

EXERCISE 12: Listen to each complete talk, and answer the questions that follow.



NOW BEGIN THE RECORDING AT EXERCISE 12.

1. (A) A beautiful plant.
(B) A poisonous plant.
(C) A delicious plant.
(D) A fast-growing plant.
2. (A) In vegetable gardens.
(B) Only in the United States.
(C) In supermarkets.
(D) In many different places.
3. (A) Its leaves resemble parsley.
(B) It grows next to carrots.
(C) Its leaves are shaped like carrots.
(D) It does not have roots.
4. (A) The person may die.
(B) The person may get lots of healthful nutrients.
(C) The person may enjoy it and want more.
(D) The person may become dangerous.
5. (A) A story-writing contest.
(B) A frog-catching contest.
(C) A singing contest.
(D) A frog-jumping contest.
6. (A) Sixty-three.
(B) Two hundred.
(C) Two thousand.
(D) Forty thousand.
7. (A) One.
(B) Two.
(C) Three.
(D) Four.
8. (A) The contest took place for years before Twain wrote about it.
(B) Twain wrote about the contest while he was watching it for the first time.
(C) Twain went to see the contest many times during his lifetime.
(D) Twain wrote about the contest before it actually took place.
9. (A) A student.
(B) A professor.
(C) A bookstore clerk.
(D) A librarian.
10. (A) The place where students get ID cards.
(B) The place where students can use computers.
(C) The place where students check books out.
(D) The place where students find books in the library.
11. (A) A fee.
(B) A student identification card.
(C) Permission from the instructor.
(D) A computer.
12. (A) A few hours.
(B) Two days.
(C) Fourteen days.
(D) Two months.

TOEFL EXERCISE (Skills 10–12): In this exercise, you will use all of the information that you learned in Skills 10 through 12.



NOW BEGIN THE RECORDING AT TOEFL EXERCISE (SKILLS 10–12).

1. (A) An artist.
(B) A circus performer.
(C) John Ringling.
(D) A tour guide.
2. (A) Because he was from Sarasota, Florida.
(B) Because he knew Rubens.
(C) Because he started a circus.
(D) Because he painted baroque-style paintings.
3. (A) Modern circus equipment.
(B) Paintings by Rubens.
(C) A parade wagon.
(D) A famous portrait of the Ringling brothers.
4. (A) Enter the museum.
(B) Go to the circus.
(C) Return to the bus.
(D) Meet the Ringlings.
5. (A) An assembly line.
(B) A car.
(C) A company.
(D) An inventor.
6. (A) In 1908.
(B) In 1914.
(C) In 1918.
(D) In 1924.
7. (A) It was faster.
(B) It was more efficient.
(C) It was more individualized.
(D) It was cheaper.
8. (A) It increased slowly.
(B) It increased quickly.
(C) It remained about the same.
(D) It decreased.
9. (A) Students who will soon graduate from the Psychology Department.
(B) Professors in the Psychology Department.
(C) Graduate students in the Psychology Department.
(D) Graduate advisors.
10. (A) Whether to write a thesis or take an exam.
(B) Whether to be graduate or undergraduate students.
(C) Whether to graduate this year or next.
(D) Whether or not to study psychology.
11. (A) Exams covering one or two hundred pages.
(B) Exams about research.
(C) Exams covering all material in the program.
(D) Exams about recent developments in psychology.
12. (A) Today.
(B) Soon.
(C) Within six weeks.
(D) Within half a year.

SKILL 3: PRESENT PARTICIPLES

Present participles can cause confusion in the Structure section of 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 *is*.

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

Example

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

- C 1. The crying baby needs to be picked up.
ADJ.
- I 2. The clothes are lying on the floor should go into the washing machine.
VERB
- 3. The waitress bringing the steaming soup to the waiting diners.
- 4. Most of the striking workers are walking the picket line.
- 5. For her birthday, the child is getting a talking doll.
- 6. The setting sun creating a rainbow of colors in the sky.
- 7. The ship is sailing to Mexico is leaving tonight.
- 8. The letters needing immediate answers are on the desk.
- 9. The boring class just ending a few minutes ago.
- 10. The fast-moving clouds are bringing freezing rain to the area.

SKILL 4: PAST PARTICIPLES

Past participles can cause confusion in the Structure section of the TOEFL test because a past participle can be either an adjective or a part of 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 the Structure section of the TOEFL test.

Example

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 4: 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).

- I 1. The food is (served) in this restaurant is delicious.
VERB
- C 2. The plane landed on the (deserted) runway.
ADJ.
- _____ 3. The unexpected guests arrived just at dinnertime.
- _____ 4. The courses are listed in the catalogue are required courses.
- _____ 5. The teacher found the lost exam.
- _____ 6. The small apartment very crowded and disorganized.
- _____ 7. The photographs developed yesterday showed Sam and his friends.
- _____ 8. The locked drawer contained the unworn jewels.
- _____ 9. The tree was blown over in the storm was cut into logs.
- _____ 10. The students registered in this course are listed on that sheet of paper.

EXERCISE (Skills 3–4): 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.

TOEFL EXERCISE (Skills 3–4): 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 an 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

TOEFL REVIEW EXERCISE (Skills 1–4): 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 3 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

SKILL 5: COORDINATE CONNECTORS

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 the Structure section of 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					
<i>and</i>		<i>but</i>	<i>or</i>	<i>so</i>	
S	V	<div style="border: 1px solid black; border-radius: 50%; padding: 5px; display: inline-block;"> coordinate connector </div>	S	V	
<i>It</i>	<i>was raining</i>		<i>Bill</i>	<i>went</i>	<i>out to play.</i>

EXERCISE 5: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The lawn needs water every day, (or) it will turn brown.
- I 2. 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 be 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, and the boys kept raking them up, but the yard was still covered.
- ___ 10. The mail carrier has already delivered the mail, so the letter is not going to arrive today, it probably will arrive tomorrow.

SKILL 6: 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 so hard.

Because he has been working so hard, he is tired.

In each of these examples, there are two clauses: *he is tired* and *he has been working so hard*. The clause *he has been working so 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 (,) 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 example shows how this sentence pattern could be tested in the Structure section of the TOEFL test.