

Short Term

**TOEFL
PREPARATION
CLASS**



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MEETING 1
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The TOEFL test is divided into three sections:

1. Listening Comprehension [50 questions = approximately 35minutes]

There are three parts in this section.

- **Part A Short Dialogues.** There are thirty short conversations between two speakers with one question after each conversation.
- **Part B Long Conversations.** There are two long conversations on casual topics between two speakers with four questions after each conversation.
- **Part B Long Talks.** There are three short talks about school life or academic subjects with several questions after each talk.

2. Structure and Written Expressions [40 questions = 25 minutes]

There are two parts in this section.

- **Part A Structure (Incomplete Sentences).** There are fifteen incomplete sentences. You must choose the one word/ phrase that best completes the sentences.
- **Part B Written Expressions (Incorrect Sentences).** There are twenty-five incorrect sentences with four underlined words or phrases in each sentence. You must choose the one word/ phrase that is Not correct in the sentence.

3. Reading Comprehension [50 questions = 55 minutes]

There are five reading passages with approximately ten questions after each passage.



SKILL 1: FOCUS ON THE LAST LINE

It is important to understand that the answer to this type of question is most often (but not always!) found in the last line of the conversation.

Example :

On the recording, you hear: Track 23.wav

- (man) *Billy really made a big mistake this time.*
(woman) *Yes, he forgot to turn in his research paper*
(narrator) *What does the woman say about Billy?*

In your test book or on the computer screen, you read:


- (A) It was the first time he made a mistake.
(B) He forgot to write his paper.
(C) He turned in the paper in the wrong place.
(D) He didn't remember to submit his assignment.

The last line of this dialogue indicates that Billy *forgot to turn in his research paper*, and this means that *he didn't remember to submit it*. The best answer is therefore answered (D).

EXERCISE 1

In this exercise, you should focus on the last line of the dialogue, read the question, and then choose the best answer to that question. Remember that you can probably answer the question easily with only the last line.

- (man) : *Can you tell me if today's matinee is a comedy, romance, or western?*
(woman) : *I have no idea.*
(narrator) : *What does the woman mean?*
(A) She has strong ideas about movies.
(B) She prefers comedies over westerns and romances.
(C) She doesn't like today's matinee.
(D) She does not know.
- (woman) : *Was anyone at home at Barb's house when you went there to deliver the package?*
(man) : *I rang the bell, but no one answered*
(narrator) : *What does the man imply?*
(A) Barb answered the bell.
(B) The house was probably empty.
(C) The bell wasn't in the house.
(D) The house doesn't have a bell.

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3. (woman) : *You just got back from the interview for the internship. How do you think it went?*
(man) : *I think it's highly unlikely that I got the job*
(narrator) : *What does the man suggest?*
- (A) It's unlikely that he'll go to the interview.
(B) He thinks he'll be recommended for a high-level job.
(C) The interview was apparently quite unsuccessful.
(D) He had an excellent interview.

TOEFL EXERCISE 1:

In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should focus carefully on the last line. Toefl Exercise 1.wav

1. (A) He is leaving now.
(B) He has to go out of his way.
(C) He will not be leaving soon.
(D) He will do it his own way.


2. (A) He locked the door.
(B) He tried unsuccessfully to get into the house.
(C) He was able to open the door.
(D) He left the house without locking the door.

3. (A) She doesn't like to listen to turkeys.
(B) She thinks the dinner sounds special.
(C) She especially likes the roast turkey.
(D) She'd prefer a different dinner.

4. (A) He'll be busy with her homework tonight.
(B) He can't help her tonight.
(C) He's sorry he can't ever help her.
(D) He'll help her with her physics.

5. (A) Her eyes hurt.
(B) She thought the lecture was great.
(C) The class was boring.
(D) She didn't want to watch Professor Martin.

6. (A) Not all the bills have been paid.
(B) They don't have enough credit to pay the bills.

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- (C) What she said on the phone was not credible.
(D) He used a credit card to pay some of the bills.
7. (A) She'll call back quickly.
(B) She'll definitely be back by 4:00.
(C) She'll give it back by 4:00.
(D) She'll try to return fast.
8. (A) She hasn't seen Tim.
(B) Tim was there only for a moment.
(C) Tim was around a short time ago.
(D) Tim will return in a minute.
9. (A) She doesn't like the place he chose.
(B) She doesn't want to get into the car.
(C) She's glad the spot is reserved.
(D) They can't park the car there.
10. (A) There's plenty to eat.
(B) The refrigerator's broken.
(C) The food isn't in the refrigerator.
(D) He's not sure if there's enough.

SKILL 2: CHOOSE ANSWERS WITH SYNONYMS

Often the correct answer in a short dialogue is an answer that contains synonyms (words with similar meaning but different sounds) for keywords in the conversation.


Example: Track 25.wav

On the recording, you hear:

- (woman) : *Why is Barbara feeling so happy?*
(man) : *She just started working for a real estate agency.*
(narrator) : *What does the man say about Barbara?*

In your test book or on the computer screen, you read:

- (A) She always liked her work in real estate.
(B) She began a new job.
(C) She just bought some real estate.
(D) She bought a real estate agency.



In this dialogue, the keyword *started* means *began*, and the keyword *working* refers to the *job*. The best answer to this question is therefore answer (B).

EXERCISE 2

In this exercise, underline keywords in the last line of each short dialogue. Then underline synonyms for these keywords in the answers, and choose the best answer to each question. Remember that the best answer is probably the answer that contains synonyms for the keywords in the last line of the dialogue.


- (woman) : Did you see the manager about the job in the bookstore?
(man) : Yes, and I also had to fill out an application.
(narrator) : What does the man mean?
(A) He got a job as a bookstore manager
(B) The bookstore was not accepting the application
(C) He saw a book about how to apply for jobs
(D) It was necessary to complete a form
- (man) : We're planning to leave for the trip at about 2:00
(woman) : Couldn't we leave before noon?
(narrator) : What does the woman ask?
(A) If they could leave at noon
(B) If it is possible to go by 12.00
(C) Why they can't leave at noon
(D) If they could leave the room
- (man) : Was the concert well-received?
(woman) : The audience applauded for a long time after the performance.
(narrator) : What does the woman say about the concert?
(A) The performance went on for a long time.
(B) There was applause throughout the performance.
(C) The people clapped on and after the concert
(D) The audience waited for a long time for the concert to begin.


TOEFL EXERCISE 2:

In this exercise, listen carefully to each short dialogue and the question on the recording, and then choose the best answer to the question. You should look for synonyms for keywords in the last line.

Now begin the recording at TOEFL Exercise 2.

- (A) The final exam was harder than the others.

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- (B) There were two exams rather than one
(C) He thought the exam would be easier.
(D) The exam was not very difficult.
2. (A) He's not feeling very well
(B) He's rather sick of working
(C) He's feeling better today than yesterday
(D) He'd really rather not answer the question.
3. (A) The company was founded about a year ago.
(B) It was just established that he could go into business
(C) The family is well established
(D) The business only lasted a year
4. (A) He did not look at the right schedule
(B) The plane landed in the right place
(C) The plane arrived on time
(D) He had to wait for the plane to land
5. (A) She'd rather go running
(B) She doesn't want to go into the pool
(C) She'll change clothes quickly and go swimming
(D) She needs a sweatsuit to go running
6. (A) The firefighters saved the homes for last.
(B) Firefighters saved the hillside last night
(C) The home in the hillside was born
(D) The houses weren't destroyed
7. ((A) There is enough soup
(B) The spices are adequate
(C) She thinks the soup too salty
(D) The man should add more salt and pepper.
8. (A) He was lucky to receive a grant for his studies.
(B) He used his fortune to pay his fees.
(C) He is a scholar at a college with low fees.
(D) He paid to get a scholarship
9. (A) It profited from previous mistakes.

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- (B) It earned a lot of money.
 - (C) This was the last year that it would make a profit.
 - (D) It was not so successful.

10. (A) Chuck's bank account has too much money in it.
(B) He thinks Chuck has the wrong kind of bank account.
(C) He thinks that Chuck is on his way home from the bank.
(D) There isn't enough money in Chuck's account.

SKILL 3: AVOID SIMILAR SOUNDS

Often the correct in the short dialogues are the answer that contains words with similar sounds but very different meaning from what you hear on the recording. You should definitely avoid these answer.

Example :

On the recording, you hear :

- (man) : Why couldn't Mark come with us?
(woman) : he was searching for a new apartment.
(narrator) : What does the woman say about Mark?

In your test book or on the computer screen, you read:

- (A) He was in the department office
- (B) He was looking for a place to live
- (C) He was working on his research project
- (D) He had an appointment at church


The keywords in the last line of the dialogue are *searching* an *apartment*. In answer (C) and (D), the word *research* and *church* sound like *search*, so these answers are incorrect. In answer (A) and (D), the words *department* and *appointment* sound like an *apartment*, so these answers are incorrect. The best answer is therefore answered (B).

Strategy # 3: Avoid Similar Sounds

1. Identify keyword in the last line of the dialogue,
2. Identify words in the answers that contain similar sounds, and do not choose these answer.

Exercise 3

In this exercise, underline key words in the last line of each short dialogue. Then underline words with sounds similar to these keyword in the answer, and choose



the best answer to each question. Remember that the best answer is probably the answer that does not contain a word with sounds that are similar to the sound of the keyword in the last line of the dialogue.

1. (woman) : *I heard that Sally just moved into a new big house near the beach.*
(man) : *But Sally doesn't have a cent!*
(narrator) : *What does the man mean?*
(A) Sally has no sense of responsibility
(B) Sally sent her friend to the house
(C) Sally has no money
(D) Sally is on the set with her.

2. (woman) : Did they get the new car they wanted?
(man) : No, they lacked the money.
(narrator) : What does the man mean?
(A) They locked the map in a car
(B) They looked many times in the car
(C) It cost a lot of money when the car leaked oil.
(D) They didn't have enough money to buy another car.


3. (man) : Have you finished packing yet?
(woman) : You should call the porter to get the suitcases.
(narrator) : What does the woman mean?
(A) It's important to pack the suitcases.
(B) They need help carrying their bags
(C) The man should pack his suit in case he needs it.
(D) The suitcases are quite portable.

TOEFL EXERCISE 3:

In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be careful to avoid answer with similar sounds. Toefl exercise 3.wav

1. (A) She has to wait for some cash
(B) The waiter is bringing a glass of water
(C) The lawn is too dry
(D) She needs to watch out for a crash

2. (A) The sweater's the wrong size
(B) The man's feet aren't sweating
(C) The sweater makes the man seem fat
(D) She sweet girl doesn't feel right

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3. (A) He has been regularly using a computer
(B) He communities with a Boston company
(C) He regularly goes to communities around Boston
(D) He has been traveling back and forth to Boston
 4. (A) The thought the lesson didn't matter
(B) He couldn't learn the lesson
(C) He learned a massive number of details
(D) He didn't like most of the lesson
 5. (A) Some animals started the first fire
(B) Animals are killed by forest fires
(C) In the first frost, animals die
(D) Frost can kill animals
 6. (A) Twenty pairs of shoes are on sale
(B) The shoe salesclerk spent twenty dollars on pears
(C) The shoes cost twenty dollars
(D) The shoes could be repaired for twenty dollars
 7. (A) Tom tended to dislike biology lab
(B) Attendance wasn't necessary at a biology lab
(C) Tom went to the biology lab
(D) There was a tendency to require biology lab
 8. (A) The meal will be served at noon
(B) The males should be driven thereby a noun
(C) He's expecting the ice to melt before noon
(D) The letters ought to be delivered at 12:00
 9. (A) The weather will probably get worse later
(B) The newspaper headlines described a bad storm
(C) There was a news about a headstrong man
(D) He had a new bed
 10. (A) If she could do the grocery shopping
(B) If she prefers cooked vegetables or salad
(C) If she could help prepare the salad
(D) If the minds shopping for vegetables



SKILL 4: DRAW CONCLUSIONS ABOUT WHO, WHAT, WHERE

It is common for you to be asked to draw one of the following conclusions in the short dialogues:

1. WHO is probably talking?
2. WHAT will s/he probably do next?
3. WHERE does the dialogue probably take place?

Example :

On the recording, you hear:

(Woman) : Can you tell me what assignments I missed when I was absent from your class?

(Man) : You missed one homework assignment and a quiz.

(narrator) : Who is the man?

In your test book or on the computer screen, you read :

- (A) A newspaper editor
- (B) A police officer
- (C) A teacher
- (D) A student

The clues *class*, *homework*, and *quiz* in the dialogue tell you that the man is probably a teacher. Answer (C) is, therefore, the correct answer

Exercise 4

In this exercise, read each short dialogue and question, underline the clues that help you answer the question, and then choose the best answer. You will have to draw conclusions about who, what, and where.

1. (man) : I'd like to deposit this check in my account, please.
(woman) : Would you like any cash back?
(narrator) : Who is the woman?

- (A) A store clerk
- (B) A bank teller
- (C) An accountant
- (D) A waitress

2. (woman) : Have you deposited your paycheck yet?
(man) : No, but that's next on my list of errands.
(narrator) : What will the man probably do next?

- (A) Earn his paycheck
- (B) Write a check for a deposit on an apartment
- (C) Go to a bank
- (D) Make a list of errands to run

3. (man) : Did you get the bread, eggs, and milk?
 (woman) : Now we need to stand in line at the checkout counter.
 (narrator) : Where does this conversation take place?
- (A) In a restaurant
 - (B) At a bakery
 - (C) On a farm
 - (D) In a market

SKILL 5: LISTEN FOR WHO AND WHAT IN PASSIVES

Example: On the recording, you hear:

- (man) Did Sally go to the bank this morning?
 (woman) Yes, she did. She got a new checking account.
 (narrator) What does the woman imply?

In your test book or on the computer screen, you read :


- (A) Sally wrote several checks.
- (B) Sally wanted to check up on the bank.
- (C) A new checking account was opened.
- (D) Sally checked on the balance in her account.

In this dialogue, the woman uses the active statement *she got a new checking*, which means that Sally opened a checking account. The correct answer uses the passive structure that *a new checking account was opened* to express the same idea. Therefore, the best answer to the question above answers (C).

Exercise 5

In this exercise, each of the correct answers is either a passive statement of an active restatement of a passive sentence. Read each short dialogue and underline the key active or passive statement. Then read the question and choose the best answer to the question.

1. (woman) : Alice needs to pay her tuition today.
 (man) : But he tuition has already been paid.
 (narrator) : What does the woman imply?
- (A) Alice's education has paid off.
 - (B) Alice's tuition needs to be paid.
 - (C) Alice has already paid her fees.

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- (D) Alice has already received the money.
- (man) : Have you taking good care of the lawn?
(woman) : I watered it only this morning.
(narrator) : What does the woman mean?
(A) She drank some water on the lawn this morning.
(B) She waited for him on the lawn this morning
(C) The lawn has already been watered today
(D) She wanted a new lawn this morning
 - (man) Did you hear about the child who was lost in the park?
(woman) Yes, and I heard that she was just found
(narrator) What does the woman mean?
(A) Someone located the girl
(B) She heard about the new park from the child
(C) The child found her lost pet
(D) The child was the last one in the park.

SKILL 6: LISTEN FOR WHO AND WHAT WITH MULTIPLE NOUNS

Example:

On the recording you hear:


- (man) *Do you know who is in the band now?*
(woman) *I heard that Mara replaced Robert in the band.*
(narrator) *What does the woman say about the band?*

In the woman's response to the man's question, she talks about two people (*Mara and Robert*), and these two people are confused in the answer. Because Mara replaced Robert, this means that *Mara took Robert's place* in the band. The best answer is therefore answered (D).

Exercise 6

In this exercise, underline the confusing nouns in each short dialogue. Then, read the question and choose the best answer to that question. Remember to think very carefully about who is doing what.

- (man) Why is Bill not at work this week?
(woman) His Doctor made him take a week off.
(narrator) What does the woman mean?
(A) The doctor decided to take some time off from work.
(B) The doctor told Bill he was n'tto weak to work.
(C) Bill was mad when the doctor took some time off.




(D) Bill took a vacation on his doctor's orders.

2. (man) Why is Paul going back home this summer?
(woman) He's returning to Vermont for his sister's wedding.
(narrator) What does the woman mean?
(A) Paul is getting married this summer.
(B) Paul's sister is returning from Vermont to get married.
(C) Paul will be there when his sister gets married this summer.
(D) Paul's sister is coming to his wedding in Vermont.
3. (man) Did you hear that John's uncle died?
(woman) Yes, and John was named a beneficiary in his uncle's will
(narrator) What does the woman mean?
(A) John received an inheritance when his uncle died.
(B) It's a benefit that John's name is the same as his uncle's.
(C) John knows that his uncle will come to the benefit.
(D) John's uncle gave him a beneficial name.

TOEFL EXERCISE 6 :

In this exercise, listen carefully to each short dialogue and question on the recording, and choose the best answer to the question. You should be particularly careful of who is doing what. Toefl exercise 6.wav

1. (A) The passenger waited at the corner
(B) The passenger looked for a taxi at the corner
(C) The cab driver waited for the passenger
(D) The passenger cornered the waiting taxi driver
2. (A) It was hard for her to hear Jane last night
(B) Jane gave a harp recital last night
(C) Jane was playing hard while she was hurt
(D) She played the harp last night for Jane
3. (A) The baby sister went to bed quite early
(B) The children were forced to go to bed early
(C) The babysitter made the bed after the children got up
(D) The babysitter did not stay up late
4. (A) The man taught his son about football
(B) The boy is receiving the ball from his dad
(C) The ball is being tossed into the air by the boy

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- (D) The man is playing with the ball in the sun
5. (A) The students were told to go listen to the speaker
(B) The professor attended that evening's lecture
(C) The students were given directions to the lecture
(D) The professor was directed to the lecture hall
6. (A) The manager went to the supply room
(B) The clerk set supplies on the floor
(C) The clerk went to the supply room at the manager's request
(D) The clerk backed into the manager in the supply room
7. (A) The librarian was quite reserved with the students for two days
(B) Within two days the librarian had the books for the students
(C) The librarian reserved the books for the students
(D) The students put the books on hold for two days
8. (A) The chairman decided that Tony would serve on the board for another year
(B) The chairman elected the board
(C) The board decided Tony could be chairman after one year
(D) Tony became chairman for one more year
9. (A) The judge defended the murderer
(B) The judge tried to protect the defendant from the murderer
(C) The judge said that the defendant was a criminal
(D) The defense couldn't make a judgment about the criminal
10. (A) The woman should announce the names of the committee members
(B) He is thankful to be appointed to the committee
(C) He is sure about the time of the appointment with the committee
(D) The women will serve on the committee



**MEETING 2
NEGATIVES**

SKILL 7: LISTEN FOR NEGATIVE EXPRESSIONS

Negative expression is very common in the short dialogues, and the most common kind of correct response to a negative statement is a positive statement containing a word with an opposite meaning.

Example :

On the recording, you hear :

- (man) How did they get to their grandmother’s house in Maine in only five hours?
- (woman) They didn’t drive slowly on the trip to Maine
- (narrator) What does the woman say about the trip?

In your test book or on the computer screen, you read :

- (A) They drove rather quickly
- (B) They couldn’t have driven more slowly
- (C) They wanted to travel slowly to Maine
- (D) They didn’t drive to Maine

The correct answer is answered (A). if they didn’t drive slowly to Maine, this means that they drove rather quickly. Notice that the correct answer uses quickly, the opposite of slowly. The answers that use slowly are not correct.

The following chart outlines the types of negative expressions that you should be careful of:

TYPES OF NEGATIVE EXPRESSIONS		
Regular negative not or n’t	Tom is not sad about the results	Not sad = happy
Other negatives: nobody, none, nothing, never	Nobody arrived on time. Sal never works hard	Nobody...on time= late Never works hard = lazy
Negative prefixes un, in, dis	The patient was in some	Insome= not some = crazy



EXERCISE 7:

In this exercise, underline the negative in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that uses an opposite meaning.

1. (man) I can't seem to get the door unlocked
(woman) That isn't the right key for the door
(narrator) What does the woman mean?
(A) The key in the drawer is on the right
(B) The man should write the message on the door
(C) The man has the wrong key
(D) The right key isn't in the drawer

2. (man) Were you pleased with last week's convention?
(woman) Nothing went as planned
(narrator) What does the woman mean?
(A) The convention was disorganized.
(B) She didn't plan to attend the convention.
(C) She planned the conversation last week.
(D) She wasn't pleased with the last week of the conversation.


3. (woman) Are you planning to go to college next year?
(man) I'm really unsure about the idea
(narrator) What does the man mean?
(A) He definitely wants to go to college
(B) He is certain about his plans
(C) He's hesitant about attending college
(D) His idea is to go to college

TOEFL EXERCISE 7:

In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of negative expression.

1. (A) She is very busy
(B) She has lots of free time
(C) It is not necessary to take out the trash
(D) She will do it if she has time

2. (A) The interview is very important
(B) He is worried about the interview

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- (C) What he's wearing to the interview is important
(D) He is not concerned about the interview
3. (A) He has almost all the notes
(B) His attendance was perfect
(C) He went to all the lecture but one
(D) He missed more than one psychology class
4. (A) They passed the library at 6: 00
(B) The library opens at 6:00 in the summer
(C) The library closes at 6:00
(D) You can't check out more than six books in the summer
5. (A) Water the plants once a day
(B) Give the plants no more water
(C) water the plants often while the man is gone
(D) Give the plants a limited amount of water
6. (A) The service satisfied her
(B) The food was worse than the service
(C) She thought the service was bad
(D) Neither the food nor the service was satisfied
7. (A) He told his kids to leave
(B) He seriously wanted the woman to go
(C) He was joking when he told the woman to leave
(D) He left with the woman
8. (A) The project will take all their effort
(B) They have no other work to do
(C) It's impossible to finish
(D) They aren't even close to finishing the project
9. (A) She doesn't mind an hour more
(B) She'd rather stay more than an hour
(C) It's better to stay than go
(D) She prefers to leave
10. (A) The service at the hotel wasn't too good
(B) This hotel gave excellent service
(C) The service at the hotel could have been improved
(D) This hotel's service was the same as the service at other hotels

SKILL 8: LISTEN FOR DOUBLE NEGATIVE EXPRESSIONS

It is possible for two negative ideas to appear in one sentence, and the result can be quite confusing.

Example from the paper TOEFL TEST

On the recording, you hear:

- (man) I can't believe the news that I heard about the concert.
 (woman) Well, it isn't impossible for the concert to take place
 (narrator) What does the woman say about the concert?

In your test book, you read,:

- (A) There's no possibility that the concert will take place
 (B) The concert will definitely not take place
 (C) The concert might take place
 (D) The concert can't take place

The correct answer to this question is answer (C). If it isn't impossible for the concert to take place, then it's impossible, and the modal might indicates possibility.

The following chart outlines the situations where double negatives can occur:

DOUBLE NEGATIVES		
Negative word (e.g. not, no, none) and a negative prefix (e.g. in, un, dis)	He didn't like the unclean office	Did not unclean office = liked the clean office
Two negative verb	It isn't snowing, so they aren't going to the mountains	Implies that they would go if it were snowing
Neither or not... either	Sue didn't like the movie, and neither did Mark	Both did not the movie

EXERCISE 8:

In this exercise, underline the two negatives in the last line of each short dialogue. Then read the question and choose the best answer to that question. Remember that two negatives can make the sentence positive.

- (man) Paula, you worked so hard setting up the field trip
 (woman) I hope no one's unhappy with the arrangement
 (narrator) What does Paula mean?

(A) She hopes everyone will be pleased
 (B) She knows no one is happy with what she has done
 (C) She's arranged to take a trip because she's unhappy
 (D) Everyone's happy with the condition of the field
- (woman) How was your history exam?

- (man) I didn't study enough, so I didn't do well
 (narrator) What does the man mean?
 (A) He studied a lot and passed
 (B) He failed in spite of his effort
 (C) He got a good grade even though he didn't study
 (D) His grade was poor because of inadequate preparation.

3. (man) Were your friends able to get a ticket for the concert?
 (woman) Mark couldn't get a ticket for the concert, and neither could Paul.
 (narrator) What does the woman mean?
 (A) Although Mark couldn't get both tickets, Paul did.
 (B) Both were unable to obtain tickets
 (C) Neither Mark nor Paul wanted to go to the concert
 (D) Mark tried to get tickets, but Paul didn't

SKILL 9: LISTER "ALMOST NEGATIVE" EXPRESSIONS

Certain expressions in English have "almost negative" meanings. These expressions are common in the short dialogues.

Example from the paper TOEFL TEST

On the recording, you hear:

- (woman) Were you able to pay the electric bill?
 (woman) I have barely enough money for the bill
 (narrator) What does the man imply?

In your test book, you read;

- (A) He had plenty of money for the bill
 (B) He did not have enough money for the bill
 (C) He paid the bill but has no money left
 (D) He was unable to pay the bill


In the man's statement, the word *enough* indicates that there was enough, so he paid the bill. However, it was barely enough so he almost did not have enough and certainly has no money left. The correct answer is therefore answer (C).

The following chart outlines common "almost negatives" expression:

COMMON ALMOST NEGATIVE EXPRESSIONS		
Meaning	Expression	Example
Almost none	Hardly, barely, scarcely, only	There is hardly any food in the refrigerator
Almost never	Rarely, seldom	He rarely drives to work

EXERCISE 9:

In this exercise, underline the almost negative expression in the last line of each short dialogue. Then read the question and choose the best answer. Remember that the best answer is one that means that it is true but it is almost not true.

- 
1. (man) I hear that Mona's been offered the manager's job
 (woman) But she has hardly any work experience!
 (narrator) What does the woman say about Mona?
 (A) Mona hasn't worked hard
 (B) Mona's experience has been hard
 (C) Mona's job as manager is hard
 (D) Mona hasn't worked for very long

 2. (woman) How much time did Sam spend on his paper for economics class?
 (man) Sam has seldom taken so much time on a research paper.
 ((narrator) What does the man mean?
 (A) Sam usually spends this much time on his schoolwork
 (B) Sam has already worked so hard
 (C) Sam took too much time on this paper
 (D) Sam should've worked harder on this paper.

 3. (woman) Does Steve usually park his car there?
 (man) Only once has he parked his car in that lot.
 (narrator) What does the man mean?
 (A) He parks his car there once in a while
 (B) He's parked his car there a lot
 (C) He only leaves his car there for short periods of time
 (D) He left his car on just one occasion

SKILL 10: LISTEN FOR NEGATIVES WITH COMPARATIVES.

Example:

On the recording, you hear:

- (Woman) What do you think of the new student in math class?
 (Man) No one is more intelligent than she is.
 (Narrator) What does the man say about the new student?

In your test book or on the computer screen, you read:

- (A) She is not very smart.
 (B) He is smarter than she is.
 (C) Other students are smarter than she is.
 (D) She is the smartest student in the class.

The man responds to the woman's question with the negative. No and the comparative more intelligent, and this combination has a superlative meaning, the smartest. The best answer is therefore answer (D).

THE FOLLOWING CHART OUTLINES COMPARISONS THAT YOU SHOULD BE CAREFUL OF WHEN THEY ARE USED WITH NEGATIVES.

COMPARATIVES WITH NEGATIVES

Comparatives	Example	Meaning
<i>More</i>	No one is more beautiful than she is.	She is <i>the most</i> beautiful.
<i>-er</i>	He couldn't be happier	He is <i>extremely</i> happy.

Exercise 10:


In this exercise, underline the negative and the comparative in the second line of each short dialogue. Then read the question and choose the best answer to that question. Remember that the best answer is one that expresses a superlative, or very strong, idea.


- (Woman) *Have you gotten over your cold yet?*
(Man) *I couldn't be feeling any better today.*
(Narrator) *What does the man mean?*
(A) He's feeling terrific.
(B) He felt a lot worse today.
(C) He's not feeling too well today.
(D) He's a bit better today
- (woman) *What did you think of Mike when you first met him?*
(man) *He couldn't have been more unfriendly.*
(narrator) *What does the man mean?*
(A) Mike was extremely friendly when he met him.
(B) Mike could have met him sooner.
(C) Mike didn't seem to like him at all.
(D) When he met Mike, he didn't have a friend.
- (man) *Did you see Theresa's grade on the math exam? It was unbelievable!*
(woman) *No one else could have done better.*
(narrator) *What does the woman mean?*
(A) Theresa could've gotten a higher grade.
(B) Anyone could get a good grade.
(C) Theresa got the highest grade.
(D) A high grade is impossible for anyone.

TOEFL EXERCISE (Skills 7-10):

In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

- (A) She can try a little harder.
(B) There is a lot more than she can do.
(C) She's doing the best that she can.

- 
- (D) it is impossible for her to do anything.
2. (A) She's always been late for the bus.
(B) The bus has always been late.
(C) The bus only left on time once.
(D) Only on this trip has the bus been on time.
3. (A) There wasn't enough soup to go around.
(B) We had so much soup that we couldn't finish it.
(C) Everyone got one serving of soup, but there wasn't enough for seconds.
(D) Everyone around the table had a lot of soup.
4. (A) She does want to see the movie.
(B) It's extremely important to her to go.
(C) She doesn't want to go there anymore.
(D) She really couldn't move there.
5. (A) She handed the paper in on time.
(B) She was able to complete the paper, but she didn't turn it in.
(C) The paper was a complete mess, so she didn't turn it in.
(D) The paper was unfinished.
6. (A) Neither Tim nor Sylvia is taking care of Art.
(B) Sylvia likes modern art even less than Tim does.
(C) Sylvia doesn't care for anything Tim does.
(D) Sylvia and Tim agree in their opinion of modern art.
7. (A) They always work hard in the afternoon.
(B) They don't do much after lunch.
(C) Afternoon they never work.
(D) It's never hard for them to work in the afternoon.
8. (A) It's hard for him to work when it gets warm.
(B) Whenever it gets warm, he turns on the air-conditioner.
(C) The air-conditioner only works when it isn't needed.
(D) He likes to use the air-conditioner when it is warm.
9. (A) He did really poorly.
(B) He's felt worse before.
(C) The results could not have been better.
(D) He's not too unhappy with the results.
10. (A) With so many members present, the committee couldn't reach a decision.
(B) The committee should've waited until more members were present.

- 
- (C) The issue shouldn't have been decided by all the committed members.
(D) The issue wasn't decided because so many members were absent.

MEETING 3 STRUCTURE

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

- The types of the questions
- The language skills tested

The paper structure section is different in the following ways: The number of questions, The amount of time, The ordering of the questions, The strategies, The scoring

STRUCTURE ON THE PAPER TOEFL TEST


On the paper TOEFL test, the second section is called structure and written expression. This section consists of forty questions (though some tests may be longer). You have twenty-five minutes to complete the forty questions in this section.

There are types of questions in the structure and written expression section of the paper TOEFL test:

1. Structure (question 1-15) consists of fifteen sentences which part of each sentence has been replaced with a blank. Complete 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 (question 16-40) consists of twenty-five sentences in which four words or group 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 direction on every paper TOEFL test are the same so it is not necessary to spending time reading 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 the 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 that follow.
 5. Guess to complete the section before time is up. There is no penalty for guessing, so it can only increase your score to guess the answers to questions that you do not have time to complete.

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

A sentence in English should have **a subject** and **a verb**.

Example A

_____ was backed up for miles on the freeway

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

In this example, you should notice immediately that there is a verb *was*, but there is no subject. Answer (C) is the best answer because it contains the singular subject *traffic* that agrees with the singular verb *was*.

Answer (A), *yesterday* and answer (B) *,in the morning*, are not subject, 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 B

Engineers _____ for work on the 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. Answer (A), (C) and (D) are not verb, so they are not correct.

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 four 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 waterbasket 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. Te new machine is process 50 percent more than previous machine.

SKILL 2: BE CAREFUL OF SUBJECTS OF PREPOSITIONS

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

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

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

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 came before the verb. The indicate if the sentences are not correct (C) or incorrect (I).

1. _____ The interviews by radio broadcaster were carried live by the station.
2. _____ In the last possible moment before take off took his seat in the airplane.
3. _____ At the neighborhood flower shop, flower in quantities of a dozen or a help 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 country has been practicing.



SKIL 3: BE CAREFUL OF APPOSITIVES

An appositive is a noun that comes before or after another noun and has the same meaning.

Example

___ 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 sentences. George is an appositive. Because this sentence still needs a subject, the best answer is (D), my friend. Answer (A), (B) and (C) are incorrect because they are not subject.

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

Exercise 3:

Each of the following sentences contains an appositive. Underline the subjects and the verbs. Circle the appositive phrases. Indicate if the sentences are correct (C) or incorrect (I)

1. ___ The son of the previous owner, the new owner is undertaking some fairly broad changes in management policy.
2. ___ Last semester, a friend, graduated cum laude from the university.
3. ___ Valentine’s Day, February 14, is a special holiday for sweethearts.
4. ___ At long last, the chief executive officer, has decided to step down.
5. ___ Tonight’s supper, leftovers from last night, did not taste any better tonight than last night.

- 
- a. are a family of c. a family of
b. being a family d. their family is
6. Any possible academic assistance from taking stimulants ____ marginal at best.
a. it is c. is
b. there is d. as
7. Henry Adams, born in Boston, ____ famous as a historian and novelist.
a. became c. he was
b. and became 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 c. it was photography
b. 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 c. air
b. airing d. to air

MEETING 4
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. There are various ways to join clauses in English.

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.

Example :

A power failure occurred, _____ the lamps went out

- (A) Then (B) So (C) Later (D) next

In this example you should notice should quickly that 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 answer (A), (C), and (D) are not correct. The best answer is answer (B) because *so* can connect two clauses.

COORDINATE CONNECTORS				
<i>and</i>	<i>but</i>	<i>or</i>	<i>so</i>	<i>yet</i>
S	V,	(coordinate connector)	S	V
<i>She laughed,</i>		<i>but</i>		<i>she wanted to cry.</i>

SKILL 7: USE ADVERB TIME AND CAUSE CONNECTORS CORRECTLY

Sentences with adverb clauses have two basic patterns in English.

Example

_____ was late, I missed the appointment

- (A) I (C) the rain
(B) because (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. 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.

ADVERB TIME AND CAUSE CONNECTORS			
TIME			CAUSE
After	since	As	As now that
Once	when	whenever	Since because
as soon as	before	as long as	In as much as
By the times	until	while	
<u>Teresawent</u> inside		<u>becauseitwas</u> raining.	
S	V	Adv. Connector	S V
<u>Becauseitwas</u> raining,		<u>Teresawent</u> inside	
Adv. Connector	S	V	S V

SKILL 8: USE OTHER ADVERB CONNECTORS CORRECTLY

Adverb clauses can express the ideas of time and clause, adverb clauses can also express a number of other ideas, such as *contract, condition, manner, and place*.

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*.

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 <u>arrived</u> at 2:00, while the Jones family <u>arrived</u> an hour later.</i>			

Exercise (Skill 6-8):




Underline the subject once and the verb 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 document are complete, this form still needs to be notarized
8. Trash will be collected in the morning, so you should put the trash cans out tonight
9. It is impossible for the airplane to take off while is snowing so hard.
10. We did not go out to dinner tonight even though I would have preferred not to cook.

TOEFL EXERCISE (Skills 6-8):

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

1. The president of the United States appoints the cabinet members, _____ appointment are subject to Senate approval.
(A) Their (B) with their
(C) Because their (D) but their
2. The prisoners were prevented from speaking to reporters because _____.
(A) Not wanting the story in the papers
(B) The story in the papers the superintendent did not want
(C) The public to hear the story
(D) The superintendent did not want the story in the papers
3. Like Thomas Berger's fictional character Little Big Man, Lauderdale managed to find himself where _____ of important events took place.
(A) It was an extraordinary number
(B) There was an extraordinary number
(C) An extraordinary number
(D) An extraordinary number existed
4. _____ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.
(A) Pumps have (C) So pumps have
(B) as pumps have (D) with pumps
5. Case studies are the target of much skepticism in the scientific community, _____ used extensively by numerous researchers.
(A) They are (C) Yet they

- 
- (B) are (D) yet they are
6. According to the hypothesis in the study, the monarchs pick up the magnetic field of the ____ migrate by following magnetic fields.
 (A) Target monarchs
 (B) Target since monarchs
 (C) Target since monarchs are
 (D) Target
7. ____ show the relations among neurons, they do not preclude the possibility that other aspect are important.
 (A) Neural theories
 (B) a neural theory
 (C) Although neural theories
 (D) however neural theories
8. ____ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and homeowner's insurance.
 (A) A home is
 (B) a home is bought
 (C) When a home
 (D) when a home is bough
9. If ultraviolet radiation enters the Earth's atmosphere, ____ generally blocked by the ozone concentrated in the atmosphere.
 (A) It (B) it is (C) so it is (D) then it
10. Among human chromosomes, they chromosome is unusual ____ most of the chromosome does not participate in meiotic recombination.
 (A) In (B) so (C) and (D) in that

SKILL 9: USE NOUN CLAUSE CONNECTORS CORRECTLY

Example

____ was late caused many problems.

- (A) that he (B) the driver
 (C) there (D) because

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



Exercise 9

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

1. When the season starts is determined by the weather.
2. The manual how the device should be built.
3. The schedule indicated if the teams would be playing in the final game.
4. He refused to enter a plea could not be determined by the lawyer.
5. Talked about where we should go for lunch.



Meeting 5
QUESTIONS ABOUT THE IDEAS OF THE PASSAGE

The most common type of question asks about the main idea, topic, title or subject. There may also be questions about how the information in the passage is organized or about which type of information is included in a particular paragraph.

SKILL 1: ANSWER MAIN IDEA QUESTIONS CORRECTLY

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. It is relatively easy to find the main ideas by studying the topic sentences, which are most probably found at the beginning of each paragraph.

Example:

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. 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...” 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

Because this passage has only one paragraph, you should look at the first sentence of the passage. It 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 confirm that the topic is in fact the difference between *intelligence* and *reasoning*. Answer (A) mentions only intelligence, so it is not the topic. Answer (B) mentions distinctions that John Dewey made, but it doesn’t 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 first sentence of the passage, which mentions a sharp distinction ... between intelligence and reasoning.

MAIN IDEA QUESTIONS	
HOW TO IDENTIFY THE QUESTION	<i>What is the topic of the passage?</i> <i>What is the subject of the passage?</i> <i>What is the main idea of the passage?</i> <i>What is the author's main point in the passage?</i> <i>With what is the author primarily concerned?</i> <i>Which of the following would be the best title?</i>
HOW TO ANSWER THE QUESTION	Read the first line of each paragraph. Look for a common theme or idea in the first lines. Pass your eyes quickly to check that you have really found the topic sentence(s). Eliminate any definitely wrong answers and choose the best answer from the remaining choices.

TOEFL EXERCISE 1:

Study each of the passages and choose the best answers to the questions that follow. In this exercise, each is followed by several main idea, topic, or title questions so that the students can practice this type of question.

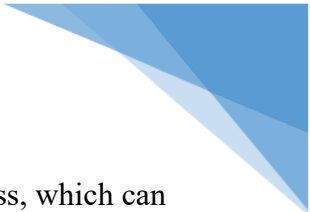
PASSAGE ONE

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 the army post nearby provides further protection

- Which of the following best describes the topic of the passage?
 - The city of Fort Knox, Kentucky
 - The federal gold depository
 - The U.S. army post at Fort Knox
 - Gold bullion

- Which of the following would be the best title for this passage?
 - The Massive Concrete Vault
 - Fort Knox Security
 - Where the United States keeps Its Gold
 - A Visit to Kentucky

PASSAGE TWO



One identifying characteristic of minerals is their relative hardness, which can be determined by scratching one mineral with another. In this type of test, harder mineral can scratch a softer one, but a softer mineral is unable to scratch the harder one. The Moh's 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 Moh's 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 Moh's 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 Moh's scale

PASSAGE THREE

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.

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


Hendry 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 Countership 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.

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.

The Countership 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 value 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 novel 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

Example:

The passage:

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

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

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

The question:

In this passage

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

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



TOEFL EXERCISE 2:

Study each of the passage 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 value that conflict can have.

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

The interaction 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 change to occur. Managers who hold an interactions view of conflict may actually take steps to stimulate conflict within the organization.

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

PASSAGE TWO (Questions 3-4)


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

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

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 advise a test without cultural bias, which is to say that any IQ test so far proposed have been shown to reflect the cultural of the test markers. Test takers from that cultural 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. Find on the paragraph that describes the application of IQ in the real world.

PASSAGE THREE (Questions 5-6)



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

Although the Great Salt Lake is fed by freshwater streams, it actually satire 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 larger majority of the lake’s mineral content.

The Great Salt Lake can vary tremendously from its normal size of 1,700 square miles, depending on long-term weather conditions. During period the 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 period 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 levels are presented.
 - (C) The process by which the Great Salt Lake gets its salt is outlined.
 - (D) The reason for the variations in the Great Salt Lake’s size are given.
6. Find on the paragraph that explains where the Great Salt Lake gets it’s salt.

DIRECTLY ANSWERED QUESTIONS

The directly answered questions that are commonly asked are (1) started detail questions, (2) “Unstated” detail questions , and (3) pronoun reference questions.

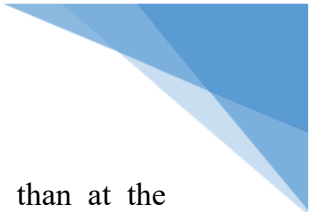
SKILL 3: ANSWER STATED DETAIL QUESTIONS CORRECTLY

A started detail question asks about one piece of information in the passage rather than the passage as a whole. The answer to these question 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 that 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 a peninsula between two rivers, the York and the James. 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 question: 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

You should skim through the passage to find the part of the passage that discusses *Jamestown*. The answer to this question is found in the statement that *Williamsburg was settled by English colonist 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) because the passage directly states that *Jamestown was the first permanent English colony in America*.

How to answer the question :

1. Choose a key word in the question
2. Skim in the appropriate part of the passage for keyword or idea
3. Read the sentence that contains the key word idea carefully
4. Eliminate the definitely wrong answer 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

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 the 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-shape valleys, sculptured landscapes, and polished rock faces.

1. According to the passages, 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 passages 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

The human heart are 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 with each contraction of the hearth. The left atrium and ventricle work separately from those on the right. The role of the chambers on the right side of the hearth 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 hearth 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

Passage Three

The Golden Age of Railroads refers to the period from the end of the Civil War to the beginning of the War World 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.

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; such of the rest, particularly in the southern states, had a 1.5-meter gauge. During the postwar years, track 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.

6. According to the passage, the Golden Age of Railroads.
 - (A) was a result of world war I
 - (B) was a period when most of U.S mass transportation was controlled by the railroads
 - (C) resulted in a decrease in uniformity of track gauge
 - (D) resulted in standardization of train stations

- 
7. The passage mentions that which of the following occurred as a result of uniformity of track gauge ?
 - (A) The Civil War
 - (B) Improved economy in the transportation system
 - (C) Standardization of time zones
 - (D) Railroad schedules
 8. The passage indicates that standard time was implemented.
 - (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



MEETING 6
SKILL 4: FIND “UNSTATED” DETAILS

This type of question really means that three of the answer are stated, mentioned, or true in the passage, while one answer is not. You should note that there are two kinds of answer to this type of question: (1) there are three true answer and one that is not mentioned in the passage.

Example :

The passage

In English, there are many different kinds of expression 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 word are also used to give a name to something unnamed or unknown, and these words tend to be somewhat unnamed imaginative. Some of the more commonly used expressions are a what-d’ye-call-it, a whatsis, a thingamabob, a thingamajig, adoodad, or a doohickey.

The question :

Which of the following is not about the word gadget ?

- (A) It is used to name something when the name is not know
- (B) It was used the beginning of the nineteenth century
- (C) It most likely came from a word in the French language
- (D) Its first know use was by British sailors

This question asks for the one answer that is not true about the word “gadget” so three of the answer are true and one answer is not. You should look for the word gadget in the passage and find information that is untrue . Answer (A), (C), and (D) are tell true according to the passage, so these answer are not correct. Answer (B) is the one answer that is not true: the passage states that the word “gadget” ... was first used by British sailors in the 1850’s, which is in the middle of the nineteenth century, so answer (B) is the best answer to this question.



“UNSTATED” DETAIL QUESTION

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 ...

TOEFL EXERCISE 4 :

Study each of the passages and choose the best answer to the questions that follow.

Passage One

Blood plasma is a clear, almost colorless liquid. It contains 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.

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.


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

Passage Two

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 *Nellie Bly*. She achieved fame for her exposés and in particular for the bold and adventuresome way that she obtained her stories.

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.

3. Which of the following is NOT true about Nellie Bly ?

- 
- (A) Nellie's Bly's real name was Elizabeth Cochran Seaman
 - (B) Nellie Bly was mentally ill
 - (C) The name Nellie Bly came from a song
 - (D) The name Nellie Bly was used on articles that Seaman wrote
4. Which of the following is NOT mentioned as something that Nellie Bly did to get a good story ?
- (A) She acted like a thief
 - (B) She got arrested by the police
 - (C) She pretended to be ill
 - (D) She worked as a doctor in a mental hospital

Passage Three

Dekanawida's role as supreme lawgiver in the Iroquois tribe has given him the status of demigot 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.

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

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



SKILL 5: FIND PRONOUN REFERENTS

Either type pronoun reference question tests the same language skill. In a pronoun reference 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

Carnivorous plants, such as the sundew and the Venus 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 insects lands on these leaves, it gets caught up in the sticky hairs, and the leaf wraps it self around the insects. The leaves of the Venus-flytrap function more like a trap, snapping suddenly and forcefully shut around an insect.

The question :

The pronoun They in line 5 refers to

- | | |
|------------------|----------------------|
| (A) humid areas | (C) insects |
| (B) these plants | (D) digestive fluids |

This question asks about the referent for the pronoun they.

To answer this 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 answer ; digestive fluids comes after the pronoun, so it is probably not the correct answer. Then you should try the three possible answer 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).

SKILL 6: ANSWER IMPLIED DETAIL QUESTIONS CORRECTLY

A reading passage by drawing a conclusion from a specific detail or details in the passage contain of the words *implied*, *inferred*, *likely*, or *probably* and the answer to the question is not directly stated.

Example:

The Hawaiian language is a melodious language in which all words are derived from an alphabet of only twelve letters, the five vowels *a, e, i, o, u* and the seven consonants *h, k, l, m, n, p, w*. Each syllable in the language ends in a vowel, and two consonants never appear together, so vowels have a much higher frequency in the Hawaiian language than they do in English.

This musical-sounding language can be heard regularly by visitors to the islands. Most of Hawaiians speak English, but it is quite common to hear English

that is liberally spiced with words and expressions from the traditionally spiced with words and expressions from the traditional language of the culture. A visitor may be greeted with the expression *aloha* and may be referred to as a *malihini* because he is a newcomer to the island. The visitor may attend an outside *luau* where everyone eats too much and be invited afterwards to dance the *hula*.

Which of the following is **probably NOT** a Hawaiian word?

- a. *Mahalo*
- b. *Mahimahi*
- c. *meklea*
- d. *moana*

This question asks which words is *probably NOT* a Hawaiian word. To answer this question, you should refer to the part of the passage where it states that in the Hawaiian language *two consonants never appear together*. From this, you can draw the conclusion that answer (C), *meklea*, is probably not a Hawaiian word because the consonant *k* and *l* appear together, so answer (C) is the best answer to this question.

IMPLIED DETAIL QUESTIONS	
WHERE TO FIND THE ANSWER	The answers are generally found in order in the passage.
HOW TO ANSWER THE QUESTION	<ol style="list-style-type: none"> 1. Choose a key word in the question. 2. Scan the passage for the key word (or related idea) 3. Carefully read the sentence that contains the key word. 4. Look for an answer that could be true, according to that sentence.

TOEFL EXERCISE 6:


Study each of the passages and choose the best answers to the questions that follow.

PASSAGE ONE

Eskimos need efficient and adequate means to travel across water in that the areas where they live are surrounded by oceans, bays, and inlets and dotted with lakes and seas. Two different types of boats have been developed by the Eskimos, each constructed to meet specific needs.

The kayak is something like a canoe that has been covered by a deck. A kayak is generally constructed with one opening in the deck for one rider; however, some kayaks are made for two. Because the deck of a kayak is covered over except for the hole (or holes) for its rider (or riders), a kayak can tip over in the water and roll back up without filling with water and sinking. One of the primary uses of the kayak is for hunting.

The umiak is not closed over, as is the kayak. Instead, it is an open boat that is built to hold ten to twelve passengers. Eskimos have numerous uses for the umiak which reflect the size of the boat; e.g. the umiak is used to haul belongings



from campsite to campsite, and it is used for hunting larger animals that are too big to be hunted in a kayak.

3. It is implied in the passage that if a kayak has two holes, then
 - a. It accommodates two riders
 - b. It is less stable than a kayak with one hole
 - c. it is as large as an umiak
 - d. it cannot be used on the ocean

4. It can be inferred from the passage that an example of the animals mentioned might be
 - a. a kangaroo
 - b. a snake
 - c. a whale
 - d. a salmon

3. It is implied in the passage that
 - a. the leaves of only the California redwood turn brown in the autumn
 - b. the leaves of only the giant sequoia turn brown in the winter
 - c. the leaves of both types of trees in the passage turn brown in the winter
 - d. the leaves of neither type of tree in the passage turn brown in the winter


4. It can be inferred from the passage that the Sierra Nevada are
 - a. a type of giant redwood
 - b. a coastal community
 - c. a group of lakes
 - d. a mountain range

5. Which of the following is implied in the passage?
 - a. The giant sequoia is taller than the California redwood
 - b. The California redwood is not as big around as the giant sequoia
 - c. The California redwood weighs more than the giant sequoia
 - d. Other living things are larger than the giant sequoia

PASSAGE THREE

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

Although the game is now published in countless languages and versions, with foreign locations and place names appropriate to the target language adorning its board, the beginnings of the game were considerably more humble. The game was invented in 1933 by Charles Darrow, during the height of the Great Depression. Darrow, who lived in Germantown, Pennsylvania, was himself unemployed during those difficult financial times. He set the original game not as might be expected in his hometown of Germantown, but in Atlantic City, New Jersey, the site of numerous pre-Depression vacations, where he walked along the Boardwalk and visited Park



Place. Darrow made the first games by hand and sold them locally until Parker Brothers purchased the rights to Monopoly in 1935 and took the first steps toward the mass production of today.

6. The French version of Monopoly might possibly include a piece of property entitled
- a. Atlantic City, New Jersey
 - b. Germantown, Pennsylvania
 - c. Boardwalk
 - d. the Eiffel Tower
7. It is implied that Darrow selected Atlantic City as the setting for Monopoly because
- a. it brought back good memories
 - b. his family came from Atlantic City
 - c. the people of Germantown might have been angered if he had used Germantown
 - d. Atlantic City was larger than Germantown.
8. Parker Brothers is probably
- a. a real estate company
 - b. a game manufacturing company
 - c. a group of Charles Darrow's friends
 - d. a toy design company

SKILL 7: ANSWER TRANSITION QUESTIONS CORRECTLY


You will be asked to answer a question about what probably came before the reading passage (in the preceding paragraph) or what probably comes after the reading passage (in the following paragraph). The topic of the preceding or following paragraph is not directly stated, and you must draw a conclusion to determine what is probably in these paragraphs.

This type of question is a transition question. It asks you to demonstrate that you understand that good writing contains transitions from one paragraph to the next. A paragraph may start out with the idea of the previous paragraph as a way of linking the ideas in the two paragraphs. A paragraph may also end with an idea that will be further developed in the following paragraph.

The passage:

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

According to tradition, any object that goes overboard and sinks to the bottom of the ocean is said to have gone to Davy Jones's locker, the ocean-sized, mythical receptacle for anything that falls into the water. Needless to say, any sailor on the



seas is not so eager to take a tour of Davy Jones's locker, although it might be a rather interesting trip considering all the treasures located there.

The question:

The paragraph *preceding* this passage most probably discusses

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

This question asks about the topic of the *preceding* paragraph, so you must look at the beginning of the passage and draw a conclusion about what probably came before. Since the passage begins with the expression *another myth of the oceans*, you should understand that the new passage is going to present a *second* myth of the oceans and the previous passage probably presented the *first* myth of the oceans. A myth is a traditional story, so the best answer to this question is answer (c), which discusses *a different traditional story from the sea*.

TOEFL EXERCISE 7:

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

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

1. The paragraph preceding the passage most probably discusses
 - (a) *tsunamis* in various parts of the world
 - (b) the negative effects of *tsunamis*
 - (c) land-based earthquakes
 - (d) the effect of tides on *tsunamis*
2. Which of the following is most likely the topic of the paragraph following the passage?
 - (a) the causes of *tsunamis*
 - (b) the destructive effects of *tsunamis* on the coast
 - (c) the differences between *tsunamis* and tidal waves
 - (d) the distances covered by *tsunamis*

While draft laws are federal laws, marriage laws are state laws rather than federal; marriage regulations are therefore not uniform throughout the country. The legal marriage age serves as an example of this lack of conformity. In most states, both the man and the woman must be at least eighteen years old to marry without

parental consent; however, the state of Nebraska and Wyoming require the couple to be at least nineteen, while the minimum age in Mississippi is twenty-one. If parental permission is given, then a couple can marry at sixteen in some states, and a few states even allow marriage before the age of sixteen, though a judge's permission, in addition to the permission of the parents, is sometimes required in this situation. Some states which allow couples to marry at such a young age are now considering doing away with such early marriages because of the numerous negative effects of these young marriages.

3. The paragraph preceding the passage most probably discusses
 - (a) state marriage laws
 - (b) the lack of uniformity in marriage laws
 - (c) federal draft laws
 - (d) the minimum legal marriage age
4. The topic of the paragraph following the passage is most likely to be
 - a. disadvantages of youthful marriages
 - b. reasons why young people decide to marry
 - c. the age when parental consent for marriage is required
 - d. a discussion of why some states allow marriages before the age of sixteen

Meeting 7

SKILL 11: LISTEN FOR EXPRESSIONS OF AGREEMENT

Example: *Track 21.wav*

On the recording you hear:

(man) I think that the hypothesis is indefensible.

(woman) So do I.

(narrator) What does the woman mean?

In your test book, you read:

- a. She is unsure about the hypothesis
- b. The hippopotamus is behind the fence
- c. She thinks that the hypothesis can be defended
- d. She agrees with the man

The expression *So do I* is an expression that shows agreement with a positive statement, so the woman means that she agrees with the man. The best answer is therefore answer (D).

EXPRESSION OF AGREEMENT	
Agreement with positive statements	Agreement with negative statements

So do I. Me, too I'll say! Isn't it! You can say that again!	Neither do I. I don't either
--	---------------------------------

TOEFL Exercise 11:

In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should pay attention to expressions of agreement. Toefl Exercise 11.wav

1.
 - a. The trip would cost too much.
 - b. She doesn't think that a trip would be a good idea.
 - c. She would like to take two trips rather than one.
 - d. She would also like to take a trip.

2.
 - a. He would like to see the elections for town council.
 - b. He agrees that Matt should be elected.
 - c. He thinks the elections should take place next month
 - d. He disagrees with the woman.


3.
 - a. She is not sure which course she should take.
 - b. She's not sure if she should take a trip to France.
 - c. She knows that she is not ready for intermediate French.
 - d. She wants to take neither beginning nor intermediate French.

4.
 - a. The man should repeat what he said.
 - b. The man said something foolish.
 - c. She thinks that the food is the best she has ever tasted.
 - d. She agrees that the food is pretty bad.

5.
 - a. This party hasn't been any fun at all.
 - b. He wonders if the woman enjoyed herself.
 - c. He wants to know what she said.
 - d. He's enjoyed himself tremendously.

6.
 - a. She condones what happened
 - b. She does not like what the man said.
 - c. She agrees with the man about what happened.
 - d. She says that she did not do it.

7.
 - a. He thinks the parties aren't loud.
 - b. He says that the neighbors don't have many parties

- 
- c. He agrees that the upstairs neighbors are noisy
 - d. The loud parties don't bother him
- 8.
- a. She doesn't like this meal too much
 - b. This food tastes wonderful to her
 - c. She's not sure if she likes it
 - d. She can't stand this meal
- 9.
- a. She agrees that getting the car was not a good idea.
 - b. She imagines that she would like to have a similar car.
 - c. She thinks that the man is mistaken about the car.
 - d. She thinks the man has no imagination.
- 10.
- a. He would like the woman to repeat what she said.
 - b. He thinks that one semester is enough time for the course.
 - c. He also thinks that the course should be extended
 - d. He would like to take the course two semesters from now

SKILL 12: LISTEN FOR EXPRESSIONS OF UNCERTAINTY AND SUGGESTION

Expressions of uncertainty and suggestion are common in the short dialogue, so you should become familiar with them. The following example shows an expression of uncertainty

Example

On the recording, you hear:

(man) Do you know anything about the final exam in physics?

(woman) It's going to be rather difficult, isn't it?

(narrator) What does the woman mean?

In your test book, you read:

- (A) The exam is not going to be too difficult.
- (B) she's positive that it's going to be hard.
- (C) She thinks that it might be hard.
- (D) She has no idea about the exam.

The tag question *isn't it* changes a definite statement into a statement that shows uncertainty, so the best answer is one that expresses uncertainty. The best answer to this question is answer (C) because the word *thinks* and *might* expresses uncertainty.

Expressions of uncertainty and suggestion:

Uncertainty

Suggestion

..... isn't it? (tag)

As far as I know.

As far as I can tell you.

Why not.....?

Let's.....

Exercise 12:

In this exercise, underline the expression of uncertainty or suggestion in each short dialogue. Then read the question and choose the best answer to the question. Remember that the best answer is one that shows uncertainty or suggestion.

1. (man) Do you know what time they're leaving for the city?
(woman) They have to leave at 4 o'clock, don't they?
(narrator) What does the woman mean?
(A) She's not completely sure when they are leaving.
(B) They are returning from the city at about 4:00.
(C) She knows when they are leaving
(D) She doesn't have any idea when they are leaving.

2. (woman) I'm so thirsty for all this walking.
(man) Let's stop and get a drink.
(narrator) What does the man suggest?
(A) They should stop drinking
(B) They should go for a walk
(C) They should walk thirty miles
(D) They should take a break and have a drink

3. (man) Is the exam still scheduled for 3:00 on Thursday?
(woman) As far as I know.
(narrator) What does the woman mean?
(A) The exam is far away
(B) She knows that the exam schedule has been changed
(C) She is sure that the exam is set for Thursday
(D) She thinks she knows when the test is

SKILL 13: LISTEN FOR EMPHATIC EXPRESSIONS OF SURPRISE

Example:

On the recording, you hear:

(woman) Did you see Paul driving around in this Mustang?

(man) Then he DID get a new car?

(narrator) What had the man thought?

In your test book, you hear:

- a. Paul would definitely get a Mustang
- b. Paul did not know how to drive
- c. Paul did not like Mustangs



d. Paul would not get a new car

In this dialogue the emphatic form *he did get* is used to show the man's surprise that Paul got a new car. It means that the man expected that Paul *would not get* a new car, so the best answer is answer (D).


The following chart outlines various ways to express emphatic surprise:

EXPRESSIONS OF EMPHATIC SURPRISE			
Verb	Emphatic form	Example	Meaning
<ul style="list-style-type: none"> • Be • Modal • Present tense • Past tense • Perfect tense 	<ul style="list-style-type: none"> • <i>Be</i>, with emphasis • <i>Modal</i>, with emphasis • <i>Do(es)</i>, with emphasis • <i>Did</i>, with emphasis • <i>Have</i>, with emphasis 	<ul style="list-style-type: none"> • Then he <u>is</u> here! • Then you <u>can</u> go! • Then you <u>do</u> play tennis • Then she <u>did</u> read it • Then he <i>has</i> gone there 	<ul style="list-style-type: none"> • I thought he was here • I thought you could not go • I thought you did not play tennis • I thought she had not read it • I thought he had not gone there

TOEFL Exercise 13:

In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should be particularly careful of expressions of emphatic surprise. Toefl Exercise 13.wav

1.
 - a. Greg always comes to parties
 - b. Greg would come to the party later
 - c. Greg was unable to attend the party
 - d. Greg would stay at the party for only a moment
2.
 - a. The woman always rode her motorcycle to school
 - b. The woman was not coming to school today
 - c. The woman was an expert motorcycle rider
 - d. The woman did not know how to ride a motorcycle
3.
 - a. The man was not a very good cook
 - b. The man never invited friends over for dinner
 - c. The man would never invite him over for dinner
 - d. The man was an excellent cook
4.
 - a. The woman had run more than three miles
 - b. The woman always got lots of exercise
 - c. The woman ran for three hours in the morning
 - d. The woman had not gotten much exercise
5.
 - a. He had been somewhere else
 - b. He had been in the library
 - c. He had been working on his research project

- 
6.
 - d. He would start working on his project in five hours
 - a. He had changed apartments
 - b. He did not like his new apartment
 - c. He was still in his old apartment
 - d. He had moved from a house to an apartment
 7.
 - a. The woman did not like desserts
 - b. The woman ate sweets regularly
 - c. The woman would not share her chocolate cake
 - d. The woman had eaten his piece of cake
 8.
 - a. The man was going to study hard
 - b. The man already had a driver's license
 - c. The man would not take the test
 - d. The man had already taken the test
 9.
 - a. She had registered in physics
 - b. She would go to physics class
 - c. She had already taken a physics class
 - d. She had not enrolled in physics
 10.
 - a. The pipes were not clear
 - b. The plumber would be late
 - c. The plumber had already cleared the pipes
 - d. The pipes did not need to be cleared

SKILL 14: LISTEN FOR WISHES

Example:

On the recording, you hear: *Track 04.wav*

(Woman) It's too bad that you have to stay here and work during the school break.

(Man) I really wish I could go with you and the others to Palm Springs.

(narrator) What does the man mean?

In your test book, you read:

- a. Maybe he will go with the others on the trip
- b. He is unable to go on the trip
- c. He's happy to be going on the trip
- d. He's going on the trip, but not with the others

In this dialogue the *wishes* that *he could go* with the others on the trip, so the implied meaning is that he is unable to go. The correct answer is therefore answer (B).

The following chart outlines the key points that you should know about wishes.


KEY INFORMATION ABOUT WISHES		
Point	Example	Meaning
<ul style="list-style-type: none"> • An <i>affirmative</i> wish implies a negative reality • A <i>negative</i> wish implies an 	<p>I wish I <i>had time</i> to help</p> <p>I wish I <i>did not</i></p>	<p>= no time to help</p> <p>= time to help</p>

affirmative reality	<i>have</i> time to help	
<ul style="list-style-type: none"> • A past tense verb implies a present reality • A past perfect tense verb implies a past reality 	I wish he <i>were</i> at home I wish he <i>had</i> been at home	= is not at home = was not at home

TOEFL EXERCISE 14:

In this exercise, listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. You should remember that a wish implies an opposite meaning. *Toefl Exercise 14.wav*

- The line is short
 - There are not very many people in front of them
 - The line in front of them is too long
 - Not many people want to get tickets to the concert
- The woman told him about the ticket
 - He wanted the woman to get a ticket
 - He was happy to find out about the ticket
 - The woman did not tell him about the ticket
- She is not working too many hours next week.
 - She doesn't have enough hours next week.
 - She is working too many hours next week.
 - She likes working so much
- The department did not change the requirements
 - She likes the new requirements
 - She changed her apartment just before graduation
 - She does not like the changes that the department made
- He is going to the theater
 - He doesn't have enough money
 - He isn't afraid to go
 - He doesn't want to spend the money
- Harry did not prepare enough for the exam
 - Harry studied hard for the exam
 - He has not heard anything about Harry
 - He had a bet with Harry
- The algebra course that she is taking is not her favorite.
 - She doesn't need to take the algebra course

- 
- c. She has a good schedule of courses this semester
d. She's good at math, but she's taking the algebra course anyway.
8. a. He was able to find a cheap apartment
b. His apartment is too expensive
c. He doesn't like the apartment's location
d. The apartment is cheap because of its location
9. a. He arrived early at the auditorium
b. He got one of the best seats in the auditorium
c. He was not early enough to get a seats at the front
d. He prefers sitting at the back
10. a. He'd like to work on his social skills at the game
b. He wishes he could work on his term paper for sociology
c. He can't attend the game because of his schoolwork
d. Sociology is less important to him than football this weekend

SKILL 15: LISTEN FOR UNTRUE CONDITIONS

Example:

On the recording, you hear:

(man) *Do you think that you'll be able to go to the party?*

(woman) *If I had time, I would go.*

(narrator) *What does the woman say about the party?*

In your test book or on the computer screen, you read:

- (A) Maybe she'll go.
- (B) She has time, so she'll go.
- (C) She is going even if she doesn't have time.
- (D) It's impossible to go.

In this question, the condition *If I had time* implies that the opposite is true: The woman does not have time for the party, so it's impossible to go. Therefore, the best answer to this question is answer (D).

The following box outlines the key points that you should know about untrue conditions:

Key Information About Untrue Conditions		
POINT	EXAMPLE	MEANING
<ul style="list-style-type: none"> • An affirmative condition implies a negative reality. • A negative condition implies an affirmative 	<p>If she were at home, she could do it.</p> <p>If she weren't at home, she could do it.</p>	<p>= not at home</p> <p>=at home</p>

reality.		
<ul style="list-style-type: none"> • A past tense implies a present reality. • A past perfect verb implies a past reality. 	<p>If I had money, I would buy it.</p> <p>If I had had money, I would have bought it.</p>	<p>= do not have money</p> <p>= did not have money</p>
<ul style="list-style-type: none"> • Had can be used without if. 	<p>Had I had money, I would have bought it.</p>	<p>= did not have money</p>

*Remember that were is used instead of was in untrue conditions: “If I were there, I would have.”

**this has the same meaning as “If I had had money ...” note that the subject and “had” are inverted

Exercise 15:

Underline the the condition in each short dialogue. Then read the question and choose the best answer to that question. Remember tha the best answer is one that implies the opposite of what is said.

- (man) *Are you going to have something to eat?*

(woman) *If the food looked fresh, I would eat some.*

(narrator) *What does the woman mean?*

(A) She is not going to eat.

(B) The food looks fresh.

(C) She doesn't like fesh food.

(D) She already ate something.
- (woman) *The flight must have taken longer than usual.*

(man) *Had the flight left on time, we would not have arrived so late.*

(narrator) *What does the man say about the flight?*

(A) It arrived early.

(B) It was unusually short.

(C) It left on time.


(D) It departed late.
- (man) *CAre you sure you want to go out? You do not seem to be feeling very well.*

(woman) *If there were some aspirin in the medicine cabinet, I would otneed to go to the drugstore.*

(narrator) *What does the woman mean?*

(A) She really is feeling fine.

(B) There is plenty of aspirin in the medicine cabinet.

- 
- (C) It is necessary to get some aspirin.
(D) She does not need to go out.



MEETING 8

SKILL 16: LISTEN FOR TWO-AND THREE-PART VERBS

Two- and three-part verbs appear in some questions in the short dialogues. These verbs are expressions that include a verb and one or more particles (such as *in*, *on*, or *at*); the particle changes the meaning of the verb. Questions involving Two- and three-part verbs can be difficult for students because the addition of the particle changes the meaning of the verb in idiomatic way.

Example:

on the recording you hear:

(man) What time does the meeting start?

(woman) Didn't you hear that it was called off by the director?

(narrator) What does the woman say about the meeting?

In your test book, you read:

- (A) The director called the meeting
- (B) The director phoned her about the meeting
- (C) The director called the meeting to order
- (D) The director cancelled the meeting

In this question, the two-part verb *called off* has different meaning from the verb *call* which means *phone*. The two-part verb *call off* means *cancel*, so the best answer is answer (D)

Exercise 16:

In this exercise, underlined the two- or three-part verb in each short dialogue. Then read the question and choose the best answer to that questions. Remember that the best answer is one that is related to the meaning of the two- or three-part verb and might not seem to be related to the meaning of the verb without the particle.

1. (man) Did you have your history exam today?
(woman) No, the professor put it off for another week.
(narrator) What does the woman say about the exam?
 - (A) She would like to put it out of her mind.
 - (B) The professor cancelled it.
 - (C) It was moved to another location.
 - (D) It was delayed.

2. (woman) Do we have any more soap?
(man) We've run out of it. Someone will have to go to the store.
(narrator) What does the man mean?
 - (A) He will run to the store.
 - (B) He needs the soap to wash himself after running.
 - (C) There is no more soap.
 - (D) They have a store of soap at home.

3. (man) I need to take the written test to renew my driver's license
(woman) Then, you'll have to brush up on the laws.
(narrator) What does the man need to do?
(A) Reapply for his driver's license
(B) Sweep around the lawn.
(C) Learn the laws for the first time.
(D) Review the information that will be on the test.

SKILL 17: LISTEN FOR IDIOMS

Idioms appear in some questions in the short dialogue. Idioms are special expressions in a language that all speakers of the language know; these special expressions describe one situation in life but are applied to many different areas of life. Idiom questions can be difficult for students because they seem to be describing one situation when they are really describing a different situation.

Example:

On the recording, you hear:

(man) *Tom is a full-time student and is holding down a full-time job.*

(woman) *He's really burning the candle at both ends.*

(narrator) *What does the woman say about Tom?*

In your test book, you read:


- (A) he's lighting a candle.
(B) he's holding the candle at the top and the bottom.
(C) he's doing too much.
(D) he's working as a firefighter;

In this question, the idiom *burning the candle at both ends* has nothing to do with candles and nothing to do with burning or fires, so answers (A), (B), and (D) are not correct. Instead, this idiom is an expression that is used in a situation when someone is trying to do more than he or she really can do; after all, a candle usually only burns at one end, so a candle that burns at two ends is *doing too much*. Therefore, the best answer to the question above is answer (C).

EXERCISE 17:

In this exercise, underline the idiom in each short dialogue. Then, read the question and choose the best answer to that question. Remember that the best answer is one that might not seem to be related to the idiom in the last line.

1. (man) I have to take advanced biology from Professor Stanton next semester.
(woman) Don't worry about it. It's a piece of cake.
(narrator) What does the woman mean?
(A) The man should try a piece of cake.
(B) The man should worry about the course.
(C) The man shouldn't take part in the course.

- 
- (D) The course is easy.
2. (woman) Thanks for changing the oil and putting air in the tires.
(man) It's all in a day's work.
(narrator) What does the man mean?
(A) It will take him a whole day to do the job.
(B) This is a regular part of his job.
(C) He can do the work at the end of the day.
(D) He's too busy today to do the work.
3. (man) What was it like while the president was giving his speech?
(woman) You could hear a pin drop.
(narrator) What does the woman mean?
(A) The president dropped his pen.
(B) The audience was very quiet.
(C) The speech contained several puns.
(D) The president discussed dropping a bomb.

TOEFL Exercise Skill 16-17:

Listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question. Toefl exercise 16-17.wav

1. (A) She gets lots of take-out dinners.
(B) She and her roommate alternate cooking responsibilities.
(C) Her roommate cooks more often than she does.
(D) her roommate does the cooking while she does other chores.
2. (A) He resembles his father.
(B) He has a chipped tooth.
(C) He lives one block from his father.
(D) He and his father were playing a game with blocks.
3. (A) She's going somewhere else.
(B) She does not like football.
(C) She has a lot of work to do.
(D) She is getting sick.
4. (A) He put his foot where he should not have.
(B) He put the food that the teacher gave him into his mouth.
(C) He said something embarrassing.
(D) He told the teacher that his foot was hurt.
5. (A) She'd like the man to delay his trip.
(B) She prefers that the man leave a few minutes earlier than he planned.



- (C) She wants to know if the man will stay in the market for only a few minutes.
- (D) She'd like to talk to the man for a few minutes.
6. (A) The man might start a fire in the park.
(B) The man parked his car near the fire.
(C) The man's thinking of doing something dangerous.
(D) The man's playing a game in the park.
7. (A) The machines do not act very well.
(B) The machines don't really bother her.
(C) She would like them to stop the noise.
(D) She wishes the machines would cut the wood.
8. (A) Fred has a dog that barks a lot.
(B) Fred has hidden the money in a tree.
(C) Fred has backed into a tree.
(D) Fred has made a mistake.
9. (A) She will give him any help he needs.
(B) He has to give away what he hasn't need.
(C) He should not give up.
(D) He should give back what he borrowed.
10. (A) She'd rather go swimming than do the homework.
(B) The chemistry homework is really difficult.
(C) She's doing the homework by the swimming pool.
(D) The stream is drying up.

MEETING 9

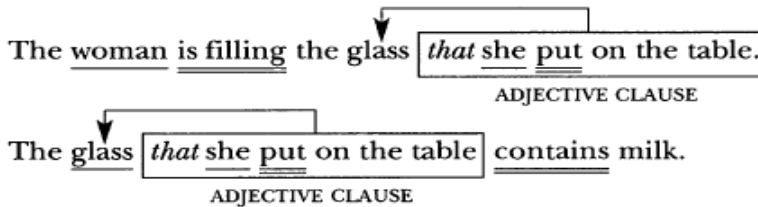
SKILL 11: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

An adjective clause is a clause that describes a noun.

Example

The gift ____ selected for the bride was rather expensive
 (A) because (C) since
 (B) was (D) which we

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

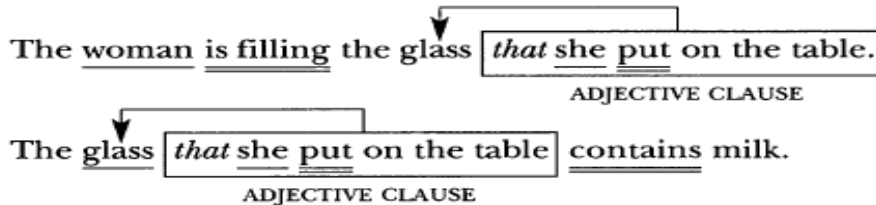


There are two clauses: *woman* is the subject of the verb *is filling*, and *she* is the subject of the verb *put*. *That* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass*.

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

SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECTS CORRECTLY

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



Example:


___ is on the table has four sections.

- (A) the notebook (C) because the notebook
(B) the notebook which (D) in the notebook

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

TOEFL EXERCISE (Skills 9-12)

- Dolphins from extremely complicated allegiances and ___ continually change.
 - enmities that
 - that are enmities
 - enmities that are
 - that enmities
- Scientists are now beginning to conduct experiments on ___ trigger different sorts of health risks.
 - noise pollution can
 - that noise pollution
 - how noise pollution
 - how noise pollution can
- The Apollo 11 astronauts ___ of the Earth's inhabitants witnessed on the famous first moonwalk on July 20, 1969, were Neil Armstrong and Buzz Aldrin.
 - whom
 - whom millions
 - were some
 - whom some were
- At the end of the nineteenth century, Alfred Binet developed a test for measuring intelligence ___ served as the basis of modern IQ tests.
 - has
 - it has
 - and
 - which has

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



MEETING 10
REVIEW

In this meeting, the students do some exercise to review the material.

(TYPE A)


Time : 60 Minutes

Section 1

Listening Comprehension

Directions: Listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.


1. (A) Write a message to the man
(B) Make some phone calls
(C) Respond to the man's questions
(D) Get a new phone installed
2. (A) She's not sure if she's free.
(B) She's marked it on her calendar.
(C) She'll write a check for the calendar.
(D) Her calendar says she has to have a meeting at 3:00.
3. (A) He barely rode the bicycle.
(B) He didn't have enough money.
(C) The bicycle didn't need to be paid for.
(D) He paid for the bicycle.
4. (A) She fixed the television
(B) Bob made the television work
(C) The woman looked at Bob on television
(D) Bob works for the woman
5. (A) He helped her say what she couldn't say.
(B) She was unable to say anything about him.
(C) He hasn't helped her very much.
(D) What he said was very helpful.
6. (A) The man should spend more time on registration.
(B) The man should walk more quickly through registration.
(C) The man should send in his registration materials.
(D) The man should try to avoid registering next semester.
7. (A) He couldn't find Paula's phone number, so he didn't call her.
(B) He couldn't give Paula the list over the phone.
(C) When he went to call Paula, he couldn't find the list.
(D) He couldn't recollect the number that was on the list.
8. (A) She couldn't take her luggage to the store.
(B) She stored her luggage at the train station.
(C) She carried her luggage from the train station to the store.

- 
- (D) There were no lockers for her bags.
9. (A) The woman had taken a different major.
(B) The woman had chosen psychology as a major.
(C) The woman was uninformed.
(D) The woman needed to see a psychiatrist.
10. (A) She would like the man to repeat what he said.
(B) She thinks the exam could have been a little more difficult.
(C) She shares the same opinion of the exam as the man.
(D) She believes that the exam was easy.

Section 2

Structure and Written Expression

11. The Sun's gravity severely distorted the path of the comet _____ entered its wildly erratic orbit around Jupiter.
(A) it
(B) when
(C) after the comet came into it
(D) once the comet
12. Each object _____ Jupiter's magnetic field is deluged with electrical charges.
(A) enters
(B) it enters
(C) entering
(D) enter
13. A need for space law to include commercial concerns has been recognized inasmuch _____ been expanding drastically in recent years.
(A) the commercial launch industry
(B) the commercial launch industry has
(C) as has the commercial launch industry
(D) as the commercial launch industry has
14. The report on the nuclear power plant indicated that when the plant had gone on line _____ unsafe.
(A) and it had been
(B) it had been
(C) had been
(D) that it had been
15. In the Morgan Library in New York City _____ of medieval and renaissance manuscripts.
(A) a collection is
(B) in a collection
(C) is a collection
(D) which is a collection

- 
16. The Dewey Decimal System, currently used in libraries throughout the world, _____ all written works into ten classes according to subject.
- (A) dividing
 - (B) divides
 - (C) it would divide
 - (D) was divided
17. _____ squeezed, the orange juice in a one-cup serving provides twice the minimum daily requirement for vitamin C.
- (A) It is freshly
 - (B) If freshly
 - (C) You freshly
 - (D) If it freshly
18. 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
19. _____, 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
20. Only for a short period of time _____ run at top speed.
- (A) cheetahs
 - (B) do cheetahs
 - (C) that a cheetah can
 - (D) can



Section 3

Reading Comprehension

Passage one (Questions 21-26)

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

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

21. The best title for this passage would be
 - (A) Dividing the North and the South
 - (B) The Meaning of the Mason-Dixon Line
 - (C) Two English Astronomers
 - (D) The History of the Mason-Dixon Line


22. The pronoun “it” in paragraph 1 line 2 refers to
 - (A) the demarcation
 - (B) Mason-Dixon Line
 - (C) the boundary
 - (D) the south

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

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

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

26. The paragraph following the passage most probably discusses

- 
- (A) where the Mason-Dixon Line is located
 - (B) the Mason-Dixon Line today
 - (C) the effect of the Civil War on slavery
 - (D) what happened to Charles Mason and Jeremiah Dixon

Passage two (questions 27-30)

Theories about the movement of the continents have evolved over time as the ability to conduct scientific study of the continents has improved. Thus, today's theory of plate tectonics, rather than contradicting its predecessor, had its roots in the older theory of the continental drift.

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 present-day continents had once been 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.

- 27. 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

- 28. 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

- 29. 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.

- 30. According to the passage, what constitutes a tectonic plate?
 - (A) Lava
 - (B) Only the continent
 - (C) The inner core of the earth
 - (D) The surface of the land and the floor of the oceans

(TYPE B)

Time : 60 Minutes

Section 1
Listening Comprehension

Directions: Listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.

1. (A) Write a message to the man
(B) Make some phone calls
(C) Respond to the man's questions
(D) Get a new phone installed

2. (A) She's not sure if she's free.
(B) She's marked it on her calendar.
(C) She'll write a check for the calendar.
(D) Her calendar says she has to have a meeting at 3:00.

3. (A) He barely rode the bicycle.
(B) He didn't have enough money.
(C) The bicycle didn't need to be paid for.
(D) He paid for the bicycle.

4. (A) She fixed the television
(B) Bob made the television work
(C) The woman looked at Bob on television
(D) Bob works for the woman


5. (A) He helped her say what she couldn't say.
(B) She was unable to say anything about him.
(C) He hasn't help her very much.
(D) What he said was very helpful.

6. (A) The man should spend more time on registration.
(B) The man should walk more quickly through registration.
(C) The man should send in his registration materials.
(D) The man should try to avoid registering next semester.

7. (A) He couldn't find Paula's phone number, so he didn't call her.
(B) He couldn't give Paula the list over the phone.
(C) When he went to call Paula, he couldn't find the list.
(D) He couldn't recollect the number that was on the list.


8. (A) She couldn't take her luggage to the store.
(B) She stored her luggage at the train station.
(C) She carried her luggage from the train station to the store.
(D) There were no lockers for her bags.

9. (A) The woman had taken a different major.

- 
- (B) The woman had chosen psychology as a major.
(C) The woman was uninformed.
(D) The woman needed to see a psychiatrist.
10. (A) She would like the man to repeat what he said.
(B) She thinks the exam could have been a little more difficult.
(C) She shares the same opinion of the exam as the man.
(D) She believes that the exam was easy.

Section 2
Structure and Written Expressions

11. _____ contained in the chromosomes, and they are thought of as the units of heredity.
(A) Genes which are
(B) Genes are
(C) When genes
(D) Because of genes
12. _____ In the first draft of the budget will not necessarily be in the final draft.
(A) Although it appears
(B) It appears
(C) What appears
(D) Despite its appearance
13. Scientists are now beginning to conduct experiments on _____ trigger different sorts of health risks.
(A) noise pollution can
(B) that noise pollution
(C) how noise pollution
(D) how noise pollution can
14. _____ have at least four hours of hazardous materials response training is mandated by federal law.
(A) All police officers
(B) All police officers must
(C) That all police officers
(D) For all police officers
15. Primarily a government contractor, _____ preferential treatment from government agencies as both a minority-group member and a woman.
(A) receives Weber
(B) Weber receives
(C) the reception of Weber
(D) according to Weber's reception
16. Because the project depends on _____ at the federal level, the city and county may have to wait until the budget cutting ends.

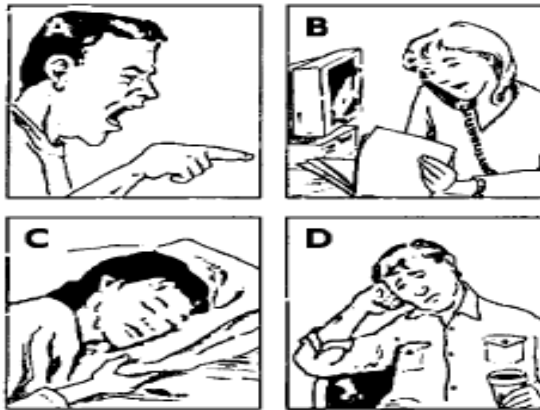
- 
- (A) it happens
(B) which happening
(C) what happens
(D) that it happens
17. _____ definitive study of a western hard-rock mining community cemetery appears to have been done is in Silver City, Nevada.
(A) Most
(B) The most
(C) Where most
(D) Where the most
18. Some fishing fleets might not have been so inefficient in limiting their catch to target species _____ more strict in enforcing penalties.
(A) the government had been
(B) if the government had
(C) had the government been
(D) if the government
19. Individual differences in brain-wave activity may shed light on why some people are more prone to emotional stress disorders _____.
(A) that others are
(B) and others are
(C) others are
(D) than are others
20. Were _____ millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly.
(A) the U.S. Army Corps of Engineers not spending
(B) the U.S. Army Corps of Engineers not spend
(C) the U.S. Army Corps of Engineers does not spend
(D) not spending the U.S. Army Corps of Engineers

Section 3 Reading Comprehension


Passage one (questions 21-26)

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

21. The paragraph preceding this passage most probably discusses
- (A) when manic depression develops
 - (B) a different type of mental disease
 - (C) how moods are determined
 - (D) how manic depression can result in suicide
22. The topic of this passage is
- (A) various psychiatric illnesses
 - (B) how depression affects the mood
 - (C) the intense period of manic excitement
 - (D) the mood changes of manic depression
23. Choose the drawing of the person who is most likely a manic-depressive patient in a manic phase



24. The passage indicates that most people
- (A) never undergo mood changes
 - (B) experience occasional shifts in mood
 - (C) switch wildly from highs to lows
 - (D) become highly depressed
25. The pronoun “it” in line 6 refers to
- (A) general population
 - (B) manic excitement
 - (C) mood elevation
 - (D) insomnia
26. The passage implies that
- (A) changes from excitement to depression occur frequently and often
 - (B) only manic-depressive patients experience aggression
 - (C) the depressive phase of this disease can be more harmful than the manic phase
 - (D) suicide is inevitable in cases of manic depression



Passage two (questions 27-30)

Lincoln's new famous Gettysburg Address was not, on the occasion of its delivery, recognized as the masterpiece that 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.

27. 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
28. Which of the following is **NOT** true about the ceremonies at Gettysburg during the Civil War?
- (A) Everett was the main speaker.
 - (B) Everett gave a two-hour speech.
 - (C) Lincoln was the closing speaker of the ceremonies.
 - (D) Lincoln's speech was longer than Everett's.
29. 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
30. 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




(TYPE C)

Time : 60 Minutes

Section 1
Listening Comprehension

Directions: Listen carefully to each short dialogue and question on the recording, and then choose the best answer to the question.


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(B) Make some phone calls
(C) Respond to the man's questions
(D) Get a new phone installed
2. (A) She's not sure if she's free.
(B) She's marked it on her calendar.
(C) She'll write a check for the calendar.
(D) Her calendar says she has to have a meeting at 3:00.
3. (A) He barely rode the bicycle.
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(C) The bicycle didn't need to be paid for.
(D) He paid for the bicycle.
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(B) Bob made the television work
(C) The woman looked at Bob on television
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5. (A) He helped her say what she couldn't say.
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(C) When he went to call Paula, he couldn't find the list.
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8. (A) She couldn't take her luggage to the store.
(B) She stored her luggage at the train station.
(C) She carried her luggage from the train station to the store.
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9. (A) The woman had taken a different major.
(B) The woman had chosen psychology as a major.
(C) The woman was uninformed.
(D) The woman needed to see a psychiatrist.
10. (A) She would like the man to repeat what he said.
(B) She thinks the exam could have been a little more difficult.
(C) She shares the same opinion of the exam as the man.
(D) She believes that the exam was easy.

Section 2

Structure and Written Expression

11. Primarily a government contractor, _____ preferential treatment from government agencies as both a minority-group member and a woman.
(A) receives Weber
(B) Weber receives
(C) the reception of Weber
(D) according to Weber's reception
12. Because the project depends on _____ at the federal level, the city and county may have to wait until the budget cutting ends.
(A) it happens
(B) which happening
(C) what happens
(D) that it happens
13. _____ 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
14. Some fishing fleets might not have been so inefficient in limiting their catch to target species _____ more strict in enforcing penalties.
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(B) if the government had
(C) had the government been
(D) if the government
15. Individual differences in brain-wave activity may shed light on why some people are more prone to emotional stress disorders _____.
(A) that others are
(B) and others are
(C) others are
(D) than are others
16. Were _____ millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly.


- 
- (A) the U.S. Army Corps of Engineers not spending
(B) the U.S. Army Corps of Engineers not spend
(C) the U.S. Army Corps of Engineers does not spend
(D) not spending the U.S. Army Corps of Engineers
17. The Sun's gravity severely distorted the path of the comet _____ entered its wildly erratic orbit around Jupiter.
(A) it
(B) when
(C) after the comet came into it
(D) once the comet
18. Each object _____ Jupiter's magnetic field is deluged with electrical charges.
(A) enters
(B) it enters
(C) entering
(D) enter
19. A need for space law to include commercial concerns has been recognized inasmuch _____ been expanding drastically in recent years.
(A) the commercial launch industry
(B) the commercial launch industry has
(C) as has the commercial launch industry
(D) as the commercial launch industry has
20. The report on the nuclear power plant indicated that when the plant had gone on line _____ unsafe.
(A) and it had been
(B) it had been
(C) had been
(D) that it had been

Section 3 Reading Comprehension

Passage one (questions 21-25)

Hay fever is a seasonal allergy to pollens the turn "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 of at the end of August when ragweed pollen is at its most concentrated levels.

21. 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
22. According to the passage, which of the following helps to explain why the term “hay fever” is somewhat of 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.
23. 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
24. Which of the following is **NOT** true about hay fever in the eastern United States?
(A) Suffering of the hay fever is equally severe year-round.
(B) Pollen from tress 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.
25. Which of the following is **NOT** a symptom of hay fever?
(A) A high fever
(B) A runny nose
(C) Red eyes
(D) Persistent sneezing

Passage two (questions 26-30)

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

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

26. The number of bird species that have become extinct in the United States since 1600 most probably is
(A) more than 100
(B) exactly 100

- 
- (C) less than 100
(D) exactly three
27. The passage implies that the great auk disappeared
(A) before 1600
(B) in the 1600s
(C) in the 1800s
(D) in the last fifty years
28. It can be inferred from the passage that the great auk was killed because
(A) it was eating the fishermen's catch
(B) fishermen wanted to eat it
(C) it flew over fishing areas
(D) it baited fishermen
29. The paragraph following this passage most probably discusses
(A) what is being done to save endangered birds
(B) what the bald eagle symbolizes to Americans
(C) how several bird species became endangered
(D) other extinct species
30. The pronoun "their" in paragraph 2 line 5
(A) the Carolina parakeet and the passenger pigeon
(B) extinct species
(C) the bald eagle, the peregrine falcon, and the California condor
(D) steps



MEETING 11
SENTENCES WITH REDUCED CLAUSES

The two types of clause that can reduce in English are: (1) adjective clauses and (2) adverb clauses.

SKILL 13: USE REDUCED ADJECTIVE CLAUSES CORRECTLY

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

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

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

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

I don't understand the article ~~which~~ ^{appearing} appears in today's paper.

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

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

Example:

_____ on several different television programs, the witness gave conflicting accounts of what had happened

- (A) He appeared (C) appearing
(B) who appeared (D) appears

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

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

Exercise 13:

Each of the following sentences contains an adjective clause, in a complete or reduced form. Underline the adjective clauses. Then indicate if the sentence is correct (c) or incorrect (I).

1. We will have to return the merchandise purchased yesterday at the Broadway.
2. The children sat in the fancy restaurant found it difficult to behave.
3. Serving a term of four years, the mayor of the town will face reelection next year.
4. The brand new Cadillac, purchasing less than two weeks ago, was destroyed in the accident.
5. The fans who supporting their team always come out to the games in large numbers.
6. The suspect can be seen in the photographs were just released by the police.
7. The food placing on the picnic table attracted a large number of flies.

SKILL 14: USE REDUCED ADVEB CLAUSES CORRECTLY

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

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

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

Although ~~he is~~ ^{feeling} rather sick, the speaker will take part in the seminar.

When ~~you are~~ ^{giving} your speech, you should speak loudly and distinctly.

Example:


When _____, you are free to leave

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

In this example you should notice the adverb connector *when*, and you should know that this time word could be followed by either a complete clause or a reduced clause. Answer (A) and (C) contain the subject *the finished report* and *the report* and no verb, so these answer are incorrect. In answer (D) the subject and verb are inverted, and this is not a question, so answer (D) is incorrect. The correct answer is answer (B) ; this answer is the reduced form of the clause *when you are finished with the report*.

REDUCED ADVEB CLAUSES					
with a be-verb in the adverb clause	(ADVEB CONNECTOR)	(SUBJECT)	(BE)		
with no be-verb in the adverb clause	(ADVEB CONNECTOR)	(SUBJECT)	(VERB + ING)		
	Time	Condition	Contrast	Place	Manner
reduces in ACTIVE	<i>after before since while</i>	<i>if unless whether</i>	<i>although though</i>		
reduces in PASSIVE	<i>once until when whenever</i>	<i>if unless whether</i>	<i>although though</i>	<i>where wherever</i>	<i>as</i>
<ul style="list-style-type: none"> • To reduce an adverb clause, omit the subject and the be-verb from the adverb clause. • If there is no be-verb, then omit the subject and change the verb to the -ing form. 					

TOEFL EXERCISE (Skill 13-14):



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

1. When ____ nests during spring nesting season, Canadian geese are fiercely territorial.
(A) Building (C) Built
(B) Are building (D) Are built
2. In 1870, Calvin, along with Adirondack hunter Alvah Dunning, made the first known ascent of Seward Mountain, ____ far from roads or trails.
(A) A remote peak (C) A remote peak is
(B) It is a remote peak (D) Which a remote peak
3. Kokanee salmon begin to deteriorate and die soon ____ at the age of four.
(A) They spawn (C) Spawn
(B) After spawn (D) Spawn the salmon
4. ____ behind government secrecy for nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of the Cold War.
(A) It is hidden (C) which is hidden
(B) hidden (D) the plant is hiding
5. Until ____ incorrect, astronomers had assumed that the insides of white dwarfs were uniform.
(A) They
(B) They proof
(C) the astronomers recently proven
(D) recently proven
6. ____ artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road.
(A) They were searching for (C) Searched for
(B) It was a search for (D) Searching for
7. In Hailey, the best-known lecturer was woman's rights activist Abigail Scott Duniway of Portland, Oregon, who could usually be persuaded to speak ____ town visiting her son.
(A) She was in (C) While she was
(B) While in (D) Was in
8. The National Restaurant ____ Washington, says that federal efforts to regulate workplace smoking would limit restaurants' ability to respond to the desires of their patrons.
(A) Association in (C) Association which is in

Meeting 12
SENTENCES WITH INVERTED SUBJECTS AND VERB

Subject and verb are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question.

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

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

Inverted subjects and verbs occur in the following situations: (1) with question words, (2) after some place expressions, (3) after negative expressions, (4) in some conditionals, and (5) after some comparisons

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).

1. The phone company is not certain when will the new directories be ready.
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 information about parking?
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 investment?
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*. The subject and verb can also be inverted after prepositional phrases expressing place.

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 closet are the clothes that you want.

Around the corner is Sam's house.

Beyond the mountains lies the town where you will live.

Example:

On the second level of the parking lot _____

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

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

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

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 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).

1. In front of the house were some giant trees.

2. There a big house is on the corner.
3. In the cave was a vast treasure of gems and jewels.
4. To the north the stream is that 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 tents
10. In the apartment next to mine a man and a woman were having a heated discussion

SKILL 17: INVERT THE SUBJECT AND VERB WITH NEGATIVES

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

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

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.)

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 verb *be*, so answer (D) is the best answer.

INVERTED SUBJECTS AND VERBS WITH NEGATIVES				
NO	NOT	NEVER	NEITHER	NOR
BARELY	HARDLY	ONLY	RARELY	SCARCELY SELDOM

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

Rarely were they so happy

negative expression V S

Exercise 17:

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

1. Never the boy wrote to his sisters.
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.

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

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

Example:

The report would have been accepted _____ in checking its accuracy.

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

In this example a connector *if* and a subject and verb are needed, but *if* could be omitted and the subject and verb inverted. Answer (A) is incorrect because it contains the connector *if* and the subject *care* but no verb. Answer (B) is incorrect

because it contains the subject *care* and the verb *had been taken* but does not have a connector. In answer (C) and (D), *if* has been omitted. Because it is correct to invert the subject *more care* and the helping verb *had*, answer (D) is correct.

INVERTED SUBJECTS AND VERBS WITH CONDITIONALS		
HAD	SHOULD	WERE
When the verb in the conditional clause is <i>had</i> , <i>should</i> , or <i>were</i> , it is possible to omit <i>if</i> and invert the subject and verb. <u>were</u> he here, he would help. (omitted if) V S		
It is also possible to keep <i>if</i> . Then the subject and verb <i>are not</i> inverted. <u>If</u> he <u>were</u> here, he would help. if S V		

Exercise 18:

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

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

SKILL 19: INVERT THE SUBJECT AND VERB WITH COMPARISONS

An inverted subject and verb may also occur after a comparison. The inversion of a subject and verb after a comparison is optional, rather than required, and it is a rather formal structure.

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.

Example:

The results of the current experiment appears to be more consistent than ___ the results of any previous tests.

- a. Them were
- b. Were they
- c. they were
- d. were they

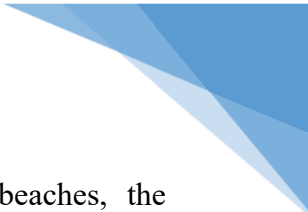
In this example you should notice the comparison *more consistent than*, and you should also understand that *the results of the current experiment* is being compared with *the results of any previous tests*. Because *the results of any previous tests* is the subject, only a verb is needed; the best answer to this question is (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.

INVERTED SUBJECTS AND VERBS WITH COMPARISONS					
The subject and verb may invert after a comparison. The following structures are both possible					
<u>W</u> <u>e</u> <u>r</u> <u>e</u> <u>m</u> <u>o</u> <u>r</u> <u>e</u> <u> </u> <u>m</u> <u>o</u> <u>r</u> <u>e</u> <u> </u> <u>p</u> <u>r</u> <u>e</u> <u>p</u> <u>a</u> <u>r</u> <u>e</u> <u>d</u> <u> </u> <u>t</u> <u>h</u> <u>a</u> <u>n</u> <u> </u> <u>t</u> <u>h</u> <u>e</u> <u> </u> <u>o</u> <u>t</u> <u>h</u> <u>e</u> <u> </u> <u>o</u> <u>t</u> <u>h</u> <u>e</u> <u>r</u> <u> </u> <u>p</u> <u>e</u> <u>r</u> <u>f</u> <u>o</u> <u>r</u> <u>m</u> <u>e</u> <u>r</u> <u>s</u> <u>w</u> <u>e</u> <u>r</u> <u>e</u>					
S	V	comparison	S	V	
<u>W</u> <u>e</u> <u>r</u> <u>e</u> <u>m</u> <u>o</u> <u>r</u> <u>e</u> <u> </u> <u>m</u> <u>o</u> <u>r</u> <u>e</u> <u> </u> <u>p</u> <u>r</u> <u>e</u> <u>p</u> <u>a</u> <u>r</u> <u>e</u> <u>d</u> <u> </u> <u>t</u> <u>h</u> <u>a</u> <u>n</u> <u> </u> <u>w</u> <u>e</u> <u>r</u> <u>e</u> <u>t</u> <u>h</u> <u>e</u> <u> </u> <u>o</u> <u>t</u> <u>h</u> <u>e</u> <u>r</u> <u> </u> <u>p</u> <u>e</u> <u>r</u> <u>f</u> <u>o</u> <u>r</u> <u>m</u> <u>e</u> <u>r</u> <u>s</u>					
S	V	comparison	V	S	
NOTE: A subject-verb inversion after a comparison sounds rather than formal.					

TOEFL EXERCISE 15-19:

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

- Rarely ___ located near city lights or at lower elevations.
 - a. observatories are
 - b. are
 - c. in the observatories
 - d. are observatories
- There are geographic, economic, and cultural reasons why ___ around the world.
 - a. diets differ
 - b. do diets differ
 - c. are diets different
 - d. to differ a diet

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



MEETING 13
PROCEDURE FOR THE LONG CONVERSATION

1. **If you have time, preview the answers to the questions.** While you are looking at the answers, you should try to do the following:
 - a. Anticipate the **topics** of the talks you will hear.
 - b. Anticipate the **questions** for each of the groups of answer
2. **Listen carefully to the first line of the conversation.** The first line of the conversation often contains the main idea, subject, or topic of the conversation, and you will often be asked to answer such questions
3. **As you listen to the conversation, draw conclusions about the situation of the conversation: who is talking, where or when the conversation takes place, which course this lecture might be given in.** You will be asked to make such inferences about the conversation.
4. **As you listen to the conversation, follow along with the answers in your test book and try to determine the correct answers.** Detail questions are generally answered in order in the conversation, and the answers often sound the same as what is said on the recording.
5. **You should guess even if you are not sure.** Never leave any answers blank.
6. **Use any remaining time to look ahead at the answers to the questions that follow.**

SKILL 18: ANTICIPATE THE TOPICS

It is very helpful to your overall comprehension if you know what topics in the long conversations. You should therefore try to anticipate the topics you will be hearing. For example, are the conversations about some aspect of school life, or some type of social issue, or a trip someone is planning?

A helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the conversations on the recording, and try to determine the topics of the conversations that you will hear.


Exercise 18:

Look at the answer to the five questions together, and try to anticipate the topic of the conversation for those five questions. (Of course, you cannot always determine exactly what the topic is, but you often can get a general idea). Questions 1 through 5 have been answered for you.

1.
 - a. Find *work on campus*
 - b. *Work* in the *employment office*
 - c. Help *students* find *jobs*
 - d. Ask the woman questions

2.

<ol style="list-style-type: none">a. In the libraryb. In a classroom	<ol style="list-style-type: none">c. In a campus officed. In an apartment
---	--

- 
3. a. no more than ten c. Not more than twenty
 b. At least twenty d. Up to ten

 4. a. Every morning c. When he's in class
 b. Afternoons and weekends d. Weekdays

 5. a. Fill out a form
 b. Give her some additional information
 c. Tell her some news
 d. Phone her

What is the topic of the conversation for question 1 – 5?
The answer is Looking for a job on campus

You can guess this because of the following clues:

- Work on campus - students
- Employment office - jobs

6. a. Just before a vacation
 b. Just after the end of a school semester
 c. At the end of the summer
 d. Just after a break from school


7. a. A trip to visit the Eskimos
 b. A trip the woman is planning to take
 c. A trip the man has already taken
 d. A camping trip the man and woman took

8. a. Three hours c. Three classes
 b. Three complete days d. Three weeks

9. a. Sleeping outside on the ground
 b. Spending time in a sauna or hot tub
 c. Relaxing at the lodge
 d. Enjoying excellent food

10. a. She'd be scared, but she'd like to try.
 b. She can't wait.
 c. It would be quite exciting for her.
 d. She'd prefer not to try.

What is the topic of the conversations for questions 6 through 10?

- 
11.
 - a. All kinds of pollution
 - b. How acid rain has harmed the earth.
 - c. Pollution from cars and factories
 - d. The causes and possible effects of acid rain.

 12.

a. Nuclear power	c. Burning coal and oil
b. Electricity	d. Solar power

 13.
 - a. From sulfur dioxide and water vapor
 - b. From sulfur dioxide and nitrogen
 - c. From nitric and sulfur dioxide
 - d. From water vapor and nitric acid

 14.
 - a. Only in North America
 - b. At the North and South Poles
 - c. In parts of several northern continents
 - d. In equatorial areas.

 15.
 - a. She should protect herself from the rain.
 - b. She should clean up the water supply.
 - c. She should read a novel.
 - d. She should get more information about acid rain.

What is the topic of the conversation for questions 11 through 15?

SKILL 19: ANTICIPATE THE QUESTIONS

It is very helpful to your ability to answer individual questions with the long conversations if you can anticipate what the questions will be and listen specifically for the answers to those questions.

Example:

In your test book, you read:

- | | |
|-------------------|---------------------------------|
| a. In the airport | c. In the dormitory |
| b. In the library | d. In the travel agent's office |

You try to anticipate the question:

Where does the conversation probably take place?

This example shows that a helpful strategy is therefore to look briefly at the answer in the test book, before you actually hear the conversations on the recording, and try to determine the questions that you will be asked to answer.

Exercise 19:

study the following answers and try to determine what the questions will be. Question 1 has been answered for you.



1. Question: What does (someone) want to do?
 - a. Find work on campus
 - b. Work in the employment office
 - c. Help students find jobs
 - d. Ask the woman questions
2. Question: _____
 - a. In the library
 - b. In a classroom
 - c. In a campus office
 - d. In an apartment
3. Question: _____
 - a. no more than ten
 - b. At least twenty
 - c. Not more than twenty
 - d. Up to ten
4. Question: _____
 - a. Every morning
 - b. Afternoons and weekend
 - c. When he's in class
 - d. Weekdays
5. Question: _____
 - a. Fill out a form
 - b. Give her some additional information
 - c. Tell her some news
 - d. Phone her

SKILL 20: DETERMINE THE TOPIC

As you listen to each long conversation, you should be thinking about the topic (subject) or the main idea for each conversation. Since the first one or two sentences generally give the topic, you should be asking yourself what the topic is while you are listening carefully to the first part of the conversation.

Example:

On the recording you hear:

(man) You can't believe what I just got!

(woman) I bet you got that new car you've always wanted

(man) Now, how in the world did you figure that out?

You think:

The topic of the conversation is the new car that the man just got.

TOEFL Exercise 20:

Listen to the first part of each of the conversations, and decide on the topic of each conversation. TOEFL Exercise 20.wav

1. What is the topic of conversation 1?

2. What is the topic of Conversation?

3. What is the topic of conversation 3?



SKILL 21: DRAW CONCLUSIONS ABOUT WHO, WHAT, WHEN, WHERE

As you listen to each long conversation, you should be trying to set the situation in your mind. You should be thinking the following thoughts:

- **Who** is talking?
- **When** does the conversation probably take place?
- **Where** does the conversation probably take place?
- What is the source of information for the conversation?

Example of Skill 21

On the recording you hear:

(man) *Why do you have so many books?*

(woman) *I need them for my paper on George Washington. Do you know how I can check them out?*

(man) *Yes, you should go downstairs to the circulation desk and fill out a card for each book.*

You think:

Who is probably talking? (two students)

Where are they? (in the library)

What course are they discussing? (American history)

TOEFL EXERCISE 21:

Listen to the first part of each of the conversations and try to imagine the situation.

Then answer the questions in the text.

TOEFL Exercise 21.wav

Conversation 1

1. Who is probably talking?
2. Where does the conversation take place?

Conversation 2

1. Who is probably talking?
2. When does the conversation take place?
3. What is the source of the man's information?

Conversation 3

1. Who is probably talking?
2. When does the conversation take place?
3. What is the source of the information?


SKILL 22: LISTEN FOR ANSWERS IN ORDER

There are two possible methods to use while you listen to along conversation.

- * You can just listen to the conversation (and ignore the answers)
- * You can follow along with the answers while you listen.

Example:

On the recording, you hear:

- 
- (man) Can you help you?
(woman) I'm interested in opening an account.
(man) Well, we have several different types of accounts: Checking accounts, savings accounts, money market accounts, time deposit accounts.
(woman) It's a checking account that I am interested in.
(man) I can help you with that. First, you have to fill out a form, and then I need to see some identification. That's about all there is to it.
(woman) That sounds easy enough. Thanks for your help.

1. What type of account does the woman want?
 - a. A checking account
 - b. A savings account
 - c. A money market account
 - d. A time deposit account
2. What does the man need for her to show him?
 - a. A form
 - b. An account
 - c. A piece of identification
 - d. A check

TOEFL EXERCISE 22: 1-3


Listen to each complete conversation and answer the questions that follow.

Toefl exercise 22(1).wav

1.
 - a. Find work on campus
 - b. Work in the employment office
 - c. Help students find jobs
 - d. Ask the woman questions
2.
 - a. In the library
 - b. In a classroom
 - c. In a campus office
 - d. In an apartment
3.
 - a. No more than ten
 - b. At least twenty
 - c. Not more than twenty
 - d. Up to ten
4.
 - a. Every morning
 - b. Afternoons and weekends
 - c. When he's in class
 - d. weekdays
5.
 - a. Fill out a form
 - b. Give her some additional information
 - c. Tell her some news
 - d. Phone her

Toefl exercise 22(2).wav

6.
 - a. Just before a vacation
 - b. Just after the end of a school semester
 - c. At the end of the summer
 - d. Just after a break from school

- 
7.
 - a. A trip to visit the Eskimos
 - b. A trip the woman is planning to take
 - c. A trip the man has already taken
 - d. A camping trip the man and woman took

 8.

a. Three hours	c. Three classes
b. Three complete days	d. Three weeks

 9.
 - a. Sleeping outside on the ground
 - b. Spending time in a hot tub
 - c. Relaxing at the lodge
 - d. Enjoying excellent food

 10.
 - a. She'd be scared, but she'd like to try.
 - b. She can't wait
 - c. It would be quite exciting for her
 - d. She'd prefer not to try

Toefl exercise 22(3).wav

11.
 - a. All kinds of pollution
 - b. How acid rain has harmed the earth
 - c. Pollution from cars and factories
 - d. The causes and possible effects of acid rain

12.

a. Nuclear power	c. Burning coal and oil
b. Electricity	d. Solar power

13.
 - a. From sulfur dioxide and water vapor
 - b. From sulfur dioxide and nitrogen oxide
 - c. From nitric acid and sulfur dioxide
 - d. From water vapor and nitric acid

14.
 - a. Only in North America
 - b. At the North and South Poles
 - c. In parts of several northern continents
 - d. In equatorial areas

15.
 - a. She should protect herself from the rain
 - b. She should clean up the water supply
 - c. She should read a novel
 - d. She should get more information about acid rain.



MEETING 14
PROCEDURE FOR THE LONG TALKS

1. If you have time, preview the answers to the questions. While you are looking at the answers, you should try to do the following:
 - a. Anticipate the topics of the talks you will hear.
 - b. Anticipate the questions for each of the groups of answer
2. Listen carefully to the first line of the talk. The first of the talk often contains the main idea, subject, or topic of the talk, and you will often be asked this type of question.
3. As you listen to the talk, draw conclusions about the situation of the talk: who is talking, where or when the talks takes place, which course this lecture might be given in. You will be asked to make such inferences about the talk.
4. As you listen to the talk, follow along with the answer in your test book and try to determine the correct answers.

Detail questions are generally answered in order in the talk, and the answers often sound the same as what is said on the recording.
5. You should guess if you are not sure. Never leave any answers blank
6. Use any remaining time to look ahead at the answers to the questions that follow.


SKILL 23: ANTICIPATE THE TOPICS

It is very helpful to your overall comprehension if you know what topics to expect in the long talks. You should therefore try to anticipate the topics you will be hearing (as you did with the long conversations).

EXERCISE 23: Look at the answers to the five questions together, and try to anticipate the topic of the talk for those five questions. (Of course, you cannot always determine exactly what the topic is, but you often can get a general idea). Questions 1 through 5 have been answered for you.

1.
 - a. During a biology laboratory session
 - b. In a biology study group
 - c. On the first day of class
 - d. Just before the final exam
2.

a. Once in a week	c. Three times a week
b. Two times a week	d. For fifteen hours
3.
 - a. To do the first laboratory assignment
 - b. To take the first exam
 - c. To study the laboratory manual
 - d. To read one chapter of the text
4.
 - a. Room assignments
 - b. Exam topics
 - c. Reading assignments

- 
- d. The Smithsonian Arts and Industries Building
- 14.
- a. The American History Museum
 - b. The Smithsonian Arts and Industries Museum
 - c. The Washington Museum
 - d. The National Air and Space Museum
- 15.
- a. To the White House
 - b. To the Smithsonian
 - c. To the mall
 - d. To various other museum

What is the topic of the talk for questions 11 through 15?

SKILL 24: ANTICIPATE THE QUESTIONS

It is very helpful to your ability to answer individual questions with the long talks if you can anticipate what the questions will be and listen specifically for the answers to those questions.

Example:

In your test book, you read:

- a. For three weeks
- b. For three days
- c. For three months
- d. For three hours

You try to anticipate the question:

How long does (something) last?

This example shows that a helpful strategy is therefore to look briefly at the answers in the test book, before you actually hear the talks on the recording, and try to determine the questions that you will be asked to answer.

Exercise 24:

study the following answers and try to determine what the questions will be. Question 1 has been answered for you.

1. Question: When does the talk probably take place?
- a. During a *biology* laboratory session
 - b. In a biology study group
 - c. On the *first day of class*
 - d. Just before the final exam
2. Question: _____
- a. Once in a week
 - b. Two times a week
 - c. Three times a week
 - d. For fifteen hours
3. Question: _____
- a. To do the first laboratory assignment
 - b. To take the first *exam*



- c. To study the laboratory manual
- d. To read one chapter of the text

4. Question: _____
- a. Room assignments
 - b. Exam topics
 - c. Reading assignments
 - d. The first lecture
5. Question: _____
- a. Exams and lab work
 - b. reading and writing assignments
 - c. Class participation and grades on examinations
 - d. Lecture and laboratory attendance
6. Question: _____
- a. What caused the Ring of Fire
 - b. The volcanoes of the Ring of Fire
 - c. Hawaiian volcanoes
 - d. Different types of volcanoes
7. Question: _____
- a. The Ring of fire
 - b. The characteristics of volcanoes in the Ring of Fire
 - c. The volcanoes of Hawaii
 - d. Mauna Loa
8. Question: _____
- a. In Hawaii
 - b. In the United States
 - c. Along the Ring of fire
 - d. Within the Ring of Fire
9. Question: _____
- a. They are not so violent.
 - b. They are located along the Ring of Fire
 - c. They contain a lot of gas
 - d. They contain thick lava
10. Question: _____
- a. A volcano on the Ring of fire
 - b. An island in Hawaii
 - c. A long, low volcanic mountain
 - d. An explosive volcano



SKILL 25: DETERMINE THE TOPIC

As you listen to each long talk, you should be thinking about the topic (subject) or main idea for the talk (as you did with the long conversation). Since the first sentence is generally a topic sentence, you should be asking yourself what the topic is while you are listening carefully to the first part of the talk.

Example:

On the recording, you hear:

(man) *The major earthquake that occurred east of Los Angeles in 1971 is still affecting the economy of the area today.*

You think:

The topic of the talk is the effect of the 1971 earthquake on Los Angeles today.

Exercise 25:

Listen to the first part of each of the talks, and decide on the topic of each talk.

1. What is the topic of Talk 1?

2. _____
What is the topic of Talk 2?

3. _____
What is the topic of Talk 3?

SKILL 26: DRAW CONCLUSIONS ABOUT WHO, WHAT, WHEN, WHERE

As you listen to each talk, you should be trying to set the situation in your mind (as you did with the long conversations). You should be thinking the following thoughts.

- *Who is talking?*
- *When does the talk probably take place?*
- *Where does the talk probably take place?*
- *What course is the talk concerned with?*
- *What is the source of information for the talk?*

Example:

On the recording, you hear:

(woman) *The next stop on our tour of Atlanta will be the original home of Coca-Cola, at 107 Marietta Street. Coca-Cola was manufactured at this location until early in September of 1888.*

You think:

Who is probably talking?	(a tour guide)
Where are they?	(in Atlanta)
When does the talk take place?	(in the middle of a tour)


EXERCISE 26:

Listen to the first part of each of the talks and try to imagine the situation. Then, answer the questions in the text.

Talk 1 exercise 26 (1).wav

1. Who is probably talking?
2. Where does the talk probably take place?
3. When does the talk probably take place?
4. What course is being discussed?

Talk 2 exercise 26 (2).wav

- 
1. Who is probably talking?
 2. Where does the talk probably take place?
 3. When does the talk probably take place?
 4. What course is being discussed?

Talk 3 exercise 26 (3).wav

1. Who is probably talking?
2. Where does the talk take place?
3. When does the talk take place?

SKILL 27: LISTEN FOR ANSWERS IN ORDER

There are two possible methods to use while you listen to the talks.

- You can just listen to the talk (and ignore the answers).
- You can follow along with the answers while you listen.

Some students prefer to just listen to the talk while it is being spoken, and if that method works well for you, then that is what you should do. Other students find that they can answer more questions correctly if they read along with the answer while the talk is being given. Because the detail questions are answered in order, it is possible to read along while you listen to the talk on the recording.

Example 27:

On the recording, you hear:

(woman) the Great Chicago Fire began on October 8, 1871, and according to legend began when a cow knocked over a lantern in Mrs. O'Leary's barn. No matter how it began, it was a disastrous fire. The preceding summer had been exceedingly dry in the Chicago area, and the extreme dryness accompanied by Chicago's infamous winds created an inferno that destroyed 18,000 buildings and killed more than 300 people before it was extinguished the following day.

On the recording, you hear:

(narrator)

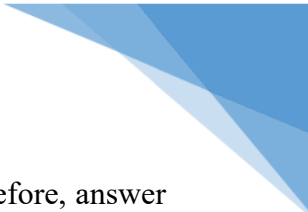
1. according to legend, where did the Great Chicago Fire begin?
2. which of the following is not true about the Great Chicago Fire?

In your text book, you read (same time):

1. (A) In a barn
(B) In Mrs. O'Leary's home
(C) In a cow pasture
(D) In a lantern factory
2. (A) The dry weather prior to the fire made it worse.
(B) It happened during the summer.
(C) Chicago's winds made it worse.
(D) It killed many people.

When you read the answers to the first question, you can anticipate that the first question is: *Where did something happen?* As you listen, you determine that the fire began *in Mrs. O'Leary's barn*. Therefore, you can anticipate that best answer to the first question is (A).

If you read the answers to the second question while you listen to the talk, you can determine that answer (A), (C), and (D) are true. Answer (B) is not true: the fire did



not begin in the summer, it began in *October*, which is in autumn. Therefore, answer (B) is the best answer to the question *Which of the following is **not** true about the Great Chicago Fire?*

TOEFL EXERCISE 27:

Listen to each complete talk and answer the questions that follow.

Toefl exercise 27 (1).wav & Toefl exercise 27 (2).wav

1.
 - a. During a biology laboratory session
 - b. In a biology study group
 - c. On the first day of class
 - d. Just before the final exam
2.
 - a. Once in a week
 - b. Two times a week
 - c. Three times a week
 - d. For fifteen hours
3.
 - a. To do the first laboratory assignment
 - b. To take the first exam
 - c. To study the laboratory manual
 - d. To read one chapter of the text
4.
 - a. Room assignments
 - b. Exam topics
 - c. Reading assignments
 - d. The first lecture
5.
 - a. Exams and lab work
 - b. reading and writing assignments
 - c. Class participation and grades on examinations
 - d. Lecture and laboratory attendance
6.
 - a. What caused the Ring of Fire
 - b. The volcanoes of the Ring of Fire
 - c. Hawaiian volcanoes
 - d. Different types of volcanoes
7.
 - a. The Ring of fire
 - b. The characteristics of volcanoes in the Ring of Fire
 - c. The volcanoes of Hawaii
 - d. Mauna Loa
8.
 - a. In Hawaii
 - b. In the United States
 - c. Along the Ring of fire
 - d. Within the Ring of Fire
9.
 - a. They are not so violent.
 - b. They are located along the Ring of Fire
 - c. They contain a lot of gas
 - d. They contain thick lava
10.
 - a. A volcano on the Ring of fire
 - b. An island in Hawaii
 - c. A long, low volcanic mountain
 - d. An explosive volcano



MEETING 15

PROBLEMS WITH SUBJECT/VERB AGREEMENT

Subject/verb agreement is simple: if the subject is singular, then the verb must be singular; if the subject is plural, then the verb must be plural.

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 (false)

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*.

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).

1. The climbers on the sheer face of the mountain need to be rescued.
2. The interrogation, conducted by three police officers, have lasted for several hours.
3. The tenants in the apartment next to mine is giving a party this evening.
4. The president, surrounded by secret service agents, is trying to make his way to the podium
5. The buildings destroyed during the fire are being rebuilt at the taxpayers' expense.

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)

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).

1. The witnesses saw that most of the fire in the hills was extinguished.
2. Some of the animals from the zoo was released into the animal preserve.

- 
3. All of the students in the class taught by Professor Roberts is required to turn in their term papers next Monday.
 4. Half of the food that we are serving to the guests are still in the refrigerator.
 5. We believe that some of the time of the employees is going to be devoted to quality control.

SKILL 22: MAKE INVERTED VERBS AGREE

We have seen that sometimes in English the subject comes after the verb.

Behind the house werethe bicycles I wanted.

Behind the house wasthe bicycle I wanted.

In the first example, *house* is not the subject, however 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, so the verb should be *were*. In the second example, because the subject *bicycle* is singular, so the verb should be *was*.

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).

1. Only once this morning were the letters delivered by the campus mail service.
2. Around the corner and to the right is the rooms that have been assigned to that program.
3. What in the world is the children trying to do?
4. John would be studying the chapters were he able to get hold of the book.
5. This chapter has many more exercises than do the next one.

SKILL 23: MAKE VERBS AGREE AFTER CERTAIN WORDS

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

Everybodyis going to the theater.

S V

SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS

These words or expressions are grammatically singular, so they take singular verbs:

anybody	everybody	nobody	somebody	each
anyone	everyone	no one	someone	every
anything	everything	nothing	something	



Examples of two **phrases and clauses** joined by a coordinate conjunction:

Examples of two **phrases** joined by a coordinate conjunction:

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

Examples of two **clauses** joined by a coordinate conjunction:

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

Exercise 24:

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

1. She held jobs as a typist, a housekeeper, and in a restaurant.
2. The report you are looking for could be in the file or on the desk.
3. She works very hard but usually gets below-average grades.
4. The speaker introduced himself, told several interesting anecdotes, and finishing with an emotional plea.
5. You should know when the program starts and how many units you must complete.

SKILL 25: USE PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

both...and, either ... or, neither ... nor, and not only ... but also

The following is not parallel and must be corrected:

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

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

He wants either to go by train or by plane.

He wants to go either by train or by plane.

He wants to go by either train or plane.

EXERCISE 25:

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

1. According to the syllabus, you can either write a paper or you can take an exam.
2. It would be both noticed and appreciated if you could finish the work before you leave.
3. She would like neither to see a movie or to go bowling.
4. Either the manager or her assistant can help you with your refund.
5. She wants not only to take a trip to Europe but she also would like to travel to Asia.

SKILL 26: USE PARALLEL STRUCTURE WITH COMPARISON

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

My school is farther *than* your school.

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

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

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

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

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

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

EXERCISE

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



MEETING 16

SKILL 27: FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

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

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

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

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

Exercise 27:

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

1. Oxygen is abundanter than nitrogen.
2. The directions to the exercise say to choose the most appropriate response.
3. The lesson you are studying now is the most importantest lesson that you will have.
4. Fashions this year are shorter and more colorful than they were last year.
5. The professor indicated that Anthony's research paper was more long than the other students' papers.

SKILL 28: USE COMPARATIVES AND SUPERLATIVES CORRECTLY

The comparative and superlative have different uses, and you should understand these different uses to answer such questions correctly. The comparative is used to compare two equal things.

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

Mary is *more intelligent* than Sue.

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



SUPERLATIVE

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

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

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

Exercise 28:

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

1. Harvard is probably the most prestigious university in the United State.
2. Rhonda is more hard working of the class.
3. The engineers hired this year have more experience than those hired last year.
4. The graduate assistant informed us that the first exam is the most difficult of the two.
5. He bought the more powerful stereo speakers that he could find.

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

An irregular comparative structure consists of two parallel comparatives introduced by *the*.

- *The harder* he tried, *the further* he fell behind.
- *The older* the children are, *the more* their parents expect from them.

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

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

- *The more* children you have, *the bigger* the house you need.
- *The harder* you work, *the more* you accomplish.
- *The greater* the experience, *the higher* the salary.

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

critical factors than selecting the best type of grass for a lawn.

C D

7. Peter Abelard, a logician and theologian, was the most

A B

critical factors than selecting the best type of grass for a

C D

law.

8. Protein molecules are the most complex than the

A B C

molecules of carbohydrates.

D

9. The leek, a member of the lily family, has a mildest taste

A B

than the onion.

C D

10. The widely used natural fiber of all is cotton.

A B C D

SKILL 30: AFTER HAVE, USE THE PAST PARTICIPLE

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

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

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

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

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

Another problem:


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

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

EXERCISE 30:

Each of the following sentences contains a verb in the past or a past participle. Underline the verbs or past participles twice. Then indicate if the sentences are correct (C) or incorrect (I).

1. The young girl drunk a glass of milk.
2. Before she left, she had asked her mother for permission.

- 
3. Having finished the term paper, he began studying for the exam.
 4. The secretary has broke her typewriter.
 5. The installer should have completes the task more quickly.

SKILL 31: AFTER BE, USE THE PRESENT PARTICIPLE OR THE PAST PARTICIPLE

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

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

EXERCISE 31:

Each of the following sentences contains a verb formed with *be*. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

1. At 12:00 Sam is eat his lunch.
2. We are meeting them later today.
3. The message was took by the receptionist.
4. Being heard was extremely important to him.
5. The Smith are build their house on some property that they own in the desert.

SKILL 32: AFTER WILL, WOULD, OR OTHER MODALS, USE THE BASE FORM OF THE VERB

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

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

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

MODAL+ BASE FORM OF THE VERB (V1)

EXERCISE 32:

Each of the following sentences contains a verb formed with MODAL. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

1. The salesclerk might lower the price.
2. The television movie will finishes in a few minutes.
3. Should everyone arrive by 8:00?

- 4. The method for organizing files can be improved.
- 5. The machine may clicks off it is overused.

TOEFL EXERCISE (Skills 30-32):

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

1. *Alice in Wonderland*, first published in 1865, has since

AB

beingtranslated into thirty languages.

C D

2. The Peace Corpswasestablish on March 1, 1961, by then

A B C D

President John F. Kennedy.

3. The advisor told himself, while listening to the speech, that

A B

a dozen other reporters would has already asked that question

C D

4. At the start of the American Revolution, lanterns werehung

A B C

in the Old North Church as a signal that the British were came.

D

5. Linus Pauling haswinstwo Nobel Prizes: the 1954 Nobel

A B C

Prize in Chemistry and the 1962 Nobel Peace Prize.

D

6. On the huge Ferris wheel constructed for a world exhibition

A B

in Chicago in 1893, each of the thirty-six cabs could held

C D


sixty people.

7. To overcome rejection of a skin graft, a system for matching

A B

donor and recipient tissues has be developed.

C D

- 
8. Nails are commonly make of steel but also cancontain
A B C D
substances such as aluminum or brass.
9. A patient suffering from amnesia mayhad partial or total
A B C
loss of memory.
D
10. The idea of using pure nicotine to help smokers stop was
A B C
first tries in the mid-1980's with nicotine-laced chewing gum.
D



MEETING 17

SKILL 33: KNOW WHEN TO USE THE PAST WITH THE PRESENT

Example

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

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

The Example

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

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

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

USING THE PAST WITH THE PRESENT

1. If you see a sentence with one verb in the past and one verb in the present, the sentence is probably incorrect.
2. However, it is possible for a correct sentence to have both past and present together.
3. If you see the past and present together, you must *check the meaning* to determine whether or not the sentence is correct.

EXERCISE 33:

Each of the following sentences has at least one verb in the past and one verb in the present. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

1. I tell him the truth when he asked me the question.
2. I understand that you were angry.
3. When he was a child, he always goes to the circus.
4. Last semester he reads seven books and wrote five papers.
5. Steve wakes up early every morning because he went to work early.

SKILL 34: USE HAVE AND HAD CORRECTLY

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

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

The Example:

Sue has lived in Los Angeles for ten years.

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

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

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

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

USING (HAVE+PAST PARTICIPLE) AND (HAD+PAST PARTICIPLE)

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

EXERCISE 34:

Each of the following sentences contains *had* or *have*. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

1. I have always liked the designs that are on the cover.
2. Because her proposal had been rejected, she is depressed.
3. The students have registered for classes before the semester started.
4. When she had purchased the car, she contacted the insurance agent.
5. He said that he had finished the typing when you finish the reports.

SKILL 35: USE THE CORRECT TENSE WITH TIME EXPRESSIONS

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

- She got a job *two years ago*.
- She started working *last week*.
- She has worked very hard *lately*.

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

USING CORRECT TENSES WITH TIME EXPRESSIONS

USING CORRECT TENSES WITH TIME EXPRESSIONS		
PAST PERFECT	SIMPLE PAST	PRESENT PERFECT
By (1920)	(two years) ago Last (year) In (1920)	Since (1920) lately

EXERCISE 35:

Each of the following sentences contains a time expression. Circle the time expression and underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

1. The phone rang incessantly last night.
2. They have finished contacting everyone by 4:00 yesterday.
3. The pilgrims have arrived in the New World in 1620.
4. Since the new law was passed, it has been difficult to estimate taxes.
5. The cashier put the money into the account two hours ago.

SKILL 36: USE THE CORRECT TENSE WITH WILL AND WOULD

It is important to stress that the present should be used with will and the past should be used with would; they generally should not be mixed.

Example:

I *know* that he *would** arrive soon (false)

It can be corrected in two different ways:

- I *knew* that he *would* arrive soon
- I *know* that he *will* arrive soon.

USING CORRECT TENSES WITH *WILL* AND *WOULD*

USING CORRECT TENSES WITH <i>WILL</i> AND <i>WOULD</i>		
VERB	MEANING	USE

Will	After the present	Do not use with past
Would	After the past	Do not use with present

Note:

There is a different modal *would* that is used to make polite requests. This type *would* is often used with the Present tense.

I would like to know if you have a pencil that I could borrow.

EXERCISE 36:

Each of the following sentences contains *will* or *would*. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

1. He knew that he will be able to pass the exam.
2. I think that I will leave tomorrow.
3. Paul did not say when he will finish the project.
4. Jake doubts that he would have time to finish the project.
5. I know that I will go if I can afford it.

SKILL 37: USE THE CORRECT FORM OF THE PASSIVE

The portrait *was painting* by a famous artist.

The project *will finished* by Tim.

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

THE FORM OF THE PASSIVE BE + PAST PARTICIPLE (BY + OBJECT)

SKILL 38: RECOGNIZE ACTIVE AND PASSIVE MEANINGS

We mailed *the package* at the post office.

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

The letter *was mailed* today before noon.

The letter mailed* today before noon.

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

The fourth example is the type of passive error, because: (1). An incorrect passive verb that looks like a correct active verb, (2). no *by+object* to tell you that a passive is needed. So, the correct one is: *The letter was mailed today before noon.*

ACTIVE AND PASSIVE MEANINGS

ACTIVE AND PASSIVE MEANINGS	
ACTIVE	The subject does the action of the verb.
PASSIVE	The subject receives the action of the verb

Exercise 38:

Each of the following sentences contains at least one active verb; however, some of the verbs should be passive. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- The car parked in a no-parking zone.
- The physics exam began just a few minutes ago.
- Everything to organize the picnic has already done.
- The police investigated him because of his unusual actions.
- The package containing the necessary samples has just sent.

TOEFL Exercise (Skills 37-38):

Choose a, b, c, or d that best completes the sentence.

- ... discussed by the board of directors when it was proposed again by the supervisors.
 - The problem had already
 - The problem is already
 - The problem had already been.
 - The problem has already
- Much of the carnage of elephants, giraffes, and big cats ... uncaring hunters.
 - must commit by
 - must be committed
 - must have committed
 - must have been committed by
- The x-ray treatments ... up to the time that he was dismissed from the hospital.
 - gave daily
 - were given daily
 - basically have given
 - daily had been give

Choose the letter of the underlined that is not correct.

- Particular issues that concern teenagers were covering in the half-hour program.
A B C D
- Electrical impulses may also picked up by the optic nerve.
A B C D
- Workers training for a specific job have a strong possibility of being replace by a machine.
A B C D

7. On June 30, 1992, international timekeepers in Paris
 A
were added an extra second to the day.
 B C D
8. The report could not be turned in on time because all the
 A B
needed work lost.
 C D
9. In English these questions have beformed by changing the
 A B C
 word order of a statements, whereas in some languages the word order
remains the same.
 D
10. He was not able to define the process by which the body
 A B C
had protected by the immunologic system.
 D

SKILL 39: USE THE CORRECT SINGULAR OR PLURAL NOUN

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

On the table there were many dish*

The lab assistant finished every test*

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

KEY WORDS FOR SINGULAR AND PLURAL NOUNS

For Singular Nouns	Each	every	single	one	a
For Plural Nouns	Both	two	many	several	various

EXERCISE 39

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

- The automotive shop stocked many part for the various types of Hondas.
- Every receipt must be removed from the cashier's drawer and tallied.
- The salesclerk demonstrated various additional way that the machine could be used.
- The woman found it difficult to believe that both of the piece of jewelry had disappeared
- The unhappy man became more and more discouraged with each passing days.

SKILL 40: DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUN

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

He has been *much** foreign *films*

He didn't have *many** *fun* at the movie

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

Keywords for countable and uncountable nouns	
For Countable Nouns	Many number few fewer
For Uncountable Nouns	Much amount little less

EXERCISE 40:

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

1. He received little notice that the bill would have to be paid in full.
2. The police had few opportunities to catch the thief who had committed a large amount of crimes.
3. You will have fewer problems with your income taxes if you get professional help.
4. After the strike, the company dismissed many employees.
5. Because the bottom corner of the pocket was torn, much coins fell out.

SKILL 41: RECOGNIZE IRREGULAR PLURALS OF NOUNS

* Different criteria *was* used to evaluate the performers. (Incorrect)

* Different criteria *were* used to evaluate the performers. (Correct)

IRREGULAR PLURALS

IRREGULAR PLURALS	
Vowel change	Man/men foot/feet goose/geese Woman/women tooth/teeth mouse/mice
Add -EN	Child/children ox/oxen
Same as singular	Deer/deer salmon/salmon trout/trout Fish/fish sheep/sheep
-is -es	Analysis/analyses, Axis/axes, crisis/crises, diagnosis/diagnoses, hypothesis/hypotheses, parenthesis/parentheses, thesis/theses
Ends in -A	Bacterium/bacteria, datum/data, criterion/criteria

us	-i	Alumnus/alumni, cactus/cacti, syllabus/syllabi
----	----	--

SKILL 42: DISTINGUISH THE PERSON FROM THE THING

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

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

EXERCISE SKILL 39-42:

INDICATE IF THE SENTENCES ARE CORRECT (C) OR INCORRECT (I)

1. The professor does not give many exam in chemistry class, but the ones she gives are difficult.
2. His thesis includes an analyses of the hypotheses.
3. It was his dream to be a musical in the New York Philharmonic.
4. For the reception, the caterers prepared a large amount of food to serve a large number of people.
5. Many job opportunities exist in the field of nurse if you will accept a low-paying position.
6. For each business trip you make, you can choose from many different airlines.
7. The stimulus for his career change is his acknowledgment that he is in a dead-end job.

TOEFL EXERCISE (Skills 39-42)

Choose the letter of the underlined that is not correct.

1. As a compilation of useful details, a weekly magazine
A B
commends itself in several respect.
C D
2. Through aquaculture, or fish farming, more than 500
A
million tons of fish are produced each years.
B C D
3. The legal system has much safeguards to protect
A
the right of a defendant to an impartial jury.
B C D
4. The mystery bookstore was largely a phenomena of the
A B C
last decade.
D

SKILL 44: DISTINGUISH POSSESSIVE ADJECTIVES AND PRONOUNS

Possessive adjectives and pronouns both show who or what “owns” a noun. However, possessive adjectives and possessive pronouns do not have the same function.

They lent me their book.

ADJECTIVE

They lent me theirs.

PRONOUN

Notice that in the first example the possessive adjective there is accompanied by the noun book. In the second example the possessive pronoun theirs is not accompanied by a noun.

POSSESSIVE ADJECTIVES AND PRONOUNS

SUBJECT	OBJECT	POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
I	Me	My	Mine
You	You	Your	Yours
He	Him	His	His
She	Her	Her	Hers
It	It	Its	-
We	Us	Our	Ours
They	Them	Their	Theirs
		Must be accompanied by a noun	Cannot be accompanied by a noun

Exercise 44:

Each of the following sentences contains at least one possessive pronoun or adjective. Circle the possessives. Then indicate if the sentences are correct (C) or incorrect (I).

1. If she borrows your coat, then you should be able to borrow her.
2. Each pot and pan in her kitchen has its own place on the shelf.
3. Mary and Mark invited theirs parents to see their new apartment.
4. When my roommate paid her half of the rent, I paid mine.
5. All students need to bring theirs own pencils and answer sheets to the exam.

SKILL 45: CHECK PRONOUN REFERENCE FOR AGREEMENT

The boys will cause trouble if you let him*.

Everyone must give their* name.

In the first example, the singular pronoun *him* is incorrect because it refers to the plural noun *boys*. This pronoun should be replaced with the plural pronoun *them*. In the second example, the plural possessive adjective *their* is incorrect because it refers to the singular *everyone*. This adjective should be replaced with the singular *his* or *her*.



Exercise 45:

Each of the following sentences contains at least one pronoun or possessive. Circle the pronouns and possessives. Then indicate if the sentences are correct (C) or incorrect (I).

1. If a person really wants to succeed, they must always work hard.
2. If you see the students from the math class, could you return their exam papers to them?
3. Some friends and I went to see a movie, and afterwards we wrote a critique about them.
4. If you have a problem, you are welcome to discuss it with me before you try to resolve them.
5. I know you had a terrible time last week, but you must try to forget about it.

TOEFL Exercise (skills 43-45):

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

1. Superman madetheir comic debut in 1938 in action
A B C D
Comics.
2. Commercial letters of credit are often used to finance
A
export trade, but them can have other uses.
B C D
3. When children experiencetoo much frustration, its
A B C
behavior ceases to be integrated.
D
4. On March 30, 1981, President Reagan was shotashis
A B C
was leaving a Washington hotel.
D
5. Although the destruction that it causes is often terrible,
A
cyclones benefit a much wider belt than they devastate.
B C D

MEETING 18

SKILL 46: USE BASIC ADJECTIVES AND ADVERBS CORRECTLY

Adverbs are used in place of adjectives. Adjectives and adverbs have very different uses. Adjectives have only one job: they describe nouns or pronouns.

She is a *beautiful* woman.
ADJ. NOUN

She is *beautiful*.
PRO. ADJ.

In the first example, the adjective *beautiful* describes the noun *woman*. In the second example, the adjective *beautiful* describes the pronoun *she*. Adverbs do three different things. They describe verbs, adjectives, or other adverbs.

She sings *beautifully*.
VERB ADV.

She is *beautifully* dressed woman.
ADV. ADJ. NOUN

She is *truly* *beautifully* dressed woman.
ADV. ADV. ADJ. NOUN

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

SKILL 47: USE ADJECTIVES AFTER LINKING VERBS

A linking verb is followed by an adjective rather than an adverb.

She looks nice
SUB. ADJ.

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

Linking verbs:

appear feel seem
be look smell



become

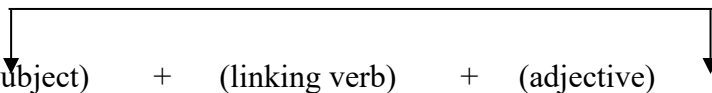
prove

taste



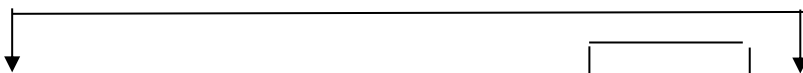
(subject) + (regular verb) + (adverb)

A regular verb is followed by adverb. The adverb describes the verbs.



(subject) + (linking verb) + (adjective)

A linking verb is followed by an adjective. The adjective describes the subject.



(subject) + (linking verb) + (adverb) + (adjective)

It is possible that a linking verb is followed by an adverb and an adjective. The adverb describes the adjective, and the adjective describes the subject

SKILL 48: POSITION ADJECTIVES AND ADVERBS CORRECTLY

The information *important** is on the first page.

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

He has taken*recently** an English course.

ADV.


OBJECT

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

EXERCISE (Skills 46-48):

Circle the adjectives and adverbs in the following sentences. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

1. They were unable to see where their friends were sitting in the theater because of the light dim.
2. After the comprehensive exam, she looked exhaustedly by the experience.
3. The project was remarkable close to being finished.
4. Mark always does his homework careful.
5. The program proved far more interesting than I had imagined it would be.
6. The student had attended regularly all the lecturers in the series
7. The patient became healthy after the operation.

- 
8. The grandparents speak proudly about all their offspring.
 9. The manager seemed certain that the project would be finished under budget.
 10. The firefighters worked feverishly, and they put out immediately the fire.

TOEFL EXERCISE (Skills 46-48):

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

1. Modern art is on display at the Guggenheim Museum,
 A B
 a building with an unusually design.
 C D
2. By the beginning of the 1980s fifteen states had
 A
 adopted already no-fault insurance laws.
 B C D
3. Heart attacks are fatally in 75 percent of occurrences.
 A B D
4. In spite of a tremendous amount of electronic gadgetry,
 A B C
 air traffic control still depends heavy on people.
 D

TOEFL EXERCISE (Skills 46-48):

5. Only recently have Gooden's industrially designers and
 A B
 engineers been able to optimize Waterbed's unusual
 C
 tread patterns for mass production.
 D
6. A baboon's arms appear as lengthily as its legs.
 A B C D
7. A serious problem is how to communicate reliable with a
 A B C
 submerged submarine.
 D

TOEFL EXERCISE (Skills 46-48):

8. Americans are destroying rapidly wetlands, faster than
 A B C
 an acre every two minutes.
 D
9. The central banking system of the United States consists
 A B C
 of twelve banks district.
 D
10. Telegraph service across the Atlantic was successful
 A B C

established in 1866.

D

SKILL 49: RECOGNIZE –LY ADJECTIVES

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

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

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

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

-ly adjectives				
<i>costly</i>	<i>likely</i>	<i>daily</i>	<i>quarterly</i>	<i>northerly</i>
<i>early</i>	<i>lively</i>	<i>hourly</i>	<i>weekly</i>	<i>easterly</i>
<i>friendly</i>	<i>Lonely</i>	<i>monthly</i>	<i>yearly</i>	<i>southerly</i>
<i>kindly</i>	<i>manly</i>	<i>nightly</i>	<i>lovely</i>	<i>westerly</i>

SKILL 50: USE PREDICATE ADJECTIVES CORRECTLY

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

The snake on the rock was *alive*.

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

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

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

PREDICATE ADJECTIVES	
PREDICATE ADJECTIVES	FORMS USED IN FRONT OF A NOUN

<i>alike</i> <i>alive</i> <i>alone</i> <i>afraid</i> <i>asleep</i>	<i>like,</i> <i>live,</i> <i>lone</i> <i>frightened</i> <i>sleeping</i>	<i>similar</i> <i>living</i>
--	---	---------------------------------

A predicate adjective appears after a linking verb such as be. It cannot appear directly in front of the noun that it describes.

SKILL 51: USE –ED AND –ING ADJECTIVES CORRECTLY

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

The woman *cleans* the car.

VERB

The *cleaning* woman worked on the car.

ADJECTIVE

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

ADJECTIVE

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

Chart outlines the key information that you should remember about –ed and –ing adjectives:

-ED AND –ING ADJECTIVES			
TYPE	MEANING	USE	EXAMPLE
-ING	Active	It does the action of the verb	...the happily playing children... (The children play.)
-ED	passive	It receives the action of the verb	...the frequently played record... (Some plays the record.)

TOEFL EXERCISE (Skills 49-51):

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

1. As the only major American river that flowed in a west direction

A B C

the Ohio was the preferred route for settlers.

D



2. During the annually salmon migration from the sea to fresh
A B
water, Alaska's McNeil River becomes a gathering place for
C
brown bears waiting eagerly to catch their fill.
D
3. Edelman stresses the mounting evidence showing that greatly
A B C
variation on amicroscopic scale is likely.
D
4. Perhaps the most welcoming and friendly of the
A B
park's wild places is the live oak forest that surrounds
C
the district's alone visitors' center in Gulf Breeze.
D
5. Halley's comet, viewing through a telescope, was
A B
Quite impressive.
C D
6. The state of deep asleep is characterized by rapid eye
A B C D
movement, or REM, sleep.
7. Among the disputing sections of the Monteverdi opera
A B C
are the sinfonia, the prologue, and the role of Ottone.
D
8. Most probably because of the likable rapport between anchors, the night
A B C
newcast on the local ABC affiliate has recently moved well beyond its
D
competitors in the ratings battle.
9. Signing at the outset of a busines deal, a contract offers the participants
A B
a certain degree of legal protection from costly mistakes.
C D
10. The story presented by Fischer is a headlong tale told so effectively that
A B
its momentum carries the reader right through the live endnotes
C D

PROBLEMS WITH ARTICLES

Articles are very difficult to learn because there are many rules, many exceptions, and many special cases. It is possible, however, to learn a few rules that will help you to use articles correctly much of the time.

Nouns in English can be either countable or uncountable. If a noun is countable, it must be either singular or plural. In addition to these general types of nouns, there are two types of articles: definite (specific) and indefinite (general)

ARTICLES

ARTICLES	COUNTABLE SINGULAR NOUNS	COUNTABLE PLURAL NOUNS	UNCOUNTABLE NOUNS
Indefinite (general)	A dollar An apple	----- dollars ----- apples	----- money ----- juice
Definite (specific)	The dollar The apple	The dollar The apple	The money The juice

SKILL 52: USE ARTICLES WITH SINGULAR NOUNS

I have *money* (uncountable – no article needed)

I have *books* (countable plural – no article needed)

I have *a book* (countable singular – article needed)

The following chart outlines the key information that you should remember about articles with singular nouns:

ARTICLES WITH SINGULAR NOUNS
A singular noun must have an article (<i>a, an, the</i>) or some other determiner such as <i>my</i> or <i>each</i> . (A plural noun or an uncountable noun may or may not have an article)

SKILL 53: DISTINGUISH A AND AN

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

a university	an unhappy man
a unit	an understanding
a hospital	an honor
a heart	an herb

A	A is used in front of a singular noun with a <i>consonant</i> sound
AN	An is used in front of a singular noun with a <i>vowel</i> sound.
Be careful of nouns beginning with <i>H</i> or <i>U</i> . they may have a vowel or a consonant sound.	



SKILL 54: MAKE ARTICLES AGREE WITH NOUNS

The use of the indefinite article is different for singular and plural nouns, you must be careful of agreement between the indefinite article and the noun. One very common agreement error is to use the singular indefinite article (a or an) with a plural noun.

- He saw *a** new *movies*.
- They traveled to *a** nearby *mountains*.
- Do you have another* *books*?

In these examples, you should not have a or an because ten nouns are plural. Ten following sentences are possible corrections of the sentences above.

SKILL 54: MAKE ARTICLES AGREE WITH NOUNS

- He saw a new movie. (singular)
- He saw new movies. (plural)
- They traveled to a nearby mountain. (singular)
- They traveled to nearby mountains. (plural)
- Do you have another book? (singular)
- Do you have other books? (plural)

SKILL 55: DISTINGUISH SPECIFIC AND GENERAL IDEAS


The following chart outlines the key information that you should understand about specific and general ideas.

SPECIFIC AND GENERAL IDEAS		
ARTICLE	MEANING	USES
A or An	General idea	<ul style="list-style-type: none"> • Use when there are <i>many</i>, and you do not <i>know</i> which one it is. • Use when there are <i>many</i>, and you do not <i>care</i> which one it is.
THE	specific idea	<ul style="list-style-type: none"> • Use when it is the <i>only one</i>. • Use when there are <i>many</i>, and you <i>know</i> which one it is.

EXERCISE (Skills 52-55):

Circle the articles in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

1. He took a money from his wallet to pay for sweater.



fly around the world.

D

2. The occurrence edemaindicates the presence of a serious

A

B

C

illness.

D

3. Atomic nuclei are believed to be composed by protons and

A

B

C

neutrons in equal numbers for the lighter elements.

D

4. According legend, Betsy Ross designed and sewed the

A

B

first American flag.

C

D

5. The middle ear is attached for the back of the throat by the

A

B

C

D

Eustachian tube.

SKILL 58: DISTINGUISH MAKE AND DO

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

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

- she likes to *make* her own clothes.
- would you like to *make* a cake for dessert?
- if you *make* a mistake, you should correct it.
- he was unable to *make* a response to the threat.

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

- this morning she *did* all the dishes.
- the students are *doing* the assignments.
- the janitors *did* the work they were assigned.
- you can *do* your laundry at the laundromat.

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

SKILL 59: DISTINGUISH LIKE, ALIKE, AND UNLIKE

Like, alike and *unlike* are easily confused because they look so similar and they have many different uses. There are several structures with *like, alike* and *unlike* that you should be familiar with.

The first structures you should already be familiar with are the adjectives *like* and *alike* (see skill 50). Study the use of *like* and *alike* in the examples:

- John and Tom are *alike*
- John and Tom worked in a *like* manner

In both these example, *like* and *alike* are adjectives that mean *similar*. In the first example, *alike* is a predicate adjective describing John and Tom. Because *alike* is a predicate adjective, it can be only used after a linking verb such as *are*. In the second example, *like* is the adjective form that is used immediately before the noun manner.

The next structures you should be familiar with are prepositions *like* and *unlike*, which have opposite meanings. Because they are prepositions, they must be followed by objects.

- John is (*like* Tom)
- John is (*unlike* Tom)

In the first example, the preposition *like* is followed by an object *Tom*. It means that Tom and John are similar. In the second example the preposition *unlike* is followed by the object *Tom*. It means that Tom and John are not similar.

The prepositions *like* and *unlike* can also be used at the beginning of a sentence.

(*like* Tom), John is tall.

(*unlike* Tom), John is tall.

In the first example, the preposition *like* is followed by the object *Tom*. It means that Tom is tall.

In the second example the preposition *unlike* is followed by the object *Tom*. It means that Tom are not tall.

The following chart outlines the structures and meanings of a sentences with *like, alike* and *unlike*:

LIKE, ALIKE AND UNLIKE			
	Grammar	Meaning	Use
Like Alike	Adjective Adjective	Similar Similar	As an adjective, like is used before a noun As an adjective, alike is used before a linking verb
Like Unlike	Preposition preposition	Similar different	Both prepositions are followed by objects. They can both be used in many positions, including at the beginning of the sentence

SKILL 60: DISTINGUISH OTHER, ANOTHER, AND OTHERS

Other, another and *others* are very easy to confuse. To decide how to use each them correctly, you must consider three things: (1) if it is singular or plural, (2) if it is definite (*the*) or indefinite (*a, an*), and (3) if it is an adjective (it appears with a noun) or if it is a pronoun (it appears by itself).

	SINGULAR	PLURAL
INDEFINITE	I have another book. (ADJ) I have another. (PRO)	I have other books. (ADJ) I have others (PRO)
DEFINITE	I have the other book. (ADJ) I have the other. (PRO)	I have the other books. (ADJ) I have the others (PRO)

TOEFL EXERCISE SKILL 58-60

- _____ 1. The buffalo and the bison are like except for the size and
A B C D
 shape of the head and shoulders.
- _____ 2. Other interesting aspect of tachistopic training in recent
A B
 years has been the newfound use by professional teams.
C D
- _____ 3. Only about 3 percent of oil well actually do a profit.
A B C D
- _____ 4. Dislike sumac with red berries, sumac with white berries
A B
Is poisonous.
C D
- _____ 5. Pittsburgh has reduced its smog by requiring more
A B
 complete oxidation of fuel in cars, and others cities can
C
do the same thing.
D
- _____ 6. Alike all other mammals, dolphins have lungs.
A B C D
- _____ 7. Up to world war II almost all important research in physics
A
 had been made in universities, with only university
B C



funds for support.
D

___ 8. Because the plan that was made yesterday is no longer
A B
feasible, the manager had to choose another alternatives.
C D

___ 9. Particles with unlike charges attract each other, while
A B
particles with alike charges repel each other.
C D

___ 10. One another surprising method of forest conservation is
A B C
controlled cutting trees.
D

MEETING 19
Review

Task 1.

Section 1 Listening Comprehension

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


After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Remember; you are not allowed to take notes or write in your test book.

Recording one (number 10-13): Long conversation

1. (A) How and when we celebrate Thanksgiving
(B) The traditional Thanksgiving dinner
(C) When Thanksgiving began
(D) Abraham Lincoln
2. (A) With colonists in Massachusetts
(B) Alone and thinking about how Thanksgiving developed
(C) With a big Thanksgiving dinner
(D) In an untraditional manner
3. (A) The terrible winter
(B) The corn harvest
(C) The development of Thanksgiving Day
(D) For getting the whole family together
4. (A) At many different times
(B) In July
(C) Any time in November
(D) On a Thursday in November


Recording two (number 39-42): Long talk

5. (A) To protect its members
(B) To save the natural environment
(C) To honor the memory of John Muir
(D) To improve San Francisco's natural beauty
6. (A) For less than a year
(B) Only for a decade
(C) For more than a century
(D) For at least two centuries
7. (A) San Francisco
(B) All fifty states
(C) The Sierra Nevadas

- 
- (D) The eastern United States
8. (A) All over the world
(B) In the entire United States
(C) Only in California
(D) Only in the Sierra Nevadas

Section 2
Structure and Written Expression


9. Certain authorities claim that the costumes that people wear to parties _____ into their personalities.
(A) give subtle insights
(B) they give subtle insights
(C) which give subtle insights
(D) subtle insights
10. _____ Army camps near Washington, D.C., in 1861, Julia Ward Howe wrote "The Battle Hymn of the Republic."
(A) She visited
(B) After visiting
(C) When visited
(D) When was she visiting
11. The greenhouse effect occurs _____ heat radiated from the Sun.
(A) when does the Earth's atmosphere trap
(B) does the Earth's atmosphere trap
(C) when the Earth's atmosphere traps
(D) the Earth's atmosphere traps
12. The Rose Bowl, _____ place on New Year's Day, is the oldest postseason collegiate football game in the United States.
(A) takes
(B) it takes
(C) which takes
(D) took
13. _____ appears considerably larger at the horizon than it does overhead is merely an optical illusion.
(A) The Moon
(B) That the Moon
(C) When the Moon
(D) The Moon which
14. The latest medical report indicated that the patient's
A
temperature was near normal and theirlungs were partially



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

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

21. Which of the following is the best title for this passage?
- (A) What the Eye Can See in the Sky
 - (B) Bernard's Star
 - (C) Planetary Movement
 - (D) The Evermoving Stars
21. The expression "naked eye" in paragraph 1 line 1 most probably refers to
- (A) a telescope
 - (B) a scientific method for observing stars
 - (C) unassisted vision
 - (D) a camera with a powerful lens
22. According to the passage, the distances between the stars and Earth are
- (A) barely perceptible
 - (B) huge
 - (C) fixed
 - (D) moderate
23. The word "perceptible" in paragraph 2 line 2 is closest in meaning to which of the following?
- (A) Noticeable
 - (B) Persuasive
 - (C) Conceivable
 - (D) Astonishing
25. The passage states that in 200 years Bernard's star can move
- (A) around Earth's moon
 - (B) next to Earth's moon
 - (C) a distance equal to the distance from Earth to the moon
 - (D) a distance seemingly equal to the diameter of the Moon
26. The passage implies that from Earth it appears that the planets
- (A) are fixed in the sky
 - (B) move more slowly than the stars
 - (C) show approximately the same amount of movement as the stars
 - (D) travel through the sky considerably more rapidly than the stars

- 
27. The word “negligible” in paragraph 2 line 5 could most easily be replaced by
- (A) Negative
 - (B) Insignificant
 - (C) Rapid
 - (D) Distant
28. Which of the following is **NOT** true according to the passage?
- (A) Stars do not appear to the eye to move.
 - (B) The large distances between stars and the earth tend to magnify movement to the eye.
 - (C) Bernard’s star moves quickly in comparison with other stars.
 - (D) Although stars move, they seem to be fixed.
29. The paragraph following the passage most probably discusses
- (A) The movement of the planets
 - (B) Bernard’s star
 - (C) The distance from Earth to the moon
 - (D) Why stars are always moving
30. This passage would most probably be assigned reading in which course?
- (A) Astrology
 - (B) Geophysics
 - (C) Astronomy
 - (D) Geography