- (A) was
(B) was photography
(C) it was photography
(D) photography was
10. A computerized map of the freeways using information gathered by sensors embedded in the pavement _____ on a local cable channel during rush hours.
- (A) airs
(B) airing
(C) air
(D) to air

SENTENCES WITH MULTIPLE CLAUSES

Many sentences in English have more than one clause. (A clause is a group of words containing a subject and a verb.) Whenever you find a sentence on the TOEFL test with more than one clause, you need to make sure that every subject has a verb and every verb has a subject. Next you need to check that the various clauses in the sentence are correctly joined. There are various ways to join clauses in English. Certain patterns appear frequently in English and on the TOEFL test. You should be very familiar with these patterns.

SKILL 6: USE COORDINATE CONNECTORS CORRECTLY

When you have two clauses in an English sentence, you must connect the two clauses correctly. One way to connect two clauses is to use *and*, *but*, *or*, *so*, or *yet* between the clauses.

Tom is singing, *and* Paul is dancing.

Tom is tall, *but* Paul is short.

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

Tom told a joke, *so* Paul laughed.

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

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

The following example shows how this sentence pattern could be tested in the Structure section of 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				
and	but	or	so	yet
S	V,	coordinate connector	S	V
✓ She laughed,	but		she wanted to cry.	

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

- C 1. The software should be used on an IBM computer, (and) this computer is an IBM.
- I 2. The rain clouds can be seen in the distance, (but) no has fallen.
- ___ 3. They are trying to sell their house, it has been on the market for two months.
- ___ 4. So the quality of the print was not good, I changed the toner cartridge.
- ___ 5. The lifeguard will warn you about the riptides, or she may require you to get out of the water.
- ___ 6. You should have finished the work yesterday, yet is not close to being finished today.
- ___ 7. The phone rang again and again, so the receptionist was not able to get much work done. ↓ GET
- ___ 8. The missing wallet was found, but the cash and credit cards had been removed.
- ___ 9. Or you can drive your car for another 2,000 miles, you can get it fixed.
- ___ 10. The chemist was awarded the Nobel Prize, he flew to Europe to accept it.

SKILL 7: USE ADVERB TIME AND CAUSE CONNECTORS CORRECTLY

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

I will sign the check *before* you leave.

Before you leave, I will sign the check.

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

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

Example

_____ was late, I missed the appointment.

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

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

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

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

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

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

SKILL 8: USE OTHER ADVERB CONNECTORS CORRECTLY

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

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

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

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

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

Example

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 the adverb contrast, condition, manner, and place connectors and the sentence patterns used with them:

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

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

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

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

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

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

- | | |
|---|---|
| <p>1. The president of the U. S. appoints the cabinet members, <u>and</u> appointments are subject to Senate approval.</p> <p>(A) their
(B) with their
(C) because their
(D) but their</p> | <p>4. <u>It</u> 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>2. The prisoners were prevented from speaking to reporters because <u>the</u>.</p> <p>(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>5. Case studies are the target of much skepticism in the scientific community, <u>they</u> used extensively by numerous researchers.</p> <p>(A) they are
(B) are
(C) yet they
(D) yet they are</p> |
| <p>3. Like Thomas Berger's fictional character <i>Little Big Man</i>, Lauderdale managed to find himself where <u>there</u> 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>6. According to the hypothesis in the study, the monarchs pick up the magnetic field of the <u>birds</u> migrate by following magnetic fields.</p> <p>(A) target monarchs
(B) target since monarchs
(C) target since monarchs are
(D) target</p> |

8. _____ definitive study of a western hard-rock mining community cemetery appears to have been done is in Silver City, Nevada.
- (A) Most
(B) The most
(C) Where most
(D) Where the most
9. One of the areas of multimedia that is growing quickly _____ is sound.
- (A) yet is easily overlooked
(B) is easily overlooked
(C) it is easily overlooked
(D) that is easily overlooked
10. _____, early approaches for coping with workplace stress dealt with the problem only after its symptoms had appeared.
- (A) Although well intending
(B) Although it is a good intention
(C) Although a good intention
(D) Although well intended

SENTENCES WITH INVERTED SUBJECTS AND VERBS _____

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

He can go to the movies.
Can he go to the movies?

You would tell me the truth.
Would you tell me the truth?

She was sick yesterday.
Was she sick yesterday?

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

He goes to the movies.
Does he go to the movies?

You told me the truth.
Did you tell me the truth?

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

SKILL 15: INVERT THE SUBJECT AND VERB WITH QUESTION WORDS

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

What is the homework?

When can I leave?

Where are you going?

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

I do not know *what* the homework is.

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

Do you know *where* you are going?

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

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

Example

The lawyer asked the client why _____ it.

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

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

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

INVERTED SUBJECTS AND VERBS WITH QUESTION WORDS					
who	what	when	where	why	how
When the question word introduces a question, the subject and verb <i>are</i> inverted.					
(question word)		V	S	?	
What		are they?			
When the question word connects two clauses, the subject and verb that follow <i>are not</i> inverted.					
S	V	(question word)	S	V.	
I know		what	they are.		

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

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

SKILL 16: INVERT THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

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

Here is the book that you lent me.
There are the keys that I thought I lost.
Nowhere have I seen such beautiful weather.

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*.

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

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

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

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

Hardly ever does he take time off.

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

Only once did the manager issue overtime paychecks.

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

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

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

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

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

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

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

Example

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 VERBS WITH NEGATIVES					
<i>no</i> <i>barely</i>	<i>not</i> <i>hardly</i>	<i>never</i> <i>only</i>	<i>neither</i> <i>rarely</i>	<i>nor</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 are inverted.					
(negative expression)			V	S	
<i>Rarely</i>			<i>were they so happy.</i>		

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

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

SKILL 18: INVERT THE SUBJECT AND VERB WITH CONDITIONALS

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

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

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

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

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

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

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

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

- _____ 5. I would like to know could you help me pack these boxes.
- _____ 6. He would have been in big trouble had not he remembered the assignment at the last minute.
- _____ 7. If your friends come to visit, will they stay in a hotel or at your house?
- _____ 8. He might be a little more successful today was he a little more willing to do some hard work.
- _____ 9. Should you ever visit this town again, I would be delighted to show you around.
- _____ 10. Do you think that she would give the speech were she asked to do so?

SKILL 19: INVERT THE SUBJECT AND VERB WITH COMPARISONS

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

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

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

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

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

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

Example

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

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

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

The following chart lists the sentence patterns used with comparisons:

INVERTED SUBJECTS AND VERBS WITH COMPARISONS					
The subject and verb <i>may</i> invert after a comparison. The following structures are both possible.					
S	V	(comparison)	S	V	
We	were	more prepared than	the other performers	were.	
S	V	(comparison)	V	S	
We	were	more prepared than	were	the other performers.	

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

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

- C 1. This candidate has received (more votes than) has any other candidate in previous years.
- I 2. Obviously we were much (more impressed with the performance than) did the other members of the audience.
3. The film that we saw last night at the festival was far better than any of the other films.
4. The vegetables at the market this morning were far fresher than were those at the market yesterday.
5. I am afraid that is the condition of these tires as bad as the condition of the others.
6. We firmly believed that our team could achieve a much faster time than any of the others.
7. This apple pie is not as good as the last one that you made.
8. On the fishing trip, Bobby caught twice as many fish as anyone else did.
9. The final speaker gave us more details than had any of the previous speakers.
10. Do you know why does he need to sleep so many more hours than do the others?

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

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

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

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

THE WRITTEN EXPRESSION QUESTIONS

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

Example I

The final delivery of the day is the importantest.

A B C D

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

Example II

The books that I read was interesting.

A B C D

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

STRATEGIES FOR THE WRITTEN EXPRESSION QUESTIONS

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

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

PROBLEMS WITH SUBJECT/VERB AGREEMENT_____

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

The boy walks to school.

The boys walk to school.

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

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

SKILL 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> .		

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

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

SKILL 21: MAKE VERBS AGREE AFTER EXPRESSIONS OF QUANTITY

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

All (of the *book*) was interesting.

SINGULAR

All (of the *books*) were interesting.

PLURAL

All (of the *information*) was interesting.

UNCOUNTABLE

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

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

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

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

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

SKILL 22: MAKE INVERTED VERBS AGREE

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

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

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

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

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

SUBJECT/VERB AGREEMENT AFTER INVERTED VERBS	
question negative place condition (no if) comparison VS	
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 verb.	

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

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

SKILL 23: MAKE VERBS AGREE AFTER CERTAIN WORDS

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

Everybody are going* to the theater.

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

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

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

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

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

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

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

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

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

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

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

- microcomputer, has been planted in tiny chips.

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

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

READING COMPREHENSION

The third section of the TOEFL test is the Reading Comprehension section. This section consists of fifty questions (some tests may be longer). You have fifty-five minutes to complete the fifty questions in this section.

In this part of the test you will be given reading passages, and you will be asked two types of questions about the reading passages:

1. **Reading Comprehension** questions ask you to answer questions about the information given in the reading passages. There will be a variety of questions about each reading passage, including main idea questions, directly answered detail questions, and implied detail questions.
2. **Vocabulary** questions ask you to identify the meanings of vocabulary words in the reading passages. To answer these questions, you may have to know the meanings of the words. You can also identify the meanings of some of the words by understanding the context surrounding the words, by using structural clues to identify the meanings of the words, or by breaking down the unknown words into known word parts in order to identify them.

GENERAL STRATEGIES

1. **Be familiar with the directions.** The directions on every TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Do not spend too much time reading the passages!** You do not have time to read each reading passage in depth, and it is quite possible to answer the questions correctly without first reading the passages in depth. Some students prefer to spend a minute or two on each passage reading for the main idea before starting on the questions. Other students prefer to move directly to the questions without reading the passages first.
3. **Do not worry if a reading passage is on a topic that you are unfamiliar with.** All of the information that you need to answer the questions is included in the passages. You do not need any background knowledge to answer the questions.
4. **Never leave any answers blank on your answer sheet.** Even if you are unsure of the correct response, you should answer each question. There is no penalty for guessing.

— THE READING COMPREHENSION QUESTIONS —

The Reading Comprehension section of the TOEFL test consists of five reading passages, each followed by a number of reading comprehension and vocabulary questions. Topics of the reading passage are varied, but they are often informational subjects that might be studied in an American university: American history, literature, art, architecture, geology, geography, and astronomy, for example.

Time is definitely a factor in the Reading Comprehension section. Many students who take the TOEFL test note that they are unable to finish all the questions in this section. Therefore, you need to make the most efficient use of your time in this section to get the highest score. The following method is the best way of attacking a reading passage to get the most questions correct in a limited amount of time.

STRATEGIES FOR THE READING COMPREHENSION QUESTIONS

1. **Skim the reading passage to determine the main idea and the overall organization of ideas in the passage.** You do not need to understand every detail in each passage to answer the questions correctly. It is therefore a waste of time to read the passage with the intent of understanding every single detail before you try to answer the questions.
2. **Look ahead at the questions to determine what types of questions you must answer.** Each type of question is answered in a different way.
3. **Find the section of the passage that deals with each question.** The question-type tells you exactly where to look in the passage to find correct answers.
 - For *main idea questions*, look at the first line of each paragraph.
 - For *directly and indirectly answered detail questions*, choose a key word in the question, and skim for that key word (or a related idea) in order in the passage.
 - For *vocabulary questions*, the question will tell you where the word is located in the passage.
 - For *overall review questions*, the answers are found anywhere in the passage.
4. **Read the part of the passage that contains the answer carefully.** The answer will probably be in the same sentence (or one sentence before or after) the key word or idea.
5. **Choose the best answer to each question from the four answer choices listed in your test book.** You can choose the best answer according to what is given in the appropriate section of the passage, eliminate definitely wrong answers, and mark your best guess on the answer sheet.

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

QUESTIONS ABOUT THE IDEAS OF THE PASSAGE _____

It is very common for reading passages in the Reading Comprehension section of the TOEFL test to have questions about the overall ideas in the passage. The most common type of question asks about the main idea, topic, title, or subject. Occasionally, there will also be a question about how the information in the passage is organized.

SKILL 1: ANSWER MAIN IDEA QUESTIONS CORRECTLY

Almost every reading passage on the TOEFL test will have a question about the main idea of a passage. Such a question may be worded in a variety of ways; you may, for example, be asked to identify the *topic*, *subject*, *title*, *primary idea*, or *main idea*. These questions are all really asking what primary point the author is trying to get across in the passage. Since TOEFL passages are generally written in a traditionally organized manner, it is not difficult to find the main idea by studying the topic sentence, which is most probably found at the beginning of a paragraph.

If a passage consists of only one paragraph, you should study the beginning of that paragraph to determine the main idea.

Example I

The passage:

In the philosophy of John Dewey, a sharp distinction is made between "intelligence" and "reasoning." According to Dewey, intelligence is the only absolute way to achieve a balance between realism and idealism, between practicality and wisdom of life.
Line (5) Intelligence involves "interacting with other things and knowing them," while reasoning is merely the act of an observer; "... a mind that beholds or grasps objects outside the world of things. ..."
(10) With reasoning, a level of mental certainty can be achieved, but it is through intelligence that control is taken of events that shape one's life.

The question:

What is the topic of this passage?

- (A) The intelligence of John Dewey
- (B) Distinctions made by John Dewey
- (C) Dewey's ideas on the ability to reason
- (D) How intelligence differs from reasoning in Dewey's works

The first sentence of this passage discusses a distinction between the ideas of "intelligence" and "reasoning" in the philosophy of John Dewey, so this is probably the topic. A quick check of the rest of the sentences in the passage confirms that the topic is in fact the difference between "intelligence" and "reasoning." Now you should check each of the answers to determine which one comes closest to the topic that you have determined. Answer (A) mentions only intelligence, so it is not the topic. Answer (B) mentions distinctions that John Dewey makes, but it does not say specifically what type of distinctions. Answer (C) mentions only reasoning, so answer (C) is incomplete. The best answer is therefore (D); the idea of *how intelligence differs from reasoning* comes from the first sentence of the passage, which mentions *a sharp distinction . . . between "intelligence" and "reasoning."*

If a passage consists of more than one paragraph, you should study the beginning of each paragraph to determine the main idea.

Example II

The passage:

Line 'Nitrogen fixation is a process by which nitrogen is
(5) continuously fed into biological circulation. In this process, certain
algae and bacteria convert nitrogen into ammonia (NH₃). This
newly created ammonia is then for the most part absorbed by
plants.
The opposite process of denitrification returns nitrogen to
the air. During the process of denitrification, bacteria cause some
of the nitrates from the soil to convert into gaseous nitrogen or
nitrous oxide (N₂O). In this gaseous form the nitrogen returns to the
(10) atmosphere.

The question:

Which of the following would be the best title for this passage?

- (A) The Process of Nitrogen Fixation
- (B) Two Nitrogen Processes
- (C) The Return of Nitrogen to the Air
- (D) The Effect of Nitrogen on Plant Life

In a passage with more than one paragraph, you should be sure to read the first sentence of each paragraph to determine the subject, title, or main idea. In Example II, the first sentence of the first paragraph indicates that the first paragraph is about the process of nitrogen fixation. If you look only at the first paragraph, you might choose the incorrect answer (A), which would be a good title for the first paragraph only. The first sentence of the second paragraph indicates that the process of denitrification is discussed in the second paragraph. Answer (C) is incorrect because *the return of nitrogen to the air* is the process of denitrification, and this is discussed in the second paragraph only. Answer (D) is incorrect because *the effect of nitrogen on plant life* is not discussed in this passage. The best answer to this question is answer (B); the two nitrogen processes are nitrogen fixation, which is discussed in the first paragraph, and denitrification, which is discussed in the second paragraph.

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

MAIN IDEA QUESTIONS	
HOW TO IDENTIFY THE QUESTION	What is the topic of the passage? What is the subject of the passage? What is the main idea of the passage? What is the author's main point in the passage? With what is the author primarily concerned ? Which of the following would be the best title ?
WHERE TO FIND THE ANSWER	The answer to this type of question can generally be determined by looking at the first sentence of each paragraph.

HOW TO ANSWER THE QUESTION	1. Read the first line of each paragraph. 2. Look for a common theme or idea in the first lines. 3. Pass your eyes quickly over the rest of the passage to check that you really have found the topic sentence(s). 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.
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TOEFL EXERCISE 1: Study each of the passages and choose the best answers to the questions that follow. In this exercise, each passage is followed by several main idea, topic, or title questions so that the students can practice this type of question. On the TOEFL test, one passage would probably not have two such questions because they are so similar.

PASSAGE ONE (Questions 1–2)

Line
(5)

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

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

PASSAGE TWO (Questions 3–4)

Line
(5)

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

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

PASSAGE THREE (Questions 5–6)

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

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

5. The passage mainly discusses

- (A) how many hurricanes occur each year
- (B) the strength of hurricanes
- (C) the weather in the North Atlantic
- (D) hurricanes in one part of the world

6. The best title for this passage would be

- (A) The North Atlantic Ocean
- (B) Storms of the Northern Atlantic
- (C) Hurricanes: The Damage and Destruction
- (D) What Happens from May through November

PASSAGE FOUR (Questions 7–9)

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

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

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

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

7. Which of the following best describes the main idea of the passage?

- (A) American history is often depicted in poetry.
- (B) Longfellow described American history even though people really did not enjoy it.
- (C) The popularity of Longfellow's poems results from his stress on the values of the people.
- (D) Longfellow wrote long narrative poems that were not always popular with the critics.

8. The best title of the passage is

- (A) Longfellow's Popular Appeal
- (B) Historical Narrative Poems
- (C) The Lyric, Dramatic, and Narrative Poems of Longfellow
- (D) Longfellow and the Critics

9. The subject of the fourth paragraph is

- (A) nobility and honor in the poems of Longfellow
- (B) the love triangle involving Miles Standish
- (C) the popular appeal of *The Courtship of Miles Standish*
- (D) the period of the early settlement of New England

SKILL 2: RECOGNIZE THE ORGANIZATION OF IDEAS

In the Reading Comprehension section of the TOEFL test, there will sometimes be questions about the organization of ideas in a passage. In this type of question, you will be asked to determine how the ideas in one paragraph (or paragraphs) relate to the ideas in another paragraph (or paragraphs).

Example**The passage:**

Line If asked who invented the game of baseball, most Americans
(5) would probably reply that it was Abner Doubleday. At the
beginning of this century, there was some disagreement over how
the game of baseball had actually originated, so sporting-goods
manufacturer Spaulding inaugurated a commission to research the
question. In 1908 a report was published by the commission in
which Abner Doubleday, a U.S. Army officer from Cooperstown,
New York, was given credit for the invention of the game. The
(10) National Baseball Hall of Fame was established in Cooperstown in
honor of Doubleday.

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

The question:

The second paragraph

- (A) provides examples to support the ideas in the first paragraph
- (B) precedes the ideas in the first paragraph
- (C) outlines the effect of the idea in the first paragraph
- (D) refutes the idea in the first paragraph

To answer this question it is necessary to look at the main ideas of each of the two paragraphs. The main idea of the first paragraph is found in the first sentence of the first paragraph: most people believe that Abner Doubleday invented the game of baseball. The main idea of the second paragraph is found in the first line of the second paragraph: historians generally agree that Doubleday did not invent baseball. The second paragraph therefore *contradicts* or *refutes* the information in the first paragraph. The best answer to this question is answer (D).

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

ORGANIZATION OF IDEAS	
HOW TO IDENTIFY THE QUESTION	<i>How is the information in the passage organized? How is the information in the second paragraph related to the information in the first paragraph?</i>
WHERE TO FIND THE ANSWER	The answer to this type of question can generally be determined by looking at the first sentence of the appropriate paragraphs.
HOW TO ANSWER THE QUESTION	1. Read the first line of each paragraph. 2. Look for words that show the relationship between the paragraphs. 3. Choose the answer that best expresses the relationship.

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

PASSAGE ONE (Questions 1–2)

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

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

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

- | | |
|--|--|
| <p>1. How is the information in the passage organized?</p> <p>(A) The origin of ideas about conflict is presented.</p> <p>(B) Contrasting views of conflict are presented.</p> <p>(C) Two theorists discuss the strengths and weaknesses of their views on conflict.</p> <p>(D) Examples of conflict within organizations are presented.</p> | <p>2. What type of information is included in the third paragraph?</p> <p>(A) A comparison of the interactionist and traditional views of conflict</p> <p>(B) A discussion of the weaknesses of the interactionist view of conflict</p> <p>(C) An outline of the type of manager who prefers the interactionist view of conflict</p> <p>(D) A description of one of the opposing views of conflict</p> |
|--|--|

PASSAGE TWO (Questions 3–4)

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

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

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

- | | |
|--|---|
| 3. What type of information is included in the first paragraph?
(A) An argument
(B) A definition
(C) An opinion
(D) A theory | 4. How does the information in the third paragraph differ from that in the second paragraph?
(A) It presents a contrasting point of view.
(B) It follows chronologically from the ideas in the second paragraph.
(C) It presents real information rather than a premise.
(D) It presents an example of the ideas in the second paragraph. |
|--|---|

PASSAGE THREE (Questions 5–6)

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

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

(10) The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During periods of heavy rains, the size of the lake can swell tremendously from the huge amounts of water flowing into the lake from its feeder rivers and streams; in 1980 the lake even reached a size of 2,400 square miles. During periods of dry weather, the size of the lake decreases, sometimes drastically, due to evaporation.

- | | |
|---|---|
| 5. How is the information in the passage organized?
(A) Two unusual characteristics of the Great Salt Lake are discussed.
(B) Contrasting theories about the Great Salt Lake's salt levels are presented.
(C) The process by which the Great Salt Lake gets its salt is outlined.
(D) The reasons for the variations in the Great Salt Lake's size are given. | 6. The third paragraph contains information on
(A) how the size of the lake affects weather conditions
(B) the effects of contrasting weather conditions on the size of the lake
(C) the effects of changes in the size of the lake
(D) the causes of the varied weather conditions in the area of the lake |
|---|---|

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

PASSAGE ONE (Questions 1–2)

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

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

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

PASSAGE TWO (Questions 3–4)

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

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

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

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

3. Which of the following expresses the main idea of the passage?
 - ☒ (A) Vaccines provide immunity to specific diseases.
 - (B) Vaccines contain disease-causing microorganisms.
 - (C) Vaccines are derived in different ways.
 - (D) New approaches in administering vaccines are being developed.
4. How many types of vaccines are presented in the passage?
 - (A) Two
 - ☒ (B) Three
 - (C) Four
 - (D) Five

PASSAGE THREE (Questions 5–7)

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

Line

- (5) A famous scientific hoax occurred in 1912 when Charles Dawson claimed to have uncovered a human skull and jawbone on the Piltdown Common in southern England. These human remains were said to be more than 500,000 years old and were unlike any other remains from that period; as such they represented an important discovery in the study of human evolution. These remains, popularly known as the Piltdown Man and scientifically named *Eoanthropus dawsoni* after their discoverer, (10) confounded scientists for more than forty years. Finally in 1953, a chemical analysis was used to date the bones, and it was found that the bones were modern bones that had been skillfully aged. A further twist to the hoax was that the skull belonged to a human and the jaws to an orangutan.

5. The topic of this passage could best be described as
- (A) the Piltdown Man
 - (B) Charles Dawson's discovery
 - (C) *Eoanthropus dawsoni*
 - (D) a definition and an example of a hoax
6. The author's main point is that
- (A) various types of hoaxes have been perpetrated
 - (B) Charles Dawson discovered a human skull and jawbone
 - (C) Charles Dawson was not an honest man
 - (D) the human skull and jawbone were extremely old
7. The second paragraph includes
- (A) an illustration to support the ideas in the first paragraph
 - (B) a counterargument to the ideas in the first paragraph
 - (C) an analogy to the ideas in the first paragraph
 - (D) a detailed definition of a hoax

DIRECTLY ANSWERED QUESTIONS

Many questions in the Reading Comprehension section of the TOEFL test will require answers that are directly stated in the passage. This means that you should be able to find the answer to this type of question without having to draw a conclusion. The common questions of this type are (1) stated detail questions, (2) "unstated" detail questions, and (3) pronoun referent questions.

SKILL 3: ANSWER STATED DETAIL QUESTIONS CORRECTLY

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in the passage, and the correct answer is often a restatement of what is given in the passage. This means that the correct answer often expresses the same idea as what is written in the passage, but the words are not exactly the same.

Example**The passage:**

Williamsburg is a historic city in Virginia situated on a peninsula between two rivers, the York and the James. It was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown. In the beginning the colony at Williamsburg was named Middle Plantation because of its location in the middle of the peninsula. The site for Williamsburg had been selected by the colonists because the soil drainage was better there than at the Jamestown location, and there were fewer mosquitoes.

The questions:

1. According to the passage, Williamsburg is located
 - (A) on an island
 - (B) in the middle of a river
 - (C) where the York and the James meet
 - (D) on a piece of land with rivers on two sides
2. The passage indicates that Jamestown
 - (A) was settled in 1633
 - (B) was settled twenty-six years after Williamsburg
 - (C) was the first permanent English colony in America
 - (D) was originally named Middle Plantation
3. The passage states that the name Middle Plantation
 - (A) is a more recent name than Williamsburg
 - (B) derived from the location of the colony on the peninsula
 - (C) refers to the middle part of England that was home to the colonists
 - (D) was given to the new colony because it was located in the middle of several plantations

The answers to the questions are generally found in order in the passage, so you should look for the answer to the first question near the beginning of the passage. Since the first question asks about where *Williamsburg is located*, you should see that the first sentence in the passage answers the question because *situated* means *located*. Answer (A) is an incorrect answer because Williamsburg is not located on an island; the passage states that it is *situated on a peninsula*. Answer (B) is incorrect because Williamsburg is *between two rivers*, not *in the middle of a river*. Answer (C) is incorrect because the passage says nothing about whether or not the two rivers meet at Williamsburg. The best answer to this question is answer (D); *with rivers on two sides* is closest in meaning to *between two rivers*.

The answer to the second question will probably be located in the passage after the answer to the first question. Since the second question is about *Jamestown*, you should skim through the passage to find the part of the passage that discusses this topic. The answer to this question is found in the statement that Williamsburg *was settled by English colonists in 1633, twenty-six years after the first permanent English colony in America was settled at Jamestown*. Answer (A) is incorrect because it was Williamsburg that was settled in 1633. Answer (B) is incorrect because Jamestown was settled *before* rather than *after* Williamsburg. Answer (D) is incorrect because the name *Middle Plantation* referred to Williamsburg. The best answer to this question is answer (C), which is directly stated in the passage about Jamestown.

The answer to the third question will probably be located in the passage after the answer to the second question. Because the third question is about *the name Middle Plantation*, you should skim through the passage to find the part that discusses this topic. The answer to this question is found in the statement *Williamsburg was named Middle Plantation because of its location in the middle of the peninsula*. Answer (B) is correct because it is closest in meaning to this statement. Answer (A) is incorrect because it is false; the area was named Middle Plantation *in the beginning*, and the name Williamsburg is *more recent*. Answer (C) is incorrect because the passage says nothing about naming the area after the colonists' home in England. Answer (D) is incorrect because the passage says nothing about any other plantations in the area of Williamsburg.

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

STATED DETAIL QUESTIONS	
HOW TO IDENTIFY THE QUESTION	According to the passage, . . . It is stated in the passage. . . The passage indicates that . . . The author mentions that . . . Which of the following is true. . . ?
WHERE TO FIND THE ANSWER	The answers to these questions are found in order in the passage.
HOW TO ANSWER THE QUESTION	1. Choose a key word in the question. 2. Skim in the appropriate part of the passage for the key word or idea. 3. Read the sentence that contains the key word or idea carefully. 4. Look for the answer that restates an idea in the passage. 5. Eliminate the definitely wrong answers and choose the best answer from the remaining choices.

TOEFL EXERCISE 3: Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–3)

Line
(5)

Ice ages, those periods when ice covered extensive areas of the Earth, are known to have occurred at least six times. Past ice ages can be recognized from rock strata that show evidence of foreign materials deposited by moving walls of ice or melting glaciers. Ice ages can also be recognized from land formations that have been produced from moving walls of ice, such as U-shaped valleys, sculptured landscapes, and polished rock faces.

1. According to the passage, what happens during an ice age?
 - (A) Rock strata are recognized by geologists.
 - (B) Evidence of foreign materials is found.
 - (C) Ice covers a large portion of the Earth's surface.
 - (D) Ice melts six times.
2. The passage covers how many different methods of recognizing past ice ages?
 - (A) One
 - (B) Two
 - (C) Three
 - (D) Four
3. According to the passage, what in the rock strata is a clue to geologists of a past ice age?
 - (A) Ice
 - (B) Melting glaciers
 - (C) U-shaped valleys
 - (D) Substances from other areas

PASSAGE TWO (Questions 4–6)

Line
(5)

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

4. The passage indicates that the ventricles
 - (A) have relatively thin walls
 - (B) send blood to the atria
 - (C) are above the atria
 - (D) force blood into the arteries
5. According to the passage, when is blood pushed into the arteries from the ventricles?
 - (A) As the heart beats
 - (B) Between heartbeats
 - (C) Before each contraction of the heart
 - (D) Before it is received by the atria
6. According to the passage, which part of the heart gets blood from the body tissues and passes it on to the lungs?
 - (A) The atria
 - (B) The ventricles
 - (C) The right atrium and ventricle
 - (D) The left atrium and ventricle

PASSAGE THREE (Questions 7–9)

The Golden Age of Railroads refers to the period from the end of the Civil War to the beginning of World War I when railroads flourished and, in fact, maintained a near monopoly in mass transportation in the United States. One of the significant developments during the period was the notable increase in uniformity, particularly through the standardization of track gauge and time.

*Line**(5)*

At the end of the Civil War, only about half of the nation's railroad track was laid at what is now the standard gauge of 1.4 meters; much of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, tracks were converted to the 1.4-meter gauge, and by June 1, 1886, the standardization of tracks was completed, resulting in increased efficiency and economy in the rail system.

(10)

A further boon to railroad efficiency was the implementation of standard time in 1883. With the adoption of standard time, four time zones were established across the country, thus simplifying railroad scheduling and improving the efficiency of railroad service.

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| <p>7. According to the passage, the Golden Age of Railroads</p> <ul style="list-style-type: none">(A) occurred prior to the Civil War(B) was a result of World War I(C) was a period when most of U.S. mass transportation was controlled by the railroads(D) resulted in a decrease in uniformity of track gauge | <p>9. The passage indicates that standard time was implemented</p> <ul style="list-style-type: none">(A) before the Civil War(B) on June 1, 1886(C) after World War I(D) before standardized track gauge was established throughout the United States |
| <p>8. The passage mentions that which of the following occurred as a result of uniformity of track gauge?</p> <ul style="list-style-type: none">(A) The Civil War(B) Improved economy in the transportation system(C) Standardization of time zones(D) Railroad schedules | |

SKILL 4: FIND “UNSTATED” DETAILS

You will sometimes be asked in the Reading Comprehension section of the TOEFL test to find an answer that is *not stated* or *not mentioned* or *not true* in the passage. This type of question really means that three of the answers are *stated*, *mentioned*, or *true* in the passage, while one answer is not. Your actual job is to find the three correct answers and then choose the letter of the one remaining answer.

You should note that there are two kinds of answers to this type of question: (1) there are three true answers and one answer that is not discussed in the passage, or (2) there are three true answers and one that is false according to the passage.

Example**The passage:**

In English there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word *gadget* is one such word. It was first used by British sailors in the 1850s and probably came from the French word *gachette*, which was a small hook. In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used expressions are a *what-d'ye-call-it*, a *whatsis*, a *thingamabob*, a *thingamajig*, a *doodad*, or a *doohickey*.

The questions:

1. Which of the following is NOT true about the word “gadget”?
 - (A) It is used to name something when the name is not known.
 - (B) It was used at the beginning of the nineteenth century.
 - (C) It most likely came from a word in the French language.
 - (D) Its first known use was by British sailors.
2. Which of the following is NOT mentioned in the passage as an expression for something that is not known?
 - (A) A *thingamabob*
 - (B) A *gadget*
 - (C) A *doohickey*
 - (D) A *what-is-it*

The first question asks for the one answer that is *not true*, so three of the answers are true and one answer is *not*. Answer (B) is the one answer that is not true: the word *gadget* was first used in 1850, which is the middle of the nineteenth century, so answer (B) is the best answer. Answer (A) is true according to the second line of the paragraph; answer (C) is true according to the fourth and fifth lines of the paragraph; answer (D) is true according to the fourth line of the paragraph.

The second question asks for the one answer that is *not mentioned*, so three of the answers are listed in the passage and one is not. Since a *thingamabob*, a *gadget*, and a *doohickey* are listed in the passage, answers (A), (B), and (C) are incorrect. However, a *what-is-it* is not listed in the passage, so answer (D) is the best answer to this question.

The following chart outlines the key information that you should remember about “unstated” detail questions:

“UNSTATED” DETAIL QUESTIONS	
HOW TO IDENTIFY THE QUESTION	Which of the following is not stated. . .? Which of the following is not mentioned. . .? Which of the following is not discussed. . .? All of the following are true except. . .
WHERE TO FIND THE ANSWER	The answers to these questions are found in order in the passage.
HOW TO ANSWER THE QUESTION	1. Choose a key word in the question. 2. Scan in the appropriate place in the passage for the key word (or related idea). 3. Read the sentence that contains the key word or idea carefully. 4. Look for answers that are definitely true according to the passage. Eliminate those answers. 5. Choose the answer that is <i>not true</i> or <i>not discussed</i> in the passage.

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

PASSAGE ONE (Questions 1–2)

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

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

- | | |
|---|---|
| <p>1. All of the following are true about blood plasma EXCEPT</p> <p>(A) it is a deeply colored liquid</p> <p>(B) blood cells have been taken out of it</p> <p>(C) patients are often transfused with it</p> <p>(D) it is generally more important to the patient than other parts of whole blood</p> | <p>2. Which of the following is NOT stated about whole blood?</p> <p>(A) It is different from plasma.</p> <p>(B) It cannot be dried.</p> <p>(C) It is impossible to keep it in storage for a long time.</p> <p>(D) It is a clear, colorless liquid.</p> |
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PASSAGE TWO (Questions 3–4)

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

Line
(5)

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

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| <p>3. Which of the following is NOT true about Nellie Bly?</p> <p>(A) Nellie Bly's real name was Elizabeth Cochrane Seaman.</p> <p>(B) Nellie Bly was mentally ill.</p> <p>(C) The name Nellie Bly came from a song.</p> <p>(D) The name Nellie Bly was used on articles that Seaman wrote.</p> | <p>4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story?</p> <p>(A) She acted like a thief.</p> <p>(B) She got arrested by the police.</p> <p>(C) She pretended to be ill.</p> <p>(D) She worked as a doctor in a mental hospital.</p> |
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PASSAGE THREE (Questions 5–6)

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

Line
(5)

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

(10)

- | | |
|---|---|
| <p>5. According to the passage, Dekanawida was NOT</p> <p>(A) a lawmaker</p> <p>(B) a Huron by birth</p> <p>(C) a near deity</p> <p>(D) drowned when he was young</p> | <p>6. Which of the following is NOT mentioned in the passage about wampum?</p> <p>(A) It was used extensively by the Huron.</p> <p>(B) It had a high value to the Iroquois.</p> <p>(C) It was given to a murder victim's family.</p> <p>(D) It was made of polished shells.</p> |
|---|---|

SKILL 5: FIND PRONOUN REFERENTS

In the Reading Comprehension section of the TOEFL test, you will sometimes be asked to determine which noun a pronoun refers to. In this type of question it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after. Whenever you are asked which noun a pronoun refers to, you should look *before* the pronoun to find the noun.

Example**The passage:**

Line Carnivorous plants, such as the sundew and the Venus
(5) flytrap, are generally found in humid areas where there is an
inadequate supply of nitrogen in the soil. In order to survive, these
plants have developed mechanisms to trap insects within their
foliage. They have digestive fluids to obtain the necessary nitrogen
from the insects. These plants trap the insects in a variety of ways.
The sundew has sticky hairs on its leaves; when an insect lands on
these leaves, it gets caught up in the sticky hairs, and the leaf wraps
(10) itself around the insect. The leaves of the Venus flytrap function
more like a trap, snapping suddenly and forcefully shut around an
insect.

The questions:

1. The pronoun "they" in line 5 refers to
 - (A) humid areas
 - (B) these plants
 - (C) insects
 - (D) digestive fluids
2. The pronoun "it" in line 8 refers to
 - (A) a variety
 - (B) the sundew
 - (C) an insect
 - (D) the leaf

To answer the first question, you should look before the pronoun *they* for plural nouns that the pronoun could refer to. *Humid areas*, *insects*, and *these plants* come before the pronoun, so they are possible answers; *digestive fluids* comes after the pronoun, so it is probably not the correct answer. Then you should try the three possible answers in the sentence in place of the pronoun. You should understand from the context that *these plants* have *digestive fluids* to obtain the necessary nitrogen from the insects, so the best answer to this question is answer (B). To answer the second question, you should look before the pronoun *it* for singular nouns that the pronoun could refer to. *A variety*, *the sundew*, and *an insect* come before the pronoun, so they are possible answers; *the leaf* comes after the pronoun, so it is probably not the correct answer. Next you should try the three possible answers in the sentence in place of the pronoun. *An insect* gets caught up in the sticky hairs, rather than *a variety* or *the sundew*, so the best answer to this question is answer (C).

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

PRONOUN REFERENTS	
HOW TO IDENTIFY THE QUESTION	<i>The pronoun "... in line X refers to which of the following?</i>
WHERE TO FIND THE ANSWER	The line where the pronoun is located is generally given in the question. The noun that the pronoun refers to is generally found <i>before</i> the pronoun.
HOW TO ANSWER THE QUESTION	1. Find the pronoun in the passage. (The line where the pronoun can be found is generally stated in the question.) 2. Look for nouns that come <i>before</i> the pronoun. 3. Read the part of the passage <i>before</i> the pronoun carefully. 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

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

PASSAGE ONE (Questions 1–2)

Line
(5)

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

1. The pronoun "It" in line 2 refers to
 - (A) the equinox
 - (B) the Sun
 - (C) the harvest moon
 - (D) the night
2. The pronoun "they" in line 2 refers to
 - (A) farmers
 - (B) nights
 - (C) times of the year
 - (D) northern and southern hemispheres

PASSAGE TWO (Questions 3–4)

Line
(5)

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

3. The pronoun "it" in line 2 refers to
 - (A) Mardi Gras
 - (B) French
 - (C) that time
 - (D) New Orleans
4. The pronoun "they" in line 6 refers to
 - (A) numerous festivities
 - (B) tourists
 - (C) various countries
 - (D) nonstop activities

PASSAGE THREE (Questions 5–6)

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

5. The pronoun "They" in line 3 refers to

- (A) the business days
- (B) these statistics
- (C) stocks and bonds
- (D) four different types

6. The pronoun "it" in line 8 refers to

- (A) the industrial average
- (B) an investor
- (C) the state of the stock market
- (D) an investment

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

PASSAGE ONE (Questions 1–4)

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

1. According to the passage, the national university of the United States

- (A) has been around for a while
- (B) does not exist
- (C) is a very recent idea
- (D) is an idea that developed during the present century

2. The passage indicates that George Washington did NOT do which of the following?

- (A) He suggested the concept for a national university to Congress.
- (B) He chose a location for the national university.
- (C) He left money in his will for a national university.
- (D) He succeeded in establishing a national university.

3. Which of the following is NOT mentioned in the passage about Andrew Carnegie?

- (A) He was interested in doing charity work and good deeds for the public.
- (B) He was a member of Congress.
- (C) He was interested in the idea of a national university.
- (D) He was active in the early twentieth century.

4. The pronoun "it" in line 6 refers to

- (A) the cause
- (B) the beginning of the present century
- (C) the original idea
- (D) Congress

SKILL 4: FIND “UNSTATED” DETAILS

You will sometimes be asked in the Reading Comprehension section of the TOEFL test to find an answer that is *not stated* or *not mentioned* or *not true* in the passage. This type of question really means that three of the answers are *stated*, *mentioned*, or *true* in the passage, while one answer is not. Your actual job is to find the three correct answers and then choose the letter of the one remaining answer.

You should note that there are two kinds of answers to this type of question: (1) there are three true answers and one answer that is not discussed in the passage, or (2) there are three true answers and one that is false according to the passage.

Example**The passage:**

In English there are many different kinds of expressions that people use to give a name to anything whose name is unknown or momentarily forgotten. The word *gadget* is one such word. It was first used by British sailors in the 1850s and probably came from the French word *gachette*, which was a small hook. In everyday use, the word has a more general meaning. Other words are also used to give a name to something unnamed or unknown, and these words tend to be somewhat imaginative. Some of the more commonly used expressions are a *what-d'ye-call-it*, a *whatsis*, a *thingamabob*, a *thingamajig*, a *doodad*, or a *doohickey*.

The questions:

1. Which of the following is NOT true about the word “gadget”?
 - (A) It is used to name something when the name is not known.
 - (B) It was used at the beginning of the nineteenth century.
 - (C) It most likely came from a word in the French language.
 - (D) Its first known use was by British sailors.
2. Which of the following is NOT mentioned in the passage as an expression for something that is not known?
 - (A) A *thingamabob*
 - (B) A *gadget*
 - (C) A *doohickey*
 - (D) A *what-is-it*

The first question asks for the one answer that is *not true*, so three of the answers are true and one answer is *not*. Answer (B) is the one answer that is not true: the word *gadget* was first used in 1850, which is the middle of the nineteenth century, so answer (B) is the best answer. Answer (A) is true according to the second line of the paragraph; answer (C) is true according to the fourth and fifth lines of the paragraph; answer (D) is true according to the fourth line of the paragraph.

The second question asks for the one answer that is *not mentioned*, so three of the answers are listed in the passage and one is not. Since a *thingamabob*, a *gadget*, and a *doohickey* are listed in the passage, answers (A), (B), and (C) are incorrect. However, a *what-is-it* is not listed in the passage, so answer (D) is the best answer to this question.

The following chart outlines the key information that you should remember about “unstated” detail questions:

“UNSTATED” DETAIL QUESTIONS	
HOW TO IDENTIFY THE QUESTION	Which of the following is not stated. . .? Which of the following is not mentioned. . .? Which of the following is not discussed. . .? All of the following are true except. . .
WHERE TO FIND THE ANSWER	The answers to these questions are found in order in the passage.
HOW TO ANSWER THE QUESTION	1. Choose a key word in the question. 2. Scan in the appropriate place in the passage for the key word (or related idea). 3. Read the sentence that contains the key word or idea carefully. 4. Look for answers that are definitely true according to the passage. Eliminate those answers. 5. Choose the answer that is <i>not true</i> or <i>not discussed</i> in the passage.

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

PASSAGE ONE (Questions 1–2)

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

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

- | | |
|---|---|
| <p>1. All of the following are true about blood plasma EXCEPT</p> <p>(A) it is a deeply colored liquid</p> <p>(B) blood cells have been taken out of it</p> <p>(C) patients are often transfused with it</p> <p>(D) it is generally more important to the patient than other parts of whole blood</p> | <p>2. Which of the following is NOT stated about whole blood?</p> <p>(A) It is different from plasma.</p> <p>(B) It cannot be dried.</p> <p>(C) It is impossible to keep it in storage for a long time.</p> <p>(D) It is a clear, colorless liquid.</p> |
|---|---|

PASSAGE TWO (Questions 3–4)

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

Line
(5)

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

- | | |
|---|---|
| <p>3. Which of the following is NOT true about Nellie Bly?</p> <p>(A) Nellie Bly's real name was Elizabeth Cochrane Seaman.</p> <p>(B) Nellie Bly was mentally ill.</p> <p>(C) The name Nellie Bly came from a song.</p> <p>(D) The name Nellie Bly was used on articles that Seaman wrote.</p> | <p>4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story?</p> <p>(A) She acted like a thief.</p> <p>(B) She got arrested by the police.</p> <p>(C) She pretended to be ill.</p> <p>(D) She worked as a doctor in a mental hospital.</p> |
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PASSAGE THREE (Questions 5–6)

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

Line
(5)

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

(10)

- | | |
|---|---|
| <p>5. According to the passage, Dekanawida was NOT</p> <p>(A) a lawmaker</p> <p>(B) a Huron by birth</p> <p>(C) a near deity</p> <p>(D) drowned when he was young</p> | <p>6. Which of the following is NOT mentioned in the passage about wampum?</p> <p>(A) It was used extensively by the Huron.</p> <p>(B) It had a high value to the Iroquois.</p> <p>(C) It was given to a murder victim's family.</p> <p>(D) It was made of polished shells.</p> |
|---|---|

SKILL 5: FIND PRONOUN REFERENTS

In the Reading Comprehension section of the TOEFL test, you will sometimes be asked to determine which noun a pronoun refers to. In this type of question it is important to understand that a noun is generally used first in a passage, and the pronoun that refers to it comes after. Whenever you are asked which noun a pronoun refers to, you should look *before* the pronoun to find the noun.

Example**The passage:**

Line Carnivorous plants, such as the sundew and the Venus
(5) flytrap, are generally found in humid areas where there is an
inadequate supply of nitrogen in the soil. In order to survive, these
plants have developed mechanisms to trap insects within their
foliage. They have digestive fluids to obtain the necessary nitrogen
from the insects. These plants trap the insects in a variety of ways.
The sundew has sticky hairs on its leaves; when an insect lands on
these leaves, it gets caught up in the sticky hairs, and the leaf wraps
(10) itself around the insect. The leaves of the Venus flytrap function
more like a trap, snapping suddenly and forcefully shut around an
insect.

The questions:

1. The pronoun "they" in line 5 refers to
 - (A) humid areas
 - (B) these plants
 - (C) insects
 - (D) digestive fluids
2. The pronoun "it" in line 8 refers to
 - (A) a variety
 - (B) the sundew
 - (C) an insect
 - (D) the leaf

To answer the first question, you should look before the pronoun *they* for plural nouns that the pronoun could refer to. *Humid areas*, *insects*, and *these plants* come before the pronoun, so they are possible answers; *digestive fluids* comes after the pronoun, so it is probably not the correct answer. Then you should try the three possible answers in the sentence in place of the pronoun. You should understand from the context that *these plants* have *digestive fluids* to obtain the necessary nitrogen from the insects, so the best answer to this question is answer (B). To answer the second question, you should look before the pronoun *it* for singular nouns that the pronoun could refer to. *A variety*, *the sundew*, and *an insect* come before the pronoun, so they are possible answers; *the leaf* comes after the pronoun, so it is probably not the correct answer. Next you should try the three possible answers in the sentence in place of the pronoun. *An insect* gets caught up in the sticky hairs, rather than *a variety* or *the sundew*, so the best answer to this question is answer (C).

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

PRONOUN REFERENTS	
HOW TO IDENTIFY THE QUESTION	<i>The pronoun "... in line X refers to which of the following?</i>
WHERE TO FIND THE ANSWER	The line where the pronoun is located is generally given in the question. The noun that the pronoun refers to is generally found <i>before</i> the pronoun.
HOW TO ANSWER THE QUESTION	1. Find the pronoun in the passage. (The line where the pronoun can be found is generally stated in the question.) 2. Look for nouns that come <i>before</i> the pronoun. 3. Read the part of the passage <i>before</i> the pronoun carefully. 4. Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

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

PASSAGE ONE (Questions 1–2)

Line
(5)

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

1. The pronoun "It" in line 2 refers to
 - (A) the equinox
 - (B) the Sun
 - (C) the harvest moon
 - (D) the night
2. The pronoun "they" in line 2 refers to
 - (A) farmers
 - (B) nights
 - (C) times of the year
 - (D) northern and southern hemispheres

PASSAGE TWO (Questions 3–4)

Line
(5)

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

3. The pronoun "it" in line 2 refers to
 - (A) Mardi Gras
 - (B) French
 - (C) that time
 - (D) New Orleans
4. The pronoun "they" in line 6 refers to
 - (A) numerous festivities
 - (B) tourists
 - (C) various countries
 - (D) nonstop activities

PASSAGE THREE (Questions 5–6)

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

5. The pronoun "They" in line 3 refers to

- (A) the business days
- (B) these statistics
- (C) stocks and bonds
- (D) four different types

6. The pronoun "it" in line 8 refers to

- (A) the industrial average
- (B) an investor
- (C) the state of the stock market
- (D) an investment

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

PASSAGE ONE (Questions 1–4)

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

1. According to the passage, the national university of the United States

- (A) has been around for a while
- (B) does not exist
- (C) is a very recent idea
- (D) is an idea that developed during the present century

3. Which of the following is NOT mentioned in the passage about Andrew Carnegie?

- (A) He was interested in doing charity work and good deeds for the public.
- (B) He was a member of Congress.
- (C) He was interested in the idea of a national university.
- (D) He was active in the early twentieth century.

2. The passage indicates that George Washington did NOT do which of the following?

- (A) He suggested the concept for a national university to Congress.
- (B) He chose a location for the national university.
- (C) He left money in his will for a national university.
- (D) He succeeded in establishing a national university.

4. The pronoun "it" in line 6 refers to

- (A) the cause
- (B) the beginning of the present century
- (C) the original idea
- (D) Congress

PASSAGE TWO (Questions 5–9)

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

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

5. Which of the following is NOT true about the La Brea tar pits?
 - (A) They contain fossils that are quite old.
 - (B) They are found in Hancock Park.
 - (C) They have existed since the Ice Age.
 - (D) They are located under a swimming pool.
6. The pronoun "they" in line 3 refers to
 - (A) the La Brea tar pits
 - (B) Ice Age fossils
 - (C) shallow pools of water
 - (D) animals
7. According to the passage, how did the Ice Age animals die?
 - (A) The water poisoned them.
 - (B) They got stuck in the tar.
 - (C) They were attacked by other animals.
 - (D) They were killed by hunters.
8. When did archeologists become aware of the possible value of the contents of the tar pits?
 - (A) During the Ice Age
 - (B) Thousands and thousands of years ago
 - (C) Early in the twentieth century
 - (D) Within the past decade
9. Which of the following is NOT mentioned as an example of a skeleton found in the tar pits?
 - (A) A bear
 - (B) A sloth
 - (C) A horse
 - (D) A snake

PASSAGE THREE (Questions 10–14)

Line When the president of the United States wants to get away from the hectic pace in Washington, D.C., Camp David is the place to go. Camp David, in a wooded mountain area about 70 miles from Washington, D.C., is the official retreat of the president of the United States. It consists of living space for the president, the first family, and the presidential staff as well as sporting and recreational facilities.
(5)

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

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

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

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

TOEFL REVIEW EXERCISE (Skills 1–5): Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE (Questions 1–4)

Line
(5)

Hay fever is a seasonal allergy to pollens; the term "hay fever," however, is a less than adequate description since an attack of this allergy does not incur fever and since such an attack can be brought on by sources other than hay-producing grasses. Hay fever is generally caused by air-borne pollens, particularly ragweed pollen. The amount of pollen in the air is largely dependent on geographical location, weather, and season. In the eastern section of the United States, for example, there are generally three periods when pollen from various sources can cause intense hay fever suffering: in the springtime months of March and April when pollen from trees is prevalent, in the summer months of June and July when grass pollen fills the air, and at the end of August when ragweed pollen is at its most concentrated levels.

1. Which of the following would be the best title for the passage?
 - (A) The Relationship between Season and Allergies
 - (B) Misconceptions and Facts about Hay Fever
 - (C) Hay Fever in the Eastern United States
 - (D) How Ragweed Causes Hay Fever
2. According to the passage, which of the following helps to explain why the term "hay fever" is somewhat of a misnomer?
 - (A) A strong fever occurs after an attack.
 - (B) The amount of pollen in the air depends on geographical location.
 - (C) Hay fever is often caused by ragweed pollen.
 - (D) Grass pollen is prevalent in June and July.
3. Which of the following is NOT discussed in the passage as a determining factor of the amount of pollen in the air?
 - (A) Place
 - (B) Climate
 - (C) Time of year
 - (D) Altitude
4. Which of the following is NOT true about hay fever in the eastern United States?
 - (A) Suffering from hay fever is equally severe year-round.
 - (B) Pollen from trees causes hay fever suffering in the spring.
 - (C) Grass pollen fills the air earlier in the year than ragweed pollen.
 - (D) Ragweed pollen is most prevalent at the end of the summer.

PASSAGE TWO (Questions 5–9)

Lincoln's now famous Gettysburg Address was not, on the occasion of its delivery, recognized as the masterpiece that it is today. Lincoln was not even the primary speaker at the ceremonies, held at the height of the Civil War in 1863, to dedicate the battlefield at Gettysburg. The main speaker was orator Edward Everett, whose two-hour speech was followed by Lincoln's shorter remarks. Lincoln began his small portion of the program with the words that today are immediately recognized by most Americans: "Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal." At the time of the speech, little notice was given to what Lincoln had said, and Lincoln considered his appearance at the ceremonies rather unsuccessful. After his speech appeared in print, appreciation for his words began to grow, and today it is recognized as one of the all-time greatest speeches.

5. The main idea of this passage is that
- (A) the Gettysburg Address has always been regarded as a masterpiece
 - (B) at the time of its delivery the Gettysburg Address was truly appreciated as a masterpiece
 - (C) it was not until after 1863 that Lincoln's speech at Gettysburg took its place in history
 - (D) Lincoln is better recognized today than he was at the time of his presidency
6. Which of the following is true about the ceremonies at Gettysburg during the Civil War?
- (A) Lincoln was the main speaker.
 - (B) Lincoln gave a two-hour speech.
 - (C) Everett was the closing speaker of the ceremonies.
 - (D) Everett's speech was longer than Lincoln's.
7. According to the passage, when Lincoln spoke at the Gettysburg ceremonies,
- (A) his words were immediately recognized by most Americans
 - (B) he spoke for only a short period of time
 - (C) he was enthusiastically cheered
 - (D) he was extremely proud of his performance
8. When did Lincoln's Gettysburg Address begin to receive public acclaim?
- (A) After it had been published
 - (B) Immediately after the speech
 - (C) Not until the present day
 - (D) After Lincoln received growing recognition
9. The pronoun "it" in line 10 refers to which of the following?
- (A) His speech
 - (B) Print
 - (C) Appreciation
 - (D) One

PASSAGE THREE (Questions 10–15)

According to the theory of continental drift, the continents are not fixed in position but instead move slowly across the surface of the Earth, constantly changing in position relative to one another. This theory was first proposed in the eighteenth century when mapmakers noticed how closely the continents of the Earth fit together when they were matched up. It was suggested then that the present-day continents had once been one large continent that had broken up into pieces which drifted apart.

Today the modern theory of plate tectonics has developed from the theory of continental drift. The theory of plate tectonics suggests that the crust of the Earth is divided into six large, and many small, tectonic plates that drift on the lava that composes the inner core of the Earth. These plates consist of ocean floor and continents that quite probably began breaking up and moving relative to one another more than 200 million years ago.

10. The topic of this passage is
 - (A) continental drift
 - (B) the theory of plate tectonics
 - (C) the development of ideas about the movement of the Earth's surface
 - (D) eighteenth-century mapmakers
11. The passage states that the theory of continental drift developed as a result of
 - (A) the fixed positions of the continents
 - (B) the work of mapmakers
 - (C) the rapid movement of continents
 - (D) the fit of the Earth's plates
12. The pronoun "they" in line 4 refers to
 - (A) mapmakers
 - (B) continents
 - (C) pieces
 - (D) tectonic plates
13. Which of the following is NOT true about the theory of plate tectonics?
 - (A) It is not as old as the theory of continental drift.
 - (B) It evolved from the theory of continental drift.
 - (C) It postulates that the Earth's surface is separated into plates.
 - (D) It was proposed by mapmakers.
14. According to the passage, what constitutes a tectonic plate?
 - (A) Lava
 - (B) Only the continents
 - (C) The inner core of the Earth
 - (D) The surface of the land and the floor of the oceans
15. Which of the following best describes the organization of the passage?
 - (A) Two unrelated theories are presented.
 - (B) Two contrasting opinions are stated.
 - (C) A theory is followed by an example.
 - (D) One hypothesis is developed from another.

PASSAGE FOUR (Questions 16–24)

Charles Lutwidge Dodgson is perhaps not a name that is universally recognized, but Dodgson did achieve enormous success under the pseudonym Lewis Carroll. He created this pseudonym from the Latinization, *Carolus Ludovicus*, of his real given names. It was under the name Lewis Carroll that Dodgson published the children's books *Alice's Adventures in Wonderland* (1865) and its sequel *Through the Looking Glass* (1872). Though Dodgson achieved this success in children's literature, he was not an author of children's books by training or profession. His education and chosen field of pursuit were far removed from the field of children's literature and were instead focused on theoretical mathematics.

Dodgson graduated with honors from Christ Church, Oxford, in 1854 and then embarked on a career in the world of academia. He worked as a lecturer in mathematics at Oxford and, later in his career, published a number of theoretical works on mathematics under his own name rather than under the pseudonym that he used for his children's stories. He produced a number of texts for students, such as *A Syllabus of Plane Algebraical Geometry* (1860), *Formulae of Plane Trigonometry* (1861), which was notable for the creativity of the symbols that he used to express trigonometric functions such as sine and cosine, and *A Guide for the Mathematical Student* (1866). In a number of more esoteric works, he championed the principles of Euclid; in *Euclid and His Modern Rivals* (1879), he presented his ideas on the superiority of Euclid over rival mathematicians in a highly imaginative fashion, by devising a courtroom trial of anti-Euclid mathematicians that he named "Euclid-wreakers" and ultimately finding the defendants guilty as charged. *Curiosa Mathematica* (1888–1893) made a further defense of Euclid's work, focusing on Euclid's definition of parallel lines. These academic works never had the universal impact of Dodgson's works for children using the name Lewis Carroll, but they demonstrate a solid body of well-regarded academic material.

16. The topic of this passage is
 - (A) the works of Lewis Carroll
 - (B) Charles Dodgson and Euclid
 - (C) the story of *Alice's Adventures in Wonderland*
 - (D) Dodgson and Carroll: mathematics and children's stories
17. According to the passage, Dodgson
 - (A) did not use his given name on his stories for children
 - (B) used the same name on all his published works
 - (C) used the name Carroll on his mathematical works
 - (D) used a pseudonym for the work about the courtroom trial
18. Which of the following is true, according to the passage?
 - (A) "Lewis" is a Latin name.
 - (B) "Lutwidge" is part of Dodgson's pseudonym.
 - (C) "Carolus" is the Latin version of the name "Charles."
 - (D) "Ludovicus" is part of Dodgson's given name.
19. It is NOT stated in the passage that Dodgson
 - (A) attended Christ Church, Oxford
 - (B) studied children's literature
 - (C) was an outstanding student
 - (D) was a published author of academic works
20. What is stated in the passage about the work *Formulae of Plane Trigonometry*?
 - (A) It portrayed mathematics in a creative way.
 - (B) It was written by Euclid.
 - (C) It was published in 1860.
 - (D) It was one of the texts that Dodgson studied at Oxford.
21. All of the following are stated in the passage about the work *Euclid and His Modern Rivals* EXCEPT that
 - (A) it was published in 1879
 - (B) it was a highly creative work
 - (C) it described an actual trial in which Euclid participated
 - (D) it described a trial in which "Euclid-wreakers" were found guilty