**1st SESSION**

STRUCTURE AND WRITTEN EXPRESSION

STRUCTURE QUESTION

* SENTENCE WITH ONE CLAUSE

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| **Skill** | **1** | SUBJECTS AND VERBS |

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

**Example 1.1**

was ringing continuously for hours.

A. Loudly

B. In the morning

C. The phone

D. The bells

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

The following chart outlines the key information that you should remember about subjects and verbs

**SUBJECTS AND VERBS**

A sentence in English must have at least one subject and one verb. The first thing you should do as you read a sentence in the structure section of the TOEFL test is to find the subject and the verb.

**EXERCISE 1**

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

1. My best friend always helpful with problems ( I )
2. The bus schedule has changed since last week. ( C )
3. Accidentally dropped the glass on the floor. (\_\_)
4. The customer paying the clerk for the clothes. (\_\_)
5. The professor handed the syllabus to the students. (\_\_)
6. Each day practiced the piano for hours. (\_\_)
7. The basketball player tossed the ball into the hoop. (\_\_)
8. The new student in the class very talkative and friendly. (\_\_)
9. Walking with the children to school (\_\_)
10. The whales headed south for the winter. (\_\_)

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| **Skill** | **2** | OBJECTS OF PREPOSITIONS |

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

The trip (to the *island]* (on *Saturday)* will last (for three *hours).*

This sentence contains three objects of prepositions. Island is the object of the preposition to; Saturday is the object of the preposition on; hours is the object of the preposition for.

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

**Example** 2.1

To Mike was a big surprise.

A. really

B. the party  
C. funny

D. when

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

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

**OBJECTS OF PREPOSITIONS**

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

**EXERCISE 2**

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

1. The name of the baby in the cribs is Jack. ( C )
2. By the next meeting of the class need to turn in the papers. (\_\_)
3. The directions to the exercise on page twenty unclear. (\_\_)
4. Because of the heavy coin throughout the night, the walkways are muddy. (\_\_)
5. During the week eat lunch in theschool cafeteria. (\_\_)
6. In the morning after the concert was tired. (\_\_)
7. In the summer the trip to the mountains is our favorite trip. (\_\_)
8. In a box on the top shelf of the cabinet in the hallway of the house. (\_\_)
9. With her purse in her hand ran through the door. (\_\_)
10. At 1:00 in the morning the alarm clock on the table beside the bed rang. (\_\_)

**EXERCISE 3**

**Underline the subjects once and the verbs twice. Circle the prepositional phrases that come before the verb. Then indicate if the sentences are cor­rect (C) or incorrect (I)**

1. During the meeting in the office discussed the schedule. (\_\_)
2. The doctor gave the patient a prescription. (\_\_)
3. The tall evergreen trees along the road. (\_\_)
4. The watch in the jewelry box needs a new battery. (\_\_)
5. Pleasantly greets everyone in all the offices every morning(\_\_)
6. In the office of the building across the street from the park on the corner.
7. The dishes in the sink really need to be washed as soon as possible. (\_\_)
8. In a moment of worry about the problem with the cash **in** the account. (\_\_)
9. The plane from New York circling the airport. (\_\_)
10. On a regular basis the plants in the boxes under the window in the kitchen are watered and fed. (\_\_)

**EXERCISE 4**

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

1. Mark Twain \_\_\_\_\_\_\_\_\_the years after the Civil War the 'Gilded Age.'

A. called B. calling C. he called D. his calls

2. Early \_\_\_\_\_\_\_\_\_toes instead of hooves on their feet.

A. horses B. had horses C. horses had D. horses having

3.\_\_\_\_\_\_\_\_\_grow close to the ground in the short Arctic summer.

A. Above tundra plants B. Tundra plants C. Tundra plants are found D. For tundra plants

4. In 1867,\_\_\_\_\_\_\_\_\_Alaska from the Russians for $7.2 million.

A. purchased the United States B. to purchase the United States

C. the United States' purchase of D. the United States purchased

5. Between 1725 and 1750, New England witnessed an increase, in the specialization of\_\_\_\_\_\_\_\_\_

A. occupations B. occupies C. they occupied D. it occupied them

6. The large carotid artery\_\_\_\_\_\_\_\_\_to main parts of the brain.

A. carrying blood B. blood is carried C. carries blood D. blood carries

7.\_\_\_\_\_\_\_\_\_radio as the first practical system of wireless telegraphy.

A. Marconi's development

B. The development by Marconi

C. Developing Marconi

D. Marconi developed

8. In 1975 the first successful space probe to\_\_\_\_\_\_ beginning to send information back to Earth.

A. Venus B. Venus the C. Venus was D. Venus it was

9. The two biggest resort... Arkansas are Hot Springs and Eureka Springs

A. in B. towns in C. towns are D. towns are in

10. NASA's Lyndon B. Johnson Space Center \_\_\_\_\_\_control center for the Mercury, Gemini, and Apollo space flights.

A. it was at the B. it was the C. was the D. the

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| **Skill** | **3** | BE CAREFUL OF APPOSITIVES |

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

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

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

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

***Example I***

\_\_\_\_\_\_, George is attending the lecture.

(A) Right now

(B) Happily

(C) Because of the time

(D) My friend

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

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

***Example II***

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

(A) An excellent basketball player

(B) An excellent basketball player is

(C) Sarah is an excellent basketball player

(D) Her excellent basketball play

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

The following chart outlines the key information that you should remember about a p positives:

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| **APPOSITIVES** |
| An *appositive* is a noun that comes before or after another noun and is generally set off from the noun with commas. If a word *is* an *appositive.* It is not the *subject.* The following appositive structures are both possible in English |
| S APP V  Tom, a really good *mechanic, is fixing the car* |
| APP, S V  A really good mechanic, *Tom is fixing the car.* |

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

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

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| **Skill** | **4** | PRESENT PARTICIPLES |

Present participles can cause confusion in the structure questions on the TOEFL test because a present participle can be either an adjective or a part of the verb. A present participle is the -ing form of the verb. It is part of the verb when it is preceded by some form of the verb be.

The train is arriving at the station now.

VERB

In this sentence, arriving is part of the verb because it is accompanied by is. A present participle is an adjective when it is not accompanied by some form of the verb be.

The train arriving at the station now is an hour late

ADJECTIVE

In this sentence, arriving is an adjective and not part of the verb because it is not accompanied by some form of be. The verb in this sentence is. The following example shows how a present participle can be confused with the verb in structure questions on the TOEFL test.

**Example 3.1**

The film\_\_\_\_\_\_\_\_appearing at the local theater is my favorite.

A. now

B. is

C. it

D. was

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

The following chart outlines the key information you should remember about present participles.

**PRESENT PARTICIPLES**

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

**EXERCISE I**

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

1. The crying baby needs [to be](http://to.be) picked up. ( C )

ADJ

1. The clothes are Lying on the floor should go\_, into the washing machine. (I)

VERB.

1. The waitress bringing the steaming soup to the waiting diners. (\_\_)
2. Most of the striking workers are walking the picket line. (\_\_)
3. For her birthday, the child is getting a talking doll. (\_\_)
4. The setting sun creating a rainbow of colors in the sky. (\_\_)
5. The ship is sailing to Mexico is leaving tonight. (\_\_)
6. The letters needing immediate answers are on the desk. (\_\_)
7. The boring class just ending a few minutes ago. (\_\_)
8. The fast-moving clouds are bringing freezing rain to the area. (\_\_)

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| **Skill** | **5** | PAST PARTICIPLES |

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

The mailman has left a letter in the mailbox.

VERB

The classes were taught by Professor Smith.

VERB

In the first sentence, the past participle left is part of the verb because it is accompanied by has. In the second sentence, the past participle taught is part of the verb because it is accompanied by were.

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

The letter left in the mailbox was for me

adjective

The classes taught by Professor Smith were very interesting.

ADJECTIVE

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

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

**Example** 4.1

The bread\_\_\_baked this morning smelled delicious.

A. has

B. was

C. it

D. just

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

The following chart outlines the key information that you should remember about past participles.

**PAST PARTICIPLES**

A past participle often ends in -ed, but there are also many irregular past participles. For many verbs including -ed verbs, the simple past and the past participle are the same and can be easily confused. The -ed form of the verb can be (1) the simple past, (2) the past participle of a verb, or (3) an adjective.

**EXERCISE 2**

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

1. The food is served in this restaurant is delicious. (\_\_)

VERB.

1. The plane landed on the deserted runway (\_\_)

adj.

1. The unexpected guests arrived just at dinnertime. (\_\_)
2. The courses are listed in the catalogue are required courses.
3. The teacher found the lost exam. (\_\_)
4. The small apartment very crowded and disorganized. (\_\_)
5. The photographs developed yesterday showed Sam and his friends.
6. The locked drawer contained the unworn jewels. (\_\_)
7. The tree was blown over in the storm was cut into logs. (\_\_)
8. The students registered in this course are listed on that sheet of paper. (\_\_)

**EXERCISE 3**

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

1. Our hosts are serving drinks on the tiled patio. (\_\_)
2. The tired woman taking a much-needed nap. (\_\_)
3. The letters were sent on Monday arrived on Wednesday. (\_\_)
4. The winners deserved the big prize. (\_\_)
5. The plants are growing in the garden need a lot of water. (\_\_)
6. The shining stars lit up the darkened sky. (\_\_)
7. The driver rapidly increased the speed of the racing car. (\_\_)
8. The excited children trying to build a snowman in the falling snow. (\_\_)
9. The students are completing the course will graduate in June. (\_\_)
10. The dissatisfied customer is returning the broken toaster to the store. (\_\_)

**EXERCISE 4**

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

1. The first\_\_\_\_\_\_\_\_\_appeared during the last period of the dinosaurs' reign

A. flowers are plants B. plants have flowers C. plants flowers D. flowering plants

2. The earliest medicines\_\_\_\_\_ from plants of various sorts.

A. obtaining B. they obtained C. were obtained D. they were obtained

3. Simple sails were made from canvas\_\_\_\_\_\_\_\_\_over a frame.

A. a stretch B. stretched C. was stretched D. it was stretched

4. Pluto’s moon Charon \_\_\_\_\_\_\_\_\_\_\_in a slightly elliptical path around the planet.

A. moving B. is moving C. it was moving D. in its movement

5. Techniques of breath control form art essential part of any\_\_\_\_\_\_\_\_\_program to improve the voice.

A. it trains B. train C. trains D. training

6. Robert E. Lee\_\_\_\_\_\_\_\_\_the Confederate Army to General Grant in 1865 at the Appomattox Courthouse.

A. surrendered B. he surrendered C. surrendering D. surrender

7. The pituitary gland,\_\_\_\_\_\_\_\_\_the brain, releases hormones to control other glands.

A. found below B. it is found below C. its foundation below D. finds itself below

8. At around two years of age, many children regularly produce sentences \_\_\_\_\_\_\_\_\_three or four words.

A. are containing B. containing C. contain D. contains

9. Multinational companies \_\_\_\_\_\_\_\_\_it increasingly important to employ internationally acceptable brand names.

A. finding B. are finding C. they find D. they are finding

10. The cornea is located under the conjunctiva, on\_\_\_\_\_\_\_\_\_of the eye.

A.-the part is exposed B. exposed the part

C. the exposed part D. exposes the part

**EXERCISE 5**

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

1.\_\_\_\_\_\_\_\_\_first settled the Hawaiian Islands between A.D 300 and 750.

A. The Polynesians B. The Polynesians arrived

C. Because of the Polynesians D. It was the Polynesians

2. In 1066, a bright comet\_\_\_\_\_\_\_\_\_\_in the sky attracted much attention. ,

A. was appearing B. appears C. it appeared D. appearing

3. In some daguerreotype cameras,\_\_\_\_\_\_\_\_\_through a hole in the back of the box.

A. the object's view B. the object was viewed

C. from the view of the object D. viewed the object

4. In the Stone Age, stone tools *'\_*\_\_\_\_\_\_\_\_\_with other rock materials.

A. polishing B. they polished C. for polish D. were polished

5. The first steamship to cross the Atlantic\_\_\_\_\_\_\_\_\_Savannah, in 1819.

A. was the B. it was the C. the. D. in it the

6. The Earth's plates meet each other at cracks in the Earth\_\_\_\_\_\_\_\_\_faults.

A. were called B. calls C. called D. it was called

7. The first plant-like organisms probably \_\_\_\_\_\_\_\_in the sea, perhaps three billion years ago.

A. life B. living C. lived D. it was living

8. In male pattern baldness,\_\_\_\_\_\_\_\_\_strongly influences the degree of hair loss.

A. heredity B. inherited C. inherits D. heredity has

9. In Watch the Skies, Curtis Peebles\_\_\_\_\_\_\_\_\_attempt to explain America’s belief in flying saucers.

A. makes a fascinating B. making a fascinating

C. fascination with making D. fascination made a

10. The irregular coastline of\_\_\_\_\_\_\_\_\_a succession of bays and inlets, with the hook of the Cape Cod peninsula in the                 southeast.

A. Massachusetts B. Massachusetts is C. Massachusetts it is D. Massachusetts on

**2nd SESSION**

LISTENING COMPREHENSION

PART A: SHORT CONVERSATION

RE-STATEMENT

* STRATEGY

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| **Skill** | **1** | FOCUS ON THE SECOND LINE |

In Listening Part A you will hear a short conversation involving two people; this conversa­tion is followed by a question. It is important to understand that the answer to this type of question is most often (but not always!) found in the second line of the conversation.

*Example*

On the recording, you hear:

(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, 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.

**TOEFL EXERCISE 1: In this exercise, listen carefully to the short conversation and question on the tape, and then choose the best answer to the question. You should focus carefully on the second line.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE I.**

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| 1. (A) He is leaving now. 2. He has to go out of his way. 3. He will not be leaving soon. , 4. He will do it his own way. | 1. (A) He locked the door. 2. He tried unsuccessfully to get into the house. 3. *He* was able to open the door. 4. He left the house without locking the door. |
| 1. (A) She doesn't like to listen to turkeys. 2. She thinks the dinner sounds special. 3. She especially likes the roast turkey.   She'd prefer a different dinner. | 1. (A)He’ll be busy with her homework tonight. 2. He can't help her tonight. 3. He's sorry he can't ever help her. 4. He'll help her with her physics. |
| 1. (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. |  |

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| **Skill** | **2** | CHOOSE ANSWERS WITH SYNONYMS |

Often the correct answer in Listening Part A is an answer that contains synonyms (words with similar meanings but different sounds) for key words in the conversation.

*Example*

On the recording, you hear:

(woman) *Why is Barbara feeling so happy?*

(man) *She just started working in a real estate agency.*

(narrator) *What does the man say about Barbara?* "

In your test book, you read:

(A) She always liked her work in real estate.

(B) She began a new job.

(G) She just bought some real estate.

(D) She bought a real estate agency.

**TOEFL EXERCISE 2: In this exercise, listen carefully to the short conversation and ques­tion on the tape, and then choose the best answer to the question. You should look for synonyms for key words in the second line.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 2**

|  |  |
| --- | --- |
| 1. (A) The final exam was harder than the others.  (B) There were two exams rather than one.  (C) He thought die 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 sweat suit to go running. |  |

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| **Skill** | **3** | AVOID SIMILAR SOUNDS |

Often the incorrect answers in Listening Part A are answers that contain words with *similar* sounds but very different meanings from what you hear on the tape. You should defi­nitely avoid these answers

*Example*

On the recording, you hear:

[man) *Why couldn't Mark come with its?*

(woman) *He was searching for a new apartment*

{narrator) *What does the woman say about mark?*

In your test book, you read:

1. He was in the department office.
2. He was looking for a place to live.
3. He was working on his research project.
4. He had an appointment at church.

**TOEFL EXERCISE 3: In this exercise, listen carefully to the short conversation and ques­tion on the tape, and then choose the best answer to the question. You she aid be careful to avoid answers with similar sounds.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 3**

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| 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) The sweet girl doesn't feel right. |
| 3. (A) He has been regularly using computer.       (B) He communicates with a Boston company.       (C) He regularly goes to communities around       Boston.      (D) He has been traveling back and forth to  Boston. | 4. (A) He 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 animal started the first fire.       (B) Animals are killed by forest fires.       (C) In the first frost animals die              (D) Frost can kill animals. |  |

**TOEFL EXERCISE (Skills 1-3): In this exercise, listen carefully to the short conversation and question on the tape, and then choose the best answer to the question.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE SKILL 1-3**

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| 1. (A) He would like some iced coffee.  (B) He wants to stop drinking coffee.       (C) A drink seems like a good idea.       (D) He needs to drink something to stop his               coughing. | 1. (A) The instructor is selecting several passages.   (B) The conductor is fair to the passengers  (C) The stamp collector is conducting his business.         (D) The riders are paying for the train trip. |
| 2. (A) She would prefer a sunny day       (B) The park is too crowded.       (C) She would like a place that is not so loud.       (D) She cannot walk because she's too old. | 7. (A) The Manager will take the train to the program        (B) A program to develop new managers will                commence soon  (C) The new management program Is very weak        (D) The program will be maintained to the letter. |
| 3. (A) He should open an account.  (B) He should take a ride on a ship.               (C) He should try to keep die cost cheap.               (D) He should try something monotonous to get                        to sleep. | 8. (A) The fire started to attack the building.        (B) The firefighter stared at the attacker.        (C) The fire probably began at the top of die building.        (D) The firefighter started to attack the fire. |
| 4. (A) The department is not changing the                requirements.               (B) He hasn't heard anything about the change.               (C) The changes are believable.               (D) What has happened is incredible to him. | 9. (A) He assured die woman that he knew the truth.         (B) He is sure that it isn't new.  (C) He thought that the woman was aware of what                  happened.         (D) He soon will know the truth. |
| 5. (A) The wait has taken close to an hour.  (B) They were stranded in their car.               (C) Most of the people have been in line for hours.               (D) They made a line in the sand. | 10. (A) The art professor is not one of his fans.  (B) His drawings were amazing.  (C) The catches that he made were fantasize.  (D) His sketches showed a fantasy world. |

* WHO, WHAT. WHERE

|  |  |  |
| --- | --- | --- |
| **Skill** | **4** | DRAW CONCLUSIONS ABOUT *WHO, WHAT, WHERE* |

It is common in Listening Part A to ask you to draw some kind of conclusion. In this type of question the answer is not clearly stated; instead you must draw a conclusion based on clues given in the conversation, One kind of conclusion that is common in this part of the test is to ask you to determine *what the* speaker is, based on clues given in the conversation.

*Example*

On the recording, you hear:

(woman) *Can you tell me what assignments I missed when I was absent from your class?* (man) (Man)      *You missed one homework assignment and a quiz.*

(narrator) *Who is the man?*

In your test book, you read:

(A) A newspaper editor.

(B) A police officer.

(C) A teacher

(D) A student

.

Another type of conclusion that is common in Listening Part A is to determine what will probably happen next, based on clues given in the conversation.

*Example*

On the recording you hear:

(woman) *Are you going to read those books here in the library?*

(man) *I think I’d rather check them out now and take them home.*

(narrator) What will the man probably do next?

In your test book you read:

1. Sit down in the library
2. Look for some more books
3. Return the books to the shelves
4. Go to the circulation desk.

A final type of conclusion that is common in Listening Part A is to determine *where* the conversation probably takes place, based on clues given in the conversation.

*Example*

On the recording, you hear:

(woman) *Are you going into the water, or are you just going to lie there on the sand?* (man) *I think I need to put on some suntan lotion.*

(narrator) *Where does this conversation probably take place?*

In your test book, you read:

(A) At a beauty salon.

(B) At the beach.

(C) In a sandbox.

(D) At an outdoor restaurant.

**TOEFL EXERCISE 4: In this exercise, listen carefully to the short conversation and question on the tape and then choose the best answer to the question. You will have to draw conclusions about *who, what,* and *where.***

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 4.**

|  |  |
| --- | --- |
| 1. (A) In a photography studio.   (B) In a biology laboratory.  (C) In an office.  (D) In the library. | 1. (A) He's a pilot. 2. He's a flight attendant. 3. He's a member of the ground screw. 4. He works clearing land. |
| 1. (A) Wash the dishes immediately. 2. Use as many dishes as possible. 3. Wash the dishes for as long as possible. 4. Wait until later to clean up.      |  |  | | --- | --- | |  |  | | 1. (A) A salesclerk in a shoe store 2. A shoe repair person 3. A party caterer 4. A salesclerk in a Fixture |  | | 4. (A) In a bank.  (B) In a restaurant.  (C) At a service station.  (D) In a beauty salon. |

|  |  |  |
| --- | --- | --- |
| **Skill** | **5** | LISTEN FOR *WHO* AND *WHAT*  IN PASSIVES |

It is sometimes difficult to understand *who* or *what,* doing the action in a sentence. This problem is often tested in Listening Part A.

*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, 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.

**TOEFL EXERCISE 5: In this exercise, listen carefully to the short conversation and ques­tion on the tape, and then choose the best answer to the question. You should *be* particu­larly careful of passives.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 5.**

|  |  |
| --- | --- |
| 1. (A) If the restaurant is on the corner.         (B) If the man would like to go to the restaurant.         (C) If the vegetables are fresh.         (D) If vegetarian food can be obtained. | 2. (A) He admitted that he wanted to go to law school in                   the fall.         (B) The law school accepted him as a student.         (C) The law professor admitted that he would be a                   student in the fall semester.    (D) He would be admitted to law school after the fall                  semester. |
| 3.    (A) Mark's plants were cared for in his absence.  (B) Mark's plan was to be out of town.  (C) Mark was careful about his plans for the out-of-                town trip.    (D) She was careful while Mark was gone. | 4. (A) The lights in the trees were destroyed in the                   storm.  (B) The storm damaged the trees.  (C) The falling trees destroyed a store.  (D) In the light the destruction of the storm could be                   seen. |
| 5. (A) She was broke from skiing.  (B) She went skiing in spite of her accident.  (C) Her leg was hurt on a skiing trip.        (D) Her skis were broken in the mountains. |  |

|  |  |  |
| --- | --- | --- |
| **Skill** | **6** | LISTEN FOR *WHO* AND *WHAT*  WITH MULTIPLE NOUNS |

When there is more than one noun in a sentence in Listening Part A, it is common for the answers to confuse which noun does what.

*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 your test book, you read:

1. Robert became a new member of the band.
2. Robert took Mara's place in the band
3. Mara didn’t have a place in the band
4. Mara took Robert's place in the band

|  |  |
| --- | --- |
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|  |  |
|  |  |

**TOEFL EXERCISE 6: In this exercise, listen carefully to the short conversation and ques­tion on the tape, and then choose the best answer to the question. You should be particu­larly careful of who is doing what.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 6.**

|  |  |
| --- | --- |
| 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 hint.  (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 front his dad.  (C) The ball is being tossed into the air  (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 direction to the lecture  (D) The professor was directed to the lecture hall |  |

**TOEFL EXERCISE (Skills 4-6): In this exercise, listen carefully to the short conversation and ques­tion on the tape, and then choose the best answer to the question.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE (Skill 4-6).**

|  |  |
| --- | --- |
| 1. (A) In a department store   (B) In a stationery store  (C) At the post office  (D) At the airport | 1. (A) The teacher gave the students a hand   (B) The term papers were turned in  (C) The students got the papers from the office  (D) The teacher handed the papers to the  Students |
| 1. (A) The attendant checked the oil in Mark’s car.   (B) Mark checked to see if he had enough oil in his        car  (C) Mark checked with the service station                        attendant  (D) Mark wrote a check to pay for the oil | 1. (A) A delivery man   (B) A famous chef  (C) A clerk in a fast-food restaurant  (D) An airline steward |
| 1. (A) They need new print for the additional copies   (B) They can make extra copies if necessary  (C) Printers are needed for the additional copies  (D) Additional copies are needed immediately | 1. (A) The professor bought two books   (B) The students had to purchase two books  (C) The students sold two books to the professor.  (D) The students were required to read two books         by the professor. |
| 1. (A) The doctor returned to the office   (B) Jim asked the doctor to come to the office  (C) The doctor will not return until next week  (D) Jim was told to come back | 1. (A) Go to work in the lab   (B) Sample the work from the lab  (C) Have the samples delivered  (D) Send a note to the lab |
| 1. (A) Mary became the new class president   (B) Sue took her pace as class president  (C) In place of Mary, Sue became senior class  president  (D) The senior class president replaced Sue and        Mary | 1. (A) The panel was analyzed on the television   program  (B) A committee evaluated recent political events  (C) The program featured a psychoanalyst  (D) The panel discussed the television program |

**TOEFL REVIEW EXERCISE (Skills 1-6): In this exercise, listen carefully to the short conversation and ques­tion on the tape, and then choose the best answer to the question.**

**NOW BEGIN THE TAPE AT TOEFL REVEW EXERCISE (Skill 1-6).**

|  |  |
| --- | --- |
| 1. (A) he seemed to be rather hungry   (B) She was quite angry at him  (C) He was trying to hang the posters  (D) She believes he was mad | 1. (A) The parents are going to stay up late   (B) The parents have given Hannah her allowance  (C)Lately, the parents have not been so loud  (D) Hannah does not have to go to bed early |
| 1. (A) At a department store   (B) At a service station  (C) At a collection agency  (D) In a delivery room | 1. (A) She just broke some eggs   (B) They need to eat fast  (C) She is serious about the boat  (D) He has a choice to make |
| 1. (A) It was urgent that Ellen do her best   (B) He really urged Ellen to do more  (C) He was encouraged by Ellen to try harder  (D) Ellen told him that she was trying to do better | 1. (A) The car stalled on the road   (B) Someone took the car  (C) Rob sold his car  (D) Rob heard someone steal his car |
| 1. (A) Buying the bigger container   (B) Putting the milk in the cart  (C) Taking a carton that is smaller  (D) Getting the milk tomorrow instead | 1. (A) The receptionist welcomed the business   people  (B) The man created a shipping and receiving  business  (C) The business people were rather greedy  (D) The business people greeted the |
| 1. (A) The police officer was stationed near the   tourist  (B) The tourist was forced to accompany the  police officer  (C) The tourist became mad at the police station  (D) The tourist stated that the police officer never  Came | 1. (A) He hasn’t seen her ideas   (B) It was a terrible deal  (C) he doesn’t like the idea  (D) It sounds magnificent to him |

**3rdSESSION**

STRUCTURE AND WRITTEN EXPRESSION

* SENTENCE WITH MULTIPLE CLAUSE

|  |  |  |
| --- | --- | --- |
| **Skill** | **6** | COORDINATE CONNECTOR |

Many sentences in English have more than one clause. (A clause is a group of words containing a subject and a verb.) 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, or so between the clauses.

-The sun was shining, and the sky was blue.

-The sky was blue, but it was very cold.

- It may rain tonight, or it may be clear.

- It was raining outside, so I took my umbrella.

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

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

**Example:**

I forgot my coat \_\_\_\_\_ I got very cold

(A) then

(B) so

(C) later

(D) as a result

In this example you should notice quickly that there are two clauses, I forgot my coat and I got very cold. This sentence needs a connector to join the two clauses. Then, later, and as a result are not connectors, so answers (A), (C), and (D) are not correct. The best answer is answer (B) because so can connect two clauses in this manner.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **COORDINATE CONNECTORS** | | | | | |
| and but or so | | | | | |
| S | V | coordinate connector | S | V |  |
| It | was raining | But | Bill | went out | To play |

**EXERCISE 1**

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

1. **C** The lawn needs water every day**,** or it will turn brown**.**
2. **I** The book was not long, but it difficult to read.
3. \_\_\_\_\_\_\_It was raining, so decided not to go camping.
4. \_\_\_\_\_\_\_The material has been cut, and the pieces have been sewn together.
5. \_\_\_\_\_\_\_The patient took all the medicine, he did not feel much better.
6. \_\_\_\_\_\_\_The bill must be paid immediately, or the electricity will turned off.
7. \_\_\_\_\_\_\_The furnace broke so the house got quite cold.
8. \_\_\_\_\_\_\_The dress did not cost too much, but the quality it seemed excellent.
9. \_\_\_\_\_\_\_The leaves kept falling off the trees, arid the boys kept raking them up, but the yard was still covered.
10. \_\_\_\_\_\_\_The postman has already delivered the mail, so the letter is not going to arrive today, it probably will arrive

                tomorrow.

|  |  |  |
| --- | --- | --- |
| **Skill** | **7** | ADVERB CLAUSE CONNECTORS |

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

***He is tired* because *he has been working hard.* Because *he has been working hard, he is tired***

In each of these examples, there are two clauses: he is tired and he has been working hard. The clause he has been working hard is an adverb clause that is introduced with the connector because. In the first example, the connector because comes in the middle of the sentence, and no comma C) is used. In the second example, the connector because comes at the beginning of the sentence. In this pattern, when the connector comes at the beginning of the sentence, a comma (,) is required in the middle of the sentence.

**The following chart lists common adverb connectors and the sentence patterns used with them.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **ADVERB TIME AND CAUSE CONNECTORS** | | | | | | |
| **TIME** | | **CAUSE** | | **CONDITION** | | **CONTRAST** |
| after, as, before, since, until, when, while | | because, since | | if, whether | | although, even though, though, while |
| S | V |  | coordinate connector | S | V |  |
| Matt | felt | good | Because | he | passed |  |
| adverb connector | S | V | **'** | S | V |  |
| Because | Matt | passed | **,** | He | felt | good |
|  | | | | | | |

**EXERCISE 2**

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

1. \_\_\_C\_\_\_ After the plane circled the airport, it landed on the main runway
2. \_\_\_I\_\_\_ The registration process took many hours since the lines so long.
3. \_\_\_\_\_\_\_ This type of medicine can be helpful, it can also have some bad side effects.
4. \_\_\_\_\_\_\_ The waves were amazingly high when the storm hit the coastal town.
5. \_\_\_\_\_\_\_ We need to get a new car whether is on sale or not.
6. \_\_\_\_\_\_\_ Just as the bread came out of the oven, while a wonderful aroma filled the kitchen.
7. \_\_\_\_\_\_\_ Everyone has spent time unpacking boxes since the family moved into the new house.
8. \_\_\_\_\_\_\_ Although the area is a desert many plants bloom there in the springtime.
9. \_\_\_\_\_\_\_ The drivers on the freeway drove slowly and carefully while the rain was falling heavily because they did not want to have an accident.
10. \_\_\_\_\_\_\_If you plan carefully before you take a trip, will have a much better time because the small details will not cause problems.

**EXERCISE 3**

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

1. A spacecraft is freed from friction\_\_\_\_\_\_\_\_\_launched into space.

A. it B. it is C. after is D. after it is

2.\_\_\_\_\_\_\_\_\_with their surroundings, or they hide in crevices For protection.

A. Lobsters B. Lobsters blend

C. Lobsters blending D. Because lobsters blend

3\_\_\_\_\_\_\_\_\_a ball-and-socket joint, the elbow is a simple hinge joint.

A. While the shoulder B. While the shoulder is

C. The shoulder is D. The shoulder

4. A car has several sections with moving parts,\_\_\_\_\_\_\_\_\_of those parts is essential.

A. good lubrication B. well lubricated

C and good lubrication D. and well lubricated

5. Bears cannot see well\_\_\_\_\_\_\_\_\_\_\_small eyes.

A. bears have B. because having

C because they have D. because of bears

|  |  |  |
| --- | --- | --- |
| **Skill** | **8** | NOUN CLAUSE CONNECTORS/OBJECT |

A noun clause is a clause that functions as a noun; because the noun clause functions as a noun, it is used in a sentence as an object of a verb (if it follows a verb) or an object of a preposition (if it follows a preposition). Study the clauses and connectors in the following sentences.

I don't know why he said such things

                             NOUN CLAUSE AS OBJECT OF VERB

I am thinking about why he said such things

                                                              NOUN CLAUSE AS OBJECT OF PREPOSITION

In the, first example, there are two clauses, I don't know and he said such things. These two clauses are joined with the, connector why. Why changes the clause he said such things into a noun clause which functions as the object of the verb don't know.

In the second example, the two clauses I am thinking and he said such things are also joined by the why. Why change the clause he said such things into a noun clause, which functions as the object of the preposition about

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NOUN CLAUSE CONNECTORS** | | | | | |
| what, when, where, why, how | | | | | |
|  | whether, if | |  |  |  |
| That | | | | | |
| S | V | **noun clause connector** | **S** | **V** |  |
| Sally | Explained | Why | she | did | **it.** |

**EXERCISE 1**

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

1. \_\_\_C\_\_ It is unfortunate that the meal is not ready yet.
2. \_\_\_I\_\_\_ She told me when should pick her up.
3. \_\_\_\_\_\_\_ The instructor explained where was the computer lab located.
4. \_\_\_\_\_\_\_ We could not believe what he did to us.
5. \_\_\_\_\_\_\_ Do you want to know if it going to rain tomorrow?
6. \_\_\_\_\_\_\_ We never know whether we will get paid or not.
7. \_\_\_\_\_\_\_ This evening you can decide what do you want to do.
8. \_\_\_\_\_\_\_ The manager explained how wanted the work done.
9. \_\_\_\_\_\_\_ The map showed where the party would be held.
10. \_\_\_\_\_\_\_ Can you tell me why was the mail not delivered today?

|  |  |  |
| --- | --- | --- |
| **Skill** | **9** | NOUN CLAUSE CONNECTOR/SUBJECTS |

In Skill 7 we saw that noun clause connectors can be used to introduce noun clauses. In Skill 8 we will see that in some cases a noun clause connector is not just a connector; a noun clause connector can also be the subject of the clause at the same time. Study the clauses and connectors in the following sentences.

I know what happened yesterday.

            NOUN CLAUSE AS OBJECT OF VERB

We are thinking about what happened yesterday.

NOUN CLAUSE AS OBJECT OF PREPOSITION

In the first example, there are two, clauses: I know and what happened yesterday. These two clauses are joined by the connector what. It is important to understand that in this sentence the word what serves two functions. It is both the subject of the verb happened and the connector that joins the two clauses.

In the second example, there are two clauses. In the first clause we is the subject of are thinking. In the second clause what the subject is of happened. What also serves as the connector that joins the two clauses? The noun clause what happened yesterday functions as the object of the preposition about.

The following chart lists the noun clause connector/subject and the sentence pattern used with them.

**NOUN CLAUSE CONNECTORS/SUBJECTS**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | who what which |  |
| **s** | V | noun clause connector/subject | V |
| Al | told me | What | happened |

**EXERCISE 2**

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

1. \_\_\_C\_\_\_The teacher heard who answered the question.
2. \_\_\_I\_\_\_I do not understand what it went wrong.
3. \_\_\_\_\_\_\_Of the three movies, I can't decide which is the best.
4. \_\_\_\_\_\_\_She did not remember who in her class.
5. \_\_\_\_\_\_\_No one is sure what did it happen in front of the building.
6. \_\_\_\_\_\_\_We found out which was her favorite type of candy.
7. \_\_\_\_\_\_\_Do you know what caused the plants to die?
8. \_\_\_\_\_\_\_I am not sure which it is the most important course in the program.
9. \_\_\_\_\_\_\_ We thought about who would be the best vice president.
10. \_\_\_\_\_\_\_She saw what in the box in the closet.

**EXERCISE 3**

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

1, Air near the equator\_\_\_\_\_\_a faster west-to-east motion than air farther from the equator.

A. to have B. it has C. has ' D. having

2. About 4000 B.C., humans discovered that\_\_\_\_\_\_obtained from special rocks called ores.

A. metals could be B. the ability of metallic

C. possibly metallic D. could metals be

3.\_\_\_\_\_\_quickly after an animal dies.

A. In the degradation of DNA B. Degrading DNA

C. DNA degrades D. For DNA to degrade

4. \_\_\_\_\_\_. aerodynamic design has contributed a major part in reducing resistance to motion.

A. Improved B. It improves

C. Improvement D. They improve

5. The southern part of Florida is much warmer in the winter than the northern part, so more \_\_\_\_\_ to the south.

A. flocking tourists B. touring flocks

C flocks of tourists D. tourists flock

|  |  |  |
| --- | --- | --- |
| **Skill** | **10** | ADJECTIVE CLAUSE CONNECTORS/OBJECTS |

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

This is the house that l want to buy.

ADJECTIVECLAUSE

The house that I want to buy is quiet expensive

ADJECTIVE CLAUSE

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ADJECTIVE CLAUSE CONNECTORS** | |  |  |
| whom  (FOR  PEOPLE) | which (FOR THINGS) | that (FOR PEOPLE OR THINGS) |  |  |
| S | V | adjective clause connector/ subject | V |  |
| I | bought the dress | that | was | on sale |
| S | adjective clause connector/subject | V | V |  |
| The dress | that | was on sale | was | beautiful |
| **NOTE:** Although adjective clause connectors can be omitted in informal English, adjective clause connector/subjects can never be omitted. | | | | |

**EXERCISE 4**

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

1. \_\_\_C \_\_\_The children that were vaccinated did not get sick.
2. \_\_\_I\_\_\_ I did not vote for the politician who he just wonthe election.
3. \_\_\_\_\_\_\_ The dog that barking belongs to my neighbor.
4. \_\_\_\_\_\_\_ I took two of the blue pills, which were very effective.
5. \_\_\_\_\_\_\_ We rented an apartment from the landlord who does he own the buildings on Maple Street.
6. \_\_\_\_\_\_\_ She forgot to attend the meeting which it began at 11:00,
7. \_\_\_\_\_\_\_ Any student who does not turn in the paper by Friday will fail the class.
8. **\_\_\_\_\_\_\_** The people which came in late had to sit at the back.
9. \_\_\_\_\_\_\_ The courses that satisfy the graduation requirements they are difficult.
10. \_\_\_\_\_\_\_ After dinner she went to visit her parents, who were living down the street.

**EXERCISE 5**

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

1.\_\_\_\_\_\_\_\_is famous as the home of the United States Naval Academy.

A. Annapolis B. Because of Annapolis

C. Why Annapolis D. Because Annapolis

2. Some scientists think\_\_\_\_\_\_\_\_be a planet but a moon of Neptune.

A. that Pluto does not seem B. not Pluto

C. Pluto that might not D. That Pluto that might not

3. With\_\_\_\_ of sophisticated oil lamps, elaborate tools were made to cut the wicks.

A. appeared B. the appearance

C. the appearance was D. it appeared

4. Fort Union was the site of what\_\_principal fur-trading past on the upper Missouri River.

A. the B. being the

C was the D. it was the

5. Since \_\_\_\_\_\_\_\_commercial risk, it has to appeal to a large audience to justify its cost.

A. the face of the movie B. moving faces

C. a movie faces D. to face a movie

In the first example, there are two clauses: this ft the subject of the verb is, and I. is The subject of the verb want. That is the adjective clause connector that joins the two clauses, and the adjective clause that I want to buy describes the noun house.

In the second example, there are also, two clauses: house is the subject of the verb is, and I is the subject of the verb want. In this sentence also, thatthe adjective clause connector that joins these two, clauses, and the adjective clause that I want to buy describes the noun house.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **ADJECTIVE CLAUSE CONNECTORS** | | | | |
| Whom  (FOR  PEOPLE) | which  (FOR  THINGS) | that (FOR PEOPLE OR THINGS) |  |  |
| S | V | adjective  clause connector | S | V |
| I | like the dress | That | you | are wearing |
| S | adjective  clause connector | S | V | V |
| The dress | that | You | are wearing | is beautiful |
| **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. | | | | |

**EXERCISE 6**

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

1. \_\_\_C\_\_ I did not believe the story that he told me.
2. \_\_\_I\_\_\_ Ms. Brown, whom-did you recommend for the job, will start work tomorrow.
3. \_\_\_\_\_\_\_ The lecture notes which lent me were not clearly written.
4. \_\_\_\_\_\_\_ Sally has an appointment with the hairdresser whom you recommended
5. \_\_\_\_\_\_\_ He phone number that you gave me.
6. \_\_\_\_\_\_\_ She is able to solve all the problems which did she cause.
7. \_\_\_\_\_\_\_ The day that she spent on the beach left her sunburned.
8. \_\_\_\_\_\_\_ Next week I am going to visit my cousins, whom have not seen in several years.
9. \_\_\_\_\_\_\_ Did you forget the promise whom made?
10. \_\_\_\_\_\_\_ The teacher whom the students like the most is their history teacher.

|  |  |  |
| --- | --- | --- |
| **Skill** | **11** | ADJECTIVE CLAUSE CONNECTOR/SUBJECTS |

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

We are looking at a house that **is** quite expensive.

The house that **is** quite expensive seems like a great house.

In the first example, there are two clauses: we is the subject of the verb are looking, and that is the subject of the verb is. These two clauses are joined with the connector that. Notice that in this example the word that serves two func­tions at the same time: it is the subject of the verb is, and it is the connector that joins the two clauses. The adjective clause that is quite expensive describes the noun house.

In the second example, there are also two clauses: house is the subject of the verb seems, and that is the subject of the verb is. I n this example, that also serves two functions: it is the subject of the verb is, and it is the connector that joins the two clauses. Because that is quite expensive is an adjective clause describing the noun house, it directly follows house.

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

* INVERSION

|  |  |  |
| --- | --- | --- |
| **Skill** | **12** | INVERT THE SUBJECT AND VERB WITH NEGATIVES |

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

*Not once* did I *miss* a question.

*Never has* Mr. Jones taken a vacation.

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

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

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

*Hardly ever does he take time off.*

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

*Only once* did the manager issue overtime paychecks**.**

**(**Thismeansthat the manager *almost**never* issued overtime paychecks.)

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

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

|  |  |
| --- | --- |
| *Example* |  |
| Only in extremely dangerous situations \_\_\_\_\_\_\_\_\_\_\_\_\_ | stopped. |
| (A) will be the printing presses |  |
| (B) the printing presses will be |  |
| (C) that the printing presses will be |  |
| (D) will the printing presses be |  |

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

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

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| INVERTEDSUBJECTS AND VERBS WITH NEGATIVES | | | | | | | | | |
| *no barely* |  | *not hardly* | *never only* |  | *neither rarely* | *scarcely* |  |  | *seldom* |
| When a negatives expression appears in front of a subject and verb at the beginning of a sentence or in the middle of sentence, the subject and the verb are inverted | | | | | | | | | |
| Negative expression V S | | | | | | | | | |
| Rarely were they so happy | | | | | | | | | |

**TOEFL EXERCISE *: 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 |

**4thSESSION**

READING COMPREHENSION

* QUESTION ABOUT THE IDEAS OF THE PASSAGE

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

|  |  |  |
| --- | --- | --- |
| **Skill** | **1** | ANSWER MAIN IDEA QUESTION CORRECTLY |

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

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

*Example I*

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | 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

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

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

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

*Example II*

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | The passage:           Nitrogen fixation is a process by which nitrogen is  continuously fed into biological circulation. In this process, certain  algae and bacteria convert nitrogen into ammonia (NH3). This  newly created ammonia is then for the most part absorbed by  plants.          The opposite process of denitrification returns nitrogen to  the air. During the process of denitrification, bacteria cause some  of the nitrates from the soil to convert into gaseous nitrogen or  nitrous oxide (N20). In this gaseous form the nitrogen returns to the  atmosphere. |

**The question:**

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

        (A) The Process of Nitrogen Fixation

        (B) Two Nitrogen Processes

        (C) The Return of Nitrogen to the Air

        (D) The Effect of Nitrogen on Plant Life

|  |  |  |
| --- | --- | --- |
| **Skill** | **2** | RECOGNIZE THE ORGANIZATION OF IDEAS |

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

*Example*

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)*  *(15)* | The passage:          If asked who invented the game of baseball, most Americans  would probably reply that it was Abner Doubleday. At the  beginning of this century, there was some disagreement over how  the game of baseball had actually originated, so sporting-goods  manufacturer Spaulding inaugurated a commission to research the  question. In 1908 a report was published by the commission in  which Abner Doubleday, a U.S. Army officer from Cooperstown,  New York, was given credit for the invention of the game. The  National Baseball Hall of Fame was established in Cooperstown in  honor of Doubleday.           Today, most sports historians are in agreement that  Doubleday really did not have much to do with the development of  baseball. Instead, baseball seems to be a close relation to the..  English game of rounders and probably has English rather than  American roots. |

**The question:**

                           The second paragraph

                           (A) provides examples to support the ideas in the first paragraph

                           (B) precedes the ideas in the first paragraph

                           (C) outlines the effect of the idea in the first paragraph

                           (D) refutes the idea in the first paragraph

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

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

* DIRECTLY ANSWERED QUESTION

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

|  |  |  |
| --- | --- | --- |
| **Skill** | **3** | ANSWER THE “STATED” DETAIL QUESTION CORRECTLY |

A stated detail question asks about one piece of information in the passage rather than the passage as a whole. The answers to these questions are generally given in order in -he 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*

|  |  |
| --- | --- |
| *Line*  *(5)* | The passage:          Williamsburg is a historic city in Virginia situated on  a peninsula between two rivers, the York and the James. It was  settled by English colonists in 1633, twenty-six years after the first  permanent English colony in America was settled at Jamestown. In  the beginning the colony at Williamsburg was named Middle  Plantation because of its location in the middle of the peninsula.  The site for Williamsburg had been selected by the colonists  because the soil drainage was better there than at the Jamestown  location, and there were fewer mosquitoes. |

**The questions**:

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

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

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

|  |  |  |
| --- | --- | --- |
| **Skill** | **4** | FIND “UNSTATED” DETAILS |

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

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

*Example*

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | The passage:           In English there are many different kinds of expressions that  people use to give a name to anything whose name is unknown or  momentarily forgotten. The word gadget is one such word. It was  first used by British sailors in the 1850's and probably came from  the French word *gachette,* which was a small hook. In everyday use,  the word has a more general meaning. Other words are also used to  give a name to something unnamed or unknown, and these words  tend to be somewhat imaginative. Some of the more commonly  used expressions are a *what-d'ye-call-it,* a *whatsis,* a *thingamabob,* a  *thingamajig. a doodad,* or a *doohickey.* |

**The questions:**

                           1. Which of the following is NOT true about the word "gadget"?

                           (A) It is used to name something when the name is not known.

                           (B) It was used at the beginning of the nineteenth century.

                           (C) It most likely came from a word in the French language

                           (D) Its first known use was by British sailors.

                         2. Which of the following is NOT mentioned in the passage as an expression for something that is not                                     known?

                         (A) A *thingamabob*

                         (B) *A gadget*

                         (C) A *doohickey*

                         (D) A *what-is-it*

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

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

|  |  |  |
| --- | --- | --- |
| **Skill** | **5** | FIND PRONOUN REFEERENTS |

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

*Example*

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | 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 insect lands on  these leaves, it gets caught up in the sticky hairs, and the leaf wraps  itself around the insect. The leaves of the Venus-Flytrap function  more like a trap, snapping suddenly and forcefully shut around an  insect. |

**The questions:**

                          1. The pronoun "they" in line 5 refers to

                         (A) humid areas

                         (B) these plants

                         (C) insects

                         (D) digestive fluids

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

                        (A) a variety

                        (B) the sundew

                        (C) an insect

                        (D) the leaf

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

|  |  |
| --- | --- |
|  |  |

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

*PASSAGE ONE (Questions 1-4)*

|  |  |
| --- | --- |
| *Line*  *(5)* | Hay fever is a seasonal allergy to pollens; the term "hay fever," however, is a less than adequate  description since an attack of this allergy does not incur fever and since such an attack can be  brought on by sources other than hay-producing grasses. Hay fever is generally caused by air-borne  pollens, particularly ragweed pollen. The amount of pollen in the air is largely dependent on  geographical location, weather, and season. In the eastern section of the United States, for example,  there are generally three periods when pollen from various sources can cause intense hay fever  suffering: in the springtime months of March and April when pollen from trees is prevalent, in the  summer months of June and July when grass pollen fills the air, and at the end of August when  ragweed pollen is at its most concentrated levels. |

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

*PASSAGE TWO (Questions 5-9)*

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | Lincoln's now famous Gettysburg Address was not, on the occasion of its delivery, recognized as  the masterpiece that it is today. Lincoln was not even the primary speaker at the ceremonies, held at  *the.* height of the Civil War in 186,3 to dedicate the battlefield at Gettysburg. The main speaker was  orator Edward Everett, whose two-hour speech was followed by Lincoln's shorter remarks. Lincoln  began his small portion of the program with the words that today are immediately recognized by  most Americans: "Four score and seven years ago our fathers brought forth on this continent a new  nation, conceived in liberty and dedicated to the proposition that all men are created equal." At the  time of the speech, little notice was given to what Lincoln had said, and Lincoln considered his  appearance at the ceremonies rather unsuccessful. After his speech appeared in print, appreciation  for his words began to grow, and today it is recognized as one of the all-time greatest speeches. |

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

*PASSAGE THREE (Questions 10-15)*

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | According to the theory of continental drift, the continents are not fixed in position but instead  move slowly across the surface of the earth, constantly changing in position relative to one another.  This theory' was first proposed in the eighteenth century when mapmakers noticed how closely the  continents of the earth fit together when they were matched up. It was suggested then that. The  present-day continents had once been one large continent that had broken up into pieces which  drifted apart.           Today the modern theory of plate tectonics has developed from the theory of continental drift.  The theory of plate tectonics suggests that the crust of the earth is divided into six large, and many  small, tectonic plates that drift on the lava that composes the inner core of the earth. These plates  consist of ocean floor and continents that quite probably began breaking up and moving relative to  one another more than 200 million years ago. |

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

**5thSESSION**

STRUCTURE AND WRITTEN EXPRESSION

THE WRITTEN EXPRESSION QUESTION

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

Example:

Both of a halibut's eyes are on one sides of its head.

In this example, you should notice that the singular quantifier one is accompanied by the plural noun sides. One should be accompanied by the singular noun side. You should choose answer (C) because answer (C) is not correct.

**Now look at another example:**

Colorful rock formations is found in Haleakala's crater.

In this example, you should notice that the singular verb is does not agree with the plural subject formations. The plural verb are should be used with a plural subject. You should click on the word is to answer this question because is is not correct.

**PROCEDURES FOR THE WRITTEN EXPRESSION QUESTIONS**

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

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

* SUBJECT/VERB AGREEMENT

|  |  |  |
| --- | --- | --- |
| **Skill** | **13** | AGREEMENT AFTER PREPOSITIONAL PHRASES |

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

The dog barks at night.

The dogs bark at night.

In the first example, the singular subject dog requires a singular verb, barks. In the second example, the plural subject dogs requires a plural verb, bark. Sometimes prepositional phrases can come between the subject and the verb on the TOEFL test, and this can cause confusion. 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 a problem in making the subject and verb agree.

The door (to the rooms) are\* locked.

SINGULAR PLURAL

The doors (to the room) is\* locked.

PLURAL SINGULAR

(\*indicates an error)

In the first example, you might think that rooms is the subject because it comes directly in front of the verb are. However, rooms is not the subject because it is the object of the preposition to. The subject of the sentence is door, so the verb should be is. In the second example, you might think that room is the subject because it comes directly in front of the verb is. You should recognize in this example that room is not the subject because it is the object of the preposition to. Because the subject of the sentence is doors, the verb should be are.

The following chart outlines the key information that you should understand about subject/verb agreement with prepositional phrases.

**SUBJECT/ VERB AGREEMENT**

**WITH PREPOSITIONAL PHRASES**

S (prepositional phrase) V

When a prepositional phrase comes between the subject and the verb, be sure that the verb agrees with the subject.

**EXERCISE 1**

**Each of the following sentences has one or more prepositional phrases between the subject and verb. Put parentheses around the prepositional phrases. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).**

1. The subject (of the lectures) was quite interesting. ( C )
2. The supplies (for the camping trip) needs to be packed. ( I )
3. The chairs under the table in the dining room is quite comfortable. (\_\_\_\_)
4. The players on the winning team in the competition put forth a lot of effort. (\_\_\_\_)
5. The food for the guests at the party are on the long tables. (\_\_\_\_)
6. The cost of the clothes was higher than I had expected. (\_\_\_\_)
7. The rugs in the front rooms of the house are going to be washed today. (\_\_\_\_)
8. The waiters and waitresses in this restaurant always serves the food efficiently. (\_\_\_\_)
9. The lights in the corner of the room need to be kept on all night. (\_\_\_\_)
10. 10.The meeting of the members-(:),f the council begins at 3:00 in the afternoon. (\_\_\_\_)

|  |  |  |
| --- | --- | --- |
| **Skill** | **14** | AGREEMENT AFTER EXPRESSION OF QUANTITY |

A particular agreement problem occurs when the subject is an expression of quantity like *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

Most (of the **meal)** was delicious.

SINGULAR

Most (of the **meals**) were delicious.

PLURAL

Most (of the **food)** was delicious.

UNCOUNTABLE

In the first example, the subject most refers to the singular noun meal, so the correct verb is therefore the singular verb was. In the second example, the subject most refers to the plural noun meals, so the correct verb is the plural verb were. In the third example, the subject most refers to the uncountable */* noun food, so the correct verb is therefore the singular verb was.

These sentences contain examples of the types of problems that are common or the TOEFL test.

All (of the book) were\* interesting.

Half (of the students) is\* late to class.

In the first example, the plural verb were should be the singular verb was be­cause the subject all refers to the singular noun book. In the second example, the singular verb is should be the plural verb are because the subject half refer: to the plural noun students.

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

**SUBJECT/ VERB AGREEMENT**

**AFTER EXPRESSION OF QUANTITY**

(OF THE OBJECT) V

When an expression of quantity using of is the subject, the verb agrees with the object.

All

Most

Some

Half

Part

**EXERCISE 2ERCISE 2**

**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. Half of the students in the class arrive early. ( C )
2. Some of the fruit are rotten. ( I )
3. All of the next chapter contains very important information. (\_\_\_\_)
4. Most of the people in the room is paying attention. (\_\_\_\_)
5. Part of the soup is left on the stove. (\_\_\_\_)
6. Some of the movie were just too violent for me. (\_\_\_\_)
7. All of the details in the report needs to be checked. (\_\_\_\_)
8. Most of the money is needed to pay the bills. (\_\_\_\_)
9. The first half of the class consists of lecture and note-taking. (\_\_\_\_)
10. Some of the questions on the test was impossible to answer (\_\_\_\_)

|  |  |  |
| --- | --- | --- |
| **Skill** | **15** | AGREEMENT AFTER CERTAIN WORDS |

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

Everybody in the theater are watching\* the film attentively.

Even though we understand from this example that a lot of people are watching the film, Everybody is singular and requires a singular verb. The plural verb are watching should be changed to the singular verb is watching.

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

**SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS**

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

*anybody everybody nobody somebody each (+ noun)*

*anyone everyone no one someone every (+ noun)*

*anything everything nothing something*

**EXERCISE 1**

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

1. Anybody are welcome at the party. ( I )
2. No one here is afraid of skydiving. ( C )
3. Everyone in the world needs love and respect. (\_\_\_\_)
4. Someone have to clean up the house. (\_\_\_\_)
5. Each plant in the garden appear healthy and strong. (\_\_\_\_)
6. You should understand that anything is possible. (\_\_\_\_)
7. Everything in the salad are good for you. (\_\_\_\_)
8. Nobody in the class have completed the assignment on time. (\_\_\_\_)
9. I am sure that every detail have been considered. (\_\_\_\_)
10. 10.Everybody know the rules, but somebody is not following them. (\_\_\_\_)

**EXERCISE 2**

**Each of the following sentences may have a problem with subject/verb agreement. Underline the subjects once and the verbs twice. Then indi­cate if the sentences are correct (C) or incorrect (I).**

1. The receptionist in the entryway to the offices is able to answer your questions.(\_\_\_\_)
2. All of the information in the documents are important. (\_\_\_\_)
3. Anyone in one of the classes has LO, take the final exam. (\_\_\_\_)
4. The coordinator of community services are arranging the program. (\_\_\_\_)
5. Most of the car are covered with mud. (\_\_\_\_)
6. Nothing more is going to be completed today. (\_\_\_\_)
7. The drinks in the pitchers on the table in the ballroom is for everyone. (\_\_\_\_)
8. Everybody were told to be here at 8:00, but somebody is not here. (\_\_\_\_)
9. Some of the meetings at the conference are limited to ten participants. (\_\_\_\_)
10. The sauce on the vegetables in the yellow bowl taste really delicious. (\_\_\_\_)

**EXERCISE 3**

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

1. Nobody know when the process of glass-making was invented.

A B C          D

1. Sugars like glucose is made up of carbon, hydrogen, and oxygen atoms.

A               B      C       D

1. Part of the electricity used in the United States today come from.

        A B C

hydroelectric sources.

D

1. The languages of the world presents a vast array of structural similarities

       A B C

and differences.

**D**

1. The rise of multinationals have resulted in a great deal of legal ambiguity

A B

because multinationals can operate in so many jurisdictioris.

            C D

**EXERCISE 4**

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

1. \_\_the earliest system of writing.

A. The constitution of pictograms B. Pictograms in the constitution

C. Constitute the pictograms D. Pictograms constitute

1. At temperatures\_\_\_\_\_\_\_\_\_absolute zero, substances possess minimal energy.

A. Approach B. approaches

C. approaching D. the approach

1. The Earth's one-year revolution around the Sun changes how one hemisphere or the other on

A. falling sunlight B. the fall of sunlight

C. sunlight in the fall D. sunlight falls

1. Though sporadic interest in regional dialects\_\_\_\_\_\_\_\_\_for centuries, the first large-scale systematic studies did not take place until the nineteenth century.

A. has existed B. it existed

C. has it existed D. existing with it

**EXERCISE 5**

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

1. The waters of the Chattahoochee River fills Lake Lanier.

A B C       D

1. The first set of false teeth similar to those in use today it was made in

A                                      B C D

France in the 1780s.

1. The term "Yankee" was originally a nickname for people from New England,

A

but now anyone from the United States are referred to as a Yankee.

      B   C   D

1. A network of small arteries, mostly sandwiched between the skin and the underlying muscles, supply blood 'to the

A B C D

face and scalp.

1. Mesquite is a small tree in the Southwest who can withstand the severest drought.

    A B      C D

1. At the end of the Revolution, most of the army units of the young nation

A

was almost entirely disbanded, leaving a total national military force of eighty men in 1784.

 B          C D

* PARALLELISM

|  |  |  |
| --- | --- | --- |
| **Skill** | **16** | PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS |

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

He discussed the problem with the nurse and the doctor.

The professor was knowledgeable but boring.

She hikes, jogs, or rides her bicycle whenever she can.

There are meetings in the morning, in the afternoon, and in the evening.

You can do the work because you want to do it or because you have to do it.

In the first example, two nouns are joined by the coordinate conjunction *and.* In the second example, two adjectives are joined by the coordinate conjunction *but.* In the third example, three verbs are joined by the coordinate conjunction *or* In the fourth example, three phrases are joined by the coordinate conjunction *and.* In the last example, two clauses are joined by the coordinate conjunction *or.*

The sentences that follow show the types of errors in parallel structure that are common on the TOEFL test.

The evening dress was beauty\* but expensive.

The student reads each chapter, takes a lot of notes, and memories\* the mate­rial.

In the first example, the coordinate conjunction but joins the noun beauty and the adjective expensive. The adjective beautiful is needed in place of beauty. In the second example, the coordinate conjunction and joins the verb reads, the verb takes, and the plural noun memories. The verb memorizes is needed in place of memories.

The following chart outlines the use of parallel structures with coordinate conjunction.

**PARALLEL STRUCTURE**

**WITH COORDINATE CONJUNCTIONS**

(same structure) (same structure)

(same structure), (same structure), (same structure)

and

but

or

and

but

or

**EXE**

**RC**

**EXERCISE 1**

**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. The pastries in that shop are very expensive but quite deliriously. ( I )
2. You can find some change to buy **a** paper in the drawer, on top of the dresser, or in the jar. ( C )
3. The living room was decorated with expensive paintings and elegance *o* lamps. (\_\_\_\_)
4. He knew that the financial problems were serious, that the situation was not going to improve, and that he needed to get a job. (\_\_\_\_)
5. All day long during the trip to the mountains, they were skiing, sledding, or played in the snow. (\_\_\_*\_)*
6. The car needs new tires but not a new engine. (\_\_\_\_)
7. He stops working when he gets too tired to continue or when he has finished. (\_\_\_\_)
8. To get to the office, you should go through this door, turn to the left, and continuation down the hall. (\_\_\_\_)
9. For dessert we could serve lemon pie, fruit tarts, chocolate cake, or butter cookies. (\_\_\_\_)
10. The sick child needs some medicine, some juice, and to rest. (\_\_\_\_)

|  |  |  |
| --- | --- | --- |
| **Skill** | **17** | PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS |

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

The lecture was *both* informative *and* enjoyable.

*Either* the history exam *or* the physics exam is on Tuesday.

The missing papers are *neither* on his desk *norm* the file.

He visited *not only* his cousin *but also* his grandmother.

The following is not parallel and must be corrected:

They want *either* to play tennis *or* golf\*.

It is not correct because to play tennis is not parallel to golf. It can be corrected in different ways.

They want *either* to play tennis *or* to play golf.

They want to play *either* tennis *or* golf.

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

He lent me *both* some paper *or\** a pencil.

*Either* breakfast *nor\** lunch is included in the price.

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

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

**PARALLEL STRUCTURE**

**WITH PAIRED CONJUNCTIONS**

(same structure) (same structure)

and

or

nor

but also

both

either

neither

not only

**EXERCISE 1XERCISE**

**Each of the following sentences contains words or groups of words that should be parallel. Circle the words 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. He either lied or telling an unbelievable story. ( I )
  2. The music at the concert was neither well played nor well liked. ( C )
  3. He regularly studies both in the morning or in the evening. (\_\_\_\_\_\_)
  4. The play that we saw last night was not only rather delightful but also quite meaningful. (\_\_\_\_\_\_)
  5. He married her neither for her ability to cook nor her ability to clean house.(\_\_\_\_\_\_)
  6. The discussion was both exciting and interest. (\_\_\_\_\_\_)
  7. He withdrew all the money not only from the checking account but also from the savings account. (\_\_\_\_\_\_)
  8. Neither the teacher or the students are ready to leave the classroom. (\_\_\_\_\_)
  9. You can meet with me either in the next few minutes or at 4:00. (\_\_\_\_\_\_)
  10. John is an adventurous person who enjoys not only skydiving but also goes parasailing. (\_\_\_\_\_\_)

**EXERCISE 2**

**Each of the following sentences contains words or groups of words that should be parallel. Circle the word or** words 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. The advertisements appeared in the newspaper and on the radio. (\_\_\_\_)
2. She is trained as both an accountant and in nursing. (\_\_\_\_)
3. We can take either my car or yours to the party. (\_\_\_\_)
4. The coffee is too hot, too bitter, and too strength. (\_\_\_\_)
5. He not only passed the test but also receiving the highest score in the class.(\_\_\_\_)
6. Your ideas are neither more important or less important than the ideas of the others. (\_\_\_\_)
7. The meeting lasted only an hour but still seeming too long. (\_\_\_\_\_)
8. The novel was both emotional and description. (\_\_\_\_)
9. Either the counselor or her secretary can help you with that problem. (\_\_\_\_)
10. The leaves from the tree fell in the yard, in the pool, the driveway, and on the sidewalk. (\_\_\_\_)

**EXERCISE 3**

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

1. Ballpoint pens are less versatile but more population than fountain pens.

A B C                          D

1. Riddles vary greatly in both grammatical and phonology form

A B C D

1. Blood pressure is measured by feeling the pulse and apply a force to the arm.

A B C D

1. The Moon has no atmosphere, no air, and no watery.

A B C D

1. The first matches were too hard to ignite, a mess, or too dangerously easy to

A B C D

ignite.

**EXERCISE 4**

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

1. Most cells in multicelled organisms perform\_\_\_\_\_\_\_\_\_ functions.

A. specialize B. specialized

C. they specialize D. specialization

1. The big island of Hawaii, in the middle of the Pacific Ocean,\_\_\_\_\_\_\_\_\_. By five volcanoes.

A. creation B. it was created

C. creating D. was created

1. The Sun uses up over four million tons of hydrogen per second,\_\_\_\_\_\_\_\_\_still has enough hydrogen to last for the next five billion years.

A. it does not B. it

C. but it D. to it

1. For Katherine L. Bates, who\_\_\_\_\_\_\_\_\_the top of Pikes Peak in 1893, the view provided the inspiration for her hymn "America the Beautiful."

A. reached B. she reached

C. reaching D. she was reaching

**EXERCISE 5**

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

1. Coal, petroleum, and natural gaseous are all fossil fuels.

A B C D

1. The mass of neutron stars generally range from one-tenth to twice the mass of the Sun.

A B C D

1. Grasses grow in ways that help them to survive being nibbled, chilly, or dried.

A B C D

1. Most of Hemingway's novels glorifies heroic exploits such as bullfighting or boxing.

A B C D

1. Paleographers study ancient and medieval handwriting in order to establish

A B C

not only its age and also its background.

D

1. The sounds produced by bullfrogs and toads vary greatly because each

A ' B

Species have its own particular call.

C D

**6th SESSION**

LISTENING COMPREHENSION

* NEGATIVES

|  |  |  |
| --- | --- | --- |
| **Skill** | **7** | LISTEN FOR NEGATIVES EXPRESSIONS |

Negative expressions are very common in Listening Part A, and the most cor of correct response to a negative statement is a positive statement containing.; 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 't drive slowly on the trip to Maine.*

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

In your test book, 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.

**TOEFL EXERCISE 7: In this exercise, listen carefully to the short conversation and question on the tape, and then choose the best answer to the question. You should be particularly careful of negative expressions.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 7.**

|  |  |
| --- | --- |
| 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. | 4. (A) They passed the library at6:00.  (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. |
| 2. (A) The interview is very important.       (B) He is worried about the interview.       (C) What he's wearing to the interview is important.       (D) He is not concerned about the interview | 5. (A) Water the plants once a day.     ( B) Give the plants no more water.      (C) Water the plants often while the man is cone.      (D) Give the plants a limited amount of water. |
| 3. (A) He has almost all the notes.      (B) His attendance was perfect.      (C) He went to all the lectures but one.      (D) He missed more than one psychology class. |  |

|  |  |  |
| --- | --- | --- |
| **Skill** | **8** | LISTEN FOR DOUBLE NEGATIVE EXPRESSIONS |

It is possible one or two negative ideas to appeal' in one sentence, and the result can be quite confusing.

*Example*

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) (narrator) *What does the woman sav about the concert?*

In your test book you hear:

1. There's no possibility that the concert will take place.
2. The concert will definitely not take place.
3. The concert might take place.
4. The concert can't take place.

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

|  |  |  |
| --- | --- | --- |
| **DOUBLE NEGATIVES** | | |
| Situation | Example | Meaning |
| negative word (e.g. *not,* no, *none)* and a negative prefix (e.g.*it-, un-, dis)* | He didn't like the unclean......  office. | did *not* like *unclean* office = liked clean office |
| two negative verbs | It is*n’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 th*e movie, and *neither did* Mark | both did not like the movie |

**TOEFL EXERCISE 8: In this exercise, listen carefully to the short conversation and question on the tape, and then choose the best answer to the question. You should be particularly careful of double negatives.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 8.**

|  |  |
| --- | --- |
| 1. (A) He'll definitely be elected.  (B) The election is now complete.  (C) She has high hopes for his chances.  (D) It may happen. | 4. (A) She felt good enough to go out.  (B) She went out to get some medicine.  (C) She felt like dancing, so she went out with everyone.  (D)She stayed home because she was sick. |
| 2. (A) Both parts of his game were bad.  (B) He served better than he volleyed.  (C) Some parts of his game were better than others.  (D) He played rather well. | 5. (A) She has problems that others aren’t aware of  (B) Others aren't aware of her problems.  (C)She knows she's been a problem.  (D) She doesn't have a care in the world. |
| 3. (A) It is a surprise that he was prepared.  (B) He was not ready, as usual.  (C) He prepared a really big surprise.  (D) His strong preparation came as no surprise. |  |

|  |  |  |
| --- | --- | --- |
| **Skill** | **9** | LISTEN FOR “ALMOST” NEGATIVE EXPRESSIONS |

Certain expressions in English have almost negative" meanings. These expressions are common on die TOEFL lest and need to ho reviewed.

*Example*

*On* the recording, you hear

(woman) *Were you able to pay the electric-bill?*

(man) I *had barely enough money.*

(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.

The following chart outlines common "almost negative" expressions:

|  |  |  |
| --- | --- | --- |
| **COMMON ALMOST NEGATIVE EXPRESSIONS** | | |
| Meaning | Expression | Example |
| almost none | *hardly, barely, scarcely, only* | There is *hardly* any food in the refrigerator. |
| almost never | *rarity, seldom ..' \_* | -He rarely drives to work |

**TOEFL EXERCISE 9: In this exercise, listen carefully to the short conversation and ques­tion on the tape, and then choose the best answer to the question. You should be particu­larly careful of "almost negative" expressions.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 9**

|  |  |
| --- | --- |
| 1. (A) There's little rain in July.  (B) In July it never rains.  (C) It rains hard in July.  (D) When it rains in July, it rains hard. | 4. (A) He often has long waits in Dr.Roberts's office.  (B) He must wait patiently for Robert.  (C) Dr. Roberts is generally punctual.  (D) He doesn't mind waiting for Dr.Roberts. |
| 2. (A) The university accepted three students.  (B) None of the students is going to the university.  (C) John was not accepted.  (D) Two were not admitted. | 5. (A) Betty often takes vacations in winter.  (B) Betty prefers to fake vacations in winter.  (C) Occasionally Betty works one week during vacation.  (D) A winter vacation is unusual for Betty. |
| 3. (A) Although he did pass. Mark's exam grade wasn't too good.  (B) Mark failed his history exam.  (C) The highest grade on the history exam went to Mark.  (D) Professor Franks didn't pass Markon the history exam. |  |

|  |  |  |
| --- | --- | --- |
| **Skill** | **10** | LISTEN FOR NEGATIVES WITH COMPARATIVES |

Negatives can he used with comparatives in Listening Part A of the TOEFL test. A sentence with a negative and a comparative has a superlative, or very strong, meaning

*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, you read:

(A) She is not very smart

(B) He’s smarter than she is.

(C) Other students are smarter than she is.

(D) She is the smartest student in the class.

The following chart outlines comparisons that you should be careful of when they are used with negatives:

|  |  |  |
| --- | --- | --- |
| **COMPARATIVES WITH NEGATIVES** | | |
| Comparatives | Example | Meaning |
| more | *No* one is more beautiful than she is. | She is *the most* beautiful. |
| -er | He couldn't be happier. | He is *extremely* happy. |

**TOEFL EXERCISE 10: In this exercise, listen carefully to the short conversation and question on the tape, and then choose the best answer to the question. You should be particularly careful of comparatives with negatives.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 10.**

|  |  |
| --- | --- |
| 1. (A) She's not very happy.  (B) She didn't do very well on the exam.  (C) She could be somewhat happier.  (D) She's delighted with the results. | 4. (A) She is not very smart.  (B) She always tells him everything.  (C) He doesn't know her very well.  (D) She's extremely intelligent. |
| 2. (A) Paula is always lazy.  (B) Paula didn't work very hard this semester.  (C) Paula made a strong effort.  (D) Paula could have worked harder. | 5. (A) The patient absolutely didn’t need the surgery.  (B) The necessity for the surgery was unquestionable.  (C) The surgeon felt that the operation was necessary.  (D) It was essential that the surgery be |
| 3. (A) The prices were great!  (B) The prices were too high.  (C)She didn't buy much because of the prices.  (D) The prices could have been lower. |  |

**TOEFL EXERCISE (Skills 7-10): In this exercise, listen carefully to the short conven­tion and question on the tape, and then choose the best answer to the question.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE (SKILLS 7-10).**

|  |  |
| --- | --- |
| 1. (A) She can try a little harder.  (B) There is a lot more that she can do.  (C) She's doing the best that she can.  (D) It is impossible for her to do anything. | 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. |
| 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. | 7. (A) They always work hard in the afternoon.  (B) They don't do much after lunch.  (C) After noon they never work.  (D) It's never hard for them to work in the  afternoon. |
| 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. | 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. |
| 4. (A)She doesn’t 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 | 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. |
| 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. | 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. |

**TOEFL REVIEW EXERCISE (Skills 1-10): In this exercise, listen carefully to the short conversation and question**

**and then choose the best answer to the question.**

**NOW BEGIN THE TAPE AT TOEFL REVIEW EXERCISE (SKILLS I -10).**

|  |  |
| --- | --- |
| 1. (A) In a doctor's office.  (B) At a bar.          (C) In a travel agency.          (D) In a business office. | 6. (A) She's unable to take her vacation this year.  (B) Her vacation next week has been postponed  (C) She'll go on vacation next week.  (D) She'll return from vacation in a week. |
| 2. (A) She bought some sheets.  (B) She got a new piece of clothing.  (C) She couldn't find anything because she’s too short.  (D) She was sure to greet her boss. | 7. (A) The waitress was sitting in the back of the                  restaurant.  (B) They were waiting for a seat in the restaurant.  (C) The customers had a table in the back.  (D) The waitress sat down behind the table. |

|  |  |
| --- | --- |
| 3 (A) The hotel was all right, except for the poor view.  (B) The view from the hotel room was spectacular.  (C) She would have preferred a better hotel.  (D) Only a few hotels would have been better. | 8. (A) It's hard for the market to sell its fruit.  (B) All of the fresh fruit at the .' market is hard.  (C) She hardly ever goes to the market to buy fresh  fruit.  (D) There was a scarcity of fresh fruit at the market. |
| 4. (A) Take a nap.  (B) Try the rest of the work.  (C) See a doctor.  (D) Have a bite to eat. | 9. (A) The man should never be late for school.  (B) The man can always return to school.  (C) The man should never go back to school.  (D) If the man's late to school, he should go through            me back door. |
| 5. (A) She's an exciting person.  (B) She can't be expected to give you four of them.  (C) She generally forgives others.  (D) She isn't exact about what she gives to others. | 10. (A) She can't bear to try.  (B) She is a daring person.  (C) She doesn't want the man even to try  (D) She is challenging the man to make the effort. |

* FUNCTIONS

|  |  |  |
| --- | --- | --- |
| **Skill** | **11** | LISTEN FOR EXPRESSIONS OF AGREEMENT |

Expressions of agreement are common in Listening Part A, so you should become famil­iar with them. The following example shows agreement with a *positive* statement.

Example

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.

Other expressions are used to show agreement with negative statements.

Example

On the recording, you hear

(woman)     *I don't think that our history teacher is very interesting.*

(man)          *Neither do I*

(narrator)   *What does the man mean?*

In your test book , you read:

1. He disagrees with the woman.
2. He thinks the history teacher is interesting.
3. He shares the woman’s opinion.
4. He doesn’t think the woman’s idea is good

|  |  |
| --- | --- |
| EXPRESSIONS OF AGREEMENT | |
| Agreement with Positives Statements | Agreement with Negatives 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 the short conversation and question on the tape, and then choose the best answer to the question. Von should pay attention to expressions of agreement.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 11.**

|  |  |
| --- | --- |
| 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. | 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. |
| 2.(A) He would like to see the elections for town council.  (B) He agrees that Man .should he elected.  (C) He thinks the elections should take place next  month.  (D) He disagrees with the woman. | 5. (A) This party hasn't been any fun at all.  (B) He wonders if die woman enjoyed herself.  (C) He wants to know what she said.  (D) He's enjoyed himself tremendously. |
| 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 *not*           Intermediate |  |

|  |  |  |
| --- | --- | --- |
| **Skill** | **12** | LISTEN FOR EXPRESSIONS OF UNCERTAINTY AND SUGGESTION |

Expressions of uncertainty and suggestion are common in Listening Part A, 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 its going lobe hard.

(C) She thinks that it might-be hard.

(D) She has no idea about the exam.

Other expressions that are common in Listening Part /Tare expressions of suggestion.

Example

On the recording, you hear

(man) I’ll *never have time to type the paper tomorrow.*

(woman) ***Why*** *not do it now?*

(narrator) *What does the woman suggest?*

In your test book, you read:

(A) Finishing the paper today.

(B) Not working on the paper now.

(C) Never typing the paper.

(D) Taking time out from the paper now.

The following chart lists common expressions that show uncertainty and suggestion:

|  |  |
| --- | --- |
| EXPRESSION OF UNCERTAINTY AND SUGGESTION | |
| Uncertainty | Suggestion |
| …isn’t it  As far as I know.  As far as I can tell. | Why not..  Let’s… |

**TOEFL EXERCISE 12: In this exercise, listen carefully to the short conversation and question on the tape, and then choose the best answer to the question. You should be particularly careful of expressions of uncertainty and suggestion.**

**Now begin the tape at Toefl Exercise 12.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. (A) He's sure about which chapters they are to read.  (B) He thinks he knows what the assignment is.  (C) He has to tell her how far she should go.  (D) The professor told them to read the chapters after  the exam. | | | 4. (A) Not doing the dishes now.  (B) Leaving the house with the dishes.  (C) Leaving later so that they can do the dishes now.  (D) Washing the dishes before they leave. | |
| 2. (A) The man should take the pie out.  (B) The man should try something else.  (C) The man shouldn't try cherry pie.  (D) The man should feel sorry. | | | 5. (A) She's told Matt he'll go far.  (B) Matt has far from enough talent.  (C) She told Matt to roll farther.  (D) She believes Matt has the ability for | |
| 3. (A) He knows the movie starts at 8:00.  (B) He is not quite sure when the movie begins.  (C) He thinks the start of the movie has been changed.  (D) He will start the movie himself at8:00 | | |  | |
| **Skill** | **13** | LISTEN FOR EMPHATIC EXPRESSIONS OF SURPRISE | |

Emphatic expressions of surprise are common in Listening Part A, so you should become familiar with them. When surprise is expressed, it implies that the speaker did not expect something to be true.

Example

On the recording, you hear:

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

(man) Then, he DID get a new car.

(narrator) What had the man thought?

In your test book, you read:

(A) Paul would definitely gel a Mustang.

(B) Paul did not know how lo drive.

(C) Paul did not like Mustangs.

(D) Paul would not get a new car.

The following chart outlines various ways to express emphatic surprise:

|  |  |  |  |
| --- | --- | --- | --- |
| EXPRESSION OF EMPHATIC SURPRISE | | | |
| Verb | Emphatic Form | Example | Meaning |
| Be  Modal  Present tense  Past tense  Perfect tense | Be, with emphasis  Modal, with emphasis  Do(es), with emphasis  Did, with emphasis  Have , with emphasis | Then, he is here!  Then, you can go!  Then, you do play tennis!  Then, she did read it!  Then, he has gone there! | I thought he was not 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 the short conversation and question on the tape, and then choose the best answer to the question. You should be particularly careful of expressions of uncertainty and suggestion.**

**Now begin the tape at Toefl Exercise 13.**

|  |  |
| --- | --- |
| 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 one moment. | 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. |
| 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 | 5. (A) He had been somewhere else.  (B) He had been in the library.  (C) He had been working on his research project.  (D) He would start working on his project in five hours |
| 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". |  |

**TOEFL EXERCISE (Skill 11-13): In this exercise, listen carefully to the short conversation and question on the tape, and then choose the best answer to the question. You should be particularly careful of expressions of uncertainty and suggestion.**

**Now begin the tape at Toefl Exercise (Skill 11-13).**

|  |  |
| --- | --- |
| 1. (A) She plans to talk a lot this month.  (B) She has a lot to say about- the phone bill.  (C) The bill is high because she has a lot to say.  (D) She agrees with the man. | 4. (A) The cafeteria was open in the morning.  (B) The cafeteria Hid not serve breakfast.  (C) The breakfast in the cafeteria was not very tasty.  (D) The woman never ate breakfast in the cafeteria. |
| 2. (A) Bill had never really been sick.  (B) Bill was too sick to come to class.  (C) Bill was sick of calculus class.  (D) Bill had forgotten about the calculus class that  morning. | 5. (A) He believes that it is acceptable to park mere.  (B) The parking lot is too far from their destination.  (C) He knows that they won't get a ticket.  (D) He knows where the parking lot is. |
| 3. (A) The man should go out tonight.  (B) The man should stay home and relax.  (C) The man should work on the paper tonight.  (D) The man should go out Monday instead. |  |

**TOEFL REVIEW EXERCISE (Skills 1-13): In this exercise, listen carefully to the short J| conversation and question on the tape, and then choose the best answer to the question.**

**NOW BEGIN THE TAPE AT TOEFL REVIEW EXERCISE (SKILLS 1-13).**

|  |  |
| --- | --- |
| 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. | 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. |
| 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. | 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. |
| 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. |  |

**7th SESSION**

STRUCTUTRE AND WRITTEN EXPRESSION

* FORM OF THE VERB

|  |  |  |
| --- | --- | --- |
| **Skill** | **18** | PAST PARTICIPLE AFTER HAVE |

Whenever you see- the 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.

We *had complete\** the work.

They *have went\** to the market.

In the first example, complete should be the past participle completed because it is after had. In the second example, went should be the past participle gone because it is after have.

The following chart outlines the use of verb forms after have.

**VERB FORMS AFTER HAVE**

HAVE + past participle

**EXERCISE 1**

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

1. We have already hearing the good news. ( I )

2. She has ridden her bicycle to school every day. (\_\_\_\_)

3. I have always believe you. (\_\_\_\_)

4. He has find the missing car keys. (\_\_\_\_)

5. They have put their money in a savings account. (\_\_\_\_)

6. Their parents have allowed them to stay up late. (\_\_\_\_)

7. She has never ran away from home before. (\_\_\_\_)

8. Have you ever saw a ghost? (\_\_\_\_)

9. They have taken three tests already this week. (\_\_\_\_)

10. He has offer me a high-paying job. (\_\_\_\_)

|  |  |  |
| --- | --- | --- |
| **Skill** | **19** | PRESENT PARTICIPLE OR PAST PARTICIPLE AFTER BE |

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 either the present participle or the past participle form.

They are *turn on\** all the lamps.

The office door is *lock\** in the evening. .

In the first example, turn on should be turning on because it is after *are.* In the second example, lock should be locked because it is after is.

The following chart outlines the use of verb forms after be

**VERB FORMS AFTER BE**

BE + (1) present participle

                                               (2) past participle past participle

**EXERCISE 2**

**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. She was study the textbooks all night long. ( I )

2. The pie was cut into six equal pieces. ( C )

3. Today the teacher is allow the students to leave class a few minutes early. (\_\_\_\_)

4. The class is teach every other semester. (\_\_\_\_)

5. Tom is bringing some drinks to the party. (\_\_\_\_)

6. The sick child was taken to see a doctor. (\_\_\_\_)

7. The children are swim in the backyard pool. (\_\_\_\_)

8. The diamond jewelry is always keep in a safe place. (\_\_\_\_)

9. The teacher is preparing a difficult exam for the students. (\_\_\_\_)

10. Dinner is served from 6:00 to 8:00. (\_\_\_\_)

|  |  |  |
| --- | --- | --- |
| **Skill** | **20** | BASE FORM VERBS AFTER MODALS |

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 the base form.

You must *telling\** her the truth.

The child may *comes\** in now.

In the first example, telling should be the base form tell because it follows must. In the second example, comes should be the base form come because it follows may.

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

**VERB FORMS AFTER MODALS**

MODALS + base form of the verb

**EXERCISE 3**EXERCISE

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

1. You should try to respond politely. ( C )
2. Everyone must leaves the room immediately. ( I )
3. I could sat on the beach for hours. (\_\_\_\_)
4. She will asking you many difficult questions. (\_\_\_\_)
5. You can look at the book, but you cannot borrow it.(\_\_\_\_)
6. He may lies to you because he is not very truthful. (\_\_\_\_)
7. He knew that he would forgot the phone number. (\_\_\_\_)
8. The weatherman said that it might snowing tonight. (\_\_\_\_)
9. Perhaps we could bought a new car this year. (\_\_\_\_)
10. This course will satisfy the graduation requirement. (\_\_\_\_)

**EXERCISE 4 :Each of the following sentences contains a verb formed with several Darts. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).**

* 1. We have became good friends in the last year. (\_\_\_\_)
  2. Your name will be list in the new directory. (\_\_\_\_).
  3. The new movie is receive good reviews. (\_\_\_\_)
  4. She must have feel sorry about her bad behavior. (\_\_\_\_)
  5. They have always given their family many presents. (\_\_\_\_)
  6. We may be taking a vacation next week. (\_\_\_\_)
  7. We could have taking a vacation last week. (\_\_\_\_)
  8. The package might had been deliver by an express mail service.(\_\_\_\_)
  9. I have not wrote very many letters to my friends. (\_\_\_\_)
  10. The car should not have be drive anymore yesterday. (\_\_\_\_)

**EXERCISE 5**

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

1. By the 1920s, many radio transmitters had been build.

A B C D

2. Fish farming has rose in the United States in recent years.

A B C D

3. In areas of volcanic activity, beach sand may contains dark minerals and little quartz.

             A    B C D

4. Cro-Magnon man was names after the caves in southwest France where the first remains were discovered.

A B C D

5. Lassie, the famous collie who made her first screen appearance in 1943, has always be played by a male dog

A B C D

6. A blue bigwig lizard stakes out a territory and will defending females within it against courting males.

A B C D

7. President George Washington was inaugurates on the steps of the Federal Building in New York City.

A B C D

8*.* By 1627, Plymouth had became a viable and growing community of fifty families, twenty-two, goats, fifteen cows,

A B C

And more than fifty pigs.

D

9. Tobacco was the crop on which the eminence of Williamsburg and the prosperity of Virginia were base.

A B C D

10. Because there may be scores of genes in each suspect DNA region, scientists must identifying and sequence

A B C

the actual genes contributing to type I diabetes.

D

**EXERCISE 6**

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

1. \_\_\_\_\_\_\_\_\_\_\_\_\_ the deepest valleys and canyons on the Earth.

A. In the Pacific Ocean with

B. In the Pacific Ocean

C. The Pacific Ocean

D. The Pacific Ocean has

2. In the United States, the participation of females in the labor force \_\_\_\_\_from 37 percent in 1965 to 51 percent in 1980.

A. it jumped B. jump

C. jumping D. jumped

3. Some composers, such as Richard Wagner, have felt that\_\_\_\_\_the action of the opera too much and have written operas

without them.

A. arias interrupt B. interrupt arias

C. the interruption of arias D. areas of interruption

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

4. Water stored behind a dam can used to drive turbines.

A B C D

5. Our universe may continue to expand as it gets colder, empty, and deader

A B C D

6. Every form of matter in the world are made up of atoms.

A B C D

7. The lens and cornea are supply with nutrients and oxygen by the aqueous fluid.

A B C D

8. Dodge City, laid out in 1872, owed both its prosperity and its famous to the buffalo in its early years

A B C D

9. The amount of the two kinds of cholesterol in the blood have been shown to have an effect on the risk of heart attack.

A B C D

10. By the time Noah Webster reached his mid-twenties, he had already publish an elementary speller.

A B C D

* NOUN

|  |  |  |
| --- | --- | --- |
| **Skill** | **21** | SINGULAR AND PLURAL NOUNS |

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

He just finished several book\*.

She studied each chapters\*.

In the first example, several indicates that the plural books is needed. In the second example, each indicates that the singular chapter is needed. In written expression questions on the TOEFL test, you should watch very carefully for key words such as each, every, a, and single that indicate that a noun should be singular. You should also watch carefully for key words such as many, several, and three that indicate that a noun should be plural.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **KEYWORDS FOR SINGULAR AND PLURAL NOUNS** | | | | | |
| For Singular Nouns | each | Every | single | one | a |
| For Plural Nouns | both | Two | many | several | various |

**EXERCISE 1**

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

1. \_\_I\_\_She talked to each people in the room.

2. \_\_C\_\_There is not a single bit of food in the refrigerator.

3. \_\_\_\_\_You need two piece of identification to cash a check.

4. \_\_\_\_\_Both classes started on time.

5. \_\_\_\_\_We took a new routes to the beach house.

6. \_\_\_\_\_He gave many different reasons for his actions.

7. \_\_\_\_\_You must answer every questions on the test.

8. \_\_\_\_\_She tried several times to call me.

9. \_\_\_\_\_He offered me only one glass of water.

10.\_\_\_\_We had various kind of drinks with the meal.

|  |  |  |
| --- | --- | --- |
| **Skill** | **22** | COUNTABLE AND UNCOUNTABLE NOUNS |

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

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

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

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

They have taken much\* trips recently.

There was not many\* water in the pool.

In the first example, much is incorrect because trips is countable. This sentence should say many trips. In the second example, many is incorrect because water is uncountable. This sentence should say much water

The following chart lists the key words that indicate to you whether a noun is countable or uncountable.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **KEYWORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS** | | | | |
| For Countable Nouns | many | Number | few | fewer |
| For Uncountable Nouns | much | Amount | little | less |

**EXERCISE 2**

**Each of the following sentences contains at least one key word to tell you if a noun is 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. C She will visit in a few months.
2. I Many risk are unnecessary.
3. \_\_\_\_\_You need to show a little kindness.
4. \_\_\_\_\_You have a number of choice.
5. \_\_\_\_\_There was a large amount of apples in the bowl.
6. \_\_\_\_\_We have fewer opportunities now.
7. \_\_\_\_\_How much money is left?
8. \_\_\_\_\_He caused less problems this time.
9. \_\_\_\_\_They need a little times to finish their work.
10. \_\_\_\_\_He visited many exotic places

**EXERCISE 3**

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

1.\_\_\_\_\_\_\_\_the second most common metal in the Earth's crust and it always occurs in combination with other substances.

A. Iron B. Iron is C. With iron D. With iron is

2. In most parts of the globe, the \_\_\_\_\_\_\_ not exceed roughly 31 degrees centigrade.

A. ocean surface C. ocean surface does

B. ocean has a surface D. ocean has surfaced

3.\_\_\_\_\_\_\_which climatologists have determined is the wettest place on Earth not under water is a spot on the island of Kauai.

A. The place B. It is the place C. The place is D. In the place is

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

4. A single protein molecule may being composed of tens of thousands of atoms.

A B C D

5. Less plants grow in the poor taiga soils beneath the trees.

A B C D

6. Vast reserves of oil and gas is located in the Gulf of Mexico.

A B C D

7. Helium is a colorless, odorless, taste element often used to inflate balloons.

A B C D

8. The common was the heart of every New England villages built in the

A B C D

9. Some of the regulations that bind U.S. institutions allows foreign banks to package loans at hard-to-beat interest rates.

A B C D

10. In angioplasty, a catheter is thread through an artery and guided through the body to the blocked area

A B C D

|  |  |  |
| --- | --- | --- |
| **Skill** | **23** | PRONOUN REFERENCE |

After you have checked that the subject and object pronouns and the posses­sives, are used correctly, you should also check each of these pronouns and possessives for agreement with its referent. The following are pimples of er­ror of this type that you might find on the TOEFL test.

The cookies are for you, so please take it\*.

Each person has to sign their\* application form.

In the first example, the singular pronoun it is incorrect because it refers to the plural noun cookies. 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 each person. This adjective should be replaced with the singular his or his or her.

The following chart outlines what you should remember about checking pronoun reference.

|  |
| --- |
| **PRONOUN REFERENCE** |
| 1. Be sure that every pronoun and possessive agrees with the noun it refers to. |
| 2. The noun that the pronoun refers to generally comes before the pronoun. |

**EXERCISE 4**

**Each of the following sentences contains at least one pronoun or possessive. Circle the pronouns and possessives. Draw arrows to the nouns they refer to. Then indicate if the sentences are correct (C) or incorrect (I).**

1. \_\_I\_\_\_ If my friend calls, please ask them to call back later.

2. \_\_C\_\_ I don't like the idea because is too costly.

3.\_\_\_\_\_ The tables at the restaurant are so large that it can seat twelve people.

4. \_\_\_\_\_ The soup needs more salt because he does not taste very good.

5. \_\_\_\_\_ The girls ran too fast, and she fell down.

6. \_\_\_\_\_ In the autumn, the tree lost its leaves.

7. \_\_\_\_\_ The windows were open, so I closed it.

8. \_\_\_\_\_ The travelers lost their way in the storm.

*9.* \_\_\_\_\_ The boy got the box, and he opened it carefully.

10.\_\_\_\_ The woman left their earrings at home, so she wasn't wearing them.

**EXERCISE 5**

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

1. Although knives and forks\_\_\_\_\_\_\_ of prehistoric origin, spoons are relatively new

A. are B. they are Care they D. which are

2. Neptunes\_\_\_\_\_\_\_the planet in the direction opposite, to the other seven moons.

A moon Triton orbiting B. moon Trite:, orbits

C. moon Triton in orbit D. moon is in Triton's orbit

3. A dip pen's nib is split into two halves\_\_\_\_\_\_\_at the point of the nib.

A. who meet B. which meet C. they meet D. meet

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

4. In 1785, Henry Knox was appoint the new republic’s first secretary of war.

A B C D

5. Biophysics is one of the various branch of physics.

A B C D

6. Unlike many great writers, Longfellow was an enormously popular poet in him day.

A B C D

7. After Lincoln's assassination, Ford's Theater was closed and parts of it was converted to government office space.

A B C D

8. Most of the Earth's ice is found either in the two great ice caps of Antarctica and Greenland and on the tall mountains of

A B C D

the world.

9. Except for a few species, such as the spotted salamander, the courtship of salamanders are secretive and not often

A B C

observed.

D

10. Unlike most mollusks, crustaceans outgrow their shells and need to build several completely new casings throughout

A B C

they lives.

D

* ADJECTIVES AND ADVERBS

|  |  |  |
| --- | --- | --- |
| **Skill** | **24** | ADJECTIVES AND ADVERBS |

Sometimes in written expression questions on the TOEFL test, adjectives are incorrectly used in place of adverbs, or adverbs are incorrectly used in place of the adjectives. Adjectives and adverbs have very different uses in sentences. Adjectives have only one job: they describe nouns or pronouns.

It is a delicious meal.

ADJ. NOUN

It is delicious.

                                                                                            PRON.       ADJ.

In the first example, the adjective delicious describes the noun meal. In the second example, the adjective delicious describes the pronoun it.

Adverbs have three different uses. They can describe verbs, adjectives, or other adverbs.

He writes letters quickly.

Verb ADV.

It is a quickly written letter.

          ADV.   ADJ. NOUN

It is an extremely quickly written letter.

ADV. ADV. ADJ. NOUN

In the first example, the adverb quickly describes the verb writes. In the second example, the adverb quickly describes the adjective written (which describes the noun letter). In the third example, the adverb extremely describes the adverb quickly, which describes the adjective written (which describes the noun letter).

The following are examples of incorrect sentences as they might appear on the TOEFL test.

They were seated at a comfortably\* table.

ADV. NOUN

The child talked soft\* to her mother

VERB ADJ.

We read an extreme\* long story.

ADJ.

She speaks unbelievable\* quickly.

                       ADJ.             ADJ.

In the first example, the adverb comfortably is incorrect because the adjective comfortable is needed to describe the noun table. In the second example, the adjective soft is incorrect because the adverb softly is needed to describe the verb talked. In the third example, the adjective extreme is incorrect because the adverb extremely is needed to describe the adjective long. In the last example, the adjective unbelievable is incorrect because the adverb unbelievably is needed to describe the adverb quickly.

The following chart outlines the important information that you should remember about the use of adjectives and adverbs.

|  |  |
| --- | --- |
| **USE OF ADJECTIVES AND ADVERBS** | |
| **ADJECTIVES** | Adjectives describe nouns or pronouns |
| **ADVERBS** | Adverbs describe verbs, adjectives, or other adverbs |

**EXERCISE 1**

**Each of the following sentences has at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or**

**incorrect (I).**

1. \_\_I\_\_ Her hair was an unusually color of red.

ADJ.

1. \_\_C\_\_ The weather is really comfortable.

                                        ADV. ADJ.

1. \_\_\_\_\_ We attended a poor planned conference.
2. \_\_\_\_\_ He talked slowly and carefully.
3. \_\_\_\_\_ The composition was careful prepared.

|  |  |  |
| --- | --- | --- |
| **Skill** | **25** | ADECTIVES AFTER LINKING VERBS |

Generally in adverb rather than an adjective will come directly after a verb because the adverb is describing the verb.

She spoke nicely.

VERB ADV

In this example, the verb spoke is followed by the adverb nicely. This adverb describes the verb spoke. However, you must be very careful if the verb is a linking verb. A linking verb is followed by an adjective rather than an adverb.

She looks nice.

SUBJ.       ADJ.

In this example, the linking verb looks is followed by the adjective nice. This adjective describes the subject she. You should be sure to use an adjective rather than an adverb after a linking verb. Be careful, however, because the adjective that goes with the linking verb does not always directly follow the linking verb.

He seems unusually nice

In this example, the adjective describes the subject he, is itself described by the adverb unusually. From this example, you should notice that it is possible to have an adverb directly after a linking verb, but only if the adverb describes an adjective that follows. These sentences show, type of error with linking verbs chat is common on the TOEFL test.

The test looks easily\* to me.

Sally feels unbelievable\* happy about the news.

In the first example, the linking verb looks should be followed by the adjective easy rather than the adverb easily. In the second example, the linking verb feels is followed by the adjective happy. The incorrect adjective unbelievable should be the adverb unbelievably because it describes the adjective happy. The following chart lists commonly used linking verbs and outlines the different uses of adjectives and adverbs after regular verbs and linking.

|  |
| --- |
| **ADJECTIVES AND ADVERBS AFTER VERB.3** |
| (subject) + (regular verb) + (adverb)  regular verb is followed by an adverb. The adverb describes the verb. |
| (subject) + (linking verb) + (adjective)  linking verb is followed by an adjective. The adjective describes the subject. |
| (subject) + (linking verb) + (adverb) + (adjective)  It is possible for a linking verb to be followed by an adverb and an adjective.  The adverb describes the adjective, and the adjective describes the subject. |
| **LINKING VERBS:**  **appear, feel, seem, be, look, smell, sound, become, taste, prove, become, get** |

**EXERCISE I**

**Each of the following sentences contains at least one adjective or ad­verb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).**

1. \_\_\_\_ Kathy looks gorgeously in that dress.

ADV

1. \_\_\_\_ The children have grown considerably

                                                           ADV

1. \_\_\_\_ Steve walked rapid to the corner to catch the bits.
2. \_\_\_\_ The boys became sick with the flu.
3. \_\_\_\_The mother closed the door careful.
4. \_\_\_\_Toni appeared rather unhappily at what had happened.
5. \_\_\_\_The choir members sang enthusiastically.
6. \_\_\_\_The soup tastes too salty.
7. \_\_\_\_The book seemed easily for the students.
8. \_\_\_\_ In the late afternoon, the sun set slow in the west.

**EXERCISE 2**

**A. Choose the letter of (fie word or group of words that best completes the sentence.**

1.On December 17,1903, the Flyer\_\_\_\_near Kitty Hawk. North Carolina with Orville Wright as pilot.

A. took off B it took off C. taking off D. took it off

2. Comets are relatively small celestial bodies •\_\_\_\_\_\_\_\_ up chiefly of dirt and icy materials.

A make B made C. they make D. make them

3. Researchers have long debated about *.\_* moon Titan contains hydrocarbon oceans or lakes.

A. Saturn s B. whether it is Saturn's

C whether Saturn's D. whether Saturn's is a

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

4. The abrasively action of the wind wears away softer layers of rock.

A B C D

5. There are two way of making a gas condense: cooling it or putting it under pressure.

A B C D

6. Researchers have discovered that the application of bright light can sometimes be uses to overcome jet lag.

A B             C D

7. Salmon migrations may include having to jump up waterfalls, swim up rapids, or climbing fish ladders at dams.

A B           C       D

8. If a strike is called in violation of an existing contract between labor and management, its a wildcat strike.

A B         C D

9. Snapping turtles are easily recognized because of the large head, the long tail, and the shell that seems insufficiently

A          B       C D

       to protect the body.

10. The long string of genes making up a chromosome have been likened to a string of pearls.

A                             B                              C            D

**8th SESSION**

LISTENING COMPREHENSION

* **CONTRARY MEANING**

|  |  |  |
| --- | --- | --- |
| **Skill** | **14** | LISTEN FOR WISHES |

Conversations about wishes can appear in Listening Part A. The important idea to remember about wishes is that *a wish implies that the opposite of the wish is true.*

*Example*

On the recording, you hear:'

(woman) *It's too bad thru 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 other\* 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.

**TOEFL EXERCISE 14: In this exercise, listen carefully to the short conversation question on the tape, and then choose the best answer to the question. You should remember that a wish implies an opposite meaning.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 14.**

|  |  |
| --- | --- |
| 1.(A) The line is short.  (B) There are not very many people in front of them.  (C)    The line in front of them is too long.  (D) Not many people want to get tickets to the           concert. | 4. (A) The department did not change the requirements.  (B) She likes the new requirements.         (C) She changed her apartment just before graduation.  (D) She does not like the changes that the department                  made. |
| 2. (A) The woman told him about the ticket.  (B) He wanted the woman to get a ticket.  (C) He was happy to find out about the ticket.  (D) The woman did not tell him about | 5. (A) He is going to the theater  (B) He doesn't have enough money.  (C) He isn't afraid to go.  (D) He doesn't want to spend the money |
| 3. (A) She is not working too many hours next week.  (B) She doesn't have enough hours next week. .  (C) She is working too many hours next week.  (D) She likes working so much. |  |

|  |  |  |
| --- | --- | --- |
| **Skill** | **15** | LISTEN FOR UNTRUE CONDITIONS |

Conversations containing conditions can appear in Listening Part. A. The important idea to remember about conditions is that a condition implies that the *opposite, of the condition is true.*

*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, 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.

**TOEFL EXERCISE 15: In this exercise, listen carefully to the short conversation and! question on the tape, and then choose the best answer to the question. You should be particularly careful of untrue conditions.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 15.**

|  |  |
| --- | --- |
| 1. (A) The woman did not need to call him.   (B)  The woman called to let him know about the         meeting.  (C) He's not glad that the woman called.  (D) He already knew about the meeting when the       woman called. | 1. (A) She did not put enough postage on the letter.   (B)   The letter arrived last week.  (C)   The letter did not need more postage.  (D)   She did not put any postage on the letter. |
| 1. (A) The man often drives too quickly.   (B)  The police do not stop the man too much.  (C)  The man drive rather slowly.  (D)  The police should not stop the man so often. | 1. (A) He has a dog. 2. He doesn't pay attention to dogs 3. He wishes he had a dog. 4. Dogs do not need much attention. |
| 1. (A) She's so happy they don't have to work on Friday.   (B) It would be nice if they could finish their work on          Friday.   1. She wonders if the man would be nice enough to come in to work in her place on Friday. 2. It's too bad they must work on Friday. |  |

**TOEFL REVIEW EXERCISE (Skills 1-15): In this exercise, listen carefully to the short conversation and question on the tape, and then choose the best answer to the question.**

**NOW BEGIN THE TAPE AT TOEFL REVIEV'-EXERCISE (SKILLS 1-15).**

|  |  |
| --- | --- |
| 1. (A) Drinking the hot tea.         (B)Making more tea in a few minutes.  (C) Letting the tea cool off a bit.         (D) Having the tea immediately. | 2. (A) In a bus station.           (B) In a store.           (C) In a restaurant.           (D) In a theater. |
| 3. (A) He's unhappy to end the semester.  (B) He's glad to be finishing school.  (C) He couldn't be happier to begin the semester.  (D) The end of the semester is making him feel sad. | 7. (A) He did not enjoy his vacation as much as possible.  (B) He got lost on his vacation.           (C) The vacation was really enjoyable.           (D) He did not really lose his passport. |
| 4. (A) The storm destroyed the house.  (B) The house blocked the trees.  (C) The stormy weather caused the trees to fall.  (D) During the storm, someone knocked on the door           of the house. | 8. (A) It will take eight hours to get to Riverdale on the bus  (B) He believes he knows the correct bus.  (C) He doesn't know where Riverdale is.  (D) He assures the woman that he knows the way to                   Riverdale. |
| 5. (A) The team hasn't won often.  (B) He usually doesn't pay attention to the football           team.  (C) Its out of the ordinary for the team to lose  (D) He usually hears about the football games. | 9. (A) The laboratory assistant complete done experiment.  (B) The laboratory assistant couldn't finish one                   experiment. -          (C) The laboratory assistant didn't want to do more  experiments.          (D) None of The experiments-could be completed. |
| 6. (A) He went to the office every morning.  (B) He was not working.  (C) He had to arrive at work earlier than 8 o'clock.  (D) He had a job. | 10. (A) She would like the man to repeat What he said.          (B) The semester is really over!  (C) The semester will never end;           (D) She has the same wish as the 'man. |

* IDIOMATIC LANGUAGE

|  |  |  |
| --- | --- | --- |
| **Skill** | **16** | LISTEN FOR TWO AND THREE PART VERBS |

Two and three part verbs appear in some questions in Listening Part A. These verbs are, expression 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 an 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 a meeting.

(B) The director phoned her about the meeting.

(C) The director called the meeting to order

(D) The director canceled the meeting

**TOEFL EXERCISE 16: In this exercise, listen carefully to the short conversation question on the tape, and then choose the best answer to the question. You should remember that a wish implies an opposite meaning.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 16.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. (A) Phone their neighbors. 2. Call to their neighbors over the fence. 3. Help the neighbors move in. 4. Visit their neighbors. | | | 1. (A) The man should stop breaking his cigarettes in half. 2. The man should decrease the number of cigarettes he smokes. 3. The man should cut the ends off his cigarettes. 4. The man should stop smoking completely. | |
| 1. (A) The course is becoming more interesting. 2. The course used to be more interesting. 3. The course is about die same as it was. 4. He's not as bored in the class as the woman. | | | 1. (A) The client presented his case to the lawyer. 2. The client was upset about the lawyer's rejection 3. The client was annoyed because the lawyer returned the suitcase. 4. The client made the lawyer, unhappy about the case. | |
| 1. (A) Her headache is getting worse. 2. She felt better this morning than now. 3. She seems to be feeling better now. 4. She is just getting another headache now. | | |  | |
| **Skill** | **17** | LISTEN FOR IDIOMS | |

Idioms appear in some questions in Listening Part A. Idioms arc 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 cat: 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.

**TOEFL EXERCISE 17: In this exercise, listen carefully to the short conversation arid question on the tape, and then choose the best answer to the question. You should particularly careful of idioms.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE I 7.**

|  |  |
| --- | --- |
| 1. (A) The man's never late. 2. It's good that the man was fifteen minutes late. 3. It's never good to be late for class. 4. It's good that the man went to class, on time or not. | 1. (A) She's very lucky to get the last book. 2. She's sorry she can't get the book today. 3. She always has good luck with books. 4. She just wanted to look at the book |
| 1. (A) The woman's work is all in her head. 2. The woman has to do two experiments rather than one. 3. It's a good idea to work together. 4. The biology experiment concerns two-headed animals.     3.   (A) She has no time to work now.        (B) She doesn't want to work on the report either.        (C) It's best to get it over with now.        (D) There's no time to present the report now. | 1. (A) The man doesn't like eating in Restaurants. 2. She doesn't really like that restaurant. 3. Each of them has his own restaurant. 4. Everyone has different tastes. |



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

|  |  |
| --- | --- |
|  | IMPLIED DETAIL QUESTION |
| HOW TO IDENTIFY THE QUESTION | *It is implied in the passage that…*  *It can be inferred from the passage that…*  *It is most likely that..*  *What probably happened..?* |
| WHERE TO FIND THE ANSWER | The answer to this question are found in order in the passage |
| HOW TO ANSWER THE QUESTION | 1. Choose the keyword in the question 2. Scan the passage for the keyword (or a related idea) 3. Carefully read the sentence that contains the keyword 4. Look for an answer that could be true according to the sentence |

|  |  |  |
| --- | --- | --- |
| **Skill** | **7** | ANSWER TRANSITION QUESTION CORRECTLY |

You will sometimes be asked to determine what probably came before the reading pas­sage (in the *preceding* paragraph) or what probably comes after the reading passage (in t*he-following* paragraph). Of course, the topic of the *preceding* or *following* paragraph is not directly stated, and you must draw a conclusion to determine what is probably in these paragraphs.

This type of question is a transition question. It asks you to demonstrate that yen 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 he further devel­oped in the following paragraph.

*Example*

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | The passage:          Another myth of the oceans concerns Davy Jones, who in  folklore is the mean-spirited sovereign of the ocean's depths. The  name "Jones" is thought by some etymologists to have been derived  from the name "Jonah," the Hebrew prophet who spent three days  in a whale's belly.          According to tradition, any object that goes overboard and  sinks to the bottom of the ocean is said to have gone to Davy  Jones's locker, the ocean-sized, mythical receptacle for anything  that falls into the water. Needless to say, any sailor on the seas is  not so eager to take a tour of Davy Jones's locker, although it might  be a rather interesting trip considering all the treasures located  there. |

**The questions**:

1. The paragraph *preceding* tins 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

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

(A) valuable items located at the bottom of the ocean √

(B) where Davy Jones is found today

(C) Jonah and the whale

(D) preventing objects from falling overboard

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

|  |  |
| --- | --- |
|  | TRANSITION QUESTION |
| HOW TO IDENTIFY THE QUESTION | *The paragraph preceding the passage probably…*  *What is most likely in the paragraph following the passage…* |
| WHERE TO FIND THE ANSWER | The answer can generally be found in the first line to the passage for a preceding question. The answer can generally be found in the last line for a following question. |
| HOW TO ANSWER THE QUESTION | 1. Read the first line for a preceding question. 2. Read the last line for a following question. 3. Draw a conclusion about what comes before or after 4. Choose the answer that is reflected in the first or last line of the passage |

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

***PASSAGE ONE (Questions 1-4)***

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

|  |  |
| --- | --- |
| 1.The paragraph preceding this passage most probably  discusses  (A) other, more liberal sects of Mennonites  (B) where Mennonites live  (C) the communal Amish life style  (D) the most conservative Mennonites | 2.Which of the following would probably NOT be found on  an Amish farm?  (A) A hammer  (B) A cart  (C) A long dress  (D) A refrigerator |
| 3. It can be inferred from the passage that a quilting bee  (A) involves a group of people  (B) is necessary when raising bees  (C) always follows a bam raising  (D) provides needed solitude | 4.Which of the following is most likely the topic of the  paragraph following the passage?  (A)   The effects of the communal life-style on the Old           Order Amish  (B) How the Old Order Amish differ from           the Mennonites  (C) The effect of modern technology on the           Old Order Amish  (D) The doctrines of the Old Order Amish |

***PASSAGE TWO (Questions 5-8)***

|  |  |
| --- | --- |
| *Line*  *(5)* | Various other Indian tribes also lived on the Great Plains. The Sioux, a group of seven American  Indian tribes, are best known for the fiercely combative posture against encroaching White .  civilization in the 1800's. .Although they are popularly referred to as Sioux, these Indian tribes did not  call themselves Sioux; the name was given to them by an enemy tribe. The seven Sioux tribes called  themselves by some variation of the word "Dakota," which means "allies" in their language. Four  tribes of the eastern Sioux community living in Minnesota were known by the name "Dakota." The  Nakota included two tribes that left the eastern woodlands and moved out onto the plains. The Teton  Sioux, or Lakota, moved even farther west to the plains of the present-day states of North Dakota  South Dakota, and Wyoming. |

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| 5.The paragraph preceding this passage most probably  discusses  (A) how the Sioux battled the white man  (B) one of the Plains Indian tribes  (C) where the Sioux lived  (D) American Indian tribes on the East Coast | 6.Which of the following represents a likely reaction of  the Sioux in the 1800's to the encroaching White  civilization?  (A) The Sioux would probably help the Whites to          settle in the West.  (B) The Sioux would probably attack           the While settlers.  (C) The Sioux would probably invite           the Whites to smoke a peace pipe.  (D) The' Sioux would probably join together in           hunting parties with the White settlers. |
| 7.It is implied in the passage that the seven Sioux tribes  called each other by some form of the word "Dakota"  because they were  (A) united in a cause  (B) all living in North Dakota  (C) fiercely combative  (D) enemies | 8.It can be inferred from the passage that the present-day  states of North and South Dakota  (A) are east of Minnesota  (B) are home to the four tribes known by the name          "Dakota"  (C) received their names from the Indian tribes living            there  (D) are part of the eastern woodlands |

***PASSAGE THREE (Question 9-12)***

|  |  |
| --- | --- |
| *Line*  *(5)* | The extinction of many species of birds has undoubtedly been hastened by modern man; since  1600 it has been estimated that approximately 100 bird species have become extinct over the world.  in North America, the first species known to be annihilated was the great auk, a flightless bird that  served as an easy source of food and bait for Atlantic fishermen through the beginning of the  nineteenth century.        Shortly after the great auk's extinction, two other North American species, the Carolina parakeet  and the passenger pigeon, began dwindling noticeably in numbers. The last Carolina parakeet and the  last passenger pigeon in captivity both died in September 1914. In addition to these extinct species,  several others such as the bald eagle, the peregrine falcon, and the California condor are today  recognized as endangered; steps are being taken to prevent their extinction. |

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| 9. The number of bird species that have become extinct in       the United States since 1600 most probably is  (A) more than 100  (B) exactly 100  (C) less than 100  (D) exactly three | 11. It can be inferred from the passage that the great auk        was killed because  (A) it was eating the fishermen's catch  (B) fishermen wanted to eat it  (C) it flew over fishing areas  (D) it baited fishermen |
| 10. The passage implies that the great auk, disappeared  (A) before 1600  (B) in the 1600's  (C) inthel800's  (D)in the last fifty years | 12.The paragraph following this passage most probably  discusses  (A) what is being done to save endangered birds  (B) what the bald eagle symbolizes to Americans  (C) how several bird species became endangered  (D) other extinct species |

**TOEFL REVIEW EXERCISE (Skills 1-7)**

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

***PASSAGE ONE (Question 1-6)***

|  |  |
| --- | --- |
| *Line*  *(5)* | 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. |

|  |  |
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| 1. The best title for this passage would be   (A) Dividing the North and the South                  (B) The Meaning of the Mason-Dixon Line  (C) Two English Astronomers  (D) The History of the Mason-Dixon Line | 1. It can be inferred from the passage that before the Civil War 2. Pennsylvania was south of the Mason-Dixon Line *.* 3. Pennsylvania was a non-slave state 4. the states south of the Mason-Dixon Line had the same opinion about slavery as Pennsylvania 5. the slave stales were not divided from the non-slave states |
| 1. According to the passage, the Mason-Dixon Line was established because of a disagreement   (A) about borders  (B) about slaves  (C) between two astronomers  (D) over sun-eying techniques | 1. The passage states all of the following about Mason and Dixon EXCEPT that 2. they came from England 3. they worked as astronomers 4. they caused the boundary dispute between Pennsylvania and Maryland 5. they surveyed the area of the boundary between Pennsylvania and Maryland |
| 1. 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 | 1. 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 7-12)***

|  |  |  |
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| *Line*  *(5)* | 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. | |
| 1. 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 | | 8. 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 |
| 9. According to the passage, a manic-depressive  patient in a manic phase would be feeling  (A) highly emotional  (B) unhappy  (C) Useless  (D) relatively normal | | 10. 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 |
| 11. The pronoun "it" in line 5 refers to  (A) the general population  (B) the mood elevation  (C) insomnia  (D) heightened aggressiveness | | 12. The passage implies that  (A) changes from excitement to depression occur           and often  (B) only manic-depressive patient-experience           aggression  (C) the depressive phase ol this disease can be more            harmful than the manic [phase](http://pha.se)  (D) suicide is inevitable in cases of           manic depression |

***PASSAGE THREE (Questions 13-18)***

|  |  |
| --- | --- |
| *Line*  *(5)* | Unlike earlier campaigns, the 1960 presidential campaign featured the politically innovative and  highly influential series of televised debates in the contest between the Republicans and the  Democrats. Senator John Kennedy established an early lead among the Democratic hopefuls and was nominated on the first ballot at the Los Angeles convention to be the representative of the Democratic  party in the presidential elections. Richard Nixon, then serving as vice president of the United States  under Eisenhower, received the nomination of the Republican party. Both Nixon and Kennedy  campaigned vigorously throughout the country and then took the unprecedented step of appearing in  face-to-face debates on television. Political experts contend that the debates were a pivotal force in  the elections. In front of a viewership of more than 100 million citizens, Kennedy masterfully  overcame Nixon's advantage as the better-known and more experienced candidate and reversed the  public perception of him as too inexperienced and immature for the presidency. |

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| 13. Which of the following best expresses the main idea of  the passage?   1. Kennedy defeated Nixon in the1960 presidential election. 2. Television debates were instrumental in the outcome of the 1960 presidential election. 3. Television debates have long been a part of campaigning. 4. Kennedy was the leading Democratic candidate in the 1960 presidential election. | 14. The passage implies that Kennedy  (A) was a long shot to receive the Democratic           presidential nomination  (B) won the Democratic presidential            nomination fairly easily  (C) was not a front runner in the race for the           Democratic presidential nomination  (D) came from behind to win the Democratic           presidential nomination |
| 15. The passage states that the television debates  between presidential candidates in 1960  (A) did not influence the selection of the president  (B) were the final televised debates  (C) were fairly usual in the history of presidential           campaigns  (D) were the first presidential campaign debates to            be televised | 16. Which of the following is NOT mentioned about  Richard Nixon?  (A) He was serving as vice president.  (B) He was the Republican party’s candidate for            president.  (C) He campaigned strongly all over the country.  (D) He was nominated on the first ballot. |
| 17.The passage states that in the debates with Nixon,  Kennedy demonstrated to the American people that  he was  (A) old enough to be president  (B) more experienced than Nixon  (C) better known than Nixon  (D) too inexperienced to serve as president | 18. The pronoun "him" in line 11 refers to  (A) John Kennedy  (B) Richard Nixon  (C) Eisenhower  (D) the better-known and more experienced candidate |

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|  | **10th SESSION** |
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LISTENING COMPREHENSION

PART B: Long Conversation

**STRATEGIES FOR THE LISTENING PART B QUESTIONS**

1. If you have time, preview the answers to the Listening Part B questions. While you are looking at the answers, you should try to do the following:

* Anticipate the topics of the conversations you will hear.
* Anticipate the questions for each of the groups of answers.

1. 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.
2. As you listen to the conversation, draw conclusions about the situation of the conversation: who is talking, where the conversation takes place, or when it takes place. You will often be asked to make such inferences about the conversation.
3. 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 -n order in the conversation, and the answers often sound the same ij what is said on the tape.
4. You should guess-even if you are not sure. Never leave any answers blank.
5. Use any remaining time to look ahead at the answers to the questions that follow.

The following skills will help you to implement these strategies in Part B of the Listening Comprehension section of the TOEFL Test

* BEFORE LISTENING

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| **Skill** | **18** | ANTICIPATE THE TOPICS |

It is very helpful to your overall comprehension if you know what topics to expect in Lis­tening Part B. 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 tape, and try to determine the topics of the conversations that you will hear.

**EXERCISE 18: Look at the answers 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. | 4. (A) Every morning.  (B) Afternoons and weekends.  (C) When he's in class.  (D) Weekdays. |
| 1. (A) In the library.   (B) In a classroom.  (C) In a campus office.  (D) In an apartment. | 5. (A) Fill out a form.  (B) Give her some additional information.  (C) Tell her some news.  (D) Phone her. |
| 1. (A) No more than ten.   (B) At least twenty.  (C) Not more than twenty.  (D) Up to ten. |  |

What is the topic of the conversation for questions 1 through 5?

You can guess this because of the following clues:

* *work on campus*
* *employment officer*
* *students*
* *jobs*

|  |  |  |
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| **Skill** | **19** | ANTICIPATE THE QUESTIONS |

It is very helpful to your ability to answer individual questions in Listening Part B 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:

1. In the airport.
2. In the library
3. In the dormitory
4. In the travel agent’s office.

You try to anticipate the question:

Where does the conversation probably take place?

**Exercise 19: Study the following answers and try to determine what the question will be. Perhaps you will be only be able to predict part of the question, rather than the complete question. If you cannot in a short period of time, then move on to the next group of answers. 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 weekends

(C) When he's in class

(D) week days

* WHILE LISTENING

|  |  |  |
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| **Skill** | **20** | DETERMINE THE TOPICS |

As you listen to each conversation in Listening Part B, you should be thinking about the topic (subject) or 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.

**Exercise 20:      Listen to the first part of each of the conversations, and decide on the topic of the conversation. NOW                            BEGEIN THE TAPE AT EXERCISE 20.**

1. What is the topic of conversation 1? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is the topic of conversation 2? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is the topic of conversation 2? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Skill** | **21** | DRAW CONCLUSIONS ABOUT *WHO, WHAT, WHEN, WHERE* |

As you listen to each conversation in Listening Part B, you should be trying 10 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* |  |
| On the recording | you hear: |
| (man) (woman)  (man) | *Why do you have so many books?*  *I need them for my paper on George Washington. Do*  *you know how I can check them out?*  *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) | |

**Exercise 21:      Listen to the first part of each of the conversations, and decide on the topic of the conversation. NOW                            BEGEIN THE TAPE AT EXERCISE 21.**

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 speaking? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. When does the conversation take place? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What is the source of the conversation? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Skill** | **22** | LISTEN FOR ANSWERS IN ORDER |

There are two possible methods to use while you listen to a conversation in the Listening Part Bofthe TOEFL test.

• You *can just listen to the conversation (and ignore the answers).*

*• You can follow along with the. Answer while you listen.*

Some students prefer to just Listen to the conversations 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 answers while the conver­sation is being spoken. Because the detail questions are answered in order, it is possible to read along while you listen to the conversation on the tape.

|  |  |  |
| --- | --- | --- |
| *Example* |  |  |
| On the recording, you hear: | In your test book, you read (same time): | |
| (man)       Can I help you? | I. (A) | A checking account. |
| (woman) I'm interested in opening an account. | (B) | A savings account. |
| (man)      Well, we have several different types of | (C) | A money market account. |
| accounts: checking accounts, savings | (D) | A time deposit account. |
| accounts, motley 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 | 2. (A) | A form. |
| have to fill out c form, and then I need | (B) | An account. |
| to see some identification. That's | (C) | A piece of identification. |
| about all there is to it. | (D) | A check. |
| (woman)  That sounds easy enough. Thanks for |  |  |
| your help. |  |  |
| On the recording, you hear: |  |  |
| (narrator) 1. What type of account does the woman                          want? |  |  |
| 2. What does the man need for her to                          show him? |  |  |

**TOEFL EXERCISE 22: Listen to each complete conversation and answer the questions that follow.**

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 22.**

|  |  |
| --- | --- |
| 1. (A) Find work on campus.  (B) Work in the employment office.  (C) Help students find jobs.  (D) Ask the woman questions. | 4. (A) Every morning.  (B) Afternoons and weekends.  (C) When he's in class.  (D) Weekdays. |
| 2. (A) In the library.  (B) In a classroom.  (C) In a campus office.  (D) In an apartment.' | 5. (A) Fill out a form.  (B) Give her some additional information.  (C) Tell her some news.  (D) Phone her. |
| 3. (A) No more than ten.  (B) At least twenty.  (C) Not more than twenty.  (D) Up to ten. | 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. | 9.(A) Sleeping outside on the ground.  (B)Spending time in a hot tub.  (C) Relaxing at the lodge.  (D)Enjoying excellent food. |
| 8. (A) Three hours.  (B) Throe complete days.  (C) Three classes.  (D) Three weeks | 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 REVIEW EXERCISE (Skills 18-22): In this exercise, you will use all of the infor­mation that you learned in Skills 18 through 22.**

Before the tape begins, you should read over the- answers to questions 1 through 15 and do the following:

• Anticipate *the topics you will hear.*

• Anticipate *the questions.*

While you are listening to the conversations, you should do the following:

• Listen *for the topic in the first lines.*

• Draw *conclusions about the situation (who. what. when, where).*

• Listen *for the answers in order.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **NOW BEGIN THE TAPE AT TOEFL REVIEW EXERCISE SKILLS (18 -22)** | | | | |  |
| 1. | (A)  (B)  (C)  (D) | To a concert.  To a rehearsal.  To a lecture.  To the library. | 6. | (A)  (B)  (C)  (D) | By car.  By plane.  By train.  By bicycle. |
| 2. | (A)  (B)  (C)  (D) | One.  Two.  Three.  Four. | 7. | (A)  (B)  (C)  (D) | She went directly to Yellowstone  She spent a few weeks in Laramie.  She stopped at the Devil's Town 'National Monument.  She made a low slops before goingon to Yellowstone- |
| 3. | (A)  (B)  (C)  (D) | The bus does not go directly to the Music Building.  The bus goes very slowly to the Music Building.  The bus sometimes does not come.  The bus will not arrive for a while. | 8. | (A)  (B)  (C)  (D) | Laramie.  Devil's Tower National Monument.  Old Faithful.  Wyoming. |
| 4. | (A)  (B)  (C)  (D) | Walk.  Wait for the bus.  Miss the lecture.  Think of another plan. | 9. | (A)  (B)  (C)  (D) | Hear again about Yellowstone.  Take a trip to Yellowstone.  Get a job in a national park.  Move to Yellowstone. |
| 5. | (A)  (B)  (C)  (D) | Boring.  Fantastic.  Lengthy.  Faithful | 10. | (A)  (B)  (C)  (D) | How and when we celebrate Thanksgiving.  The traditional Thanksgiving dinner.  When Thanksgiving began.  Abraham Lincoln. |

**11th SESSION**

LISTENING COMPREHENSION

Part C: Miny Talk

**STRATEGIES FOR THE LISTENING PART C QUESTIONS**

1. If you have time, preview the answers to the Listening Part C questions. While you are looking at the answers, you should try to do the following;

* Anticipate the topics of the talks you will hear.
* Anticipate the questions for each of the groups of answers.

1. Listen carefully to the first line of the talk. The first line of the talk-often contains the main idea, subject, or topic of the talk, and you will often be asked this type of question.
2. As you listen to the talk, draw conclusions about the situation of the talk: who is talking, where or when the talk takes place, which course this lecture might be given in. You will often be asked to make such inferences about the talk.
3. As you listen to the talk, 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 talk, and the answers often sound the same as what is said on the tape. '
4. You should guess even it you are not sure. Never leave any answers blank.
5. Use any remaining rime to look ahead at the answers to the questions that follow.

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

* BEFORE LISTENING

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| --- | --- | --- |
| **Skill** | **23** | ANTICIPATE THE TOPICS |

It is very helpful to your overall comprehension if you know what topics to expect it Lis­tening Part C. You should therefore try to anticipate the topics that you will be hearing (as you did in Listening Part B). For example. are the talks about American history, or lit­erature, or some aspect of school life? A helpful strategy is therefore to took briefly at the answers in the test book, before you actually hear the talks on the tape, and try to deter­mine the topics of the talks that you will hear.

**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. | 4. (A) Room assignments.  (B) Exam topics.  (C) Reading assignments.  (D) The first lecture. |
| 2. (A) Once a week.  (B) Two times a week  (C) Three times a week.  (D) For fifteen hours. | 5. (A) Exams and Lab work.  (B) Reading and writing assignments.  (C) Class participation and grades one examinations.  (D) Lecture and laboratory attendance. |
| 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. |  |
|  |  |

What is the topic of the talk 1 or questions 1 through *the requirements of a biology class*

You can guess this because of the following clues:

* *Biology*
* *first day of class*
* *reading assignment*
* *Lab work*

|  |  |  |
| --- | --- | --- |
| **Skill** | **24** | ANTICIPATE THE QUESTIONS |

It is very helpful to your ability to answer individual questions in Listening Part C if you can anticipate what the questions will be and listen specifically for the answers to those questions (as you did in Listening Part B).

*Example*

In your lest book, you read:

(A) For three weeks.

(B) For three*.-days.*

*(C)* For three month's.

(D) For three hours.

You try to anticipate the question: *How long does (something) last?*

**EXERCISE 24: Study the following answers and try to-determine what the questions will be. (You should note that perhaps you will only be able to predict part of a question, rather than the complete question.) If you cannot predict the question in a short period of time, then move on to the next group of answers. 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 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 assignment

(B) Exam Topics

(C) Reading Assignment

(D) The first lecture

* WHILE LISTENING

|  |  |  |
| --- | --- | --- |
| **Skill** | **25** | DETERMINE THE TOPIC |

As you listen to each talk in Listening Part C, you should be thinking about the topic (sub­ject) or main idea for the talk (as you did in Listening Part B). 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 conversations, and decide on the topic of the conversation. NOW,                            BEGEIN THE TAPE AT EXERCISE 25.**

1. What is the topic of conversation 1? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What is the topic of conversation 2? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What is the topic of conversation 2? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

yt

|  |  |  |
| --- | --- | --- |
| **Skill** | **26** | DRAW CONCLUSIONS ABOUT *WHO, WHAT, WHEN, WHERE* |

As you listen to each talk in Listening Part C *you* should be trying to set the situation in your mind (as you did in Listening Part IV). 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 (he 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 docs 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 question in the text. NOW BEGIN THE TAPE AT EXERCISE 26**

Talk 1

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

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? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Skill** | **27** | LISTEN FOR ANSWER IN ORDER |

There are two possible methods to use while you listen to the talks in Listening Part C.

* + *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 answers 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 tape.

|  |  |  |
| --- | --- | --- |
| *Example* |  |  |
| On the recording, you hear: | In your test book, you read (same time): | |
| (woman.) *The Great Chicago Fire began on* | 1. (A) | In a barn. |
| *October 8, 1871, and according to* | (B) | In Mrs. O’Leary’s home. |
| *Legend began when a cow knocked* | (C) | In a cow pasture. |
| *Over a lantern in Mrs. O’Leary’s* | (D) | In a lantern factory. |
| *Bam. No matter how it began, it* |  |  |
| *was a disastrous fire. The preceding* | 2. (A) | The dry weather prior to the fire |
| *summer had been exceedingly dry* |  | made it worse. |
| *In the Chicago area, and the extreme* | (B) | It happened during the summer. |
| *D ess accompanied by Chicago’s* | (C) | Chicago’s winds made it worse. |
| *Infamous winds created an inferno* | (D) | It killed many people. |
| *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?* |  |  |

**NOW BEGIN THE TAPE AT TOEFL EXERCISE 27**

1. (A) During a biology laboratory session 2. (A) Once a week

(B) In a biology study group (B) Two times a week

(C) On the first day of the class (C) Three times a week

(D) Just before the final exam (D) For fifteen hours

3. (A) To do the first laboratory assignment 4. (A) Room assignment

(B) Take the first exam (B) Exam topics

(C) To study the laboratory manual (C) Reading assignments

(D) To read the chapter of the text (D) The first lecture

5. (A) Exams and lab work 6. (A) What caused the Ring of Fire

(B) Reading and writing assignments (B) The volcanoes of the Ring of Fire

(C) Class participations and grades examinations (C) Hawaiian volcanoes

(D) Lecture and laboratory attendance (D) Different types of volcanoes

7, (A) The Ring of Fire 8. (A) In Hawaii

(B) The characteristics of volcanoes in the Ring of Fire (B) In the USA

(C) The volcanoes of Hawaii (C) Along the Ring of Fire

(D) Manua Loa (D) Within the Ring of Fire

9. (A) They are so violent 10. (A) A volcano on the Ring of Fire

(B) They are located along the Ring of Fire (B) An island in Hawaii

(C) They contain a lot of gas (C) A long, low volcanic mountain

(D) They contain thick lava (D) An explosive volcano

**12th SESSION**

READING COMPREHENSION

* VOCABULARY QUESTIONS

In the Reading Comprehension section of the TOEFL test, there will be a number of vo­cabulary questions. To answer this type of question, it is of course helpful if you know the meaning of the word that the TOEFL test is testing. However, it is not always *necessary* for you to know the meaning of the word; often there are skills that you can use to help you find the correct answer to the question:

(1) finding definitions from structural clues,

(2) determining meanings from word parts, and

(3) using context clues to determine meanings.

|  |  |  |
| --- | --- | --- |
| **Skill** | **8** | FIND DEFINITIONS FROM STRUCTURAL CLUES |

When you are asked to determine the meaning of a word in the Reading Comprehension section of the TOEFL test, it is possible (1) that the passage provides information about the meaning of the word and (2) that there are structural clues to tell you that the defini­tion of a word is included in the passage.

*Example*

|  |  |
| --- | --- |
| *Line*  *(5)* | The passage:  One of the leading schools of psychological thought in the  twentieth .century is behaviorism—the belief that the role of the  psychologist is to study behavior, which, is observable rather than  conscious or unconscious thought/which is not. Probably the best—  known proponent of behaviorism is B.F. Skinner, who is famous for  his research on how rewards and punishments influence behavior.  He came to believe that positive reinforcements such as praise,  food, or money were more effective in promoting good behavior  than negative reinforcement, or punishment. |

The questions:

1. In "behaviorism" in line 2, a psychologist is concerned with

(A) conscious thought patterns

(B) unconscious thought patterns

(C) observable actions

(D) unobservable actions

2. What is "positive reinforcement" in line 7?

(A) A gift

(B) A reward

(C) A bribe

(D) A penalty

3. What is "negative reinforcement" in line 9?

(A) A promotion

(B) A reward

(C) A surprise

(D) A punishment

To answer the first question, you should look at the part of the passage following the word *behaviorism.* The dash punctuation (—) indicates that a definition or further information.

|  |  |  |
| --- | --- | --- |
| **Skill** | **9** | DETERMINE MEANINGS FROM WORD PARTS |

When you are asked to determine the meaning of a long word that you do not know it. the Reading Comprehension section of the TOEFL test, it is sometimes possible to deter­mine the meaning of the word by studying the word parts.

*Example*

|  |  |
| --- | --- |
| *Line*  *(5)* | The passage:  Ring Lardner himself was born into a wealthy, educated, and  cultured family. For the bulk of his career, he worked as a reporter  for newspapers in South Bend, Boston, St. Louis, ?.and Chicago.  However, it is for his short stories of lower middle-class American:  that Ring Lardner is perhaps best known. In these stories, Lardner  vividly creates the language and the ambiance of this lower class,  often using the misspelled words, grammatical errors, and incorrect  diction that typified the language of the lower middle class. |

The questions:

1. The word "vividly" in line 6 is closest in meaning to

(A) in a cultured way

(B) in a correct way

(C) in a lifelike way

(D) in a brief way

2. The word "misspelled" in line 7 is closest in meaning to

(A) highly improper

(B) vulgar

(C) incorrectly written

(D) slang

3. The word "diction" in line 8 is closest in meaning to

(A) writing

(B) sentence structure

(C) form

(D) speech

The following chart contains a few word parts that you will need to know to complete*:* the exercises in this part of the text. A more complete list of word parts and exercise practice them can be found in Appendix I at the back of the text.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **A SHORT LIST OF WORD PARTS** | | | | | |
| **PART** | **MEANING** | **EXAMPLE** | **PART** | **MEANING** | **EXAMPLE** |
| *CONTRA.* | (against) | *contrast* | *DIC* | (say) | *dictate* |
| *MAL* | (bad) | *malcontent* | *DOMIN* | (master) | *dominant* |
| *MIS* | (error) | *mistake* | *JUD* | (judge) | *judgment* |
| *SUB* | (under) | *subway* | *MOR.* | (death) | *mortal* |
| *DEC* | (ten) | *decade* | *SPECT* | (see) | *spectator* |
| *MULTI* | (many) | *multiple* | *TERR* | (earth) | *territory* |
| *SOL* | (one) | *solo* | *VER* | (turn) | *divert* |
| *TO* | (three) | *triple* | *VTV* | (live) | *revive* |

|  |  |  |
| --- | --- | --- |
| **Skill** | **10** | USE CONTEXT TO DETERMINE MEANINGS OF DIFFICULT WORDS |

The TOEFL test you will sometimes be asked to determine the meaning of a difficult i, a word that you are not expected to know. In this case, the passage will give you a r indication of what the word means.

*Example*

A line in the passage;

. . . The barges headed across the lake ....

The question:

A "barge" is probably which of the following?

(A) A train

(B) A plane

(C) A bicycle

(D) A boat

The following chart outlines the key information that you should remember about vocabulary questions containing difficult words:

|  |  |
| --- | --- |
|  | **VOCABULARY QUESTIONS CONTAINING DIFFICULT WORDS** |
| HOW TO IDENTIFY THE QUESTION | *What is the meaning..?*  *Which of the following is closest in meaning to…*  The word is a difficult word; one that you probably do not know |
| WHERE TO FIND THE ANSWER | The question usually tells you in which line of the passage the word can be found. |
| HOW TO ANSWER THE QUESTION | 1. Find the word in the passage. 2. Read the sentence that contains the word  *carefully* 3. Look for context clue to help you understand the meaning 4. Choose the answer that the context indicates. |

|  |  |  |
| --- | --- | --- |
| **Skill** | **11** | USE CONTEXT TO DETERMINE MEANINGS OF SIMPLE WORDS |

You sometimes be asked to determine the meaning of a simple word, a word that you en in everyday English. In this type of question, you should *not give* the normal, any meaning of the word instead, the TOEFL test wants to know the meaning of the word at this situation.

*Example*

A line from the passages

. . .He put his answer this way. . . .

The question:.

The word "put" is closest meaning to which of the following?

(A) placed

(B) set

(C) expressed

(D) handed

**TOEFL EXERCISE (Skills 8-11): Study each of the passages and choose the best answers to the questions that follow.**

***PASSAGE ONE (Questions 1-5)***

|  |  |
| --- | --- |
| *Line*  *(5)* | Cardamom is not as widely used as a spice in the United States as it is in other parts of the  world. This fruit of the ginger plant provides an oil that basically has been used solely as a stimulant  in American and English medicines. Other cultures have recognized the multipurpose benefits of this aromatic fruit. In Asia it is used to season sauces such as curry in Middle Eastern countries it is  seeped to prepare a flavorful golden-colored tea; in parts of Northern Europe it is used as a spice in  various types of pastry. |

|  |  |  |
| --- | --- | --- |
| 1. The word "solely" in Line 2 could best   be replaced by | | |
| (A) | initially |  |
| (B) | only |  |
| (C) | reportedly |  |
| (D) | healthfully |  |
| 1. The word "multipurpose” in line 3 is closest in   meaning to | | |
| (A) | health |  |
| (B) | singular . |  |
| (C) | recognized |  |
| (D) | varied |  |

1. Which of the following is closest in meaning to the word

"season" in line 4?

|  |  |  |
| --- | --- | --- |
| (A) | Divide |  |
| (B) | Forecast |  |
| (C) | Spice |  |
| (D) | Put a time limit |  |
| 1. "Curry" in line 4 is | |  |
| (A) | the fruit of the ginger plant |  |
| (B) | a spicy type of sauce |  |
| (C) | a culture in the area of the Middle | |
|  | East |  |
| (D) | a type of golden-colored tea |  |
| 5.The | word "seeped" in line 5 is in closest meaning to |  |
| (A) | steamed |  |
| (B) | dried |  |
| (C) | stored |  |
| (0) | grown |  |

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

***PASSAGE ONE (Questions 1-6)***

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | Bigfoot is a humanlike creature reportedly living in the Pacific Northwest. Bigfoot sightings  have been noted most often in the mountainous areas of Northern California, Oregon, and  Washington in the United States. The creature has also been spotted numerous times in British  Columbia in Canada, where it is known as *Sasquatch,*  The creature described by witnesses is tall by human standards, measuring 7 to 10 feet (2 to 3  meters) in height. It resembles an ape with its thick, powerful, fur-covered arms and short, strong  neck; however, its manner of walking erect is more like that of *Homo sapiens.*  Although there have been hundreds of reported sightings of Bigfoot, most experts have not seen  enough evidence to be convinced of its existence. The fact that some purported evidence has been  proven fake may have served to discredit other more credible information. |

|  |  |
| --- | --- |
| 1. Which of the following best states the topic of the   passage?  (A) Differences between Bigfoot and Sasquatch  (B) A description of Bigfoot  (C) Where Bigfoot, or Sasquatch, can be found (D) The creature Bigfoot and its questionable  existence | 1. Which of the following is NOT true about the   appearance of Bigfoot?  (A) Its arms and neck look like those of an ape.  (B) Its arms are covered with fur.  (C) It is short-necked.  (D) It walks like an ape. |
| 1. The word "noted" in line 2 is closest in meaning to which of the following?   (A) Reported  (B) Written in a letter  (C) Refuted  (D) Discussed | 1. The expression *Homo sapiens* in line 7 is closest in   meaning to  (A) ape  (B) creature  (C) human  (D) furry animal |
| 1. It is implied in the passage that Bigfoot would probably NOT like to live   (A) in Oregon  (B) in the Pacific Northwest  (C) on coastal plains  (D) in mountainous areas | 1. According to the passage, how do experts feel about the evidence concerning Bigfoot's existence?   (A) They feel certain as to its existence.  (B) They are not yet certain.  (C) They are sure that it does not exist.  (D) They feel that all the evidence is fake. |

***PASSAGE TWO (Questions 7-13)***

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | The next hormone is epinephrine, or adrenaline. This hormone is a natural secretion of the  adrenal glands in the human body. Its primary function in the human body is to assist the body in  coping with sudden surges of stress. When a person unexpectedly finds himself in a stressful situation  filled with far or anger, a large amount of epinephrine is released into the blood and the body  responds with an increased heartbeat, higher blood pressure, and conversion of glycogen into glucose  for energy to enable the body to deal with the stress.  It is possible to extract epinephrine from the adrenal glands of animals or to synthesize it  chemically in order to put it to further use. It is used in the treatment of severe asthma, where it  relaxes the large muscles of the bronchi, **the** large air passages leading into the lungs. It is also used in  cases of severe allergic reaction or cardiac arrest. |

|  |  |
| --- | --- |
| 1. The paragraph preceding the passage most probably discusses   (A) further uses of epinephrine  (B) the treatment of cardiac arrest  (C) a different hormone  (D) the secretions of the adrenal glands | 1. The passage indicates that epinephrine is used in the treatment of all of the following EXCEPT   (A) asthma  (B) high blood pressure  (C) serious allergic reactions  (D) heart problems |
| 1. What is another name for epinephrine?   (A) Adrenal glands  (B) Stressful situation  (C) Bronchi  (D) Adrenaline | 1. What are the "bronchi" in line 9?   (A) A large muscle  (B) Air passages  (C) Part of the lungs  (D) Part of the heart |
| 1. Which of the following is NOT mentioned as a result of the release of epinephrine in the blood?   (A) Severe asthma  (B) An increase in blood pressure  (C) Higher heartbeat  (D) Increased energy | 1. Which of the following best expresses the organization of the information in the passage?   (A) Epinephrine and adrenaline  (B) Various effects of epinephrine on the body  (C) Causes of sudden stress  (D) Epinephrine's natural functions and further  applications |
| 1. It is implied in the passage that increased heartbeat   (A) harms the body  (B) causes the release of epinephrine into the body  (C) is helpful in combating the stressful situation  (D) is useful in treating asthma |  |

***PASSAGE THREE (Questions 14-18)***

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | A massive banking crisis occurred in the United States in 1933. In the two preceding years, a  large number of banks had failed, and fear of lost savings had prompted many depositors to remove  their funds from banks. Problems became so serious in the state of Michigan that Governor William  A. Comstock was forced to declare a moratorium on all banking activities in the state on February 14,  1933. The panic in Michigan quickly spread to other states, and on March 6, President Franklin D.  Roosevelt declared a banking moratorium throughout the United States that left the entire country  without banking services.  Congress immediately met in a special session to solve the banking crisis and on March 9  passed the Emergency Banking Act of 1933 to assist financially healthy banks to reopen. By March  15, banks controlling 90 percent of the country's financial reserves were again open for business. |

|  |  |
| --- | --- |
| 1. The passage states that all the following occurred prior to 1933 EXCEPT that   (A) many banks went under  (B) many bank patrons were afraid of losing their  deposits  (C) a lot of money was withdrawn from accounts  (D) Governor Comstock canceled all banking activities  in Michigan | 17. Which of the following can be inferred from the  passage?   1. Congress did not give any special priority to the   banking situation.   1. The Emergency Banking Act helped all banks to reopen. 2. Ten percent of the country's money was in financially unhealthy banks. 3. Ninety percent of the banks reopened by the middle of March. |
| 1. The word "moratorium" in line 4 is closest in meaning to which of the following?   (A) Death  (B) Temporary cessation  (C) Murder  (D) Slow decline | 18. Which of the following best describes the organization  of the passage?  (A) A theme followed by an example  (B) A problem and a solution  (C) Opposing viewpoints of an issue  (D) A problem and its cause-- |
| 1. The passage indicates that the moratorium declared by Roosevelt affected   (A) the banks in Michigan  (B) the banks in most of the U.S.  (C) only the financially unhealthy banks  (D) all the banks in the U.S. |  |

* OVER ALL REVIEW QUESTIONS

Often in the Reading Comprehension section of the TOEFL test the last question (or two) for a particular reading passage is an *overall* question, one that asks about the pas­sage as a whole rather -than one small detail The overall review questions are generally *not* main idea questions; instead they ask about some other aspect of the passage as a whole. The most common types-of-overall review questions are

(1*)* questions that ask where*in* the passage something is found

(2) questions about the *(one* of the passage)

(3) questions about the *author's purpose.* in writing the passage, *or*

(4) questions about which *course t*he passage might be a part of.

|  |  |  |
| --- | --- | --- |
| **Skill** | **12** | DETERMINE WHERE SPECIFIC INFORMATION IS FOUND |

Sometimes the final question in a reading passage will ask you to determine where in the passage a piece of information is found. The answer choices will list possible locations for information. The best way to approach this type of question is to study the question ermine the information that you are looking for and then to go to the lines listed in answers and skim for that information.

*Example*

|  |  |
| --- | --- |
| *Line*  *(5)*  *(10)* | The passage:  Meteor Crater, a great crater approximately 40 miles east of  Flagstaff, Arizona, is generally thought by scientists to have formed  as a result of the impact of a 60,000 ton meteor about 50,000 years  ago. The meteor, made of nickel and iron, disintegrated on impact  and spread half a billion tons of rock over the surface of the land  The massiveness of the meteor can only be imagined from the  mammoth size of the crater, -which measures a mile in diameter  and 3 miles around the top. The rim of the crater rises more than  150 feet above the plain where the meteor impacted and is visible  for more than 10'miles on a clear day. |

The questions:

1.Where in the passage does the author discuss the composition of the meteor?

(A) Lines 1-4

(B) Lines 4-5

(C) Lines 6-8

(D) Lines 8-10

2. Where in the passage does the author mention the distance from which the crater can be seen?

(A) Lines 1-4

(B) Lines 4-5

(C) Lines 6-8

(D) Lines. 9-10

The following chart outlines the key information that you should remember when you are trying to determine where in the passage something is found:

|  |  |
| --- | --- |
| **QUESTIONS ABOUTWHERE IN THE PASSAGE** | |
| **HOW TO IDENTIFY THE QUESTION** | *Where in the passage*...? |
| **WHERE TO FIND THE ANSWER** | The answer can be In any of the lines listed in the answers to the question. |
| **HOW TO ANSWER THE QUESTION** | * 1. Choose a *key* word or *idea* in the question.   2. Skim the lines in the passage that are listed in the answers to the question. You should skim for the *key word* or *idea.*   3. Choose the answer that contains the line numbers of a *restatement* of the question. |

|  |  |  |
| --- | --- | --- |
| **Skill** | **13** | DETERMINE THE TONE, PURPOSE, OR COURSE |

Other types of overall review questions occur occasionally in the Reading Comprehen­sion section of the TOEFL test: Possible questions of this type are those that ask about

(1) the tone of the passage

(2) the *author's purpose* in writing the passage, and

(3) the *course* in which the passage might be used.

A question about the tone is asking if the author is showing any emotion in his or her writing. The majority of-the passages on the TOEFL test are factual passages presented without any emotion; the tone of this type of passage could be simply *informational, ex­planatory,* or *factual.* Sometimes on the TOEFL test, however, the author shows some emo­tion, and you must be able to recognize that emotion to answer a question about tone correctly. If the author is being funny, then the tone might be *humorous;* if the author is making fun of something the tone might be *sarcastic;* if the author feels strongly that ' something is right or wrong, the tone might be *impassioned.*

A question-about purpose is asking what die author is trying to do in the passage. You can draw a conclusion about the author's purpose by referring to the main idea and the organization of details in the passage. For example, if the main idea is that George Wash­ington's early life greatly influenced his later career and if the details give a history of his early life, the author's purpose could be *to show how George Washington's early life influenced his later career.* However, the answer to a purpose question is often considerably more gen­eral than the main idea. A more general author's purpose for the main idea about George Washington would be *to demonstrate the influence of early experiences on later life* (with­out any mention of George Washington).

A question about the *course is* asking you to decide which university course might have this passage as assigned reading. You should draw a conclusion about the course by refer­ring to the topic of the passage and the organization of details. For example, if the pas­sage is about George Washington and the details give historical background on his early life, then this would probably be assigned reading in an American history class. However, if the passage is about George Washington and the details show the various influences that he had on the formation of the American government, then the passage might be as­signed reading in a government or political science class.

*Example*

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| --- | --- |
| *Line*  *(5)*  *(10)* | The passage:  Military awards have long been considered symbolic of  royalty, and thus when the United States was a young nation just  finished with revolution and eager to distance itself from anything  tasting of monarchy, there was strong sentiment against military  decoration. For a century, from the end of the Revolutionary War  until the Civil War, the United States awarded no military honors.  The institution of the Medal of Honor in 1861 was a source of great  discussion and concern. From the Civil War until World War I, the  Medal of Honor was the only military award given by the United  States government, and today it is awarded only in- the most  extreme cases of heroism. Although the United States is still  somewhat wary of granting military awards, several awards have  been instituted since World War I. |

The questions

1. The tone of the passage is

(A) angered

(B) humorous

(C) outraged

(D) informational

*2.* The authors *purpose* in this passage is to

(A) describe the history of military awards from the Revolutionary War to the Civil War

(B) demonstrate an effect of America's attitude toward royalty

(C) give an opinion of military awards

(D) outline various historical symbols of royalty

3. The passage would probably be assigned reading in a *course* on

(A) military science

(B) psychology

(C) American history

(D) interior decoration

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| **TONE, PURPOSE, OR COURSE** | |
| **HOW TO IDENTIFY THE QUESTION** | TONE : *What is the tone of the passage?*  PURPOSE : *What is the author’s purpose in this passage?*  COURSE : *In which course would this reading be assigned?* |
| **WHERE TO FIND THE ANSWER** | TONE There will be no clues throughout the passage that the author is  Showing some *emotion* rather than just presenting the facts.  PURPOSE Draw a conclusion about the *purpose* from the main idea and  supporting details  COURSE Draw a conclusion about the *course* from the topic of the passage and  supporting details |
| **HOW TO ANSWER THE QUESTION** | TONE 1. Skim the passage looking for clues that the author is showing  some emotion  2. Choose the answer that identifies the emotion  PURPOSE 1. Study the main idea in the topic sentence and the details used to  support the main idea  2. Draw a conclusion about the *purpose*  COURSE 1. Study the main idea in the topic sentence and the details used to    support the main idea                       2.   Draw a conclusion about the *course* |

**TOEFL EXERCISE (Skills 12-I3): Study each of the passages and choose the best an­swers to the questions that follow.**

***PASSAGE ONE (Questions 1-5)***

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| *Line*  *(5)*  *(10)*  *(15)* | The causes of schizophrenia are not clear, but schizophrenia has long been attributed to faulty '  parenting. In cases where schizophrenia developed, the parents were often considered responsible  and were faulted for having been uncaring, or manipulative, or emotionally abusive. However, recent Studies are now pointing to heredity and prenatal environmental factors as the chief culprits in this  disease.  Recent studies of identical twins have been used to demonstrate that heredity plays a role in the development of schizophrenia. These studies have shown that in cases where one identical twin is  afflicted with schizophrenia, the other twin has a 50 percent probability of also suffering from it.  However, heredity is not believed to be the only culprit. Studies of the fingerprints of identical  twins have lent credence to the theory that prenatal environmental factors are likely contributors to  the development of schizophrenia. In studies of pairs of identical twins in which one is afflicted with schizophrenia and one is not, abnormalities were found in the fingerprints of one-third of the twins,  always in the afflicted twin. Since fingers develop in the second trimester of pregnancy, the  hypothesis has been proposed that the abnormalities in the fingerprints were due to a second-  trimester trauma that affected only one of the twins and that this same trauma was a factor in the  onset of schizophrenia. |

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| 1. The authors purpose in this passage is to  (A) enumerate examples  (B) cause the development of schizophrenia  (C) prove that faulty parenting is the main cause of         schizophrenia  (D)refute a common misconception | 4. Where in the passage does the author give the fraction  of twins under study with irregular fingerprints?  (A) Lines 3-5  (B) Lines 7-8  (C) Lines 9-11  (D) Lines 11-13 |
| 2. Where in the passage does the author discuss the  traditionally held view about the cause of schizophrenia?  (A) Lines 1-3  (B) Lines 3-5  (C) Lines 6-7  (D) Lines 9-11 | 5. This passage would probably be assigned reading in  which of the following courses?  (A) Criminology  (B) Public Administration  (C) Statistics  (D) Psychology |
| 3. Where in the passage does the author present the idea  that people may inherit the tendency for schizophrenia? (A)Lines 2-3  (B) Lines 6-7  (C) Lines 11-13  (D) Lines 13-16 |  |

**TOEFL REVIEW EXERCISE (Skills 1-13): Study each of the passages and choose the best answers to the questions that follow.**

***PASSAGE ONE (Questions 1-6)***

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| *Line*  *(5)* | Another noteworthy trend in twentieth-century music in the U.S. has been the use of folk and  popular music as a base for more serious compositions. The motivation for these borrowings from  traditional music might be a desire on the part of a composer to return to simpler forms, to enhance  patriotic feelings, or to establish an immediate rapport with an audience. For whatever reason,  composers such as Charles Ives and Aaron Copland offered compositions featuring novel musical  forms flavored with refrains from traditional Americana. Ives employed the whole gamut of patriotic  songs, hymns, jazz, and popular songs in his compositions, while Copland drew upon folk music,  particularly as sources for the music he wrote for the ballets *Billy the Kid, Rodeo,* and *Appalachian*  *Spring.* |

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| 1. The paragraph preceding this passage most probably discusses   (A) nineteenth-century music  (B) one development in music in this century  (C) the works of Aaron Copland  (D) the history of folk and popular | * 1. Which of the following is not listed in the passage as a source for Ives' compositions?   (A) National music  (B) Religious music  (C) Jazz  (D) American novels |
| 1. Which of the following best describes the main idea of the passage? 2. Traditional music has flavored some American   musical compositions in this century.   1. Ives and Copland have used folk and popular   music in their compositions.   1. A variety of explanations exist as to why a   composer might use traditional sources of music.   1. Traditional music is composed of various types   of folk and popular music. | * 1. Where in the passage does the author list examples of titles of Copland' works?   (A) Lines 1-2  (B) Lines 2-4  (C) Lines 4-6  (D) Lines 6-9 |
| 1. It can be inferred from this passage that the author is not sure   (A) when Ives wrote his compositions  (B) that Ives and Copland actually borrowed from  traditional music  (C) why certain composers borrowed from folk  and pop for music  (D) if Copland really featured new musical forms | * 1. The passage would most probably be assigned reading in which of the following courses?   (A) American History  (B) The History of Jazz  (C) Modern American Music  (D) Composition |

***PASSAGE TWO (Question 7-13)***

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| *Line*  *(5)*  *(10)* | The rattlesnake has a reputation as a dangerous and deadly snake with a fierce hatred for  humanity Although the rattlesnake is indeed a venomous snake capable of killing a human, its nature  has perhaps been .somewhat exaggerated in myth and folklore.  The rattlesnake is not inherently aggressive and generally strikes only when it has been put on  the defensive. In its defensive posture the rattlesnake raises the front part of its body off the ground  and assumes an S-shaped form in preparation for a lunge forward. At the end of a forward thrust, the rattlesnake pushes its fangs into the victim, thereby injecting its venom.  There are more than 30 species of rattlesnakes, varying in length from 20 inches to 6 feet and  also varying in toxicity of venom. In the United States there are only a few deaths annually from  rattlesnakes, with a mortality rate of less than 2 percent of those attacked. |

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| * 1. Which of the following would be the best title for this passage?   (A) The Exaggerated Reputation of the Rattlesnake  (B) The Dangerous and Deadly Rattle snake  (C) The Venomous Killer of Humans  (D) Myth and Folklore about Killers | 1. It can be inferred from the passage that   (A) all rattlesnake bites are fatal  (B) all rattlesnake bites are not equally harmful  (C) the few deaths from rattle snake bites are from six-  foot snakes  (D) deaths from rattlesnake bites have been steadily  increasing |
| * 1. According to the passage, which of the following is true about rattlesnakes?  1. They are always ready to attack. 2. They are always dangerous and deadly. 3. Their fierce nature has been underplayed in myth and folklore. 4. Their poison can kill people. | 1. The word "mortality" in line 10 is closest in meaning to   (A) percentage  (B) illness  (C) death  (D) survival |
| 9.     The word "posture" in line 5 is closest in meaning to            which of the following?  (A) Mood  (B) Fight  (C) Position  (D) Strike | 1. The author's purpose in this passage is to   (A) warn readers about the extreme danger from           rattlesnakes  (B) explain a misconception about rattlesnakes  (C) describe a rattlesnake attack  (D) clarify how rattlesnakes kill humans |
| 10. When a rattlesnake is ready to defend itself, it  (A) lies in an S-shape on the ground  (B) lunges with the back part of its body  (C) is partially off the ground  (D) assumes it is prepared by thrusting its fangs into  the round |  |

***PASSAGE Three (Questions 14-21)***

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| *Line*  *(5)*  *(10)*  *(15)* | For a century before the Erie Canal was built, there was much discussion anions' the general  population of the Northeast as to the need for connecting the waterways of the Great Lakes with the  Atlantic Ocean. A project of such monumental proportions was not going to be undertaken and  completed without a supreme amount of effort.  The man who was instrumental in accomplishing the feat that was the Erie Canal was Dewit  Clinton. As early as 1812, he was in the nation's capital petitioning the federal government for  financial assistance on the project, emphasizing what a boon to the economy of the country the canal  would be; his efforts with the federal government, however, were not successful.  In 181 6, Clinton asked the New York State Legislature for the funding for the canal, and this  time he did succeed. A canal commission was instituted, and Clinton himself was made head of it.  One year later, Clinton was elected governor of the state, and soon after, construction of the canal was  started.  The canal took eight years to complete, and Clinton was on the first barge to travel the length of  the canal, the *Seneca Chief,* which departed from Buffalo on October 26, 1825, and arrived in New  York City on November 4. Because of the success of the Erie Canal, numerous other canals were built  in other parts of the country. | |
| 1. The information in the passage   (A) gives a cause followed by an effect  (B) is in chronological order  (C) lists opposing viewpoints of a problem  (D) is organized spatially | | 1. In what year did the actual building of the canal get   underway?   1. In 1812 2. In 1818 3. In 1817 4. In 1825 |
| 1. When did Clinton ask the U.S. government for funds for the canal?   (A) One hundred years before the canal was built  (B) In 1812  (C) In 1816  (D) In 1825 | | 1. The *Seneca Chief* was   (A) the name of the canal  (B) the name of a boat  (C) Clinton's nickname  (D) the nickname of Buffalo |
| 1. The word "boon" in line 7 is closest in meaning to which of the following? 2. Detriment 3. Disadvantage 4. Benefit 5. Cost | | 1. Where in the passage does the author mention a   committee that worked to develop the canal?  (A) The first paragraph  (B) The second paragraph  (C) The third paragraph  (D) The fourth paragraph |
| 1. The pronoun "it" in line 10 refers to which of the following?   (A) The New York Slate Legislature  (B) The canal  (C) The commission  (D) The state governor | | 1. The paragraph following the passage most probably   Discusses  (A) the century before the building of the Erie           Canal  (B) canals in different U S. location?  (C) the effect of the Erie Canal on the Buffalo area  (D) Clinton's career as governor of New York |

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