

STRUCTURE AND WRITTEN EXPRESSION

The second section in the TOEFL test is the Structure and Written Expression section.

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

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

GENERAL STRATEGIES

1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Begin with questions 1 through 15.** Anticipate that questions 1 through 5 will be the easiest. Anticipate that questions 11 through 15 will be the most difficult. Do not spend too much time on questions 11 through 15. There will be easier questions that come later.
3. **Continue with questions 16 through 40.** Anticipate that questions 16 through 20 will be the easiest. Anticipate that questions 36 through 40 will be the most difficult. Do not spend too much time on questions 36 through 40.
4. **If you have time, return to questions 11 through 15.** You should spend extra time on questions 11 through 15 only after you spend all the time that you want on the easier questions 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.

THE STRUCTURE QUESTIONS

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

Example

Engineers _____ for work on the new space program.
(A) necessary
(B) are needed
(C) hopefully
(D) next month

In this example, you should notice immediately that the sentence has a subject (Engineers) and a sentence needs a verb. Answers (A), (C), (D) are incorrect because *necessary*, *hopefully*, and *next month* are not verbs. The correct answer is answer (B).

STRATEGIES FOR THE STRUCTURE QUESTIONS

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

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

1. CONDITIONAL SENTENCE

A. Conditional Sentence Type 1:

→ *It is possible and also very likely that the condition will be fulfilled.*

Form: If + Simple Present >>> Future (= will + bare infinitive)

Example: If I find her address, I'll send her an invitation.

Exercise :

Complete the Conditional Sentences (Type I) by putting the verbs into the correct form.

1. If you (send)this letter now, she (receive)..... . it tomorrow .
2. If I (do)..... this test, I (improve) my English.
3. Peggy (go) shopping if she (have) time in the afternoon.
4. Simon (go) to London next week if he (get) a cheap flight.
5. If they (study / not)harder, they (pass / not) the exam.
6. If it (rain) tomorrow, I (have to / not)water the plants.

B. Conditional Sentence Type 2:

→ *It is possible but very unlikely, that the condition will be fulfilled.*

Form: if + Simple Past >>> Conditional (= would + bare infinitive)

Example: If I found her address, I would send her an invitation.

Exercise :

Complete the Conditional Sentences (Type II) by putting the verbs into the correct form.

1.If I (be) rich, my life (change) completely.

2.I (invite) all my friends if (have) a house by the beach.

3.If we (have) a yacht, we (sail) the seven seas.

4.If they (tell) their father, he (be) very angry.

5.We (help) you if we (know) how.

6.My brother (buy) a sports car if he (have) the money.

C. Conditional Sentence Type 3 :

→ *It is impossible that the condition will be fulfilled because it refers to the past.*

Form: if + Past Perfect, Conditional II (= would + have + Past Participle)

Example: If I had found her address, I would have sent her an invitation.

Exercise :

Complete the Conditional Sentences (Type III) by putting the verbs into the correct form.

1. If you (study) for the test, you (pass)it.
2. If you (ask)me, I (help)you.
3. If you (speak) English, she (understand)
4. I (write)you a postcard if I (have) your address.
5. If it (not/ start) to rain, we (walk)to the museum.
6. If she (take) the bus, she (not / arrive) on time.

2. COMPARATIVE DEGREE

Comparisons indicate degrees of difference with adjectives and adverbs, and may be equal or unequal.

EQUAL COMPARISONS

An equal comparison indicates that the two entities are (or are not, if negative) exactly the same. The following rule generally applies to this type of comparison.

subject + verb + *as* + {adjective
adverb} + *as* + {noun
pronoun}

NOTE: Sometimes you may see *so* instead of *as* before the adjective or adverb in negative comparisons.

He is not as tall as his father.

OR

He is not so tall as his father.

NOTE: Remember that the subject form of the pronoun will always be used after *as* in correct English.

Peter is as tall as I. **You are as old as she.**

Examples of equal comparisons:

My book is as interesting as yours. (adjective)

His car runs as fast as a race car. (adverb)

John sings as well as his sister. (adverb)

Their house is as big as that one. (adjective)

His job is not as difficult as mine. (adjective)

OB

His job is not so difficult as mine.

They are as lucky as we. (adjective)

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

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

Bob is taller than Ron.

Sally is *more* beautiful than Sharon.

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

Bob is *the tallest* man *in* the room.

Sally is *the most* beautiful *of all* the women at the party.

The spider over there is *the largest* one *that* I have ever seen.

The fastest runner wins the race. (no *in*, *of*, or *that*)

The following chart outlines the possible forms of comparatives and superlatives:

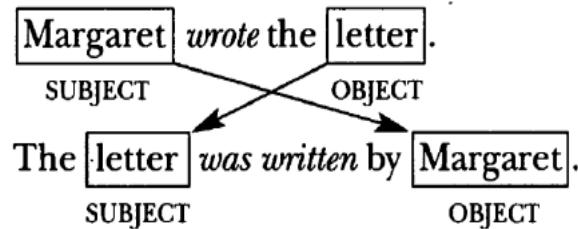
THE FORM OF COMPARATIVES AND SUPERLATIVES			
COMPARATIVE	$\begin{bmatrix} \text{more } (\text{long adjective}) \\ (\text{short adjective}) + \text{er} \end{bmatrix}$	than	
SUPERLATIVE	the $\begin{bmatrix} \text{most } (\text{long adjective}) \\ (\text{short adjective}) + \text{est} \end{bmatrix}$		maybe <i>in</i> , <i>of</i> , <i>that</i>

EXERCISE 1: each of the following questions contains a comparative or superlative. Circle the comparative or superlative. Then indicate if the sentences are correct (C), or incorrect (I).

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

3. PASSIVE VOICE

The passive of an active tense is formed by putting the verb **to be** into the same tense as the active verb and adding the past participle of the active verb. The subject of the active verb becomes the ‘agent’ of the passive verb. The agent is very often not mentioned. When it is mentioned it is preceded by ‘**by**’ and placed at the end of the clause.



THE FORM OF THE PASSIVE

BE + past participle (BY + object)

Active: My father planted this tree.

Passive: This tree was planted by my father.

1. Place the complement of the active sentence at the beginning of the passive sentence.
2. If there are any auxiliaries in the active sentence, place them immediately after the new subject agreeing in number with the subject.
3. Insert the verb *be* after the auxiliary or auxiliaries in the same form as the main verb in the active sentence.
4. Place the main verb from the active sentence after the auxiliaries and *be* in the past participle.
5. Place the subject of the active sentence after the verb in the passive sentence preceded by the preposition *by*. (This can be eliminated completely if it is not important or is understood.)

Study the following possible word orders for passive voice.

SIMPLE PRESENT OR SIMPLE PAST

$\left\{ \begin{array}{l} am \\ is \\ are \\ was \\ were \end{array} \right\}$	+ [verb in past participle]
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Active: Hurricanes destroy a great deal of property each year.
 subject present complement

Passive: A great deal of property is destroyed by hurricanes each year.
 singular subject be past participle

Active: The tornado destroyed thirty houses.
 subject past complement

Passive: Thirty houses were destroyed by the tornado.
 plural subject be past participle

PRESENT PROGRESSIVE OR PAST PROGRESSIVE

$\left\{ \begin{array}{l} am \\ is \\ are \\ was \\ were \end{array} \right\}$	+ being + [verb in past participle]
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Active: The committee is considering several new proposals.
 subject present progressive complement

Passive: Several new proposals are being considered by the committee.
 plural subject auxiliary be past participle

Active: The committee was considering several new proposals.
 subject past progressive complement

Passive: Several new proposals were being considered by the committee.
 plural subject auxiliary be past participle

PRESENT PERFECT OR PAST PERFECT

$$\left\{ \begin{array}{l} \text{has} \\ \text{have} \\ \text{had} \end{array} \right\} + \text{been} + [\text{verb in past participle}]$$

Active: The company has ordered some new equipment.
subject present perfect complement

Passive: Some new equipment has been ordered
singular subject auxiliary be past participle
by the company.

Active: The company had ordered
subject past perfect
some new equipment before the strike began.
complement

Passive: Some new equipment had been ordered
subject auxiliary be past participle
by the company before the strike began.

MODALS

$$\text{modal} + \text{be} + [\text{verb in past participle}]$$

Active: The manager should sign these contracts today.
subject modal + verb complement

Passive: These contracts should be signed
subject modal be past participle
by the manager today.

MODALS + PERFECT

$$\text{modal} + \text{have} + \text{been} + [\text{verb in past participle}]$$

Active: Somebody should have called the president this
subject modal + perfect complement
morning.

Passive: The president should have been called this
subject modal have be past participle
morning.

EXERCISE 1: Each of the following has a passive meaning. Underline twice the verbs that should be passive. Then indicate if the sentences are correct (C) or incorrect (I)

- I 1. The boy had never be stung by a bee.
- C 2. The suits were hung in the closet when they were returned from the cleaners.
- ___ 3. Money is lending by the credit union to those who want to buy homes.
- ___ 4. The record had been chose by dancers near the jukebox.
- ___ 5. The topic for your research paper should have been approved by your advisor.
- ___ 6. That song has been playing over and over again by Steve.
- ___ 7. Their utility bills have been increased again and again.
- ___ 8. The patients who are too sick to sit up are being assisted by the orderlies.
- ___ 9. The offices were thoroughly clean last evening by the night crew.
- ___ 10. The car that was struck in the intersection yesterday is being repaired today.

EXERCISE 2: PASSIVE VOICE

Change the following sentences from active to passive voice.

1. Somebody calls the president every day.
2. John is calling the other members.
3. Martha was delivering the documents to the department.
4. The other members have repealed the amendment.
5. The delegates had received the information before the recess.
6. The teacher should buy the supplies for this class.
7. Somebody will call Mr. Watson tonight.
8. The fire has caused considerable damage.
9. The company was developing a new procedure before the bankruptcy hearings began.
10. John will have received the papers by tomorrow.

4. CAUSATIVE

The causative verbs are used to indicate that one person causes a second person to do something for the first person. One can cause somebody to do something for him or her by paying, asking, or forcing the person. The causative verbs are: *have, get, make*.

1. HAVE AND GET

The clause following *have* or *get* may be active or passive. Study the following rules.

(1) ACTIVE

subject + *have* + complement + [verb in simple form] ...
(any tense) (usually person)

(2) ACTIVE

subject + *get* + complement + [verb in infinitive] ...
(any tense) (usually person)

(3) PASSIVE

subject + $\left\{ \begin{array}{l} \text{have} \\ \text{get} \end{array} \right\}$ + complement + [verb in past participle] ...
(any tense) (usually thing)

- (1) Mary had John wash the car. (John washed the car.) active
- (2) Mary got John to wash the car. (John washed the car.) active
- (3) Mary got the car washed. (The car was washed by
Mary had the car washed. somebody.) passive

Example of active clauses in causative verbs

The president had his advisors arrange a press conference.
 George is getting his teachers to give him a make-up exam.
 Mary has had a friend type all of her papers.
 John is having his father contact the officials.
 The editor had the contributors attend a composition workshop.
 Morris got his dog to bring him the newspaper.

Examples of passive clauses in causative sentences:

James has his shirts cleaned at the drycleaners.
 Pat is having her car repaired this week.
 Anna got her paper typed by a friend.
 The president is having a press conference arranged by his
 advisors.
 Mary got her husband arrested. (Exception: a person is the
 complement, but the second clause is passive.)
 Rick was having his hair cut when John called.

2. MAKE

Make can be followed only by a clause in the active voice. It is stronger than *have* or *get*. It means *force*.

subject + *make* + complement + [verb in simple form] . . .
(any tense)

The robber made the teller give him the money.
 (The robber forced the teller to give him the money.)

NOTE: *force* + complement + [verb in infinitive]

Examples of *make*:

The manager made the salesmen attend the conference.
 The teacher always makes the children stay in their seats.
 George made his son be quiet in the theater.
 The president is making his cabinet members sign this document.
 The teacher had made the students' parents sign release forms
 before he let the students jump on the trampoline.

3. LET

Let is usually added to the list of causatives in grammar textbooks. It is not actually causative. It means *allow* or *permit*. Notice the difference in grammar.

subject + *let* + complement + [verb in simple form] . . .

subject + {*permit*
allow} + complement + [verb in infinitive] . . .

NOTE: *Let* is NOT INTERCHANGEABLE WITH *leave*, which means *to go away*.

Examples:

John let his daughter swim with her friends.

(John allowed his daughter to swim with her friends.)

(John permitted his daughter to swim with her friends.)

The teacher let the students leave class early.

T>vC policeman let the suspect make one phone call.

Dr. Jones is letting the students hand in the papers on Monday.

Mrs. Binion let her son spend the night with a friend.

Wo are going to let her write the letter.

Mr. Brown always lets his children watch cartoons on Saturday mornings.

4. HELP

Help is not actually a causative verb either, but is generally considered with causative verbs in grammar textbooks. It is usually followed by the simple form, but can be followed by the infinitive in some cases. It means *assist*.

subject + *help* + complement + {[verb in simple form]
[verb in infinitive]}

John helped Mary wash the dishes.

Jorge helped the old woman with the packages (to) find a taxi.

The teacher helped Carolina find the research materials.

EXERCISE 1: CAUSATIVE VERBS

Use the correct form of the verb in parentheses in each of the following sentences.

1. The teacher made Juan _____ (leave) the room.
2. Toshiko had her car _____ (repair) by a mechanic.
3. Ellen got Marvin I _____ (type) her paper.
4. made Jane _____ (call) her friend on the telephone,
5. We got our house _____ (paint) last week.
6. Di. Byrd is having the students _____ (write) a composition.
7. The policemen made the suspect _____ (lie) on the ground.
8. Mark got his transcripts. _____ (send) to the university. _____
9. Maria is getting her hair _____ (cut) tomorrow.
10. We will have to get the Dean _____ (sign) this form.
11. The teacher let Al _____ (leave) the classroom.
12. Maria got Ed _____ (wash) the pipettes.
13. She always has her car _____ (fix) by the same mechanic.
14. Gene got his book _____ (publish) by a subsidy publisher.
15. We have to help Janet _____ (find) her keys.

6. Gerund and To Infinitive

Gerunds or verbal nouns take the same form as the present participle (V-ing) but their function is quite different. Gerunds may be used as a noun, and therefore, they act like any other noun: as a subject or an object (of a verb or a preposition), a complement, after possessive (John's, the boy's, your), or as a noun premodifier.

a. Subject

Subject	Verb	
Dining on fast food	has become	a way of life for millions of people.
Hamburgers with chicken	have become	popular fast food all over the world.

b.1. Object of a verb

	Verb	Object	
The numbers of fast-food restaurant chains	keep	growing	fast all over the world.
Will you please	keep	an eye on	the baby while I am away.

2. Object of a preposition

	Prep.	Object	
Fast-food restaurants may prevent families	from	spending	quality time together around the dinner table.
The new restaurant has good Italian wine	from	\$ 1.50	a bottle.

c. Complement

	V	Complement
Mr. White's hobby	is	collecting exotic stamps.
Collecting exotic stamps	is	Mr. White's hobby.

d. After Possessive

	pssive		
His father dislikes	John's	eating	fast foods.
The director takes objection to	John's	plan	to revive the train transportation around Yogyakarta.

e. Noun Premodifier

a walking stick	→	a stick for walking
a swimming pool	means	a pool for swimming

VERBS THAT ARE ALWAYS FOLLOWED BY THE GERUND

Other verbs must always be followed by the gerund. These verbs include:

admit	appreciate	avoid	can't help	consider
delay	deny	enjoy	finish	mind
miss	postpone	practice	quit	recall
report	resent	resist	resume	risk
suggest				

John admitted stealing the jewels.

We enjoyed seeing them again after so many years.

You shouldn't risk entering that building in its present condition.

Michael was considering buying a new car until the prices went up.

NOTE: These sentences are made negative by adding the negative particle *not* before the infinitive or gerund.

John decided not to buy the car.

We regretted not going to the party last night.

2. A to-infinitive, like a gerund, may also be used in the same way as a noun. It may function as the subject, the object of a verb, or a complement.

a. Subject

Subject	Verb	
To introduce some local variety of McDonald's	needs	smart strategy.
McDonald's customers sometimes	need	a lot of patience to get their order.

b. Object

	Verb	Object	
McDonald's	has started	to introduce	some local variety.
McDonald's	has started	a new recipe	for its local products.

The following verbs are always followed by the infinitive if the complement is a verb.

agree	attempt	claim	decide	demand
desire	expect	fail	forget	hesitate
hope	intend	learn	need	offer
plan	prepare	pretend	refuse	seem
strive	tend	want	wish	

John expects to begin studying law next semester.

Mary learned to swim when she was very young.

The budget committee decided to postpone this meeting.

The president will attempt to reduce inflation in the next four years.

The soldiers are preparing to attack the village.

Cynthia has agreed to act as a liaison between the two countries.

The following verbs can be followed by either the infinitive or the gerund with no change in meaning.

begin	can't stand	continue	dread
hate	like	love	prefer
regret	start	try	

He started to study after dinner. OR He started studying after dinner.

Joan hates to ride her bicycle to school. OR Joan hates riding her bicycle to school.

Verbs with Prepositions followed by Gerund

Example: I'm *looking forward to seeing* you again soon.

- accuse of
- blame for
- dream about/of
- look forward to
- agree with
- care for
- feel like
- object to
- apologize for
- carry on
- forgive for
- think of
- ask about
- complain about
- give up
- succeed in
- believe in
- concentrate on
- insist on
- use for
- be used to
- depend on
- keep on

EXERCISE GERUND AND INFINITIVE

Choose the correct form of the verb in parentheses in the following sentences.

1. The teacher decided (accepting/to accept) the paper.
2. They appreciate (to have/having) this information.
3. His father doesn't approve of his (going/to go) to Europe.
4. We found it very difficult (reaching/to reach) a decision.
5. Donna is interested in (to open/opening) a bar.
6. George has no intention of (to leave/leaving) the city now.
7. We are eager (to return/returning) to school in the fall.
8. You would be better off (to buy/buying) this car.
9. She refused (to accept/accepting) the gift.
10. Mary regrets (to be/being) the one to have to tell him.

Exercises TOEFL Structure

1. Somebody cleans the room every day. Passive voice is:
 - (A) The room was clean by somebody every day.
 - (B) The room is cleaned by somebody every day.
 - (C) The room is clean by somebody every day.
 - (D) Somebody has cleaned the room every day.
2. Sam has taken an English course. Passive voice is:
 - (A) Sam has been taken an English course.
 - (B) An English course taken by Sam.
 - (C) An English course has been taken by Sam.
 - (D) English courses have taken by Sam.
3. The students are using computers now. Passive voice is:
 - (A) The computers are being used by the students now.
 - (B) The computers are used by them now.
 - (C) The computers were used by them now.
 - (D) Computers is being used by them now.
4. Susi made Andi _____ his sandals before he went into her house.
 - A. takes off
 - B. take off
 - C. took off
 - D. taken off
5. Ani : What a nice dress! Did you make it yourself?
Ati : **Oh, I got it made.** The Bold sentence means _____.
 - A. Ati bought the dress
 - B. Ati made the dress herself
 - C. Ati had to make her dress
 - D. Someone made Ati's dress
6. _____ a new language can be very interesting.
 - A. Learn
 - B. Learned
 - C. Learning
 - D. To learning

7. After attending the wedding party, Dona continued _____ the meal and having dinner with her family.
- A. to heating
 - B. to heat
 - C. heat
 - D. heats
8. If the students _____ late to submit the scholarship application to the board, they will not be listed as candidates.
- A. be
 - B. are
 - C. were
 - D. have
9. We decided to stay home because Sita wasn't very keen on _____ out in the rain.
- A. go
 - B. goes
 - C. went
 - D. going
10. You _____ the job if you were not late to the interview.
- A. would get
 - B. would be gotten
 - C. would have gotten
 - D. would have been gotten