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TOEFL
PREPARATION COURSE

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M. Kathleen Mahnke & Carolyn B. Duffy

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English Language Teaching
M. Kathleen Mahnke and Carolyn B. Duffy are teacher trainers and professors of ESL at St. Michael’s College, Vermont. Together they have over 25 years’ experience teaching students in TOEFL classes.
<table>
<thead>
<tr>
<th>Contents Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INTRODUCTION</strong></td>
</tr>
<tr>
<td>About the TOEFL</td>
</tr>
<tr>
<td>Frequently Asked Questions About the TOEFL</td>
</tr>
<tr>
<td>General TOEFL Strategies</td>
</tr>
<tr>
<td>About This Course Book</td>
</tr>
<tr>
<td>How to Use This Course</td>
</tr>
<tr>
<td>Notes for the Teacher</td>
</tr>
<tr>
<td>Notes for the Self-Study Student</td>
</tr>
</tbody>
</table>

| **DIAGNOSTIC TEST** | 19 |
| **SECTION ONE:** | 42 |
| **LISTENING COMPREHENSION** | |
| General Strategies for Section One | 42 |
| Listening Comprehension: Question Types | 42 |
| Listening Comprehension: Vocabulary | 43 |

| **PART A: MINI-DIALOGUES** | 44 |
| Mini-Diologue: Spoken Questions | 45 |
| Mini-Diologue Strategies | 46 |
| Mini-Diologue Checkpoints | 47 |
| L✓1: Check Key Words and Key Word Synonyms | 47 |
| L✓2: Check Idioms | 51 |
| L✓3: Check Words with Many Meanings | 54 |
| L✓4: Check Sound-Alikes | 56 |
| L✓5: Check Exclamations | 61 |
| L✓6: Check Question Intonation | 64 |
| L✓7: Check Negatives | 67 |
| L✓8: Check Time | 72 |
| L✓9: Check Conditions, Wishes, and Causes and Results | 77 |
| L✓10: Check Who Does What | 81 |
| L✓11: Check the Situation | 83 |
| L✓12: Check the Topic | 88 |
| L✓13: Check Language Functions | 91 |
| L✓14: Check Ahead to Predict Questions | 96 |
| Mini-Diologue Checkpoint Test | 99 |

| **PARTS B & C: LONGER CONVERSATIONS & SHORT TALKS** | 101 |
| L✓15: Check Ahead to Predict Topics and Questions | 105 |
| L✓16: Check the First Lines of Each Passage | 111 |

✓=Checkpoint  G=Grammar  L=Listening Comprehension  R=Reading  V=Vocabulary  W=Writing
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SECTION TWO: STRUCTURE AND WRITTEN EXPRESSION</strong></td>
<td></td>
</tr>
<tr>
<td><strong>General Strategies for Section Two</strong></td>
<td>129</td>
</tr>
<tr>
<td><strong>Structure and Written Expression: Question Types</strong></td>
<td>129</td>
</tr>
<tr>
<td><strong>G✓1:</strong> Check Subjects, Objects, and Noun Complements</td>
<td>135</td>
</tr>
<tr>
<td><strong>G✓2:</strong> Check Subjects and Verbs</td>
<td>140</td>
</tr>
<tr>
<td><strong>G✓3:</strong> Check Expressions of Quantity</td>
<td>144</td>
</tr>
<tr>
<td><strong>G✓4:</strong> Check Articles</td>
<td>146</td>
</tr>
<tr>
<td><strong>G✓5:</strong> Check Personal, Possessive, and Reflexive Pronouns</td>
<td>149</td>
</tr>
<tr>
<td><strong>G✓6:</strong> Check Adjectives and Nouns</td>
<td>151</td>
</tr>
<tr>
<td><strong>Grammar Checkpoint Test One</strong></td>
<td>154</td>
</tr>
<tr>
<td><strong>G✓7:</strong> Check Verb Tense Forms</td>
<td>155</td>
</tr>
<tr>
<td><strong>G✓8:</strong> Check Verb Tense Meanings</td>
<td>158</td>
</tr>
<tr>
<td><strong>G✓9:</strong> Check Passive and Active Sentences</td>
<td>161</td>
</tr>
<tr>
<td><strong>G✓10:</strong> Check Modals and Modal-Like Verbs</td>
<td>165</td>
</tr>
<tr>
<td><strong>G✓11:</strong> Check Subject-Verb Agreement</td>
<td>168</td>
</tr>
<tr>
<td><strong>Grammar Checkpoint Test Two</strong></td>
<td>171</td>
</tr>
<tr>
<td><strong>G✓12:</strong> Check Prepositions and Prepositional Phrases</td>
<td>172</td>
</tr>
<tr>
<td><strong>G✓13:</strong> Check Main and Subordinate Clause Markers</td>
<td>175</td>
</tr>
<tr>
<td><strong>G✓14:</strong> Check Prepositional Phrases and Subordinate Clauses</td>
<td>179</td>
</tr>
<tr>
<td><strong>G✓15:</strong> Check Appositives and the Noun Structures They Rename</td>
<td>184</td>
</tr>
<tr>
<td><strong>Grammar Checkpoint Test Three</strong></td>
<td>187</td>
</tr>
<tr>
<td><strong>G✓16:</strong> Check One-Word -ING and -ED Adjectives</td>
<td>188</td>
</tr>
<tr>
<td><strong>G✓17:</strong> Check -ING and -ED Modifying Phrases</td>
<td>190</td>
</tr>
<tr>
<td><strong>G✓18:</strong> Check Gerunds and Infinitives</td>
<td>192</td>
</tr>
<tr>
<td><strong>G✓19:</strong> Check IT and THERE Sentences</td>
<td>197</td>
</tr>
<tr>
<td><strong>Grammar Checkpoint Test Four</strong></td>
<td>200</td>
</tr>
<tr>
<td><strong>G✓20:</strong> Check Word Form and Function</td>
<td>202</td>
</tr>
<tr>
<td><strong>G✓21:</strong> Check Word Form After Verbs</td>
<td>206</td>
</tr>
<tr>
<td><strong>G✓22:</strong> Check Word Form: Person Nouns and Activity Nouns</td>
<td>208</td>
</tr>
<tr>
<td><strong>G✓23:</strong> Check Word Form: Words That Don't Exist in English</td>
<td>209</td>
</tr>
<tr>
<td><strong>G✓24:</strong> Check Equative, Comparative, and Superlative Degree</td>
<td>210</td>
</tr>
</tbody>
</table>

✓=Checkpoint  G=Grammar  L=Listening Comprehension  R=Reading  V=Vocabulary  W=Writing
Contents Chart (continued)

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar Checkpoint Test Five</td>
<td>215</td>
</tr>
<tr>
<td>G✓25: Check Standard Word Order</td>
<td>216</td>
</tr>
<tr>
<td>G✓26: Check Word Order in Subordinate Clauses Beginning with Question Words</td>
<td>218</td>
</tr>
<tr>
<td>G✓27: Check Inverted Subject-Verb Word Order with Special Expressions and in Conditional Sentences</td>
<td>221</td>
</tr>
<tr>
<td>G✓28: Check Parallel Structure in Comparisons and in Series Joined by AND, BUT, or OR</td>
<td>225</td>
</tr>
<tr>
<td>G✓29: Check Paired Expressions</td>
<td>229</td>
</tr>
<tr>
<td>G✓30: Check Confusing Words and Expressions</td>
<td>232</td>
</tr>
<tr>
<td>Grammar Checkpoint Test Six</td>
<td>235</td>
</tr>
<tr>
<td>STRUCTURE AND WRITTEN EXPRESSION SECTION TEST</td>
<td>237</td>
</tr>
</tbody>
</table>

SECTION THREE: READING COMPREHENSION  

<table>
<thead>
<tr>
<th>Task</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Strategies for Section Three</td>
<td>243</td>
</tr>
<tr>
<td>Reading Comprehension: Vocabulary</td>
<td>243</td>
</tr>
<tr>
<td>Reading Comprehension: Question Types</td>
<td>245</td>
</tr>
<tr>
<td>R✓1: Build Good Reading Skills: Skim and Scan</td>
<td>247</td>
</tr>
<tr>
<td>R✓2: Check Vocabulary in Context</td>
<td>252</td>
</tr>
<tr>
<td>R✓3: Check the Topic and Main Ideas of a Passage</td>
<td>262</td>
</tr>
<tr>
<td>R✓4: Check Purpose and Organizational Patterns</td>
<td>269</td>
</tr>
<tr>
<td>Reading Comprehension Checkpoint Test One</td>
<td>276</td>
</tr>
<tr>
<td>R✓5: Check Reference Words</td>
<td>279</td>
</tr>
<tr>
<td>R✓6: Check Details and Factual Information</td>
<td>283</td>
</tr>
<tr>
<td>R✓7: Check to Make Inferences</td>
<td>289</td>
</tr>
<tr>
<td>R✓8: Check the Attitude of the Author and Tone of the Passage</td>
<td>297</td>
</tr>
<tr>
<td>Reading Comprehension Checkpoint Test Two</td>
<td>301</td>
</tr>
</tbody>
</table>

SECTION FOUR: TEST OF WRITTEN ENGLISH  

<table>
<thead>
<tr>
<th>Task</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Strategies for Section Four</td>
<td>321</td>
</tr>
<tr>
<td>Test of Written English: Essay Topics</td>
<td>322</td>
</tr>
<tr>
<td>Test of Written English: Vocabulary</td>
<td>322</td>
</tr>
<tr>
<td>W✓1: Practice Prewriting for TWE Essays</td>
<td>323</td>
</tr>
<tr>
<td>W✓2: Practice Writing a TWE Essay</td>
<td>327</td>
</tr>
<tr>
<td>W✓3: Practice Scoring TWE Essays</td>
<td>330</td>
</tr>
<tr>
<td>TWE PRACTICE ESSAY QUESTIONS</td>
<td>336</td>
</tr>
</tbody>
</table>

COMPLETE PRACTICE TOEFL TEST ONE  

COMPLETE PRACTICE TOEFL TEST TWO  

✓=Checkpoint  G=Grammar  L=Listening Comprehension  R=Reading  V=Vocabulary  W=Writing
## APPENDICES

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Listening Appendix</td>
<td>390</td>
</tr>
<tr>
<td>The Grammar Appendix</td>
<td>393</td>
</tr>
<tr>
<td>The Vocabulary Appendix</td>
<td>426</td>
</tr>
<tr>
<td>V1: Read Widely and Concentrate on Vocabulary</td>
<td>427</td>
</tr>
<tr>
<td>V2: Use Special ESL Vocabulary and Idiom Textbooks</td>
<td>428</td>
</tr>
<tr>
<td>V3: Make and Use Vocabulary Flash Cards</td>
<td>430</td>
</tr>
<tr>
<td>V4: Practice with Adverbs with Related Meanings</td>
<td>432</td>
</tr>
<tr>
<td>Vocabulary Checkpoint Test One</td>
<td>443</td>
</tr>
<tr>
<td>V5: Practice with Adjectives with Related Meanings</td>
<td>444</td>
</tr>
<tr>
<td>Vocabulary Checkpoint Test Two</td>
<td>450</td>
</tr>
<tr>
<td>V6: Predict Meaning Using Latin and Greek Roots</td>
<td>451</td>
</tr>
<tr>
<td>V7: Predict Meaning Using Prefixes</td>
<td>456</td>
</tr>
<tr>
<td>V8: Predict Meaning Using Suffixes</td>
<td>461</td>
</tr>
<tr>
<td>Vocabulary Checkpoint Test Three</td>
<td>470</td>
</tr>
<tr>
<td>V9: Make and Study Word Form Charts</td>
<td>472</td>
</tr>
<tr>
<td>V10: Make and Study Word Category Charts</td>
<td>475</td>
</tr>
<tr>
<td>The Reading Appendix</td>
<td>493</td>
</tr>
<tr>
<td>The Writing Appendix</td>
<td>500</td>
</tr>
<tr>
<td>The General Appendix</td>
<td>503</td>
</tr>
<tr>
<td>Diagnostic Test Answer Sheet</td>
<td>507</td>
</tr>
<tr>
<td>Section Tests Answer Sheet</td>
<td>508</td>
</tr>
<tr>
<td>Complete Practice TOEFL Test One Answer Sheet</td>
<td>509</td>
</tr>
<tr>
<td>Complete Practice TOEFL Test Two Answer Sheet</td>
<td>510</td>
</tr>
<tr>
<td>TWE Answer Sheets for Photocopying</td>
<td>511</td>
</tr>
</tbody>
</table>

## TAPESCRIPTS

<table>
<thead>
<tr>
<th>Transcript</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Test</td>
<td>514</td>
</tr>
<tr>
<td>Section One Listening Comprehension</td>
<td>518</td>
</tr>
<tr>
<td>Complete Practice TOEFL Test One</td>
<td>539</td>
</tr>
<tr>
<td>Complete Practice TOEFL Test Two</td>
<td>543</td>
</tr>
</tbody>
</table>

## ANSWER KEY

<table>
<thead>
<tr>
<th>Key</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Test</td>
<td>548</td>
</tr>
<tr>
<td>Section One Listening Comprehension</td>
<td>550</td>
</tr>
<tr>
<td>Section Two Structure and Written Expression</td>
<td>562</td>
</tr>
<tr>
<td>Section Three Reading Comprehension</td>
<td>574</td>
</tr>
<tr>
<td>Complete Practice TOEFL Test One</td>
<td>586</td>
</tr>
<tr>
<td>Complete Practice TOEFL Test Two</td>
<td>588</td>
</tr>
<tr>
<td>Vocabulary Appendix</td>
<td>590</td>
</tr>
</tbody>
</table>

## INDEX

- **Checkpoint**
- **G=Grammar**
- **L=Listening Comprehension**
- **R=Reading**
- **V=Vocabulary**
- **W=Writing**

Page 596
Preface

The Heinemann ELT TOEFL Preparation Course is designed to help students prepare for the TOEFL (Test of English as a Foreign Language). It is written by teachers with over twenty years of combined experience teaching TOEFL preparation classes to students from a wide variety of language backgrounds. We have learned from our teaching experience that there are important language skills and test-taking strategies which can be taught and mastered to promote student success on the TOEFL. This book has been written as a step-by-step guide to developing and practising these language skills and test-taking strategies.

We also recognize the value of using TOEFL practice tests to practice language skills and test-taking strategies as they are being developed. With this in mind, we conducted extensive research into the TOEFL. We examined TOEFL test items, characterizing them in terms of material tested and difficulty level. Following this analysis, we wrote questions with the same characteristics as those on the TOEFL and incorporated these questions into practice TOEFL tests. We then pilot tested these tests with international students from over twenty countries. From these pilot tests, we selected only those questions which, when statistically analyzed, worked in the same way that official TOEFL questions do. Using these questions, we created the practice tests that are found in this book and its companion, The Heinemann ELT TOEFL Practice Tests. These tests contain all of the question types found on the revised (1995) TOEFL, and they function in the same way that official TOEFL tests do.

By using The Heinemann ELT TOEFL Preparation Course, students can develop and practice the language skills and test-taking strategies necessary for TOEFL success. By supplementing this book with The Heinemann ELT TOEFL Practice Tests, students can use reliable TOEFL practice tests to gain further mastery of what they have learned.

Acknowledgments

We would like to thank our students and our colleagues at Saint Michael’s College for their constant support and encouragement throughout the writing of this book. A special thanks to Polly Howlett for her cheerful willingness to pilot test our materials and to give us valuable comments. Thanks as well to the students in our TOEFL classes for working their way through the many drafts of our manuscript. We are also grateful to Renee Bittner, Russell Noteastone, Dan Evans, and Michael Provost for their help in making our pilot tapes. For their help in the revision of the book for the second edition, we want to thank Jessa Bratek, Cathy Rachlin, Cara Duffy, Kelly Hynes, and John Halliwell.

We owe a special debt of gratitude to Cathy Georgopoulus of the Hellenic American Union in Athens, Greece; Marlin Howard of Indiana University; and Richard Yorkey of Saint Michael’s College. Their careful and critical reading of our manuscript and their insightful and detailed comments were invaluable in creating our final product. We want to extend a very special thank you to Dick Yorkey for encouraging us as writers and for his constant faith in us.

Our gratitude also goes to the staff at Heinemann. It has been a pleasure to work with them.

To our families we owe the greatest debt of all. Thank you Greg and Len for always being there and for providing us with the time and space we needed to complete this project. Thank you Brennan, Cara, and Daus for your understanding and for being such good sports. We thank you all for your patience, help, and support.
INTRODUCTION

About the TOEFL

The TOEFL (Test of English as a Foreign Language) measures the level of English language proficiency of non-native speakers of English. It is written and published by the Educational Testing Service (ETS) of Princeton, New Jersey, USA. The TOEFL is an admissions requirement at over 2,400 colleges and universities in the United States and other parts of the world. In addition, many scholarship and professional certification programs now require their applicants to take the TOEFL. The test currently contains 140 questions and has four sections: Listening Comprehension, Structure and Written Expression, Reading Comprehension, and the Test of Written English. The first three sections contain multiple choice questions. Each multiple choice question has four answer choices. The fourth section of the test, the Test of Written English, contains one essay question.

Section One: Listening Comprehension

This section of the test is administered by audiocassette and normally takes between 30 and 40 minutes. There are 50 questions in this section, which has three parts.

Part A: Mini-Dialogues (30 questions)—In Part A, you choose the correct written answer to a spoken question based on a short spoken dialogue.

Part B: Longer Conversations (7–8 questions)—In Part B, you choose the correct written answers to a series of questions about a longer spoken dialogue between two speakers.

Part C: Short Talks (12–13 questions)—In Part C, you choose the correct written answers to a series of questions about a talk given by one speaker.

Section Two: Structure and Written Expression

You are allowed 25 minutes to complete this section of the test. There are 40 questions in this section, which consists of two subsections.

Structure (15 questions)—In this subsection, you choose grammatically correct sentence completions for sentences with missing parts.

Written Expression (25 questions)—In this subsection, you choose the incorrect segments in complete sentences.

Section Three: Reading Comprehension

You are allowed 55 minutes to complete this section of the test. In this section there are 50 questions which ask you about five or six reading passages. You read the passages and answer questions about them. Questions about vocabulary in the context of the reading passages are included in this section.

Section Four: Test of Written English

You are allowed 30 minutes to complete this section of the test. You are given a topic and asked to write an essay about that topic. TWE essay questions or topics ask you to agree or disagree with a statement and to support your answers using specific reasons and examples. The Test of Written English is not included in all TOEFLs. It is included on selected dates. These dates are listed in the Bulletin of Information for TOEFL, TWE, and TSE.
Frequently Asked Questions About the TOEFL

Students who are going to take the TOEFL often have questions about it. Below are commonly asked questions about the TOEFL followed by answers to these questions.

**How do I register for the TOEFL?**

You can register to take the TOEFL in the United States or Canada by completing the registration form found in the *Bulletin of Information for TOEFL, TWE, and TSE*. You can receive this free bulletin by writing to:

TOEFL/TSE Services  
P.O. Box 6151  
Princeton, NJ 08541-6151  
USA

There is a special registration bulletin for TOEFLs that are given outside the United States or Canada. If you plan to take the TOEFL in a country other than the United States or Canada, you should ask for the specially prepared *Bulletin of Information, International Edition* from the above address. Copies of the *Bulletin of Information* are also often available at United States Information Service (USIS) offices and binational centers.

**Are all TOEFLs the same length?**

No. Most TOEFLs contain 140 questions. However, sometimes a longer version of the TOEFL, one containing 200 questions, is given. The extra questions on longer versions are experimental in nature and do not count toward your total TOEFL score. However, these extra questions are mixed in with the other TOEFL questions. If you are given a longer version of the TOEFL, you should try your best on all of the questions because you will not know for sure which ones are experimental.

**How is my TOEFL scored?**

TOEFL Section One and Section Two scores are reported on a scale of 20 to 68 points. TOEFL Section Three scores are reported on a scale of 20 to 67 points.

Your total TOEFL score is reported on a scale of from below 300 to a high of 677 points. This scale is ten times as large as the scale for the individual sections. Very few people ever receive fewer than 300 points on the TOEFL because it is possible to answer one-fourth of the questions correctly just by guessing. If you guess at all the questions on the TOEFL, you are likely to get a score of about 330.

You can use Score Conversion Table 1 in the General Appendix, #2, page 505 to estimate your converted score on each of the sections of the Diagnostic, Section, and Complete Practice tests in this book. You can also use Score Conversion Table 2 to estimate your total TOEFL score for these tests.

The Test of Written English is not included in your total TOEFL score. It is scored separately on a scale of 1 to 6. For more information on the scoring of the Test of Written English, see pages 330-335.

**What is a passing score on the TOEFL?**

There really is no one passing score. Each college and university that requires a TOEFL score has its own minimum acceptable score. Most colleges and universities require a score of between 525 and 550 for both undergraduate and graduate students. However, some undergraduate institutions will accept a score of less than 525. Some graduate institutions require more than 550 points. To find out for sure what score you need, you should write to the colleges and universities that interest you and ask them what their minimum TOEFL score requirements are.

There is no passing score on the Test of Written English either. However, many colleges and universities like to see a score of 4 or better on this test.
Can I get a copy of my TOEFL booklet after the test?
Sometimes. There are usually five test dates during the year on which you can request a copy of your test booklet. These test dates are listed in the Bulletin of Information. To get your test booklet, you must take a 9-inch x 9-inch (15.3 cm x 22.8 cm) self-addressed envelope with you to the test center. Make sure the envelope has sufficient postage for mailing you the booklet. Each booklet weighs 1 1/2 ounces (43 grams).

If you also want copies of the Listening Comprehension Section audiotape, your answer sheet, and the correct answers, you can order them as well. To do this, you must complete a Disclosed Test Materials Order Form and send it, along with eighteen dollars, to the address on page 9. This form is printed on the inside back cover of your test booklet.

It is a good idea to take the TOEFL on a day when you can keep the test booklet. It is also a good idea to order the cassette and other test materials. If you do this, you can study the test. Also, if there is an error in the test, you can find it and report it. If you find a question on the test that you think is marked incorrectly or has two correct answers or for any other reason has an error in it, you may write a letter to:

School and Higher Education Test Development
Educational Testing Service
P. O. Box 6656
Princeton, NJ 08541-6656
USA

In this letter, you should try to clearly identify the question and describe what you feel is wrong with it. You should also include the test date, and the name of the test center where you took the test.

Can I complain about a TOEFL administration?
Yes. If you have a complaint about the way your TOEFL was given, you can write a letter of complaint to:

TOEFL/TWE and TSE Test Administration Services
Educational Testing Service
P. O. Box 6163
Princeton, NJ 08541-6163

You must send this letter within three days after the test date. In your letter, you must include the date and location of the test. Then, you must clearly explain your complaint.

Can I cancel my TOEFL score?
Yes. If you are certain that you did poorly on the TOEFL, you can cancel your test score by completing the Score Cancellation Section of your TOEFL answer sheet immediately after taking the test. You can also cancel your test score by sending a fax to:

(609) 771-7500

or by sending a cable to:

EDUCTESTSVC
Princeton, NJ 08541
USA

or by sending a telex to:

5106859596 ETSSCHO A PRIN for TOEFL/TSE Services
If you send a cable or telex, you must also immediately send a letter with your signature to:

TOEFL/TSE Score Cancellations
P. O. Box 6151
Princeton, NJ 08541-6151
USA

TOEFL/TSE Services must receive your score cancellation request no later than seven days after the test date printed on your admission ticket.

We do not recommend that you cancel your score unless you feel very certain that you did poorly. Students sometimes cancel good scores because they are nervous about the test.

How do I have my TOEFL score sent to a college or university?
ETS will send your score to any college or university that you request. On the day you take the test, you can request that three institutions receive copies of your score. There is a place on your TOEFL answer sheet for making this request. There is no charge for this service.

In addition, you can use the Score Report Request Form published in the Bulletin of Information. You must pay eleven dollars for each score you request using this form.

Many institutions require that the scores they receive be sent to them directly by ETS. Some institutions, however, will allow you to send them photocopies of score reports. You should check with the institution you are interested in to find out which they want. You should never send a photocopy of your score without finding out first if it is acceptable. More and more institutions will accept only the official reports sent to them by ETS.

For how long is my test score valid?
Two years. If it has been more than two years since you took the TOEFL, you will have to take it again if you want ETS to send out score reports for you.

How many times can I take the TOEFL?
As many times as you want to. Only your most recent score will be kept and reported by ETS.

What is the best way to prepare for the TOEFL?
The TOEFL is designed to test a wide variety of skills and abilities in English. For this reason, there are two steps that you should follow to prepare for it.

1. The first thing you should do is take part in a regular program of study of English. This is best accomplished by enrolling in a course that aims at teaching general proficiency in English, not just TOEFL preparation. Many colleges and universities in the United States and elsewhere offer intensive English programs for developing general proficiency.

2. The second thing you should do is take part in a regular program of TOEFL preparation study. This study should include taking practice TOEFLs. However, taking practice tests is not enough. Taking practice tests will not help you if you have not mastered the language being tested on them. Therefore, your TOEFL preparation study should not consist only of taking practice TOEFLs. It should also include the study and review of specific TOEFL language skills and test-taking strategies. This is best accomplished by using The Heinemann ELT TOEFL Preparation Course, The Heinemann ELT TOEFL Practice Tests, and the materials that accompany them. These materials provide the opportunity for in-depth review of all of the language skills that are specifically tested on the TOEFL. In addition, they provide practice using test-taking strategies that are particularly useful for this test.

Students who are the most successful on the TOEFL are those who follow both of these steps. The general strategies listed on the next page are also helpful and should be followed on the day that you take the TOEFL.
General TOEFL Strategies

1. Take the following items with you to the TOEFL test center: official identification, at least two sharpened Number 2 pencils and an eraser, a watch, your Admission Ticket, and your Photo File Record (see the Bulletin of Information for details).

2. Use your time wisely. The TOEFL is a timed test. You must work very quickly and efficiently to finish all of the questions in the time you are allowed. The skill and strategy practice in this book will help you learn to budget your time on each section of the TOEFL. In addition, you should bring a watch to the TOEFL so that you can keep track of your time.

3. Don’t read the instructions to each TOEFL section. The test instructions used in this text are exactly the same as the ones used on the TOEFL. You should become familiar with these instructions. If you are familiar with them before you take the TOEFL, you do not have to read them when you begin the test. In the Listening Comprehension Section of the test, you will be required to listen to the instructions before turning the page to begin answering the questions. However, on both the Structure and Written Expression Section and the Reading Comprehension Section, you will be able to skip the instructions and move immediately to the test questions and begin working.

4. If you don’t know the answer to a question, guess. This is a very important strategy to use when taking the TOEFL. There is no penalty for guessing. You have a twenty-five percent chance of guessing the correct answer to each question. Unmarked answers will be counted as wrong and will lower your score.

5. Mark your answer sheet very carefully. To prevent marking answers in the wrong order, you should follow your place on your answer sheet with one finger. Check to see that the number next to this finger is the same as the number of the question you are looking at in your test booklet. When you choose your answer, fill in the circle completely with a Number 2 pencil. If you need to change an answer, erase it completely and mark your new answer.

6. Do not write in your test booklet. You are not allowed to make any marks on your TOEFL test book during the test.

7. The night before the TOEFL, relax. Don’t try to do any serious studying the night before the test. This will only make you nervous and tired. The night before the TOEFL, it is a good idea to relax and go to bed early. Then, you will be at your best for the test.

8. It is a good idea to eat something substantial before the TOEFL. The TOEFL is a long exam, and having something to eat beforehand can help you to focus and concentrate on the test.

9. Arrive at the test center ahead of time. If you are late for a TOEFL, you will not be allowed to take it.
About This Course Book

The Heinemann ELT TOEFL Preparation Course contains a variety of materials to prepare you for success on the TOEFL.

1. The Diagnostic Test allows you to evaluate your weak areas in English language proficiency before deciding your course of TOEFL preparation study.
2. Strategies are given for taking each section of the TOEFL. These strategies provide you with steps to follow for success on each part of the test.
3. Checkpoint studies for each section of the test provide explanations and practice exercises in each of the TOEFL skills. The exercises in these studies are written in a variety of formats. These checkpoints (√) are identified as follows: L√ for listening (e.g., L√8), G√ for grammar, V√ for vocabulary, R√ for reading, and W√ for writing. Vocabulary Checkpoint study (e.g., V√) is provided in the Vocabulary Appendix.
4. Whenever possible, model questions illustrating each checkpoint are provided and analyzed in depth. These model questions make clear how each checkpoint skill is actually tested on the TOEFL.
5. Checkpoint tests are interspersed throughout the checkpoint studies to provide follow-up practice of the strategies and skills you study. All checkpoint tests are written in a TOEFL format.
6. Section tests allow you to measure your progress at the end of each chapter of the text. Section tests are written in exactly the same format as the sections of the TOEFL.
7. Two Complete Practice TOEFL Tests at the end of the course book give you practice in applying all the skills and strategies you learn in the course.
8. Score Conversion Tables allow you to estimate your TOEFL score on the Diagnostic, Section, and Complete Practice TOEFL Tests.
9. The Listening Appendix provides a glossary of idioms commonly tested on the Listening Comprehension Section of the TOEFL.
10. The Grammar Appendix gives the extra rules some students find necessary for success on the Structure and Written Expression Section of the TOEFL. In addition, this appendix contains lists of troublesome structures tested on the TOEFL (irregular verbs, verbs followed by gerunds, verbs followed by infinitives, etc.)
11. The Vocabulary Appendix provides Vocabulary Checkpoint study to help you develop specific vocabulary skills (synonym study, word forms, Latin and Greek roots, prefixes, and suffixes). These skills will support your work with Vocabulary in Context in Reading Checkpoint 2. In addition, the Vocabulary Appendix provides Word Category Charts for eight topic areas that are commonly used for TOEFL reading passages. A Word Form Chart is provided for you to copy and to use with the Word Category Charts. The Word Form Charts provide you with valuable practice in working with words from academic topic areas. You are urged to add words to both the Word Category Charts and the Word Form Charts that you make as you complete exercises and reading passages from The Heinemann ELT TOEFL Preparation Course and The Heinemann ELT TOEFL Practice Tests and from your outside reading.
12. The Reading Appendix provides extra practice exercises in active reading of academic passages. These exercises can be used by lower proficiency students as an introduction to academic reading and by more experienced readers as a review.
13. The Writing Appendix contains a list of vocabulary words and structures that express organizational patterns and the author’s purpose. In addition, this section contains charts for handwriting practice.
14. The General Appendix provides the Diagnostic Test Scoring Instructions; the Conversion Tables for estimating your TOEFL scores on the Diagnostic Test, the section tests and the Complete Practice TOEFL Tests in this book; and the TOEFL Answer Sheets you will need to take these tests. A sample TWE Answer Sheet has been provided for you to photocopy and use when answering the TWE essay questions.
15. The Tapescripts provide a script for all listening comprehension exercises and tests.
16. The Answer Key contains the answers for all exercises and tests. Where appropriate, answers are accompanied by detailed explanations.
17. Side tabs and a detailed index provide easy access to course book materials.
How to Use This Course

_The Heinemann ELT TOEFL Preparation Course_ can be used in a variety of ways:
1. It can be the principal text in a TOEFL preparation course.
2. It can be a supplementary text in a more general English language course.
3. It can be a self-study text for people who are not enrolled in any formal courses.

In all of these situations, the general procedures recommended for following this course are:
1. Read and understand the introduction to this book.
2. Take the Diagnostic Test which begins on page 19. Record your answers to this test on the Diagnostic Test Answer Sheet found in the General Appendix on page 507. Score your test and follow the instructions on page 503 for using your Diagnostic Test results to determine your weakest areas of TOEFL language proficiency.

**Special Note About the Diagnostic Test**
Using the Diagnostic Test to determine areas of strength and weakness is very important; weak areas should receive special attention. However, the best preparation for the TOEFL includes review and refinement of stronger areas, as well as strengthening of weak areas. Thus, we do not recommend that only weak areas be covered in a TOEFL preparation course. All areas should be covered.

3. If possible, study the entire text, giving special attention to the areas that the Diagnostic Test indicated were your weakest.
4. If you have only a short time for TOEFL study, move directly to the beginning of the section of the book that corresponds to your weakest area of TOEFL language proficiency. Work on that section first. Then, try to find time to work through the other sections.
5. As you complete sections of the book, take and score the section tests. Estimate your TOEFL scores for these tests by using the Conversion Tables in the General Appendix, #2, pages 505–506.

**Special Note About the Meaning of Converted TOEFL Scores**
Converted TOEFL scores are only estimates of scores you would actually receive on a TOEFL. If your converted score goes down from one test to the next, it may mean that the second test was slightly more difficult for you than the first or that you were not concentrating quite as well during the second test. Use converted scores only to judge approximately how well you would do on an official TOEFL. Do not be overly concerned about differences in estimated TOEFL scores.

6. As you move through the text, use _The Heinemann ELT TOEFL Practice Tests_ described below. You should try to schedule a complete test from this book at regular intervals.
7. Once you have worked through the course, take the two Complete Practice TOEFL tests found at the end of this book. Score these tests and estimate your TOEFL score using the Score Conversion Tables in the General Appendix, #2, pages 505–506. If you are still weak in certain areas, review these areas again using the course book.

**Accompanying Materials**
Additional materials accompany _The Heinemann ELT TOEFL Preparation Course_ to complete the Heinemann TOEFL course of study.

A set of cassette tapes contains recordings of the listening comprehension portions of the tests and exercises used in the text.

_The Heinemann ELT TOEFL Practice Tests_ contains five complete practice TOEFLs, Listening Comprehension Section tapescripts, answer keys, scoring information, and study notes. This text is also accompanied by cassette tapes.
NOTES FOR THE TEACHER

Designing your Course

In general, the procedures described above should make it possible for you to design a TOEFL preparation course suited to your students’ needs. If you are teaching a class in which most or all of your students have the same native language, the Diagnostic Test will most likely produce similar results for all of your students. You can then rely on it to determine the area or areas you want to give special attention to in your course. No matter the area of special concentration, however, it is important that you try to cover as much of the entire course book as possible. As mentioned above, TOEFL success depends on the review of strong skills and strategies as well as on the strengthening of weak ones.

If your students come from a variety of language backgrounds, the Diagnostic Test may indicate different areas of strength and weakness for different students. When this happens, it may be advisable to cover all skills and strategies equally. To do this, it is possible to start at the beginning of the book and work systematically through each section. Individualized homework assignments can be made in areas of individual weakness. The course book is designed so that students can work on their own on sections that you may not have time to cover in class. You should feel free, for example, to assign extra work from the Reading Section while you are working on the Structure and Written Expression Section in class.

It is also possible to move back and forth between sections of the book, giving equal treatment to each section. If you choose this method, it is advisable to change sections on a weekly, rather than a daily basis. It is also important to carefully cover the introductory material to each section. Students should also be encouraged to refer to the appendices for special help in their areas of weakness.

Complete in-depth classroom treatment of all of the material in this text takes approximately seventy-seven hours (roughly one hour of class time per day for one semester of fifteen weeks). If regular homework assignments are made, this time frame can be significantly reduced.

Approximate time frames necessary to cover the material in each individual section are as follows:

- Introduction and Diagnostic Test ........................................... 3 hours
- Section One: Listening Comprehension .................................. 20 hours
- Section Two: Structure and Written Expression ....................... 20 hours
- Section Three: Reading Comprehension .................................. 20 hours
- Section Four: Test of Written English ................................... 10 hours
- Complete Practice TOEFL Test One ..................................... 2 hours
- Complete Practice TOEFL Test Two ..................................... 2 hours

It is also advisable to schedule periodic practice tests from The Heinemann ELT TOEFL Practice Tests. Each of these tests takes approximately two hours. If the Test of Written English is included, they take approximately two and one-half hours. They can be scheduled after class in two hour blocks of time or used in class, section by section.

Covering the Checkpoints

Each checkpoint covered in the course book contains an explanation of the point and, whenever possible, a sample TOEFL question illustrating this point. This material should be covered in class. Once explanations and sample questions have been discussed in class, checkpoint exercises can be assigned as homework.

Checkpoint tests and section tests are all timed to reflect the time constraints of a TOEFL. Because TOEFL checkpoint tests and section tests are timed, it is preferable to do them as class activities. If time does not permit this, they can be assigned as homework.
Using the Tapescripts and the Answer Key

The Tapescripts and the Answer Key should be used to check students’ answers and to help them understand their mistakes. The Tapescripts are especially useful as an aid in explaining the answers to the listening comprehension questions in the course book. When students miss listening comprehension questions, they should be referred to the Tapescripts so that they can check what they think they heard against what was actually said on the tapes.

The Answer Key contains a great deal of useful explanatory information. Explanations accompany the answers to listening and reading checkpoint exercises that deal with long conversations, talks, or reading passages involving difficult skills, such as making inferences and determining the main idea, purpose, or attitude of a text. The answers to grammar checkpoint exercises involving the identification of errors include the corrections for these errors. If students can make and understand these error corrections, they will be successful in identifying errors on the TOEFL. Finally, where possible, all test answer keys are cross-referenced to the specific checkpoints (e.g., L✓7, G✓3, R✓6) that they test. When students miss cross-referenced test questions, they should refer back to the checkpoint studies for further review and study.

Using the Listening Comprehension Section

Everyday vocabulary is stressed throughout this section of the book. For example, all idioms used are specially marked by **bold italics** either in the text or in the Tapescripts. Students should be encouraged to try to figure out the meaning of each idiom from the context in which it is used. If they cannot determine the meaning of an idiom from context, they can refer to the Glossary of Idioms in the Listening Appendix for a definition.

For students who are especially weak in listening, we recommend supplemental use of the tapescripts for this section. Very weak students can read along with the tapescripts as they listen to the tapes.

Using the Structure and Written Expression Section

This section of the course book provides a comprehensive review of the grammar tested on the TOEFL. In addition, the Grammar Appendix provides extensive supplementary information for weaker students and for students who are not familiar with grammatical terms and categories. Read through the Grammar Appendix before teaching this section of the book and use this appendix to supplement the Grammar Checkpoint Study.

In order to cover all of the material in this section of the course book, we recommend that you regularly assign exercises as homework. Review of lists of irregular verbs, etc., in the Grammar Appendix can also be assigned as homework.

Using the Reading Section

The Reading Comprehension Section of the TOEFL tests comprehension of the reading passages through questions about the topic, facts and details, inferences and implied information, and the author’s purpose, attitude and tone in the passage. Vocabulary meaning is tested in the TOEFL by questions about the vocabulary in context. The *Heinemann ELT TOEFL Preparation Course* includes Reading Checkpoints for all of the question types. Because understanding the meaning of words and phrases is such an important part of reading comprehension, the vocabulary in context checkpoint is early in the Reading Section, and questions about word meaning are part of all Reading Comprehension Checkpoint Tests.

The reading passages in Section Three will be challenging for the weaker students. The Reading Appendix, pages 493–499, provides students who have not had much experience reading authentic academic passages with an introduction to “active reading.” We recommend that these students work intensively in class with this section before they begin work on the Checkpoint Study. More advanced students could be assigned Reading Appendix exercises for homework.
The answer key for reading contains extensive explanations for the reading passages in R\(^1\) through R\(^8\). You may want to refer to these explanations in class as students check their answers to the checkpoint exercises or refer students to them for out of class work.

Each reading checkpoint should be considered in light of student needs and levels of language proficiency. Weaker students will need to supplement the vocabulary-in-context study with exercises from the Vocabulary Appendix and from outside vocabulary building textbooks. Stronger students may be referred to the Vocabulary Appendix as a form of review. All students should be encouraged to elaborate the Word Category Charts and Word Form Charts. Students who already have knowledge of roots, prefixes, and suffixes, or those whom you feel would not profit greatly from direct work on these elements of English vocabulary may use V\(^5\) and V\(^8\) as a reference. Outside reading should be encouraged in all topic areas listed in the Word Category charts.

The Vocabulary Appendix includes Vocabulary Checkpoint study that helps students develop more specific vocabulary skills to figure out the meaning of words. Students can work on Vocabulary Checkpoints in the Vocabulary Appendix throughout their study of the Reading Section. Vocabulary development depends on regular study rather than a crash course on learning lists of words. Checkpoints V\(^1\), Read Widely, and V\(^2\), Use Special Books, are very general and should be followed up with special assignments which encourage weaker students to work outside the TOEFL preparation course. V\(^9\), Word Forms, and V\(^10\), Word Categories, also lend themselves to application of outside reading and vocabulary assignments. Students should be encouraged to fill out (and hand in, if desired) extensive Word Category Charts and Word Form Charts as they complete outside readings or the reading passages from Section Three of the course book. V\(^3\), Make and Use Vocabulary Flash Cards, depends in large part on student initiative, but could be encouraged through games and assignments for specific readings which are outside the scope of this book. V\(^4\), Adverbs, and V\(^5\), Adjectives, should be supplemented for weaker students with assignments for making sentences using the words and additional work with adjectives from the Vocabulary Appendix, Word Category Chart #8, pages 490–492. Individual study of the extensive word lists provided in V\(^6\) through V\(^8\) should be assigned as homework and monitored. Depending on the level of the group or individual student, additional word puzzles and word development exercises should be added.

**Using the Writing Section**

This section of the course book provides a review of skills and strategies for academic writing. It is meant to provide students with guidelines for essay writing that will satisfy criteria used by readers who score Test of Written English (TWE) essays. In-depth examination of TWE essay questions is followed by sample student writing responses. The Self-scoring Criteria and sample essay evaluations in this section of the book are meant to provide students with enough information to score their own essays somewhat objectively. You should feel free to give additional writing assignments and elaborate on any aspect of the writing task that is difficult for your students.

**Using This Course Book for Other Courses**

The material covered in this course book has been successfully used to supplement courses that are not designed specifically as TOEFL preparation courses. Each section of this book comprehensively treats language skills that are necessary for all students, not just TOEFL students.

In addition, each section of this book can provide the core material for a course in a particular language skill area. The Structure and Written Expression Section, for example, provides enough material for a review course in grammar. Similarly, the Listening Comprehension Section can constitute a course in conversational and academic listening skills; the Reading Comprehension Section can be used on its own as the basis for a course in academic reading skills; the Test of Written English Section can constitute a review course in academic essay writing.
NOTES FOR THE SELF-STUDY STUDENT

Using this course book and the additional materials that accompany it, you can design an individual course of TOEFL study that is just right for your particular needs. Just follow the procedures described in the section entitled How to Use This Course Book, page 14.

Many of the exercises in the course book are designed to provide time pressures similar to those on the TOEFL. For this reason, when doing the timed exercises, it is important for you to use a clock or a watch and allow yourself only the time listed for each exercise. This is very important for learning how to work quickly and efficiently on all sections of the TOEFL. It is especially important for Section Three, Reading Comprehension. Students who do not time themselves carefully often do not finish this section of the TOEFL in the time allowed.

When you practice the essay questions for Section Four of the TOEFL, it is important for you to read and score each essay yourself following the instructions given in W3, Self-Scoring of a TWE Essay. In addition, it is helpful if you can have your essay read and scored a second time by a native speaker of North American English.

The appendices to this book include extra information and exercises to aid you in your self-study. Try to use these appendices on a regular basis.

The Tapescripts provides a script for all listening comprehension exercises and tests. The Answer Key contains the answers for all exercises and tests in the book. You can use the Tapescripts and the Answer Key to check your answers and to review what is said on the listening comprehension tapes for the book. The Tapescripts are especially useful for helping you understand your mistakes in the listening exercises. When you miss listening comprehension questions, you should refer to the Tapescripts so that you can check what you think you heard against what was actually said on the tapes.

If you are especially weak in listening, you can also read along with the Tapescripts while you listen to the cassettes for this course book.

Always complete an entire course book exercise before looking at the Answer Key.

The Answer Key is full of useful explanatory material. Explanations accompany the answers to listening and reading checkpoint exercises that deal with long conversations, talks, or reading passages involving difficult skills such as making inferences and determining purpose, attitude, or main idea. The answers to grammar checkpoint exercises involving the identification of errors include the corrections for these errors. If you can make and understand these error corrections, you will be successful in identifying errors on the TOEFL. Finally, where possible, checkpoint test and section test answer keys are cross-referenced to the specific checkpoints (e.g., L7, G3, R6) that they test. When you miss cross-referenced test questions, you should refer back to the checkpoint studies for further review and study.

The amount of time that you spend on your TOEFL preparation course will depend on your own pace of study. You should try to develop a program of study that allows you to cover the entire course book, with extra time for study in the areas of weakness determined by the Diagnostic Test.

If possible, you should also schedule practice TOEFLs for yourself using The Heinemann ELT TOEFL Practice Tests. You should not do these tests all at once. You should try to do one after you have studied each section of the course book and one at the end of your TOEFL course of study.
On the following pages, you will find the Diagnostic Test for this course book. This test will help you determine your areas of TOEFL strength and weakness for the first three sections of the TOEFL. You should begin your TOEFL study by taking this test.

The Diagnostic Test is the same length and format as an actual TOEFL, and it contains all of the item types covered on a TOEFL. It takes approximately two hours to complete this test. If possible, you should take the entire Diagnostic Test at one sitting. If this is not possible, you can take each section separately. If you choose this method, do not look ahead at the sections you have not yet completed. If you look ahead, you will not get good diagnostic results when you actually complete each section as a test.

Steps to follow when taking the Diagnostic Test:

1. Find the Diagnostic Test Answer Sheet in the General Appendix, #3, page 507. Remove it from the appendix and mark your answers on it.

2. Set up a tape player with the audio cassette for the Section One Diagnostic Test.

3. As much as possible, simulate an actual TOEFL test-taking situation. Sit at a comfortable desk in a quiet room. Take the test at a time when you will not be interrupted.

4. Take the test according to the time limits set for actual TOEFL tests. Section One will last 30–40 minutes and will be self-timed by the audio cassette that accompanies it. Allow yourself 25 minutes to complete Section Two and 55 minutes to complete Section Three.

5. Score the test, using the Diagnostic Test Scoring Instructions located in the General Appendix, #1, pages 503–504.

6. Use the results of this test to determine your areas of TOEFL strength and weakness. If possible, study the entire text, giving special attention to the areas that the Diagnostic Test indicated were weak areas for you. If you have only a short time for TOEFL study, move directly to the beginning of the section of the book that corresponds to your weakest area of TOEFL language proficiency. Work on that section first. Then, try to find time to work through the other sections.

💰 When you are ready to start the Diagnostic Test, begin the tape. Do not go on to the next page until the tape tells you to do so.
Section 1
Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

In your test book, you read:  
(A) At last winter is almost over.
(B) She doesn’t like winter weather very much.
(C) This winter’s weather is similar to last winter’s weather.
(D) Winter won’t last as long this year as it did last year.

Sample Answer

A  B  C  D

You learn from the conversation that the woman thinks the weather this winter is almost the same as the weather last winter. The best answer to the question "What does the woman mean?" is (C), "This winter’s weather is similar to last winter’s weather." Therefore, the correct choice is (C).
1. (A) She is afraid to ask Pat to work.
   (B) She thinks Pat made the right decision.
   (C) She suspected that Pat would not want to work.
   (D) She thinks that Pat is afraid of working.

2. (A) She understood the chemistry lesson very well.
   (B) She didn’t understand what the man wanted.
   (C) She was going to study chemistry today.
   (D) She was having trouble with today’s lesson.

3. (A) It’s making him sick.
   (B) He doesn’t know when to eat it.
   (C) It isn’t the right consistency.
   (D) He hasn’t had time to try it.

4. (A) She should not try to do too many things today.
   (B) She should try not to sleep today.
   (C) She needs to keep three hours free.
   (D) He can tell her an easy way to get to sleep.

5. (A) The woman should buy a new tire.
   (B) He can help the woman choose a new tire.
   (C) The woman can get her tire repaired at the service station.
   (D) There isn’t a service station in the area.

6. (A) He would like the woman’s help.
   (B) He doesn’t need more light.
   (C) She shouldn’t turn right.
   (D) He’d like to pay his fine.

7. (A) He’s not sure there are any more math books available.
   (B) He wants to go to the book sale after class.
   (C) He doesn’t need a book for that class.
   (D) He’ll help the woman find the book she needs.

8. (A) He doesn’t have time to see Susan.
   (B) Susan has told him a lot about her trip.
   (C) Susan’s trip won’t be over for a long time.
   (D) He’s interested in hearing about Susan’s trip.

9. (A) Filing papers.
   (B) Building book shelves.
   (C) Moving into an apartment.
   (D) Working in a library.

10. (A) Mr. Grant doesn’t approve of Ben’s lifestyle.
    (B) Mr. Grant will never increase Ben’s salary.
    (C) Mr. Grant has raised Ben since he was a small child.
    (D) Ben should ask Mr. Grant for more money.

11. (A) She will help the man find what he is looking for.
    (B) She thinks the bank is next to the gas station on the corner.
    (C) She will fill the man’s tank with gas.
    (D) She doesn’t know where the bank is.

12. (A) The man had not ordered any cabinets.
    (B) The man couldn’t come and get the cabinets.
    (C) The cabinets could not be installed.
    (D) The cabinets had not arrived yet.

13. (A) She hasn’t seen a good movie in years.
    (B) She liked both the acting and the plot.
    (C) The plot of the movie was quite bad.
    (D) The acting in the movie was not good.

14. (A) It has rained too much lately.
    (B) The woman doesn’t like Ray.
    (C) Ray is behaving differently than usual.
    (D) The class started late because of the rain.

15. (A) She hasn’t seen her grades lately.
    (B) She enjoys studying several hours a day.
    (C) She hasn’t been doing very well at school.
    (D) She only has sixteen hours to finish all of her work.
16. (A) She couldn’t understand the weather report.
   (B) She doesn’t like flying in bad weather.
   (C) It’s too bad they can’t get to the airport on time.
   (D) Bad weather might delay the arrival of their plane.

17. (A) He doesn’t want to go to the concert.
   (B) He can’t afford to pay for his ticket.
   (C) He didn’t know that the woman liked jazz music.
   (D) He didn’t know that the concert was on Wednesday night.

18. (A) He’s not very enthusiastic about his school work.
   (B) He likes basketball more than she does.
   (C) He feels uncomfortable with the other basketball players.
   (D) He wishes he had more time for his studies.

19. (A) He can’t find the picture of the woman’s parents.
   (B) He would rather not be in the picture.
   (C) He’ll take the photograph for the woman.
   (D) He can’t stand looking at photographs.

20. (A) She can’t find the man’s car keys.
    (B) The man is confused about where to keep his car.
    (C) She has found the man’s keys three times today already.
    (D) The man’s behavior indicates that he is confused.

21. (A) She will finish it slowly.
    (B) She’s sure it will be easy.
    (C) She doesn’t want to do it.
    (D) She hadn’t heard about it until now.

22. (A) The doctor will be available shortly.
    (B) The doctor’s office is closed because of an emergency.
    (C) The doctor must call his office and check on his appointment schedule.
    (D) An emergency in the morning has affected the doctor’s schedule.

23. (A) The woman should stop shopping so much.
   (B) That store has stopped selling music.
   (C) There should be some good bargains at the music store.
   (D) He’d like to stop and shop for some new music.

24. (A) Have something to eat.
   (B) Return to the campus.
   (C) Try opening a new restaurant.
   (D) Order a pizza and have it delivered.

25. (A) There aren’t any windows rolled down.
    (B) There’s no reason to roll up the windows.
    (C) She doesn’t want rain to get inside the car.
    (D) She isn’t supposed to sit by the window.

26. (A) She is interesting.
    (B) She is demanding.
    (C) She is boring.
    (D) She is younger than he expected.

27. (A) They must turn in their work on time.
    (B) Their papers must be at least twenty-five pages long.
    (C) They shouldn’t worry if their papers are a little late.
    (D) Their papers can be fewer than twenty-five pages in length.

28. (A) Stay away from Greg today.
    (B) Try to clear up his problems with Greg.
    (C) Try to help Greg develop a more positive outlook.
    (D) Help her convince Greg to stay home today.

29. (A) He didn’t end up graduating after all.
    (B) He had to leave the ceremony before the end.
    (C) The ceremony lasted too long.
    (D) He didn’t know anyone who was graduating.

30. (A) She doesn’t have a cup.
    (B) She would probably like some coffee.
    (C) She broke her coffee cup.
    (D) She doesn’t drink coffee.
Part B

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

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.
31. (A) In a barber shop.
   (B) In an eye doctor’s office.
   (C) In a picture framing shop.
   (D) In a jewelry store.

32. (A) To find a new frame for her picture.
   (B) A replacement for the glass she has broken.
   (C) To have her glasses repaired.
   (D) An eye examination.

33. (A) Ask someone else to help her.
   (B) Choose new frames.
   (C) Take his catalogue.
   (D) Choose a different picture.

34. (A) Wait a few weeks.
   (B) Look in another store.
   (C) Look for a few more hours.
   (D) Order from a catalogue.

35. (A) He is indifferent.
   (B) He is angry.
   (C) He thinks it’s a joke.
   (D) He is surprised.

36. (A) The man told her about it.
   (B) She received a letter about it.
   (C) She spoke to the teacher.
   (D) She was notified at preregistration.

37. (A) Go home.
   (B) Go to the registrar’s office.
   (C) Go to the lecture series.
   (D) Go to the library.
Part C

Directions: In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and the questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

Now listen to a sample question.

In your test book, you read: (A) Only bumblebees can fertilize red clover plants.
(B) Bumblebees protect red clover from plant-eating insects.
(C) Bumblebees bring water to red clover plants on their tongues.
(D) Bumblebees keep mice and other animals away from red clover plants.

The best answer to the question “Why is it impossible to raise red clover where there are no bumblebees?” is (A), “Only bumblebees can fertilize red clover plants.” Therefore, the correct choice is (A).

Now listen to another sample question.

In your test book, you read: (A) They both make honey.
(B) They both build combs.
(C) Both of them are found in underground nests.
(D) They both live through the winter.

The best answer to the question “According to the speaker, in what way are the queen wasp and the queen bee similar?” is (D), “They both live through the winter.” Therefore, the correct choice is (D).

Remember, you are not allowed to take notes or write in your test book.
38. (A) Find water.  
(B) Get settled in one place.  
(C) Look for food.  
(D) Start walking in a likely direction.

39. (A) You will lower your body temperature too much.  
(B) You will become ill.  
(C) It is hard to take in enough snow.  
(D) Snow doesn’t really quench your thirst.

40. (A) Keep extremely active.  
(B) Wear a hat.  
(C) Dress warmly.  
(D) Stay dry.

41. (A) They have just heard the talk.  
(B) They have done this many times before.  
(C) They will be well equipped.  
(D) They will be accompanied by guides.

42. (A) People will tell him after the talk.  
(B) People will raise their hands.  
(C) People will send in a registration.  
(D) People have notified him prior to the talk.

43. (A) In science fiction.  
(B) In every ocean on earth.  
(C) Under the ocean floor.  
(D) In the wilderness.

44. (A) They are the most abundant animals in the midwater.  
(B) They have razor sharp teeth.  
(C) They have no skeleton.  
(D) They can link together to form very long chains.

45. (A) Because people are afraid to go there.  
(B) Because it is so vast.  
(C) Because it is not easy to get there.  
(D) Because no one knows exactly where it is.

46. (A) Their ability to glow.  
(B) Their huge stomachs.  
(C) Their mating behavior.  
(D) Their ability to find prey.

47. (A) It is more valuable than other metals.  
(B) It is very beautiful and not easily destroyed.  
(C) It attracts people to new areas and encourages exploration.  
(D) It is useful in televisions, missiles, and spacecraft.

48. (A) It can be formed into many shapes.  
(B) It can be used to conduct electricity.  
(C) It can be easily mined.  
(D) It doesn’t tarnish or corrode.

49. (A) It makes them shine in the dark so that airplanes can avoid hitting them.  
(B) It makes the skyline of a city glitter, which is very attractive.  
(C) It helps buildings stay cool in summer and warm in winter.  
(D) It helps keep the metal parts of buildings from corroding.

50. (A) People experiment with new uses of gold.  
(B) More pottery, jewelry, medicine, and religious objects are produced.  
(C) Many people move to the area to look for gold, and new development occurs.  
(D) Gold becomes readily available, and it is no longer considered valuable.

This is the end of Section 1.  
Stop work on Section 1.

Do NOT read or work on any other section of the test.  
The supervisor will tell you when to begin work on Section 2.
Section 2
Structure and Written Expression

Time: 25 minutes

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example I

Most American families ------- at least one automobile.

(A) have
(B) in
(C) that
(D) has

The sentence should read, “Most American families have at least one automobile.” Therefore, you should choose (A).

Example II

------- recent times, the discipline of biology has expanded rapidly into a variety of subdisciplines.

(A) It is since
(B) When
(C) Since it is
(D) In

The sentence should read, “In recent times, the discipline of biology has expanded rapidly into a variety of subdisciplines.” Therefore, you should choose (D).

Now begin work on the questions.
1. ___________ the Civil War, national trade unions were common in the United States.
   (A) Before they were
   (B) By the time of
   (C) It was
   (D) Because

2. Never before ___________ as accelerated as it is now, during the technological age.
   (A) historical change has been
   (B) has been historical change
   (C) has historical change been
   (D) historical has change been

3. Inventor and entrepreneur, ___________ for radar in 1935.
   (A) was the patent granted to Watson Watt
   (B) Watson Watt was granted a patent
   (C) the patent that Watson Watt was granted
   (D) the patent granted to Watson Watt was

4. The cheetah, which is ___________ land animal, has been hunted almost to extinction.
   (A) fastest in the world
   (B) the world’s fastest
   (C) the faster world
   (D) and the world’s fastest

5. Although findings are inconclusive, ___________ that new solar systems are currently evolving around a number of stars in the universe.
   (A) it is evidence
   (B) the evidence
   (C) there are evidently
   (D) there is evidence

6. It has not yet been determined ___________ foster atherosclerosis.
   (A) why may diets low in magnesium
   (B) why low in magnesium may diets
   (C) why diets low in magnesium may
   (D) diets low in magnesium, why may

7. With his first book, Typee, which was the story of his captivity by a Polynesian tribe, Herman Melville ___________ to establish himself as a popular young nineteenth century author.
   (A) could
   (B) was able
   (C) with ability
   (D) can

8. ___________ is depicted in Hawthorne’s The Scarlet Letter.
   (A) The society corrupted the rapidly decaying Puritan
   (B) Corrupted the rapidly decaying Puritan society
   (C) The Puritan society corrupted rapidly decaying
   (D) The rapidly decaying corrupted Puritan society

9. Research now indicates that lead may have more influence on blood pressure levels than ___________.
   (A) dietary salt
   (B) when people eat salt
   (C) to eat salt
   (D) diets have salt

10. ___________ in a home where two languages are spoken are often not only bilingual but also bicultural.
    (A) Children raised
    (B) To raise children
    (C) Raising children
    (D) Raising of children

11. Changes in body organs during the first year of life affect a baby’s readiness ___________ solid foods.
    (A) accepting
    (B) who accept
    (C) accepted
    (D) to accept
12. The home of the kingfisher ———— in the bank of a stream.
   (A) humble, is a hole
   (B) is a humble hole
   (C) a humble hole is
   (D) hole is humble

13. ———— Edgar Allan Poe’s works, his own artistic talents would probably have developed quite differently than they did.
   (A) Had not Vladimir Nabokov read
   (B) Had Vladimir Nabokov not read
   (C) Vladimir Nabokov had not read
   (D) Had read Vladimir Nabokov not

14. Moderate exercise is not the only behavioral adaptation necessary to promote physical fitness, ———— it is a contributing factor.
   (A) however
   (B) though
   (C) despite
   (D) nevertheless

15. After American athletes have participated in Olympic events as amateurs, ———— professional athletes.
   (A) and often become
   (B) often then become
   (C) they often become
   (D) often become

Written Expression

Directions: In questions 16–40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I

The octopus is a unique animal because they have three functioning hearts.

Sample Answer
   (A) B C D

The sentence should read, “The octopus is a unique animal because it has three functioning hearts.” Therefore, you should choose (C).

Example II

The beagle, one of the most ancient breeds of dog known, originating in England.

Sample Answer
   (A) B C D

The sentence should read, “The beagle, one of the most ancient breeds of dog known, originated in England.” Therefore, you should choose (D).

Now begin work on the questions.
16. In nature, cats are nocturnal animals; that is, its most active period of the day is at night.

17. Several computer models have been able to succeed predict global climatic changes well in advance of their occurrence.

18. Although their larvae can take over a year to mature, some varieties of adult mosquito live only a little days.

19. Although Jack Kerouac’s vision of America was less critical that Allen Ginsberg’s, both of these writers encouraged societal change in the 1960s.

20. The production of computers and their sale overseas has increased dramatically over the past twenty years.

21. In the 1950s, Americans finally recovered a sense of self-confidence that they hadn’t experiencing since before the stock market crash of 1929.

22. In 1640, colonist Roger Williams has applied for a charter for the colony of Rhode Island.

23. Farther evidence is needed to support recent research that suggests that certain chemicals found in brocoli and other members of the cabbage family may act as cancer preventatives.

24. A major advantage for warm-blooded animals is that are less restricted than cold-blooded animals in their geographic distribution and can range over larger expanses of the earth.

25. The native animals of grasslands are adapted for running, leaping, or to burrow.

26. As long the United States government supports space exploration, astronauts will have the opportunity to probe the universe for information about its origins.

27. Many private business firms have been expressed an interest in using mechanical robots to carry out their more mechanical tasks.

28. Although a product of the twentieth century, the work of poet Robert Lowell is inspired by that of his nineteenth century predecessor, Edgar Allan Poe.

29. The triggerfish, equipped with fourteen tooth and tough skin, can assault the sea urchin and remove its needle sharp spines without serious injury.

Go on to the next page
30. Modern Americans are said to prefer the moving image to the printing word or the painting, and motion pictures remain, in the eyes of many, America's most distinguished art form.

31. Scientists feel that it is not healthy for people to live in a state in which they chronically react to excessive stress.

32. Chemical elements with high electronegativity values usually are having negative oxidation numbers.

33. Down syndrome is a genetic disorder that afflict's about one out of every 800 infancies born in the United States.

34. In order to avoid flooding the market with excess goods, distributors often store their surplus goods in private or public warehouses.

35. Not only do scientists still know little about variations in the moon's gravitational field and they also have limited information about its surface composition.

36. The Chinese has settled along the west coast of North America in large numbers, establishing their sizable communities from Vancouver to Los Angeles.

37. Assimilated the early literature of the United States, one must know its history as well.

38. Before and during the Civil War, abolitionists along the border between North and South hid fugitive slaves.

39. The wings of many butterflies and moths are marked with colors that form a hourglass pattern.

40. The Arctic stratosphere appears susceptible to pollutants produced thousands of miles to its south.

This is the end of Section 2. If you finish before time is called, check your work on Section 2 only.

The supervisor will tell you when to begin work on Section 3.
Section 3
Reading Comprehension

Time: 55 minutes

Directions: In this section you will read several passages. Each one is followed by several questions about it. For questions 1-50, you are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is stated or implied in that passage.

Read the following passage:

The flamingo is a beautiful water bird with long legs and a curving neck like a swan’s. Most flamingos have deep red or flame-colored feathers with black quills. Some have pink or white feathers. The long legs and webbed feet are well suited for wading. The flamingo eats in a peculiar manner. It plunges its head underwater and sifts the mud with a fine hairlike “comb” along the edge of its bent bill. In this way, it strains out small shellfish and other animals. The bird nests on a mound of mud with a hollow on top to hold its single egg. Flamingos are timid and often live together in large colonies. The birds once lived in the southern United States, but plume hunters killed them faster than they could breed, and the flamingo no longer lives wild in the United States.

Example I

The flamingo can eat shellfish and other animals because of its

(A) curved neck
(B) especially formed bill
(C) long legs
(D) brightly colored feathers

According to the passage, the flamingo sifts mud for food with “a fine hairlike ‘comb’ along the edge of its bent bill.” Therefore, you should choose (B).

Example II

In line 6, the phrase “strains out” is closest in meaning to

(A) propels
(B) exerts pressure on
(C) separates
(D) rejects

The phrase “strains out” is closest in meaning to “separates.” Therefore, you should choose (C).

Now begin work on the questions.
Questions 1–10

In recent years evidence has accumulated that polyunsaturated fatty acids function in protecting humans and some laboratory animals from diseases of the arteries and heart such as atherosclerosis. In this disease, small patches of fatty material, composed mostly of cholesterol, form on the inside lining of the arteries. As the deposits increase in thickness, they may cut down on the blood flow to the organs supplied by the arteries until the structures are severely damaged. If this occurs in a branch of the coronary artery supplying the heart muscle, that portion of the muscle dies, and the person experiences a painful and sometimes fatal heart attack. Another danger of atherosclerosis is that pieces of the fatty deposits may break free and travel in the bloodstream until they lodge in small vessels and block the flow of blood. This blockage may also cause heart damage, or, if it occurs in the brain, may damage brain cells and lead to a stroke.

1. What does this passage mainly discuss?
   (A) Atherosclerosis
   (B) Fats
   (C) Cholesterol
   (D) Heart damage

2. The word “accumulated” in line 1 is closest in meaning to
   (A) accelerated
   (B) accrued
   (C) circulated
   (D) dismissed

3. The author of the passage describes atherosclerosis as
   (A) a reaction to polyunsaturated fatty acids
   (B) a disease causing heart damage
   (C) a blood disease
   (D) a heart attack

4. The word “deposits” in line 5 refers to
   (A) inside lining of the arteries
   (B) organs supplied by the arteries
   (C) small patches of fatty material
   (D) polyunsaturated fatty acids

5. According to the passage, the parts of the body most directly affected by cholesterol buildup are
   (A) the brain cells
   (B) the major organs
   (C) the arteries
   (D) the muscles

6. The word “this” in line 7 refers to all of the following EXCEPT
   (A) the size of the deposits increases
   (B) blood flow to the organs is restricted
   (C) fatty material dissolves
   (D) organs supplied by the arteries are badly damaged

7. According to the passage, atherosclerosis may cause all of the following EXCEPT
   (A) a stroke
   (B) a heart attack
   (C) blockage of the arteries
   (D) cholesterol breakdown

8. The pronoun “it” in line 12 refers to
   (A) heart damage
   (B) the flow of blood
   (C) a blockage
   (D) a stroke

9. The word “lodge” in line 10 is closest in meaning to
   (A) stick
   (B) return
   (C) penetrate
   (D) dissolve
Questions 10–20

Although most grain crops have light dry pollen and are wind-pollinated, the pollen of other plants including legumes, fruits, and many flowers and vegetables is moist and sticky. It cannot travel on air currents and must be transferred from anther to stigma by external agents. This process is known as cross-pollination.

Cross-pollination allows plants to evolve and to adapt to changing environments. Cross-pollination is accomplished mainly by insects and, among pollinators, the honeybee reigns supreme. Bees collect nectar and pollen from flowers to use as food and unwittingly transfer pollen from flower to flower as they go about their work.

A bee’s body is ideally adapted to carry pollen. Its body and legs are covered with stiff, branched hairs, which catch and hold pollen grains. The hind legs are equipped with pollen baskets that are concave areas of the hind leg edged with long curving hairs. In these baskets, the worker bee deposits pollen and carries it back to the hive where it serves as a major food source for the young brood.

As bees are busy gathering pollen, their bodies become almost entirely covered with sticky pollen grains. Field bees inadvertently transfer pollen from one flower to another as they make their rounds.

For many plants, cross-pollination is essential. Some fruits, vegetables, and nut trees would be unable to set fruit or would have extremely poor yields without the aid of bees or other pollinators.

Experiments have proved that plants exposed to bees produce far greater yields than those which are not visited by colonies of bees. Apple orchards are a good example. Most apple growers rent bee colonies in early May to guarantee cross-pollination.

10. What is the topic of this passage?
   (A) A description of bees
   (B) Types of pollen
   (C) Cross-pollination by bees
   (D) Sources of pollen

11. The word “It” in line 3 refers to
   (A) light, dry pollen
   (B) a kind of flower
   (C) moist, sticky pollen
   (D) an external agent

12. The phrase “This process” in line 4 refers to
   (A) the transfer of pollen by external agents
   (B) the transfer of pollen by wind
   (C) the contrast of two types of pollen
   (D) the production of moist, sticky pollen

13. According to the passage, cross-pollination may occur in all of the following plants EXCEPT
   (A) legumes
   (B) grain crops
   (C) fruits
   (D) flowers

14. The phrase “reigns supreme” in line 7 is closest in meaning to
   (A) lives the longest
   (B) is the largest
   (C) does the best job
   (D) is the most numerous pollinating insect
15. According to the passage, why do bees collect pollen?
   (A) For use as food  
   (B) As a complement to nectar  
   (C) To help plants evolve and change  
   (D) To cover their bodies

16. We can infer from the passage that bees are well suited to collecting pollen because of
   (A) their attraction to flowers  
   (B) their ability to fly  
   (C) the structure of their bodies  
   (D) their ability to work hard

17. The word “edged” in line 12 is closest in meaning to
   (A) hidden  
   (B) bordered  
   (C) decorated  
   (D) protected

18. The passage supports all of the following statements EXCEPT
   (A) pollen is a source of food for bees  
   (B) cross-pollination will occur if bees are in an area  
   (C) cross-pollination is necessary for some plants to produce fruit  
   (D) bees intentionally cross-pollinate plants

19. The word “yields” in line 19 and line 22 is closest in meaning to
   (A) blossoms  
   (B) production  
   (C) growth  
   (D) flavor

20. Why does the author mention apple orchards in paragraph six?
   (A) To support the value of bees in cross-pollination  
   (B) To contrast bees’ work with fruit trees and flower gardens  
   (C) To describe a commercial use of bees  
   (D) To show that bees work hard
Questions 21–29

The trail west lasted long indeed. From the Missouri River to the West Coast, it ran 2,000-odd zigzag miles, with constant detours for pasture or water. But the distance in miles mattered less than the distance in time. It usually took about four and a half months to reach the Far West, and the trip became a race against the seasons, in which sure timing made the difference between success and failure.

Late April or early May was the best time to get rolling, though the departure date had to be calculated with care. If a wagon train started too early in the spring, there would not be enough grass on the prairie to graze the livestock. Then animals would start to sicken, slowing up the train and causing alterations of schedule that might bring trouble later. On the other hand, a train that pushed off after other trains were already on the trail found campsites marked by trampled grass and fouled water holes. Worse still, an emigrant company that dallied too long could get trapped at the far end of the journey by early winter blizzards in the coastal mountains. Obviously it was important to get to the departure point on the Missouri at the right moment, and keep pretty close to schedule.

21. What is the main point the author makes in the passage?
   (A) The trail West was very long.
   (B) The spring was the best time to leave for the West.
   (C) Early winter blizzards caused travelers problems.
   (D) The timing of the departure was extremely important for the trip West.

22. The word "detours" in line 2 is closest in meaning to
   (A) changes in the route
   (B) stops
   (C) backtracking
   (D) signposts

23. We can infer all of the following from the passage about the route to the West EXCEPT that
   (A) it was not direct
   (B) it included many stops
   (C) it required careful planning
   (D) it was a short, easy trip

24. According to the passage, all of the following were possible problems for those who departed late EXCEPT
   (A) winter snow storms in the mountains
   (B) spoiled campsites
   (C) unusable water holes
   (D) losing the way
25. According to the passage, schedules of those who departed early might need to be changed because of
   (A) bad weather
   (B) poor campsites
   (C) lack of pasture for the animals
   (D) broken wagons

26. The word “fouled” in line 13 is closest in meaning to
   (A) empty
   (B) frozen
   (C) forgotten
   (D) polluted

27. We can infer from the passage that travelers wanted to reach their destinations
   (A) by fall
   (B) by mid-summer
   (C) by late spring
   (D) during the winter

28. According to the passage, the wagon trains departed from
   (A) the West Coast
   (B) somewhere along the Missouri River
   (C) the coastal mountains
   (D) the prairie trail

29. The word “dallied” in line 14 is closest in meaning to
   (A) traveled
   (B) stocked up
   (C) delayed
   (D) grazed
Questions 30–39

Beginning about 1670, on the stormy, windswept peninsula of Cape Cod, a local dwelling type developed that became a continuing feature of the landscape into the nineteenth century and beyond. Inhabitants of small fishing villages transformed the one-room-and-loft house of the Pilgrims into snug, ship-shape cottages. Generally facing south to catch the winter sun, and nestled against a hill for protection against the hostile elements, the structures rested on wooded sills without foundations in order to ride the shifting sands the same way that schooners rode the waves. If a site happened to blow away, the sturdy house could be trundled across the dunes, or even floated to a new location. A recognizable type by the late 1700s, the Cape Cod cottage persisted with minor variations through the first half of the 1800s. Newlyweds commonly erected a three-quarter house, intending to enlarge it with the arrival of children. Thrifty families occasionally built double houses in order to share an end wall. Some cottages sported bowed or gambrel roofs, and details that reflected the influences of the Federal and Greek Revival styles. The era of the authentic Cape Cod cottage ended around 1850 when the advent of the stove eliminated the massive chimney block that had previously anchored the house to its site. At that time, home-builders also had to import precut lumber from Maine. Thoreau explained the reason, “The old houses... are built of the timber of the Cape, but instead of the forest in the midst of which they originally stood, barren heaths... now stretch away on every side.”

30. What does this passage mainly discuss?
   (A) The development of the Cape Cod house
   (B) The effect of environment on building
   (C) Cape Cod families
   (D) Living conditions in Cape Cod

31. According to the passage, when did the Cape Cod house first appear?
   (A) In the late 1600s
   (B) In the 1700s
   (C) In the 1800s
   (D) In 1850

32. The word “hostile” in line 6 is closest in meaning to
   (A) unnatural
   (B) unfriendly
   (C) mitigating
   (D) bland

33. The author of the passage states that the early Cape Cod house was built without foundations in order to
   (A) keep the cost of building low
   (B) increase the mobility of the house
   (C) allow it to face south
   (D) better withstand the winter cold

34. It can be inferred from the passage that a precursor of the Cape Cod cottage was
   (A) Federal Style houses
   (B) Greek Revival houses
   (C) loft houses of the Pilgrims
   (D) schooners of the North Atlantic

35. The word “trundled” in line 9 is closest in meaning to
   (A) rebuilt
   (B) moved
   (C) redesigned
   (D) enlarged
36. The word "Thrifty" in line 12 is closest in meaning to
   (A) Large
   (B) Tired
   (C) Economical
   (D) Energetic

37. According to the passage, what was the effect of the appearance of stoves in Cape Cod cottages?
   (A) Heating was more expensive.
   (B) The large chimney block was no longer needed.
   (C) New roofs were designed.
   (D) Houses were more sturdily built.

38. Thoreau's quotation in lines 19-21 commented on
   (A) the depletion of natural resources
   (B) the excellence of the original construction material
   (C) the need for more open land
   (D) the growing economy of Maine

39. The author indicates that the era of the authentic Cape Cod house ended in part due to which of the following reasons?
   (A) Windstorms on the sandy house sites
   (B) Lack of local building material
   (C) Larger families in need of larger houses
   (D) The growing influence of newer architectural styles
Questions 40–50

The elephant seal, an inhabitant of the Pacific waters off the coast of California, is as at home at depths of nearly a mile as it is on land. Marine biologist Dr. Burney Le Boeuf reports that elephant seals dive as deep as 5,000 feet and stay submerged for as long as two hours, and that they make these dives regularly. How do these animals stay submerged for so long? And why do they dive so relentlessly? Answers to these questions are slowly emerging from data acquired through new underwater technology and through experiments with video equipment fitted onto the elephant seals during their dives.

Elephant seals do not rely on oxygen from the lungs to sustain them during long dives (as diving birds and turtles do), Le Boeuf explains. Rather, the oxygen is stored in blood and muscle. The lungs of the smaller Weddell seals (also deep sea divers) actually collapse at from 30 to 40 meters on the way down and reinflate at the same level on the ascent. Biologists believe this also happens in elephant seals.

When they dive deep, marine mammals bring down a vast auxiliary supply of oxygen in their blood. That is possible, according to Le Boeuf, because blood constitutes as much as 20 percent of their body weight in comparison with only 7 percent in humans. What's more, research by Jesper Qvist of Herlev Hospital in Copenhagen suggests that the spleen of Weddell seals may double as a scuba tank. According to this theory, the organ serves as a reservoir of oxygen-rich red blood cells which, under pressure, are squeezed into the circulatory system. Qvist and collaborators discovered that the organ is abnormally large in Weddell seals, equaled only in southern elephant seals. The idea is not unprecedented: racchorses also use the spleen to shunt oxygen-rich cells into circulation during exertion. Adding to the seals' reserve, a molecule known as myoglobin enables them to store oxygen in their muscles.

Though masters at hoarding oxygen for their submarine plunges, aquatic mammals cannot carry down an infinite supply. Consequently these animals conserve oxygen by lowering their metabolic rate. At Long Marine Lab, where Le Boeuf's team does most of its indoor work, a sophisticated new probe measures how deep the seals go; it also tracks their swim velocity, heart rate and body temperature.

Le Boeuf's instruments have documented a number of startling changes in metabolism during diving. Elephant seals lower their temperature by from 5 to 6 degrees Fahrenheit before long dives. At depth, they shut off circulation to the kidneys, stomach, and other organs, conserving more oxygen. Meanwhile, their heart rates slow from 120 beats per minute at the surface to as low as 6 per minute on the bottom. For brief spells, elephant seals have even been clocked at 2 beats per minute.

In addition, the elephant seals never seem to sleep. Le Boeuf's recorder revealed that elephant seals were diving continuously, 24 hours a day, week after week, for as much as eight months at a time. Researchers look to new camera equipment to answer more questions about these mysterious mammals of the deep.
40. What does the passage mainly discuss?
   (A) New aquatic video equipment
   (B) The differences between Weddell seals and elephant seals
   (C) The advances in marine biology research
   (D) The unusual abilities of elephant seals

41. The phrase “at home” in line 2 is closest in meaning to
   (A) friendly
   (B) comfortable
   (C) attractive
   (D) reliable

42. The word “sustain” in line 9 is closest in meaning to
   (A) accompany
   (B) support
   (C) increase
   (D) release

43. The word “auxiliary” in line 14 is closest in meaning to
   (A) rich
   (B) frivolous
   (C) reserve
   (D) heavy

44. The phrase “The idea” in line 22 refers to
   (A) the behavior of racehorses
   (B) the pressure of the water during a dive
   (C) the function of the spleen to conserve oxygen
   (D) the percentage of body weight blood makes up in the seals

45. The information in paragraph 5 describes which of the following features of elephant seals?
   (A) How they conserve oxygen through metabolic changes
   (B) Why they dive so deep
   (C) Why they sleep so little
   (D) Their relation to Weddell seals

46. According to the passage, changes in metabolism of elephant seals during deep dives include all of the following features EXCEPT
   (A) deep sleep
   (B) lower body temperature
   (C) reduced heart rate
   (D) reduced circulation to major organs

47. The word “reservoir” in line 19 is closest in meaning to
   (A) storehouse
   (B) measure
   (C) producer
   (D) incubator

48. The passage mentions all of the following as factors that enable elephant seals to make long dives EXCEPT
   (A) having a specially developed spleen
   (B) using oxygen from their lungs
   (C) lowering their metabolic rate
   (D) storing oxygen in their blood and muscle

49. We can infer from the passage that Weddell seals and elephant seals
   (A) have a similar physiology
   (B) are the same size
   (C) are fierce competitors
   (D) have extraordinary lung capacity

50. According to the passage, elephant seals sleep
   (A) sporadically
   (B) incessantly
   (C) almost never
   (D) on land

This is the end of Section 3.

STOP STOP STOP STOP STOP STOP STOP

If you finish before time is called, check your work on Section 3 only.
LISTENING COMPREHENSION

The purpose of Section One of the TOEFL is to test your understanding of spoken North American English. Vocabulary, spoken structures, and English sounds and intonation are tested. For the most part, topics used in this section are informal and conversational. Some general academic topics are used in the short lecture segments of this section. Even in these topics, however, the language is not as formal as that used in written English.

<table>
<thead>
<tr>
<th>GENERAL STRATEGIES FOR SECTION ONE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be familiar with Section One instructions before you take the official TOEFL. If you are familiar with the instructions ahead of time, they will not surprise or confuse you when you hear them on the day of the test. <strong>DO NOT</strong> turn the page to look ahead while the instructions for Section One are being read.</td>
</tr>
<tr>
<td>2. Listen carefully for meaning in dialogues and talks. Concentrate on trying to understand the overall meaning.</td>
</tr>
<tr>
<td>3. Use your time wisely. You have only 12 seconds to answer each question in Section One of the test.</td>
</tr>
</tbody>
</table>

Listening Comprehension: Question Types

Section One contains 50 questions. The questions and the information you need to answer them are played for you on a tape. Only the answer choices for the questions are printed in the TOEFL test booklet. All Section One questions are spoken just one time. You are allowed 12 seconds to answer each question. It takes approximately 40 minutes to complete this section of the test.

There are three parts in Section One of the TOEFL.

- **Part A: Mini-Dialogues** (30 questions)
  You choose the correct printed answer to a spoken question based on a very short spoken dialogue.

- **Part B: Longer Conversations** (7–8 questions)
  You choose the correct printed answers to a series of questions about a longer spoken dialogue between two people.

- **Part C: Talks** (12–13 questions)
  You choose the correct printed answers to a series of questions about a talk given by one speaker.
Each part of Section One is treated separately in the listening checkpoint studies beginning on page 47. A Listening Comprehension Section Test follows these checkpoint studies. This test should be taken after you have studied the listening checkpoints.

Listening Comprehension: Vocabulary

Everyday vocabulary is tested in all three parts of Section One of the TOEFL. This vocabulary includes words in two major categories: (1) school and college life, and (2) daily life.

Vocabulary in these categories can be found in the Vocabulary Appendix #1, page 480. These are words that you are likely to hear on the TOEFL. You should familiarize yourself with these words. If you do not know the definition of a word, you should look it up in a dictionary. The Listening Appendix contains a list of recommended dictionaries.

The Listening Appendix also provides blank spaces to write new words as you hear or read them.

Another type of vocabulary tested in Section One of the TOEFL is idioms. An idiom is a word or an expression which has a special meaning. The meaning is often difficult to predict by looking at only the word or words in the idiom. All the idioms tested in Section One of the TOEFL are conversational idioms—common idioms you hear in informal spoken English.

I’ve been knocking myself out on this paper.

In this sentence, the idiom to knock oneself out means to work very hard at something. You cannot understand the meaning of this idiom by only knowing the literal meaning of knock (to hit or tap) or knock out (to render unconscious by hitting). The total meaning of this expression must be memorized or learned by listening to English, NOT by defining the individual words of the idiom.

Spoken idioms are tested extensively in Part A and Part B of Section One of the TOEFL. There are thousands of idioms in English. To help you learn some of them, each spoken idiom used in the listening comprehension checkpoint studies, as well as in the diagnostic and practice tests, is printed in bold italics (e.g., knocking myself out) the first time it is used. The idiom will also be listed in the Glossary of Idioms in the Listening Appendix, page 390. You can refer to this appendix if you do not understand the idioms used in the listening comprehension checkpoint studies.

Learning the idioms used in the listening comprehension checkpoint studies will greatly improve your chances for success on the TOEFL. However, it is important to learn other idioms as well. One way to do this is to listen to native speakers of North American English as much as possible. They will often use idioms in their spoken English.

If you are unable to listen to native speakers of North American English, you can still learn idioms. There are several excellent books available to help you with this.

The systematic study of common vocabulary and idioms will develop your overall mastery of spoken English. The listening comprehension checkpoint studies will help you master the specific listening skills tested on the TOEFL. These two types of study combined will greatly increase your chances for TOEFL success.
Listening Comprehension

Part A: Mini-DIALOGUES

The Part A questions in Section One of the TOEFL measure your ability to understand mini-dialogues between two people, as well as to understand and respond to spoken questions about each dialogue. Each short dialogue in this section is two lines long and involves two speakers. A third person asks a question about what was said. You hear each dialogue and the question about it just one time.

After you hear the question, you have 12 seconds to read the four answer choices and decide which one is the best answer to the question you heard. There are 30 mini-dialogues and 30 questions in Part A.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will hear:</td>
</tr>
<tr>
<td>(Man)  M: This view is really <strong>something else</strong>!</td>
</tr>
<tr>
<td>(Woman) W: I’ll say!</td>
</tr>
<tr>
<td>(Question) Q: What does the woman mean?</td>
</tr>
<tr>
<td>You will read:</td>
</tr>
<tr>
<td>(A) She has something to say.</td>
</tr>
<tr>
<td>(B) She agrees with the man.</td>
</tr>
<tr>
<td>(C) She wants to see something else.</td>
</tr>
<tr>
<td>(D) She thinks it’s time to review something else.</td>
</tr>
<tr>
<td>Answer:</td>
</tr>
</tbody>
</table>

△ Explanation △

In this mini-dialogue and question, several things are being tested. The man uses the idiom **something else** to express his enthusiasm for the view. I’ll say, the response of the woman, functions to show her agreement with the man about his opinion. Answer (A) contains a different meaning of say, and does not describe what the woman means. Answer (C) contains see, which sounds like say. It also contains something else used to mean another thing. This is not the idiomatic meaning of something else. Answer (D) contains review, which sounds like view, and again uses something else in its literal (non-idiomatic) meaning. Answer (B) is the correct answer to this question because it restates the function of the woman’s response even though it sounds the least like the mini-dialogue.
Mini-Dialogues: Spoken Questions

All questions you hear in this part of the TOEFL begin with question words. These words include: who, what, when, where, which, why, and how.

There are two basic question types in Part A that use these words: fact questions and inference questions. Fact questions ask about specific information that has been mentioned in the dialogue. Inference questions ask about information that has NOT been mentioned specifically in the dialogue. The information has only been implied or suggested by the speakers, but not stated directly.

The most common types of fact and inference questions used in Part A are listed below in two groups. Group 1 questions can be either fact or inference questions. Group 2 questions can only be inference questions because they contain words like probably, assume, imply, and infer.

Group 1
What does the woman/man mean?
What is the woman/man doing?
What does the woman/man want to know?
What is the woman/man asking?
What does the woman/man say about X?
What does the woman/man think about X?
What is the woman’s/man’s opinion about X?
What does the woman/man suggest?
How does the woman/man feel?
What are the man and woman going to do?
What do we learn from this conversation?
What does the man think the woman should do?
What does the woman think the man should do?

Group 2
Where does this conversation probably take place?
What will the woman/man probably do next?
What can we assume about the woman/man?
What had the woman/man assumed?
What does the woman/man imply?*
What can we infer from the woman’s/man’s response?*
What job/profession does the woman/man probably have?

* NOTE: Imply and infer are related terms with slightly different meanings. Imply is what the speaker does when s/he indirectly expresses an idea. Infer is what the listener does when s/he figures out what the indirectly expressed idea is.

SPECIAL NOTE: The spoken questions in Part A are almost always asked about what the second speaker says. Only once in a while do they ask about what the first speaker says or about the situation of the dialogue.
### MINI-DIALOGUE STRATEGIES

1. Be careful of vocabulary. Words with more than one meaning will be tested in Section One of the TOEFL. Listen for idioms. See checkpoints L✓1 through L✓3 for practice.

2. Be careful of sounds. Look for sound-alikes in answer choices. Do not be tricked by words and expressions which sound like those in the dialogues but which are different in meaning. See L✓4 for practice.

3. Listen carefully to the intonation and stress of each spoken sentence. Intonation and stress have meaning in English. They can be used to show strong emotion or even to change a statement into a question. See L✓5 and L✓6 for practice.

4. Be careful of spoken structures. Listen carefully for tricky spoken structures such as contractions, negatives, causative verbs, conditions, tag questions, modals, passives, and relationship signals. See L✓7 through L✓10 for practice.

5. Listen carefully to the second speaker. The second speaker always gives important information. The correct answer to Part B questions is often contained in the second speaker's sentence.

6. Determine the situation in the dialogue. Try to determine who is speaking and where the speakers are having their conversation. See L✓11 for practice.

7. Determine the topic of the dialogue. Try to determine what the speakers are talking about. See L✓12 for practice.

8. Determine the language functions in the dialogue. Try to determine the function of the language being used by the speakers. See L✓13 for practice.

9. Guess if you don’t know the answer to a question: choose the answer that sounds LEAST like the dialogue. This answer is often the correct answer.

10. Use extra time between questions to look ahead at the answer choices. Try to predict what the question types might be for each dialogue. See L✓14 for practice.
Below is a list of the Mini-Dialogue Checkpoints covered in the Mini-Dialogue Checkpoint Study. Page numbers are provided for your reference. If the Diagnostic Test on pages 19–41 indicated that Listening Comprehension was your weak area, you should begin your TOEFL study with these checkpoints.

While you should give special attention to the Mini-DIALOGUE Checkpoints if Part A was your weak listening area, we recommend that you review all of the listening checkpoints in this book.

This study ends with a Mini-DIALOGUE Checkpoint Test.

LV1. Check Key Words and Key Word Synonyms .................................................. 47
LV2. Check Idioms .......................................................... 51
LV3. Check Words with Many Meanings ........................................................ 54
LV4. Check Sound-Alikes .......................................................... 56
LV5. Check Exclamations .......................................................... 61
LV6. Check Question Intonation .......................................................... 64
LV7. Check Negatives .......................................................... 67
LV8. Check Time .......................................................... 72
LV9. Check Conditions, Wishes, and Causes and Results ................................ 77
LV10. Check Who Does What .......................................................... 81
LV11. Check the Situation .......................................................... 83
LV12. Check the Topic .......................................................... 88
LV13. Check Language Functions .......................................................... 91
LV14. Check Ahead to Predict Questions .......................................................... 96
Mini-DIALOGUE Checkpoint Test for LV1 through LV14 .................................. 99

LV1 Check Key Words and Key Word Synonyms
The mini-dialogues you hear in Part A of Section One of the TOEFL all contain key words. Key words are important words in the sentence that give you an overall understanding of the statement. Listen carefully for key words in the mini-dialogues.

In addition, look for repeated words and their synonyms in the printed answer choices for Part A questions. These words are also key words because they usually relate to the key meaning in the mini-dialogues.
MODEL

You will hear:

W: What is this?
M: It's a composition Peter wrote for his business class.
Q: What does the man mean?

You will read:

(A) This class was for Peter.
(B) This is an essay Peter composed for a course.
(C) Peter's taking this composition to class.
(D) Peter is not interested in his composition course.

Answer:

\section*{Explanation}

In this question, the key words Peter, wrote, composition, and class give you important information about the overall meaning of the sentence. All four answer choices for this question contain the key word Peter. However, only answer (B) contains key word synonyms for wrote, composition, and class. These words are composed, essay, and course. Answer (B) is the correct answer.

\section*{ON THE TOEFL}

- Listen for the key words in TOEFL mini-dialogues.
- Check ahead for repeated words and their synonyms in answer choices so that you can predict the content of mini-dialogues before you hear them.
EXERCISE 1A: Practice with Key Words and Key Word Synonyms

In each of the sentences below, two key words are underlined. Write a restatement for each sentence. Use key word synonyms for the underlined key words.

1. I will make a cake for supper.
   ____________________________
   I will bake a cake for dinner.

2. The laboratory is closed this evening.

3. Students always enjoy this course.

4. I misplaced the snapshots of Denmark.

5. We mailed the box to Laurie.

6. Harvey was hurt in the crash.

7. The carpet in this room is dirty.

8. Gary completed his test early.

9. I didn’t really understand the lecture.

10. The teacher of this course requires a lot of work.

11. Rick has been sick a lot lately.
EXERCISE 1B: Practice Predicting Key Meanings

Each of the four answer choices contains key words. Quickly underline the repeated words and synonyms that appear in the four answer choices. Then use these key words to predict the topic. Write your prediction on the line beneath each set of answer choices.

1. (A) Jane is at the **library** studying for the test.
   (B) Jane thinks the **library** is a good place to **study**.
   (C) Jane took the **exam** in the **library**.
   (D) We should go to the **library** to find Jane.

   Probable topic: Jane **studying at the library**.

2. (A) I didn't have time to eat.
   (B) I needed some dinner.
   (C) I couldn't eat all of my dinner.
   (D) Please let me eat the rest of my dinner.

   Probable topic: _____________________________

3. (A) We attempted the ascent.
   (B) We tried to solve the crime.
   (C) The climb was easy for us.
   (D) We tried to climb over the wall.

   Probable topic: _____________________________

4. (A) Clarence just got some gifts that are cheap.
   (B) Clarence gave Judy a costly present.
   (C) Judy's gift for Clarence was expensive.
   (D) Judy doesn't like expensive presents.

   Probable topic: _____________________________

5. (A) Jim knows a talented painter.
   (B) Jim gave his painting to the gallery.
   (C) Jim is a gifted artist.
   (D) Jim has many paintings.

   Probable topic: _____________________________

6. (A) She moved her purse.
   (B) She needed some change.
   (C) I paid her for the purse.
   (D) The money is in her bag.

   Probable topic: _____________________________

EXERCISE 1C: ** Tape Practice Predicting Key Meanings

Using the tape, now listen to the spoken sentences for Exercise 1B. Keep in mind the written predictions you made about these sentences. Circle the letter of the answer choice that is closest in meaning to the sentence you heard.
Check Idioms

Idioms are tested extensively in Section One of the TOEFL. (See page 43.) In Part A questions, idioms are often included in the sentences you hear. When you hear an idiom used in a sentence, you must look for the best restatement of the meaning in the printed answer choices. Incorrect answer choices often contain the literal or non-idiomatic meaning of idioms.

**MODEL**

You will hear:
- M: Look what you’ve done!
- W: Wait a minute! Jane had a hand in this mess, too!
- Q: What does the woman say about Jane?

You will read:
- (A) Jane’s job is messy.
- (B) Jane is partly responsible for this situation.
- (C) Jane put her hand in the dirt.
- (D) Jane applauded.

Answer:

▼ Explanation ▲

In this question, the meaning of the idiom to have a hand in is being tested. Answer (A) contains a form of the key word mess, but it does not contain a restatement of the idiom. Answer (C) contains a literal (non-idiomatic) restatement of the meaning of the individual parts of the idiom. However, the meaning of an idiom cannot be understood by understanding its parts. Answer (D) restates the meaning of a different idiom, to give a hand, which sometimes means to applaud. Answer (B) is the correct answer to the question. It is the only answer that contains an accurate restatement of the meaning of the idiom to have a hand in. This idiom means to be partly responsible for.

**ON THE TOEFL**

- Listen for idioms in TOEFL questions.
- Beware of answer choices which contain the literal meaning of idiom parts.

See the Listening Appendix, page 390 for a glossary of the idioms used in this chapter. See the Grammar Appendix #24, page 411 for a list of verb and preposition combinations which often have idiomatic meaning.
EXERCISE 2A: Understanding Idiomatic Expressions

A literal definition and an idiomatic meaning are given for each expression. Read the expression. Circle the letter of the phrase listed below that is the idiomatic meaning of the expression.

1. to hit the nail on the head
   (A) to pound the nail on its top
   (B) to be right about something

2. to look on the bright side
   (A) to see the side that is bright or lit by the sun
   (B) to be optimistic

3. on the side
   (A) in addition to a main thing
   (B) beside or next to

4. on the whole
   (A) on top of the entire thing
   (B) in most ways

5. can of worms
   (A) container full of bugs
   (B) complex problem

6. to get off the ground
   (A) to make a successful beginning
   (B) to leave the earth

7. ball of fire
   (A) person with great energy
   (B) globe of flames

8. to be short
   (A) not to have enough
   (B) not to be tall

9. to be tied up
   (A) to be busy
   (B) to be secured with a rope

10. to blow the whistle
    (A) to breathe heavily into a whistle until it makes a loud sound
    (B) to tell secret information about

11. to pull someone's leg
    (A) to grab someone's leg
    (B) to tease someone

EXERCISE 2B: Idiomatic and Literal Expressions

Put an I on the line in front of each sentence which uses an expression as an idiom. Put an L on the line in front of each sentence which uses an expression literally.

I 1. The president hit the nail on the head with his analysis of our budget problems.

L 2. Jane always seems happy. She really knows how to look on the bright side of things.

L 3. There was a big scratch on the side of his new car.

I 4. On the whole, Clark has done well in school.

I 5. The young boy gathered up his fishing pole and his can of worms and headed off to the lake.

L 6. The airplane couldn't get off the ground because of the bad weather.

I 7. Peter is a real ball of fire.

L 8. The police officer blew the whistle to stop the cars.

L 9. Grace is short three cups of sugar, so she can't bake the cake.

I 10. The horse was tied up at the corral so he wouldn't run away.

I 11. I thought Jake was serious, but he was only pulling my leg.

52 Listening Comprehension
EXERCISE 2C: 🎧 Tape Practice with Idioms

Listen carefully to each dialogue and the corresponding question. Circle the letter that best answers the question you hear.

1. (A) She is having trouble holding on to Janet.
   (B) Janet is holding a meeting this week.
   (C) She has been unable to contact Janet.
   (D) Janet is getting four weeks vacation.

2. (A) He stopped to buy this in the afternoon.
   (B) She thinks he will visit her today.
   (C) She will stop waiting for him.
   (D) He is hoping to stop before the end of the day.

3. (A) They can’t make anything to take to the dinner.
   (B) They are afraid of going to the dinner.
   (C) They might not be able to go to the dinner tonight.
   (D) They fear they will be late to tonight’s dinner.

4. (A) They were unable to do what they had planned because it started raining.
   (B) They slipped and fell through the ice when it started to melt in the rain.
   (C) They planned to take their ski trip in spite of the rain.
   (D) They weren’t through skiing when it started to rain.

5. (A) He scratched his eye on the necklace.
   (B) It hurt his eyes to look at the diamond necklace.
   (C) He didn’t like looking at the diamond necklace.
   (D) That diamond necklace really attracted his attention.

6. (A) She doesn’t take care of her new bike.
   (B) It doesn’t bother her if you borrow her new bike.
   (C) She doesn’t really like her new bike very much.
   (D) Her new bike doesn’t need much maintenance.

7. (A) Write this information down.
   (B) Forget this information.
   (C) Not give anyone else this information.
   (D) Give this information to him.

8. (A) The house needs to be put in order.
   (B) He needs to straighten the structure of the house.
   (C) The house really stands straight up.
   (D) He wants to move out of the house.

9. (A) She and Bob never look at each other.
   (B) She and Bob never agree with one another.
   (C) Neither she nor Bob sees very well.
   (D) She and Bob haven’t been together for a long time.

10. (A) He came for her at her house and took her to the hospital.
    (B) He carried her from her house to the hospital.
    (C) He drove to the hospital in his truck.
    (D) He chose her to work with him at the hospital.

11. (A) Marsha is learning how to make ropes where she works.
    (B) Marsha is learning what to do at her new job.
    (C) Marsha feels uncomfortable where she works.
    (D) All of Marsha’s work is tied up.
Check Words with Many Meanings

Some English words have only one meaning and one function. Many, however, have several functions and many meanings. Look at the following examples:

I would like to buy a new winter coat.
This wall needs a second coat of paint.
She coated her ice cream with chocolate syrup.

In the first sentence above, coat is a noun meaning a heavy jacket worn over other clothing.
In the second sentence above, coat is a noun meaning layer.
In the third sentence above, coat is a verb meaning to cover or to layer.

In Part A of Section One of the TOEFL, words with many meanings are used. In a mini-dialogue, you will often hear a key word having one meaning. Then, in the written answer choices, you may see the same word used again, but it will have a different meaning. Answer choices containing words with many meanings are usually not the correct answers. You should be careful not to be tricked by words with many meanings.

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**MODEL**

You will hear:
M: Jack’s been very busy lately, hasn’t he?
W: Yes. He’s running his father’s office.
Q: What does the woman mean?

You will read:
(A) Jack runs to his father’s office.
(B) Jack’s father is running for a public office.
(C) Jack manages his father’s office.
(D) Jack is running away from his father’s office.

Answer:

**Explanation**

In this question, the many meanings of run and office are being tested. In the sentence you hear, runs means manages, and office means place of work. In answer (A), runs means goes faster than a walk. In answer (B), is running means is trying to win a political race, and office means political position. In answer (D), running is combined with away to mean leaving without permission. Answer (C) is the correct answer to this question. It replaces runs with manages, and office has the same meaning as it does in the statement you hear.

**ON THE TOEFL**

- Check for words with many meanings in TOEFL questions.
EXERCISE 3A: Words with Many Meanings

On the lines provided write at least two different meanings for each word listed below. Use your dictionary if necessary.

1. date _____________ month, day, year ________________ go out with ________________
2. light ________________
3. just ________________
4. box ________________
5. mean ________________
6. finish ________________

EXERCISE 3B: Tape Practice with Words with Many Meanings

Listen to the sentences containing the key words given. Then circle the letter of the word or phrase that has the same meaning as the key word you heard in the sentence.

1. clear
   (A) cloudless
   (B) obvious
   (C) approve
   (D) intelligible

2. band
   (A) stripe
   (B) orchestra
   (C) gather
   (D) assembly

3. park
   (A) garden
   (B) playground
   (C) leave in a place
   (D) boulevard

4. following
   (A) audience
   (B) according to
   (C) after
   (D) admirers

5. major
   (A) field of study
   (B) important
   (C) officer
   (D) urgent

6. copy
   (A) imitate
   (B) replica
   (C) forge
   (D) manuscript

7. class
   (A) category
   (B) course
   (C) elegance
   (D) school group

8. see
   (A) meet
   (B) understand
   (C) perceive
   (D) inspect

9. course
   (A) route
   (B) sequence
   (C) flow
   (D) class

10. plain
    (A) modest
    (B) obvious
    (C) prairie
    (D) unattractive

11. trip
    (A) expedition
    (B) stumble
    (C) activate
    (D) blunder

12. show
    (A) exhibition
    (B) performance
    (C) reveal to
    (D) explain to
EXERCISE 3C: 

More Tape Practice with Words with Many Meanings

Read the four answer choices in each question set. Listen to each sentence on the tape. Circle the letter of the sentence that is closest in meaning to the sentence you hear on the tape.

1. (A) Please check this for me.
   (B) May I please have money in exchange for this check?
   (C) I will put a check next to each incorrect answer.
   (D) I will not be able to pay with cash.

2. (A) He found a lovely source of water at the bottom of the hill.
   (B) He hurt his foot this spring while running down the hill.
   (C) It has been a beautiful spring for him.
   (D) He accidentally uncovered a beautiful spring with his foot.

3. (A) Clara wears as much makeup as possible to work every day.
   (B) It will not be possible for Clara to come to work today.
   (C) Clara will make it upstairs to work as soon as she can.
   (D) Clara wants to do the work she missed right away.

4. (A) Andrew wasn’t sure what to call you.
   (B) You didn’t answer when Andrew telephoned last night.
   (C) Andrew visited you last night but you weren’t home.
   (D) The man you met last night is called Andrew.

5. (A) This restaurant is for people with money.
   (B) This restaurant is beautifully decorated.
   (C) They serve very rich food at this restaurant.
   (D) The owners of this restaurant are rich.

6. (A) John is associated with me on this project.
   (B) It is difficult for me to associate with John.
   (C) My colleague has been working with John.
   (D) John’s project is related to mine.

L✓4 Check Sound-Alikes

There are many words in English that sound almost the same. These sound-alikes include minimal pairs, numbers, and longer sound-alikes.

Some sound-alikes are separated by only one difference in sound. Words which differ by only one sound are called minimal pairs.

<table>
<thead>
<tr>
<th>tail</th>
<th>ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>bit</td>
<td>beat</td>
</tr>
<tr>
<td>pick</td>
<td>pit</td>
</tr>
</tbody>
</table>

The different sound in a minimal pair can occur at the beginning of a word (as in tall/ball). It can also occur in the middle of a word (as in bit/beat) or at the end of a word (as in pick/pit). Although minimal pairs differ by only one sound, they usually differ a great deal in meaning. If you cannot hear minimal pair sound differences, you will be confused about the meanings of English sentences.
Many English numbers are also sound-alikes.

four        forty        fourteen

*Four* has one syllable. *Forty* and *fourteen* have two syllables. *Forty* receives stress on its first syllable. *Fourteen* receives stress on its second syllable. If you cannot hear these syllable and stress differences, you can be confused about the meanings of English sentences.

first        fourth        fifth

These three numbers all begin with the same sound. If you cannot hear the difference in their endings, you might be confused about the meanings of English sentences.

Longer English phrases also can be sound-alikes.

reception    exception
make a mistake   bake a cake
clearing out the store  cleaning up the floor

The first set of longer sound-alikes above consists of two long words. The second two sets consist of phrases including minimal pairs (*bake/make*) as well as other similar sounding words and phrases (*clearing/cleaning, a cake/mistake and the floor/the store*). If you cannot hear the differences in these longer sound-alikes, you might be confused about the meanings of English sentences.

The TOEFL tests your ability to distinguish between sound-alikes. Often the answer that sounds the LEAST like the sentences in a mini-dialogue is the correct answer in TOEFL questions.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>You will hear:</strong></td>
</tr>
<tr>
<td>M: <em>What are</em> Jane Smith’s children <em>up to</em> these days?</td>
</tr>
<tr>
<td>W: Her daughter is in Tennessee. Her thirty-year-old son is living with his father.</td>
</tr>
<tr>
<td>Q: What does the woman say about Jane Smith’s son?</td>
</tr>
<tr>
<td><strong>You will read:</strong></td>
</tr>
<tr>
<td>(A) Her son, who is thirteen years old, is leaving his father’s.</td>
</tr>
<tr>
<td>(B) Her son, who is thirty years old, stays with his dad.</td>
</tr>
<tr>
<td>(C) Her thirty-year-old son will go a little farther.</td>
</tr>
<tr>
<td>(D) Her third son lives with his father.</td>
</tr>
<tr>
<td><strong>Answer:</strong></td>
</tr>
</tbody>
</table>

▼ **Explanation ▲**

In this question, several sound-alikes are used. Answer (A) contains the number *thirteen*, which sounds like *thirty*. It also contains *leaving his father’s*, which sounds like *living with his father*. Answer (C) contains *farther*, which sounds like *father*. Answer (D) contains *third*, which sounds like *thirty*. Answer (B) is the correct answer to the question even though it sounds the least like the spoken sentence.

>< ON THE TOEFL

- Check for sound-alikes in TOEFL questions.
EXERCISE 4A: Tape Practice with Minimal Pairs
Listen to the sentences on the tape. For each sentence, circle the word you hear.

1. past
2. gold
3. watched
4. yam
5. breed
6. far
7. whale
8. west
9. fan
10. folding
11. tense

EXERCISE 4B: Tape Practice with Sound-Alike Numbers
Listen to the sentence. Write the number you hear on the blank line provided.

1. Last week I saw her for the ______ time this year.
2. I wish they’d spend their ______ anniversary here with us.
3. It took _______ days to drive to Los Angeles.
4. This is the _______ year of professional basketball.
5. _______ children came running around the corner.
6. I can’t help wondering who won _______ place.
7. The _______ members of the executive board made this decision.
8. There were _______ new students at the meeting.
9. Her new address is _______ Maple Street.
10. The _______ person to call this number will win a prize.
11. I have _______ friends in Chicago.
EXERCISE 4C: Tape Practice with Longer Sound-Alikes

Listen to each pair of sentences. As you listen, underline the parts of the sentences that sound alike but are different in meaning.

1. (A) I like your new coat.
   (B) My bike’s down the road.

2. (A) The music in this country is expressive.
   (B) On the contrary, this is excessive.

3. (A) I use it to cream the butter.
   (B) I used to clean for my mother.

4. (A) The corporation chief disapproved of the explanation.
   (B) The cooperation of the chief fulfilled our expectations.

5. (A) Today I had to work awhile after school.
   (B) Every day I walk a mile by the pool.

6. (A) Grandmother made a big steak last night.
   (B) Our mother made a mistake yesterday.

7. (A) The sensitive child gave his mother a rose.
   (B) The sensible man covers his nose in the cold.

8. (A) The light of the candle was behind you.
   (B) The bright sun at an angle can blind you.

9. (A) My sunny room faces west.
   (B) My son’s new room is the best.

10. (A) He was last seen eating pie and apples at the lake.
    (B) We make a fast and easy pineapple cake.

11. (A) The young man returned later on.
    (B) John can turn the light on.
EXERCISE 4D: Tape Practice with Sound-Alikes

Listen carefully to each dialogue and the corresponding question. Circle the letter that best answers the question you hear.

1. (A) They *took a seat* by the door.  
   (B) They looked for it on the floor.  
   (C) They have seen that concert before.  
   (D) They sat down on the floor.

2. (A) They tried very hard to leave that place.  
   (B) They hid the rest in another place.  
   (C) They tried very hard to win the competition.  
   (D) They did the rest before the race.

3. (A) Larry and Dave aren’t going.  
   (B) The days are getting long.  
   (C) Larry has been gone for days.  
   (D) Larry and Dave are incompatible.

4. (A) The preacher was shocked when he opened the door.  
   (B) The teacher found chalk when she opened the drawer.  
   (C) Each of her talks was behind closed doors.  
   (D) The teacher was shocked when she opened the drawer.

5. (A) She can borrow his book, but he must have it back.  
   (B) She can borrow his story, but she can’t keep it.  
   (C) He’ll send her his story about the thirsty man.  
   (D) She can borrow his book on Thursday.

6. (A) She has an elderly cousin who gets up precisely at 6:15 A.M.  
   (B) Her young cousin gets up each day at exactly 6:50 A.M.  
   (C) Her eighteen-year-old cousin nicely gets up each day at 6:15 A.M.  
   (D) Her eighty-year-old cousin gets up every day at 6:50 A.M.

7. (A) Tomorrow Anne is going to the neighbor’s to bake.  
   (B) Anne is with her neighbor at the lake.  
   (C) Anne has gone to the neighbor’s to borrow a garden tool.  
   (D) Anne is going to her neighbor’s lake tomorrow.

8. (A) On Sundays, he sees her walking in the garden.  
   (B) On Sundays, she works in the garden.  
   (C) She works for the Gardiners some days.  
   (D) Some days he sees her walking in the garden.

9. (A) She troubled her aunt for tea a lot before she returned.  
   (B) She had a lot of trouble with her aunt when she was fourteen.  
   (C) She traveled a lot with her aunt before she was fourteen.  
   (D) She and her aunt took a lot of trips together before she was forty.

10. (A) She wants advancement.  
    (B) She lives by the ocean near here.  
    (C) She doesn’t like the motion here.  
    (D) She’ll soon hear about her promotion.

11. (A) Bill gets by at the store.  
    (B) Bill got a good buy at the store.  
    (C) We filled the safe by the door.  
    (D) Bill bid us farewell at the entrance.
Check Exclamations

One sentence type that is commonly used in spoken English is the exclamation. Exclamations are sentences which express strong emotion, such as pleasure, disbelief, excitement, anticipation, enthusiasm, and displeasure.

An exclamation can occur in the following forms.

1. What (+ adjective) + noun (+ subject + verb)!
   What a beautiful day it is!
   (It is a very beautiful day.)
   What a day!

2. How + adjective/adverb (+ subject + verb)!
   How beautiful it is!
   (It is really beautiful.)
   How beautiful!

Exclamations occurring in these two forms are accompanied by strong stresses.

Another type of exclamation can occur when a regular statement or question is given special stress and intonation.

Is this good?
Is this 'good!'

Both sentences have the same form as a question. However, the second sentence in this pair does not function as a true question. It functions as an exclamation which expresses a strong emotion—pleasure.

I'm looking forward to seeing him.
I'm looking 'forward to 'seeing him!

Both sentences have the same form as a statement. However, the second sentence in this pair does not function as only a single statement of fact. It functions as an exclamation which expresses strong emotions—excitement and anticipation.

The TOEFL tests your ability to recognize exclamations.

**MODEL**

You will hear:
- M: I bought another car today.
- W: How could you do that!
- Q: What does the woman mean?

You will read:
- (A) How were you able to do that?
- (B) How often did you do that?
- (C) You do that very well.
- (D) That wasn’t a wise thing to do.

Answer:
Explanation

In this mini-dialogue, a question form is being used as an exclamation. Answer (A) contains a restatement of the question form, but not of its exclamatory meaning. Answer (B) asks how often rather than how. Answer (C) contains parts of the exclamation, but it also contains very well, which is not part of the meaning of the exclamation. Answer (D) is the correct answer to the question because it is the only answer which restates the exclamatory meaning expressed in the mini-dialogue.

ON THE TOEFL

- Listen carefully for exclamations in TOEFL questions.

EXERCISE 5A: ● Tape Practice with Exclamations

Listen to each exclamation. Write it on the first blank line. Then write a restatement for each exclamation on the second blank line. Stop the tape after each question to allow yourself extra time to write.

1. How lovely she looks in that dress!

   She looks very lovely in that dress.

2. 

3. 

4. 

5. 

6. 

Listening Comprehension
EXERCISE 5B: Tape Practice with Questions, Declarative Statements, and Exclamations

Listen to the sentence pairs. At the end of each sentence, write a period (.) if it makes a statement, a question mark (?) if it asks a question, and an exclamation point (!) if it is an exclamation.

1. (A) What do you mean ?
   (B) What do you mean !

2. (A) Has this been difficult _____
   (B) Has this been difficult _____

3. (A) I can't believe he's a thief _____
   (B) I can't believe he's a thief _____

4. (A) What are you doing that for _____
   (B) What are you doing that for _____

5. (A) I'm tired _____
   (B) I'm tired _____

6. (A) Doesn't this poetry inspire you _____
   (B) Doesn't this poetry inspire you _____

EXERCISE 5C: More Tape Practice with Questions, Declarative Statements, and Exclamations

Listen to each sentence. At the end of each sentence, write a period (.) if it makes a statement, a question mark (?) if it asks a question, and an exclamation point (!) if it is an exclamation.

1. We need a new tire !

2. Have you ever seen this many people before _____

3. Rita could be in France by now _____

4. Hasn't the seminar been good _____

5. What could he want _____

6. She likes raw fish _____

EXERCISE 5D: Tape Practice with Exclamations

Listen carefully to each dialogue and the corresponding question. Circle the letter that best answers the question you hear.

1. (A) She looks very tired.
   (B) She needs to change the tire.
   (C) She's looking for a tire.
   (D) How can she be tired?

2. (A) What day is this?
   (B) This has been quite a day.
   (C) What do you want to do today?
   (D) How are you today?

3. (A) I'd like to take a vacation.
   (B) Have you had a good vacation?
   (C) This has been a wonderful vacation.
   (D) When shall we take our vacation?

4. (A) She'll have to wait to see him.
   (B) He won't be able to wait until she arrives.
   (C) He's very excited about seeing her.
   (D) He'll wait for her at the airport.

5. (A) The basketball coach certainly is tall.
   (B) Did the basketball coach call?
   (C) How tall is the basketball coach?
   (D) The basketball coach finally called.

6. (A) Who built this house?
   (B) Is this house well-built?
   (C) When was this house built?
   (D) This house certainly is well-constructed.
Check Question Intonation

Questions in English are normally asked using question forms, in which the subject and the verb of the sentence change places (V+S). Sometimes, however, questions are asked using regular declarative statement forms, in which the subject comes before the verb in the sentence (S+V). When questions are asked using declarative forms, these forms end with a rising, question intonation. This question intonation tells you that what you hear is a question and not a statement.

He wants to go. (a statement telling what he wants to do)
He wants to go? (a question asking what he wants to do)

Another type of question used in English is the tag question. Tag questions are questions added on to statements. Speakers use tag questions to find out information or to seek agreement. Tag questions normally take one of the following two forms.

Affirmative sentence + negative tag
Tom is here, isn’t he?

Negative sentence + affirmative tag
Tom isn’t here, is he?

Tag questions may be spoken with two different intonation patterns.
Jane lives near here, doesn’t she?
It’s a beautiful day today, isn’t it.

In the first sentence above, a rising question intonation is used because the speaker is questioning whether her or his information or idea is correct.

In the second sentence above, a falling intonation is used because the speaker is expressing an idea with which she or he is almost certain the listener will agree.
The TOEFL tests your ability to hear question intonation.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will hear:</td>
</tr>
<tr>
<td>M: I had a nice visit with Martha this morning.</td>
</tr>
<tr>
<td>W: You called her? (rising question intonation)</td>
</tr>
<tr>
<td>Q: What does the woman mean?</td>
</tr>
</tbody>
</table>

You will read:
(A) You telephoned Martha.
(B) You should call Martha.
(C) Did you call Martha?
(D) When did Martha call you?

Answer:
\section*{Explanation}

In this mini-dialogue, a statement form is being used to ask a question. Answer (A) and answer (B) contain statements, not questions. Answer (D) contains a question, but this question is not a restatement of the question asked in the mini-dialogue. Answer (C) is the correct answer to this question because it contains a question which is a restatement of the spoken question.

\begin{center}
\begin{tabular}{|l|}
\hline
\textbf{MODEL} \\
\hline
You will hear: \\
W: \hspace{1cm} A strange man answered the telephone at Ann's house. \\
M: \hspace{1cm} She has a brother, doesn’t she? \hspace{1cm} (rising question intonation) \\
Q: \hspace{1cm} What does the man mean? \\
\hline
You will read: \\
(A) \hspace{1cm} I don’t think Anne has a brother. \\
(B) \hspace{1cm} Doesn’t Anne have a brother? \\
(C) \hspace{1cm} I am quite sure that Anne has a brother. \\
(D) \hspace{1cm} What do you think of Anne’s brother? \\
\hline
\end{tabular}
\end{center}

\section*{Explanation}

In this question, the rising question intonation of a tag is being tested. The rising question intonation of the spoken sentence indicates that the speaker is really asking if Anne has a brother. Answer (A) is a negative statement. Answer (C) contains a restatement of a falling intonation tag. Answer (D) asks a question, but it is not the question asked in the mini-dialogue. Answer (B), which asks if Anne has a brother, is the correct answer to this question.

\begin{center}
\begin{tabular}{|l|}
\hline
\textbf{ON THE TOEFL} \\
\hline
\hspace{1cm} \bullet \hspace{1cm} Listen carefully for question intonation in TOEFL questions. \\
\hline
\end{tabular}
\end{center}

\section*{EXERCISE 6A: Tape Practice with Question Intonation in Statement Form}

Listen to each spoken sentence. Write a \textbf{Q} on the line for each sentence that asks a question. Write an \textbf{S} on the line for each sentence that makes a statement.

1. \textbf{Q} \\
2. \hspace{1cm} \\
3. \hspace{1cm} \\
4. \hspace{1cm} \\
5. \hspace{1cm} \\
6. \hspace{1cm}
EXERCISE 6B: Tape Practice with Question Intonation in Tag Questions

Listen to each spoken sentence. Write the letter of the correct restatement for each sentence that you hear.

1. (A) Is the dog sleeping next to the fire?
   (B) I think the dog is sleeping next to the fire.

2. (A) Was the accident a terrible tragedy?
   (B) The accident was a terrible tragedy.

3. (A) Is Greg's boss a compassionate man?
   (B) I believe that Greg's boss is a compassionate man.

4. (A) Is Nancy a teacher like her mother?
   (B) I think Nancy is a teacher like her mother.

5. (A) Is this the best season of the year?
   (B) I think this is the best season of the year.

6. (A) Is Mary coming at around 8:00?
   (B) I'm quite sure Mary is coming at around 8:00.

7. (A) Are you the man I saw at the bus station?
   (B) I think you are the man I saw at the bus station.

8. (A) Is he the one who showed us the factory?
   (B) I believe he is the one who showed us the factory.

9. (A) Does your typewriter need a new ribbon?
    (B) I think your typewriter needs a new ribbon.

10. (A) Are you going to finish this project on time?
     (B) I believe you are going to finish this project on time.

11. (A) Does Willie live with his mother?
     (B) I am quite sure that Willie lives with his mother.

EXERCISE 6C: More Tape Practice with Question Intonation

Listen carefully to each dialogue and the corresponding question. Circle the letter that best answers the question you hear.

1. (A) Someone else delivered the package.
    (B) She recognizes the man.
    (C) She wants to know if the man received the package.
    (D) She would like the man to deliver the package.

2. (A) If Glen borrowed the woman's books.
    (B) What books he needs for the course.
    (C) If Glen lent the woman his books.
    (D) If the woman is going to borrow his notes.
3. (A) Peter doesn't like classical music.
   (B) Peter is enjoying his music class.
   (C) She isn't sure whether or not Peter likes classical music.
   (D) She doesn't like Peter very much.

4. (A) If Boston is still quite far away.
   (B) How long it took to drive to Boston.
   (C) Whether or not it will take three hours to get to Boston.
   (D) If the three of them can drive to Boston together.

5. (A) Won't you be starting your new job next week?
   (B) You're going to look for a job again, aren't you?
   (C) What are you going to do at your new job?
   (D) How long have you been working at your new job?

6. (A) What the doctor said about Carolyn's niece.
   (B) Who took Carolyn's niece to the doctor.
   (C) If the doctor is talking to Carolyn's niece.
   (D) If someone took Carolyn's niece to the doctor.

7. Check Negatives

Negative meaning is common in English sentences. There are several negative structures.

1. *Not* (which is often shortened to *–n't*) and other negative words, such as *never, nobody, no, none, no one, nothing, and nowhere*:

   John is not here today.

   John isn't here today.

   Kelly has never been here before.

   Nobody/No one lives in this house.

   None of that soup has been eaten.

   There is no reason to be worried.

   Nothing bothers her.

   Michael was nowhere to be found.

2. Negative prefixes such as *de-, dis-, il-, in-, ir-, non-, and un-*. These prefixes can be added to the beginning of some words to change them to their opposite meanings:

   *deemphasize* (not emphasize)

   *inconsiderate* (not considerate)

   *disinterested* (not interested)

   *irreplaceable* (not replaceable)

   *illogical* (not logical)

   *nonpayment* (lack of payment)

   *impossible* (not possible)

   *unattractive* (not attractive)
3. Almost negative expressions such as barely, hardly, and scarcely (which describe how much), and rarely and seldom, (which describe how often):

We barely had enough money to pay for the concert.
scarcely
hardly

We rarely go to concerts.
seldom

It is common for one negative structure to occur in an English sentence. In addition, two or more negatives can be used in one sentence. When this happens, the total meaning of the sentence is sometimes difficult to understand. Compare the two sentences below:

John was not impressed.
John was not unimpressed. (John was impressed.)

The second sentence contains two negatives. The two sentences are opposite in meaning. When two negatives are used, the meaning is affirmative.

The TOEFL tests your ability to understand negatives. Restatements of negative sentences can often be made without using negative words or structures.

<table>
<thead>
<tr>
<th>MODEL</th>
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<tbody>
<tr>
<td>You will hear:</td>
</tr>
<tr>
<td>W: I think John is in big trouble.</td>
</tr>
<tr>
<td>M: Why? He didn’t disobey his father.</td>
</tr>
<tr>
<td>Q: What does the man mean?</td>
</tr>
</tbody>
</table>

You will read:
(A) John didn’t do what his father wanted.
(B) John did what his father wanted him to do.
(C) John’s father was not happy with him.
(D) This wasn’t approved by John’s father.

Answer:

▼ Explanation ▲

There are two negatives in the man’s sentence, –n’t (not) and dis– (disobey). These two negatives give the sentence an affirmative meaning. Answers (A), (C), and (D) all have negative meanings. Answer (B) is the correct answer to this question because even though it contains no negative structures, it accurately restates the meaning of the spoken sentence.
You will hear:
   M: Peter is so modest about his accomplishments!
   W: He can't deny that he is very clever. Everybody knows it!
   Q: What does the woman mean?

You will read:
   (A) Peter must admit that he is clever.
   (B) No one can say that Peter is clever.
   (C) Peter is not very clever.
   (D) Peter pays careful attention to details.

Answer:

▼ Explanation ▲
In the woman's sentence, the negative -n't (not) is used to change the meaning of deny from not admit to admit. Answer (A) is the correct answer to this question even though it does not contain a negative.

ON THE TOEFL

- Check the negatives in TOEFL questions.

EXERCISE 7A: Tape Practice with Negative Words

Listen to each spoken sentence. Write a restatement for each sentence you hear. In some of your restatements, you will need to use negatives. In others you will not need to use negatives. Stop the tape after each question to allow yourself time to write.

1. I didn't get any calls about my ad./There weren't any responses to my ad.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

Listening Comprehension 69
EXERCISE 7B: Negative Prefixes

Change the following words to negatives by writing the appropriate negative prefix.

1. ___ legal
2. ___ like
3. ___ value
4. ___ loyal
5. ___ pure
6. ___ frequent
7. ___ honest
8. ___ reverent
9. ___ legitimate
10. ___ perfect
11. ___ observant
12. ___ motivated
13. ___ contaminate
14. ___ tolerant
15. ___ decided
16. ___ obey
17. ___ realistic
18. ___ human
19. ___ patient
20. ___ judge
21. ___ sense

EXERCISE 7C: Tape Practice with Almost Negative Expressions

Listen to each spoken sentence. Write a restatement for each sentence you hear. In some of your restatements, you will need to use negatives. In others you will not need to use negatives. Stop the tape after each question to allow yourself time to write.

1. I have the minimum amount of gas I need to get to school.

I almost do not have enough gas to get to school.

2. 

3. 

4. 

5. 

6. 

7. 

8. 

9. 

10. 

11. 

70 Listening Comprehension
EXERCISE 7D: Tape Practice with Sentences Containing More than One Negative

Listen to each spoken sentence. Write a restatement for each sentence you hear. In some of your restatements, you will need to use negatives. In others you will not need to use negatives. Stop the tape after each question to allow yourself time to write.

1. Reading Shakespeare’s plays is something I don’t mind doing./
   It doesn’t bother me to read Shakespeare’s plays.

2. __________________________________________

3. __________________________________________

4. __________________________________________

5. __________________________________________

6. __________________________________________

EXERCISE 7E: More Tape Practice with Negatives

Listen carefully to each dialogue and the corresponding question. Circle the letter that best answers the question you hear.

1. (A) Carl said he would improve his grade.
   (B) Carl had a great job.
   (C) Carl’s grade wasn’t very good.
   (D) Carl wasn’t unhappy about his grade.

2. (A) Visits from his parents are rare.
   (B) He visits his parents often.
   (C) His parents live near here.
   (D) He doesn’t see his parents very often.

3. (A) Nothing is surprising.
   (B) This news is surprising.
   (C) She is surprised by these views.
   (D) Why is the news so surprising?

4. (A) We don’t really like losing the game.
   (B) We aren’t likely to win the game.
   (C) We will probably win the game.
   (D) This is a game that we don’t like.

5. (A) She didn’t think Andrew was feeling well.
   (B) Andrew isn’t very well thought of.
   (C) She doesn’t understand why Andrew isn’t feeling well.
   (D) She thought Andrew was feeling much better.

6. (A) The results of the experiment were incorrectly analyzed.
   (B) The scientist accurately interpreted the results of his experiment.
   (C) The scientist hasn’t had time to analyze the results of his experiment.
   (D) The scientist needs to re-analyze the results of his experiment.
Check Time

Each English sentence contains a reference to time. Time is expressed using different verb tenses and different time marker words, such as after, before, and while. Some tense and time marker differences are especially important to keep in mind when you listen for the time in the mini-dialogues in Section One of the TOEFL.

1. The present tense usually means that the time of the action in a sentence is habitual or repeated.
   
   He eats breakfast at 7:30.
   
   This sentence expresses the idea that he habitually (every day) eats breakfast at the same time.

2. The present continuous tense (present tense of BE + present participle) usually means that the time of the action in a sentence is: (A) happening right now, or (B) going to happen in the future.
   
   He is eating.
   
   He is eating at the country club tomorrow night.
   
   The first sentence expresses the idea that he is eating right now. The second sentence expresses the idea that he will eat tomorrow.

3. The simple past tense usually means that the time of the action in a sentence began and ended in the past.
   
   He ate breakfast at 7:30.
   
   This sentence expresses the idea that he started and finished his breakfast in the past.

4. The present perfect tense (have/has + past participle) usually means that the time of the action in a sentence began in the past and is still continuing or is still important in the present.
   
   He has eaten breakfast at 7:30 for several years.
   
   This sentence expresses the idea that he ate breakfast at 7:30 in the past and that he continues to eat breakfast at 7:30 in the present.

5. The past perfect tense (had + past participle) is usually used in a sentence which also contains the past tense. These two tenses are used together to mean that one action occurred before another action in a sentence.
   
   He had already eaten breakfast by the time we arrived.
   
   This sentence expresses the idea that he ate before we arrived.

6. The verb used to usually means that the action of the sentence occurred in the past and no longer occurs in the present.
   
   He used to eat breakfast at 8:00.
   
   This sentence expresses the idea that he ate breakfast at 8:00 in the past, but now he eats breakfast at a different time.
7. Many time markers, including after, as soon as, before, once, and until are used to show that one action happens before another in a sentence.

   After he eats breakfast, he goes to work.
   As soon as he finishes his breakfast, he will go to work.
   Before he goes to work, he eats breakfast.
   Once he finishes his breakfast, he will go to work.
   He won’t go to work until he finishes breakfast.

   All five of these sentences express the idea that he eats first and then goes to work.

8. Other time markers, including as and while, are used to show that two actions in a sentence happen at the same time.

   As he was eating his breakfast, the phone rang.
   While he was eating his breakfast, the phone rang.

   Both of these sentences express the idea that the phone rang at the same time that he was eating.

9. Sometimes the conjunction and is used as a time marker to show that one action occurs before another in a sentence.

   He ate breakfast and went to work.

   This sentence expresses the idea that he ate first and then went to work.

The TOEFL tests your ability to understand the time expressed in English sentences. The tense and time marker information discussed above is frequently tested.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will hear:</td>
</tr>
<tr>
<td>W:  Is Andrew still looking for a new car?</td>
</tr>
<tr>
<td>M:  He bought one last week.</td>
</tr>
<tr>
<td>Q:  What does the man mean?</td>
</tr>
<tr>
<td>You will read:</td>
</tr>
<tr>
<td>(A)  Andrew is buying a new car this week.</td>
</tr>
<tr>
<td>(B)  Andrew’s new car lasted only a week.</td>
</tr>
<tr>
<td>(C)  Andrew has borrowed my new car for the week.</td>
</tr>
<tr>
<td>(D)  Andrew purchased a new car a week ago.</td>
</tr>
<tr>
<td>Answer:</td>
</tr>
</tbody>
</table>
\[ \text{\textbf{Explanation}} \]

In this dialogue, the time of the car purchase is in the past. Andrew began and finished buying a car in the past. Only answer (B) and answer (D) contain verbs in the past. Answer (B), however, has a completely different meaning from that in the mini-dialogue. Answer (D) is the correct answer to this question because it restates the general meaning and the correct time expressed by the man in the mini-dialogue.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
</table>
| You will hear:  
M: I'm really anxious to go home.  
W: Once the doctor gives you permission, you can leave the hospital.  
Q: What does the woman mean?  |
| You will read:  
(A) You may leave the hospital at once.  
(B) Get the doctor's approval before you leave the hospital.  
(C) After you leave the hospital, talk to the doctor.  
(D) You may leave the hospital before you talk to the doctor.  |
| Answer: |

\[ \text{\textbf{Explanation}} \]

In this dialogue, the time marker \textit{once} is used by the woman to show that the time sequence of the actions is: (1) doctor gives permission, and then (2) the man leaves. In answer (A), only one action, \textit{leave the hospital}, takes place. No mention of the doctor or his approval is made in this answer. In answer (C) and answer (D), the time sequence of the actions is reversed so that \textit{leaving the hospital} takes place before \textit{talking to the doctor}. Answer (B) is the correct answer to this question because the time sequence of the actions is the same as it is in the mini-dialogue.

\[ \text{\textbf{ON THE TOEFL}} \]

- Listen carefully for the time in TOEFL questions.
- Check tenses and time markers for help in understanding time and time sequences.

See G\textsuperscript{88}, pages 158–161 if you need more information on verb tense meanings and time markers. See the Grammar Appendix, \#15, page 403 if you need more information on verb tense forms.
EXERCISE 8A:  Tape Practice with Time Sequences

Listen to each sentence. In the space provided, write the letter of the action which occurs/occurred first or is most likely to occur first. If both actions are likely to happen at the same time, write an S in the blank.

1. (A) buying the dog  (B) buying the cat  (S) both happen at the same time
   9. (A) her writing to him  (B) his writing to her  (S) both happen at the same time
2. (A) talking  (B) writing on the blackboard  (S) both happen at the same time
   10. (A) the lights going out  (B) watching a movie  (S) both happen at the same time
3. (A) eating lunch  (B) calling mother  (S) both happen at the same time
   11. (A) moving to New York  (B) making several good friends  (S) both happen at the same time
4. (A) Anne arriving  (B) beginning the meeting  (S) both happen at the same time
   12. (A) giving the letter to John  (B) reading the letter  (S) both happen at the same time
5. (A) watching other people dance  (B) dancing  (S) both happen at the same time
   13. (A) drinking tea  (B) drinking coffee  (S) both happen at the same time
6. (A) finding a job  (B) moving  (S) both happen at the same time
   14. (A) our moving in  (B) their moving out  (S) both happen at the same time
7. (A) moving to New Jersey  (B) the semester ending  (S) both happen at the same time
   15. (A) our calling  (B) their taking her to the hospital  (S) both happen at the same time
8. (A) phoning  (B) receiving my message  (S) both happen at the same time
   16. (A) listening to music  (B) working  (S) both happen at the same time
EXERCISE 8B: More Tape Practice with Time

Circle the letter of the sentence that is closest in meaning to the sentence you hear on the tape.

1. (A) Most of us are waiting in the bus.  
   (B) The bus will be here in an hour.  
   (C) We are still waiting for the bus.  
   (D) The bus was an hour late.

2. (A) I think we should go to a movie after you finish writing.  
   (B) After the movie, you can start doing your paper.  
   (C) I didn’t see any good movies advertised in the paper.  
   (D) Before you finish your paper, let’s go out to a movie.

3. (A) Nancy will get married after she finds a job.  
   (B) Now that Nancy is married, she no longer works.  
   (C) Nancy plans to quit working once she is married.  
   (D) Nancy used to work with Mary.

4. (A) Last week we took a lot of pictures.  
   (B) We are supposed to bring our photos with us to the party.  
   (C) We asked them to take our pictures at the party.  
   (D) We took our pictures to last week’s party.

5. (A) Marsha recently received her schedule of courses.  
   (B) Marsha will get her class schedule in a few days.  
   (C) Marsha doesn’t know which classes she wants to take.  
   (D) Marsha only has a few classes left to schedule.

6. (A) He always does his homework after he eats.  
   (B) He often eats while he’s studying.  
   (C) When his homework is done, he can eat.  
   (D) He doesn’t eat much while he’s studying.

7. (A) I’m not used to seeing movies.  
   (B) They used someone I know in that movie.  
   (C) I’ve never seen that movie.  
   (D) I don’t remember everything about that movie anymore.

8. (A) They responded promptly to my request.  
   (B) I mailed them the information as soon as they asked for it.  
   (C) It took them a long time to answer my inquiry.  
   (D) They asked for the information after I sent it.

9. (A) She will move at the beginning of the month.  
   (B) She moved into the dormitory on the fourth.  
   (C) She has lived in the dormitory since the first of the month.  
   (D) She’s making her first move into a dormitory.

10. (A) Joan does her laundry every weekend.  
     (B) She goes to Joan’s once a week to wash clothes.  
     (C) She and Joan are looking for a place to do their laundry.  
     (D) She is at Joan’s doing her laundry right now.

11. (A) Irene is still a professor, but she also sells real estate.  
     (B) Irene has changed professions.  
     (C) Irene inherited the professor’s estate.  
     (D) Irene teaches courses on real estate sales.
Check Conditions, Wishes, and Causes and Results

It is common in spoken English sentences to express conditions and wishes. It is also common to
describe the causes and results of ideas and actions.

Sentences which express conditions are called conditional sentences. Four main types of
conditional sentence forms are tested in Section One of the TOEFL.

1. Factual conditionals with *If* + present tense in the *if* clause—present tense in the main clause.
   Factual conditionals express facts which are true when certain conditions are met.

   If you eat spinach, you get iron in your diet.
   IF + present present

   According to this sentence, it is a fact that people get iron in their diet when they eat spinach.

2. Future conditionals with *If* + present tense in the *if* clause—future tense in the main clause.
   Future conditionals express facts which may be true in the future.

   If they eat their spinach, they will get iron in their diet.
   IF + present future

   According to this sentence, getting lots of iron is a fact that will become true if they eat their
spinach.

3. Hypothetical conditionals with *If* + past tense in the *if* clause—*would* + the simple form of the
   verb in the main clause. Hypothetical conditionals express facts which are not likely to be true,
   but which are possible.

   If they ate their spinach, they would get iron in their diet.
   IF + past would + simple form

   According to this sentence, it is not likely that they will eat their spinach; however, it is
possible. If they eat their spinach, they will get iron in their diet.

4. (A) Counterfactual conditionals I with *If* + were (or sometimes other verbs in past tense) in the
   *if* clause—*would* + the simple form of the verb in the main clause. Counterfactual
   conditional I sentences express facts which are untrue in the present.

   If he were here, he would eat this spinach.
   IF + were would + simple form

   According to this sentence, he is not here (if he were here = he is not here). Therefore, he will
not eat the spinach.

   (B) Counterfactual conditionals II with *If* + past perfect in the *if* clause—*would have* + past
   participle in main clause. Counterfactual conditional II sentences express facts which are
untrue in the past.

   If they had eaten their spinach, they would have gotten iron in their diet.
   IF + past perfect would have + past participle

   According to this sentence, they did not eat their spinach (if they had eaten their spinach = they
did not eat their spinach), so they did not get iron in their diet.
The truth value of these conditional sentence types can be summarized as follows:

TRUE—Factual conditionals
POSSIBLY TRUE IN THE FUTURE—Future conditionals
LESS POSSIBLY TRUE IN THE FUTURE—Hypothetical conditionals
UNTRUE—Counterfactual conditionals

NOTE: There are other forms possible for factual, future, hypothetical, and counterfactual conditionals. However, they are not tested in Section One of the TOEFL. Only those forms discussed above are important for Section One of the TOEFL.

Wish sentences are used when a speaker wants reality to be different than it is. The verb forms used to express wishes are similar to those used in conditional sentences.

Wish: I wish that you were a rock star.
Reality: You are not a rock star.

Causes and results can be expressed in several ways in English sentences. Many verbs express cause or result.

Injury
(cause)
causes
leads to
creates
results in
produces
contributes to
is responsible for
gives rise to

Pain
(result)
results from
is caused by
is due to
stems from

In addition to verbs, there are many other words that can be used to express cause and result.

John is very tired;
(cause)
therefore,
he is going to bed.
(result)

consequently,
for this reason,
because of this,
as a result,

Two common words used to express cause and result are because and so. Because is always followed by the cause. So is always followed by the result.

Because he is very tired, John is going to bed.
BECAUSE + cause
result

He is very tired, so he is going to bed.
Cause + SO + result

The TOEFL tests your ability to hear and understand conditions, wishes, and causes and results.
\[ \text{MODEL} \]

You will hear:
- W: Surprise! I thought I’d take a chance and see if you were home.
- M: Please come in! If I had known you were coming, I would have baked a cake!
- Q: What does the man mean?

You will read:
- (A) He will bake a cake for the woman as soon as possible.
- (B) He knew the woman was coming, so he baked a cake.
- (C) He didn’t know the woman was coming, so he didn’t bake a cake.
- (D) Let’s bake a cake when the woman comes.

Answer:

\[ \text{\textbf{Explanation}} \]

In this mini-dialogue, a counterfactual conditional sentence is being used; that is, a fact (baking a cake) which was not true in the past is being expressed. Answer (A) states that a cake will be baked in the future. Answer (B) has just the opposite meaning of the man’s statement because it states that a cake was baked in the past. Answer (D) makes a suggestion to bake a cake in the future. Answer (C) is the correct answer to this question because it states that a cake was not baked in the past. It is the best restatement of the man’s sentence.

\[ \text{MODEL} \]

You will hear:
- M: Why is Jane failing English class?
- W: Her low grade is due to her inability to write well.
- Q: What does the woman say about Jane?

You will read:
- (A) She will not be able to finish her writing assignment when it is due.
- (B) She will learn to write better to improve her grade.
- (C) Her poor writing did not affect her grade.
- (D) She received a low mark because of her poor writing ability.

Answer:

\[ \text{\textbf{Explanation}} \]

In this mini-dialogue, a cause and a result are expressed by the woman when she uses the verb phrase is due to. Answer (A) and answer (B) have very different meanings from this spoken sentence. Answer (C) has the opposite meaning of the woman’s sentence. Answer (D) is the correct answer to this question because it expresses a cause and a result using the word because. This cause and result are the same as those expressed by the woman.

\[ \text{\textbf{ON THE TOEFL}} \]

- Listen carefully for conditions and wishes in TOEFL questions.
- Listen carefully for cause and result.

See the Grammar Appendix #34, page 419 if you need more information on conditional sentences.
EXERCISE 9A: Tape Practice with Conditions and Wishes

Listen to each spoken sentence. Read the printed sentence for each answer. Decide whether the printed sentence is true or false, according to the information given in the spoken sentence. If the printed sentence is true, write a T in the answer space. If the printed sentence is false, write an F in the answer space.

F  1. I had a week's vacation.
   12. Jane can call me at my office.
   13. It is not summer now.
   14. We were very careful.
   15. Your housework is finished.
   16. Beatrice is relieved.
   17. They have stopped working.
   18. I don't have any money.
   19. I am very scared.
   20. Mark didn't go out with us.
   21. She isn't lazy.
   22. We will certainly finish this soon.

R  1. this mess
   9. her insecurity
   10. I don't have to work anymore
   11. heavy traffic to the lake
   12. everyone works until 5:00
   13. unemployment
   14. overuse of computers
   15. don't try to sell me a car
   16. my family lives in Montana

80 Listening Comprehension
EXERCISE 9C: Tape Practice with Conditions, Wishes, and Causes and Results

Listen carefully to each dialogue and the corresponding question. Circle the letter that best answers the question you hear.

1. (A) She didn’t find her watch.  
   (B) Her watch is worn out.  
   (C) She wore her watch today.  
   (D) She didn’t want to wear her watch.

2. (A) John didn’t like the party.  
   (B) John has come with them to the party.  
   (C) He’s sorry that John didn’t come to the party.  
   (D) John must leave the party soon.

3. (A) She will not be home today.  
   (B) She has called everyone at home.  
   (C) She can be reached at home.  
   (D) She does not have a phone.

4. (A) Jane’s heart problem makes her very anxious.  
   (B) Jane thinks stress is the cause of her ill health.  
   (C) For her part, Jane is not distressed.  
   (D) Jane probably feels she is not working hard enough.

5. (A) They should leave in about an hour.  
   (B) They were lost for an hour.  
   (C) They arrived an hour ago.  
   (D) They should try to find their way out of here.

6. (A) He wishes it weren’t so cold.  
   (B) He’s sorry he sold it.  
   (C) He can’t seem to get rid of his cold.  
   (D) He wishes he were younger.

L✓10 Check Who Does What

It is sometimes difficult to understand who does what in English sentences. This can be true whenever there is more than one person being talked about. It is especially difficult to understand who does what in passive sentences and in causative constructions using have, let, make, and get.

Peter gave Mary a ring.  
Who gave the ring? Peter

This ring was given to Mary by Peter. (Passive sentence)  
Who gave the ring? Peter

Peter got Joe to give Mary a ring. (Causative construction)  
Who gave the ring? Joe

The TOEFL tests your ability to understand who does what in spoken sentences.
**MODEL**

You will hear:

M: Who can help us clean the porch?
W: I'll have Janice do it.
Q: What does the woman mean?

You will read:

(A) Janice will clean the porch for her.
(B) Janice is out on the porch.
(C) She will clean the porch for Janice.
(D) Janice cleaned for her.

Answer:

▼ Explanation ▲

In this mini-dialogue, it is important to understand that Janice is the one who will do the cleaning. Answer (B) mentions Janice, but does not talk about cleaning. Answer (C) has the opposite meaning of the woman's sentence. Answer (D) takes place in the past tense, while the dialogue takes place in the present. Answer (A) is the correct answer because it restates what the woman means.

**ON THE TOEFL**

- Listen carefully for who does what in TOEFL questions.

See the Grammar Appendix, #21, pages 407-408 for more information on passive sentences.

**EXERCISE 10A: ⭐⭐ Tape Practice with Who Does What**

Listen to each spoken sentence. Write who does what.

1. Who was in the play? **Sally**

2. Who cuts hair?

3. Who made progress?

4. Who did the nominating?

5. Who cleaned?

6. Who received the letter?

7. Who respects?

8. Who saw?

9. Who brings?

10. Who was on vacation?

11. Who owns the car?
EXERCISE 10B: More Tape Practice with Who Does What

Circle the letter of the sentence that is closest in meaning to the sentence you hear on the tape.

1. (A) Greg got a cake for Nancy.
   (B) Greg and Nancy took the truck to the lake.
   (C) Nancy went and got the cake.
   (D) Greg will take the truck later.

2. (A) Harry delivered the car on Tuesday.
   (B) Harry wanted to see his new car today.
   (C) Harry arranged for the delivery of his car on Tuesday.
   (D) Harry asked about the condition of his new car.

3. (A) Karen told her to start her new job next week.
   (B) Karen has several forms to fill out before she begins work next week.
   (C) Karen said that she started feeling weak at work.
   (D) Karen will begin her new job next week.

4. (A) I'll have someone repair my car as soon as I can afford it.
   (B) I'm in a terrible fix for money.
   (C) I'm going to work on my car as soon as I can.
   (D) I have to find a new car as quickly as possible.

5. (A) The hiker helped the park employees.
   (B) Many park employees helped the hiker.
   (C) The employees parked the hiker’s car.
   (D) The hiker dedicated the park to the employees.

6. (A) Her saw works well for chopping wood.
   (B) She saw me chopping wood.
   (C) She was chopping wood when I saw her.
   (D) I saw her when I was shopping.

CHECK THE SITUATION

Understanding the situation in which a dialogue takes place is an important part of understanding the meaning of a dialogue. It is important to understand who is speaking and where or in what circumstance they are talking.

Understanding the situation for each mini-dialogue in Part A helps you to answer fact and inference questions. Some dialogue questions specifically ask about the situation. These include questions such as:

Who is the woman/man? What job does the woman/man probably have? Where does this conversation probably take place?

MODEL

You will hear:
   W: I should be able to perform your surgery tomorrow morning.
   M: I'll be glad when it's over.
   Q: What job does the woman probably have?

You will read:
   (A) Doctor
   (B) Performer
   (C) Lawyer
   (D) Plumber

Answer:
\section*{Explanation ▲}

This question specifically asks about the situation. You need to be able to infer that the woman in the dialogue is a doctor. The key word \textit{surgery} makes it possible for you to do this. Answer (A) is the correct answer to this question because it identifies \textit{who} the woman is in the situation.

\textbf{NOTE:} In the question above, you may have been surprised to hear a woman in the role of the doctor. All roles in Part A can be played by either women or men. For example, you may hear a man discussing housework and cooking. You may hear a woman discussing how to make automobile repairs. Do not be surprised by these situations. They are increasingly common in the United States. If you are surprised by them, you will lose your concentration, and you will not do as well on this part of the test.

\begin{center}
\textbf{MODEL}
\end{center}

You will hear:
- \textbf{M}: Would you please bring me a larger size?
- \textbf{W}: \textit{Right away}!
- \textbf{Q}: What does the woman mean?

You will read:
- \textbf{(A)} She thinks the prize is all right.
- \textbf{(B)} She'll bring another size immediately.
- \textbf{(C)} She needs to write down the man's request.
- \textbf{(D)} She'll send away for a nice prize immediately.

\textbf{Answer:}

\section*{Explanation ▲}

This question does not specifically ask about the situation. It is primarily testing the meaning of the idiom \textit{right away}. However, it is important to understand the situation in order to correctly answer this question. The man in this dialogue is a client, and the woman is a salesperson. The conversation probably takes place in a clothing store or a shoe store. If you do not understand this situation, you might choose answer (A) or answer (D), which contain \textit{prize}, a sound-alike for \textit{size}, and in which the situation is completely different from that in the dialogue. In answer (C), the situation could be the same as that of the dialogue. However, \textit{write} is used instead of \textit{right} to change the meaning of the idiom completely. Answer (B) is the correct answer to the question because it restates the meaning of the idiom in the correct situation.

\begin{center}
\textbf{ON THE TOEFL}
\end{center}

- Listen carefully to determine the situation (\textit{who} and \textit{where}) of each mini-dialogue.
EXERCISE 11A: Tape Practice Understanding Where a Dialogue Takes Place

Listen to each dialogue. On the first line, identify where the dialogue probably takes place. Use the places listed below:

- airplane
- apartment
- business office
- classroom
- clothing store
- dentist's office
- doctor's office
- library
- on the telephone
- restaurant

It may be necessary to use some locations more than once.

On the second line, write the key words that helped you identify where the dialogue takes place. Stop the tape after each question to allow yourself time to write.

1. Where: apartment
   Key Words: stay home

2. Where:
   Key Words:

3. Where:
   Key Words:

4. Where:
   Key Words:

5. Where:
   Key Words:

6. Where:
   Key Words:

7. Where:
   Key Words:

8. Where:
   Key Words:

9. Where:
   Key Words:

10. Where:
    Key Words:

11. Where:
    Key Words:
EXERCISE 11B: Tape Practice Identifying Who Speakers Are in a Conversation

On your tape, listen again to the short dialogues in exercise 11A. This time, identify who each speaker is in the dialogues. Use the names listed below:

- flight attendant
- client
- co-worker
- dentist
- doctor
- friend
- librarian
- library user
- patient
- professor
- salesperson
- student
- restaurant server

It may be necessary to use some names more than once. Stop the tape after each question to allow yourself time to write.

1. First Speaker: friend
   Second Speaker: friend

2. First Speaker:
   Second Speaker:

3. First Speaker:
   Second Speaker:

4. First Speaker:
   Second Speaker:

5. First Speaker:
   Second Speaker:

6. First Speaker:
   Second Speaker:

7. First Speaker:
   Second Speaker:

8. First Speaker:
   Second Speaker:

9. First Speaker:
   Second Speaker:

10. First Speaker:
    Second Speaker:

11. First Speaker:
    Second Speaker:
EXERCISE 11C: More Tape Practice Identifying Where a Dialogue Takes Place

Listen to the sentence. On the first line, identify where the sentence probably takes place. Use the places listed below:

airport  
hospital  
bank  
restaurant  
gas station  
apartment  
classroom  
grocery store  
post office

It may be necessary to use some of the locations more than once.
On the second line, write the key words that help you understand where the sentence takes place.
Stop the tape after each question to allow yourself time to write.

1. Where: airport
   Key Words: aircraft, boarding

2. Where:
   Key Words:

3. Where:
   Key Words:

4. Where:
   Key Words:

5. Where:
   Key Words:

6. Where:
   Key Words:

7. Where:
   Key Words:

8. Where:
   Key Words:

9. Where:
   Key Words:

10. Where:
    Key Words:

11. Where:
    Key Words:

EXERCISE 11D: Tape Practice with Situations

Listen carefully to each dialogue and the corresponding question. Circle the letter that best answers the question you hear.

1. (A) Dentist.  (B) Nurse.  (C) Weather reporter.  (D) Teacher.

2. (A) In a library.  (B) In a classroom.  (C) In a bookstore.  (D) In a lawyer’s office.

3. (A) She thinks the man’s luggage will arrive soon.  (B) She wants to turn at the next street.  (C) She is too short to see what’s in the bag.  (D) She will pick up the man’s groceries for him.

4. (A) A librarian.  (B) A teacher.  (C) A student.  (D) The woman’s best friend.

5. (A) In a movie theater.  (B) In an airport.  (C) In a car.  (D) In Chicago.

6. (A) She would like to have her coat back.  (B) Her house doesn’t need another coat of paint.  (C) She wants the man to pay her now.  (D) She would like to buy the coat she has on.
Check the Topic

Once you understand the situation in which a dialogue takes place, it is important to understand the topic of the dialogue, or what the speakers are talking about.

Understanding the topic for each mini-dialogue in Part A helps you answer all fact and inference questions.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will hear:</td>
</tr>
<tr>
<td>M: Today is my birthday.</td>
</tr>
<tr>
<td>W: Really? How old are you?</td>
</tr>
<tr>
<td>Q: What does the woman want to know about the man?</td>
</tr>
<tr>
<td>You will read:</td>
</tr>
<tr>
<td>(A) What he does for a living.</td>
</tr>
<tr>
<td>(B) How many days he will be staying in town.</td>
</tr>
<tr>
<td>(C) His age.</td>
</tr>
<tr>
<td>(D) His name.</td>
</tr>
<tr>
<td>Answer:</td>
</tr>
</tbody>
</table>

\[ Explanation \]

To correctly answer this question, you must understand the key word, *birthday*, to know what the speakers are talking about. The topic of the dialogue is the man’s birthday. If you know this, you can correctly answer the spoken question. Answers (A), (B), and (D) do not contain any reference to the man’s birthday. Answer (C) is the correct answer to this question.

\[ ON THE TOEFL \]

• Listen carefully for the topic of each TOEFL dialogue.

EXERCISE 12A: Practice Associating Topics with Situations

For each situation given, write down two possible topics that might be discussed in a mini-dialogue.

1. Situation
   Who: a salesperson and a client
   Where: in a shoe store

   Possible topics
   --- the price of shoes
   --- trying on a pair of shoes
2. Situation
   Who: two friends
   Where: at a football game
   Possible topics

3. Situation
   Who: two students
   Where: a chemistry laboratory
   Possible topics

4. Situation
   Who: a student and a professor
   Where: the professor’s office
   Possible topics

5. Situation
   Who: two friends
   Where: at the beach
   Possible topics

6. Situation
   Who: a telephone operator and a client
   Where: on the phone
   Possible topics

7. Situation
   Who: a police officer and a person driving a car
   Where: on the freeway
   Possible topics

8. Situation
   Who: a nurse and a patient
   Where: a hospital
   Possible topics
9. Situation
   Who: two friends
   Where: a movie theater
   Possible topics

10. Situation
    Who: a librarian and a library user
    Where: a college library
    Possible topics

11. Situation
    Who: two friends
    Where: the kitchen
    Possible topics

EXERCISE 12B: ** Tape Practice with Topics

Listen to each mini-dialogue. Identify the topic.

1. Topic: **going to a movie or staying at home**

2. Topic:

3. Topic:

4. Topic:

5. Topic:

6. Topic:

7. Topic:

8. Topic:

9. Topic:

10. Topic:

11. Topic:
Check Language Functions

In English conversation, one sentence can have several different functions, depending upon the context in which it is used. These functions include expressing agreement or disagreement; complaining; showing excitement, confusion or surprise; making and refusing requests; stressing the importance of an idea; and making suggestions and giving advice.

M: I didn’t care very much for John’s painting. Did you?
W: I thought it was very nice.

M: I liked John’s painting very much. How about you?
W: I thought it was very nice.

In the first dialogue, the man’s statement about John’s painting is negative. In this context, the woman’s positive statement, I thought it was very nice, functions to express disagreement with the man. In the second dialogue, the same sentence has a different function. In this dialogue, the woman agrees with the man.

Sometimes stress and/or intonation determine the function of a sentence.

W: Did you find Michael?
M: He is waiting in the other room.

W: Did you find Michael?
M: He is waiting in the other room!

In the first dialogue, the man’s sentence functions simply to answer the woman’s question. In the second, with heavy stress on is, the same sentence has a different function. It is used to answer the woman’s question and simultaneously express surprise. The man had assumed that Michael was not in the other room. To his surprise, Michael was there after all.

Stress and/or intonation can also have the function of emphasizing or exaggerating the importance or difficulty of something. Certain expressions also function to exaggerate meaning.

I’ve worked 30 hours today!!
I’ve seen that movie a hundred times!
You really overdid it this time!

In the first two sentences above, 30 hours and a hundred times intensify or stress the importance of the sentences through exaggeration. There are only 24 hours in a day, and it is highly unlikely that anyone would actually see a movie one hundred times.

In the third sentence, the heavy stress on really functions to intensify the meaning of the sentence.

Certain special expressions also have important language functions in English. There are hundreds of these expressions. Listed below are some of these expressions that frequently appear on the TOEFL. Each is used in a sentence to help you understand its function.
<table>
<thead>
<tr>
<th>LANGUAGE FUNCTION</th>
<th>SOME EXPRESSIONS USED</th>
</tr>
</thead>
</table>
| Requesting permission                     | *Do you mind if I use your pen?*  
*Would it be OK (with you) if I came, too?*  
*I wonder if I could borrow your pencil.* |
| Requesting information                    | *Do you know where the library is?*  
*Can you tell me how to get to Church Street?*  
*Is there a library around here?* |
| Requesting that someone do something      | *Would you mind opening the window?*  
*Would you please take out the trash?*  
*Could you please get me that book?*  
*How about sharing that dessert with me?* |
| Requesting advice or an opinion           | *What do you think of this dress?*  
*Do you think Larry will come?*  
*Would it be better for me to call or write?*  
*How does this look to you?*  
*Should I ask for a raise?*  
*Do you like this book?* |
| Giving advice or an opinion               | *Shouldn’t you eat before you go out?*  
*Why not do your homework now?*  
*Try calling him in the afternoon.*  
*You really should be careful on the highway.* |
| Suggesting speaker and listener do something together | *Why don’t we go to the concert tonight?*  
*Let’s see that movie we were talking about.*  
*What would you say to a vacation?*  
*How about going to dinner on Tuesday?*  
*How would you feel about going to a concert?* |
| Offering to do something                  | *Shall I do that for you now?*  
*May I take your hat?*  
*Can I take your coat?*  
*Would you like another cup of tea?*  
*Would you like me to get you some more tea?* |
| Agreeing with suggestions, advice, etc.   | *Sure.*  
*I’ll say!*  
*No problem.*  
*Great idea.*  
*Sure, why not.*  
*Good idea.*  
*Sounds good to me.*  
*No kidding.*  
*So do I.*  
*Neither do I.*  
*Isn’t/Won’t/Doesn’t it, though.* |
<table>
<thead>
<tr>
<th>LANGUAGE FUNCTION</th>
<th>SOME EXPRESSIONS USED (CONTINUED)</th>
</tr>
</thead>
</table>
| Disagreeing with suggestions, advice, opinions, etc. | No, thanks. I really shouldn't.  
Thanks, anyway, but I can't.  
Sorry, but I don't really agree with you. |
| Refusing offers and requests | That's out of the question.  
Not likely!  
You must be kidding! |

Understanding the language functions expressed in each mini-dialogue in Part A helps you answer all fact and inference questions.

**MODEL**

You will hear:
- M: Do you mind if I turn down the stereo?
- W: The volume is already quite low.
- Q: What can be inferred from the woman's response?

You will read:
- (A) She is feeling low.
- (B) The man should not turn down the music.
- (C) The stereo is broken.
- (D) The man should listen to the stereo with her.

Answer:

**Explanation**

This question tests your understanding of language function. With *do you mind if*, the man requests permission to lower the volume of the stereo. In this context, the woman's response functions to deny the man's request. If you did not understand this, you might choose answer (A), (C), or (D). Answer (B) is the correct answer because it implies what the woman means.

**MODEL**

You will hear:
- M: Do you know who has a dictionary I could borrow?
- W: Why not buy your own? You seem to need one all the time!
- Q: What does the woman mean?

You will read:
- (A) The man should borrow a dictionary.
- (B) The man should try to get along without a dictionary.
- (C) She doesn't know where the man can borrow a dictionary.
- (D) She thinks the man should buy his own dictionary.

Answer:
\section*{Explanation}

This question tests language function. The man’s question asks for information. The woman’s response does not simply give information. Instead, it functions to give the man advice. If you didn’t understand these language functions, you might choose answer (A), (B), or (C). Answer (D) is the correct answer because it implies what the woman means.

\begin{table}[h]
\centering
\begin{tabular}{|c|}
\hline
\textbf{ON THE TOEFL} \\
\hline
\textbullet{} Listen carefully for the language function of each spoken sentence in TOEFL questions.  \\
\textbullet{} Pay careful attention to the language functions of certain special expressions.  \\
\hline
\end{tabular}
\end{table}

\section*{EXERCISE 13A: ⚠️ Tape Practice with Language Functions of Special Expressions}

Listen to each sentence. On the line, write the letter that corresponds to the language function of each sentence you hear. The language functions are listed below:

- (A) giving advice or an opinion  
- (B) offering to do something  
- (C) requesting advice or an opinion  
- (D) requesting information  
- (E) requesting permission  
- (F) requesting that someone do something  
- (G) suggesting speaker and listener do something together

Stop the tape after each question to allow yourself time to choose your answer.

1. \hspace{2cm} \hfill 9. \hspace{2cm} \\
2. \hspace{2cm} \hfill 10. \hspace{2cm} \\
3. \hspace{2cm} \hfill 11. \hspace{2cm} \\
4. \hspace{2cm} \hfill 12. \hspace{2cm} \\
5. \hspace{2cm} \hfill 13. \hspace{2cm} \\
6. \hspace{2cm} \hfill 14. \hspace{2cm} \\
7. \hspace{2cm} \hfill 15. \hspace{2cm} \\
8. \hspace{2cm} \hfill 16. \hspace{2cm} 
EXERCISE 13B: **Tape Practice with Language Functions**

Listen to each dialogue. Circle the letter of the correct answer to the written question.

1. Who is disagreeing?
   (A) the woman
   (B) the man

2. Who is requesting that someone
   do something?
   (A) the woman
   (B) the man

3. Who is giving a compliment?
   (A) the woman
   (B) the man

4. Who is giving advice?
   (A) the woman
   (B) the man

5. Who is exaggerating?
   (A) the woman
   (B) the man

6. Who is showing concern or worry?
   (A) the woman
   (B) the man

7. Who is surprised?
   (A) the woman
   (B) the man

8. Who is rejecting a suggestion?
   (A) the woman
   (B) the man

9. Who is complaining?
   (A) the woman
   (B) the man

10. Who is slightly surprised?
    (A) the woman
    (B) the man

11. Who is accepting a suggestion?
    (A) the woman
    (B) the man

12. Who is emphasizing?
    (A) the woman
    (B) the man

13. Who is requesting an opinion?
    (A) the woman
    (B) the man

14. Who is agreeing?
    (A) the woman
    (B) the man

15. Who is exaggerating?
    (A) the woman
    (B) the man

16. Who is requesting permission?
    (A) the woman
    (B) the man

---

EXERCISE 13C: **More Tape Practice with Language Functions**

Listen carefully to each dialogue and the corresponding question. Circle the letter of the sentence that best answers the question you hear.

1. (A) He will get the woman a bowl of soup.
   (B) He thinks the woman is very smart.
   (C) He'd like to play chess.
   (D) He has a great deal of pain in his chest.

2. (A) Come over for lunch.
   (B) Read his book at lunch time.
   (C) Take only an hour for his lunch break.
   (D) Buy the novel during his lunch hour.
3. (A) He disagrees with the woman.
   (B) He didn’t like the television program.
   (C) He hasn’t thought about watching television.
   (D) He would like to see the TV show.

4. (A) The stereo was not for sale.
   (B) He would have to buy the stereo.
   (C) He could not pay for the stereo with a check.
   (D) The stereo was not being sold at a discount.

5. (A) She eats at work every day.
   (B) She enjoys her job very much.
   (C) She does nothing but work all week.
   (D) She has been working at her new job for eight days.

6. (A) The woman should put on a coat before going outside.
   (B) The woman should leave the window closed.
   (C) The view through the window is beautiful.
   (D) He has caught a cold because of the open window.

L14 Check Ahead to Predict Questions

As suggested in Mini-Dialogue Strategy #10, page 46, it is a good idea to look ahead at the answer choices in Part A questions when you have extra time. You cannot do this when the instructions for this part of the test are being read. However, you can read ahead between questions if you finish early. Look for key words to predict what information may be important in the spoken questions.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>You will read:</td>
</tr>
<tr>
<td>(A) In a barber shop.</td>
</tr>
<tr>
<td>(B) At a bank.</td>
</tr>
<tr>
<td>(C) In a restaurant.</td>
</tr>
<tr>
<td>(D) On the bus.</td>
</tr>
</tbody>
</table>

What is a possible question for these answer choices?

▼ Explanation ▲

Although you have not heard the mini-dialogue or the spoken question about it, these answer choices tell you that the question will be about where. The most common where question on the TOEFL is one which asks about where the mini-dialogue takes place: in this case, where does this conversation probably take place?

<table>
<thead>
<tr>
<th>ON THE TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Whenever possible, look ahead at answer choices to predict Part A TOEFL questions.</td>
</tr>
</tbody>
</table>
EXERCISE 14A: Practice Predicting Questions

Read the four answer choices. On Line 1, write a possible spoken question for these answer choices. If you need suggestions, refer to the lists of questions on page 45.

NOTE: Line 2 in this exercise will be used in the following exercise, 14B.

1. (A) Artist.
   (B) Writer.
   (C) Lawyer.
   (D) Teacher.

   Line 1 What is probably the woman’s/man’s profession?

2. (A) Have dinner after they take a walk.
   (B) Take a walk later.
   (C) Talk about repairing their walk.
   (D) Learn to tie knots.

   Line 1 ____________________________

3. (A) Excited.
   (B) Angry.
   (C) Tired.
   (D) Frustrated.

   Line 1 ____________________________

4. (A) Carpenter.
   (B) Housekeeper.
   (C) Mover.
   (D) Truck driver.

   Line 1 ____________________________

5. (A) The plot of the book is quite good.
   (B) The plot of the book is quite bad.
   (C) The pictures in the book are quite good.
   (D) The book is very poetic.

   Line 1 ____________________________

   Line 2 ____________________________
6. (A) He would like her to give him her pin.
      (B) He thinks she should stop spinning around.
      (C) He wants her to take him with her when she goes.
      (D) He thinks she should try driving the car.

Line 1

Line 2

7. (A) Eating.
      (B) Writing.
      (C) Reading.
      (D) Walking away from the man.

Line 1

Line 2

8. (A) Ask someone to finish writing her paper for her.
      (B) Give her paper to the librarian.
      (C) Stop working on her paper.
      (D) Try to finish her paper as soon as possible.

Line 1

Line 2

9. (A) In a department store.
      (B) At the beach.
      (C) In a beauty salon.
      (D) In a restaurant.

Line 1

Line 2

10. (A) The food doesn’t have enough seasoning in it.
      (B) She doesn’t like the main course.
      (C) She likes the food.
      (D) The food is too spicy.

Line 1

Line 2

11. (A) Lend the woman his math book.
      (B) Take off his mask.
      (C) Help the woman with her studies.
      (D) Go talk to the math teacher.

Line 1

Line 2
EXERCISE 14B: Tape Practice Checking Your Predictions

Listen to each dialogue for the answer choices in Exercise 14A. Circle the correct answer to each spoken question. On Line 2, write down each spoken question that you hear. Check to see if your predicted question corresponds in meaning to the one spoken on the tape. Stop the tape between questions to allow yourself time to write.

Mini-Dialogue Checkpoint Test for L✓1 through L✓14

The following checkpoint test gives you combined practice of all of the listening checkpoints covered thus far. You will only be allowed 12 seconds to answer each question. This is the amount of time allowed on the TOEFL.

**Directions:** In this checkpoint test you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, circle the letter that corresponds to the answer you have chosen.

1. (A) Receptionist.
   (B) Teacher.
   (C) Doctor.
   (D) Librarian.

2. (A) She doesn’t know the house.
   (B) She agrees with the man.
   (C) She likes the house very much.
   (D) She doesn’t know what to say.

3. (A) Larry didn’t want to borrow the book.
   (B) Larry hadn’t read the book yet.
   (C) Larry had lost the book.
   (D) Larry found the book he had lost.

4. (A) She didn’t want to see Peter.
   (B) She saw Peter after she left.
   (C) She arrived after Peter left.
   (D) She will miss Peter.

5. (A) It is very frank.
   (B) Frank typed it.
   (C) It is the wrong type.
   (D) He got it from Frank.

6. (A) She has never had such a delicious dessert before.
   (B) She loves living in the desert.
   (C) She is quite sure there are better desserts available.
   (D) She can’t understand why the man likes the desert so much.

7. (A) In a bank.
   (B) In an attorney’s office.
   (C) In a math class.
   (D) In an art class.

8. (A) Bob and Judy shouldn’t go away for so long.
   (B) Bob is feeling too weak to go anywhere.
   (C) They should also tell Bob about their plans.
   (D) He doesn’t want Bob to know about their plans.

9. (A) She will try to help the man find a good job.
   (B) The descent is too steep for her bike.
   (C) She will be able to ride her bike to work.
   (D) She can’t purchase a bike until she earns some money.
10. (A) Anxiety about exams is keeping the man awake.
   (B) Final exams are nothing to worry about.
   (C) She’s finally going to take her exam next week.
   (D) The man must be careful not to fall asleep during exams.

11. (A) The man thinks buying a used car is a bad idea.
    (B) The man wants to borrow Jane’s car.
    (C) The man thinks Jane should buy a car.
    (D) Jane will find the man a used car after all.

12. (A) He doesn’t want to proofread the woman’s paper
    (B) He doesn’t see very well.
    (C) He will be back in two days.
    (D) He isn’t there.

13. (A) It is violent.
    (B) The volume is too high.
    (C) He wants to think about it.
    (D) It helps him think.

14. (A) A coach.
    (B) An athlete.
    (C) A close friend of the woman’s.
    (D) A teacher.

15. (A) Has everyone been invited to the wedding?
    (B) Should she invite her family?
    (C) Did the man take her family to the wedding?
    (D) Is her family included in the people counted?
Listening Comprehension
Parts B and C: Longer Conversations and Short Talks

The Part B and Part C questions in Section One of the TOEFL measure your ability to understand longer passages of spoken English. Part B consists of longer dialogues between two people. Part C consists of short lectures or talks given by one person. Part B usually contains two longer dialogues. Part C usually contains three short talks.

The topics in Part B and Part C passages are often about college life. Part B dialogues often involve two students talking about a class, a professor, or some aspect of college life. Part C talks frequently discuss classroom procedures and assignments or are short lectures in a general academic area, such as science, history, psychology, or anthropology. No previous knowledge of any of the topics is necessary to answer the questions on this part of the TOEFL.

Although most of the topics for Part B and Part C are college-related, some are daily life topics. These include such things as conversations in grocery stores or apartments and talks given by tour guides and sports coaches.

Each of the Part B and Part C passages lasts an average of one to two minutes. You are not allowed to take notes while listening to the spoken passages. Each passage and the questions about it are spoken only one time.

**SPECIAL NOTE:** Each passage in Part B and Part C begins with a short spoken introduction, such as, “Questions 38 to 42. Listen to a talk given by a tennis coach at a college.” Notice that in this introductory material you find out (1) that there will be five questions about the talk; (2) who will give the talk; and (3) where the talk will take place. Because you can learn so much valuable information from the short introductory statements in Part B and Part C, it is extremely important that you listen to them carefully.

After each Part B and Part C passage, you will hear several spoken questions about it. After each question, you will have 12 seconds to read four answer choices and choose the one that answers the spoken question. There are seven or eight questions in Part B. There are 12 or 13 questions in Part C.
Longer Conversations and Short Talks: Spoken Questions

As in Part A, there are two basic question types asked in Part B and Part C of Section One of the TOEFL: fact questions and inference questions. Fact questions ask about specific information that has been mentioned in the passages. Inference questions ask about information that has not been specifically mentioned in the passages. This information has only been implied or suggested by the speakers. All question types begin with the question words who, what, when, where, which, why, and how.

A larger variety of questions using these words is possible in Part B and Part C than in Part A because topics are discussed in greater detail in these parts of Section One of the TOEFL. (See the model below.)

One question that is frequently asked, however, is a main idea or topic question. The following are examples of this kind of question:

What is the main idea of this talk?
What is the main topic of the conversation?
What is the purpose of the talk?

<table>
<thead>
<tr>
<th>MODEL SHORT TALK</th>
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<tr>
<td>You will hear:</td>
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<tr>
<td>Questions 1 to 6. Listen to the following talk:</td>
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</table>

Last week we talked about the Declaration of Independence. Today I'd like to discuss the United States Constitution. The Constitution is the basic instrument of American government and the supreme law of the land. It was completed in September of 1787 and was officially adopted by the American people in 1789. For over two centuries, it has guided our government and provided the basis for political stability, economic growth, and social progress. It is the oldest written constitution currently being used in any nation of the world. The Constitution owes its long life and its lasting influence to its magnificent simplicity and flexibility. Originally designed to provide a framework for governing thirteen very different former colonies, its basic elements were so carefully conceived that it still serves well the needs of all Americans.

You will hear:
1. What is the main topic of this talk?

You will read:
1. (A) The founding of the thirteen colonies.
   (B) The Declaration of Independence.
   (C) The United States Constitution.
   (D) Economic growth.

You will hear:
2. Where does this talk most likely take place?

You will read:
2. (A) In a United States history class.
   (B) In a science class.
   (C) In a library.
   (D) In the school cafeteria.

Continued
You will hear:
3. According to the speaker, what is the supreme law of the land?

You will read:
3. (A) The American people.
   (B) The Constitution.
   (C) The government.
   (D) The Declaration of Independence.

You will hear:
4. When was the Constitution officially adopted?

You will read:
4. (A) In 1787.
   (B) In 1887.
   (C) In 1789.
   (D) In 1813.

You will hear:
5. According to the speaker, why has the United States Constitution lasted so long?

You will read:
5. (A) Because it was designed for the thirteen colonies.
   (B) Because it is simple and flexible.
   (C) Because it is the basic instrument of the American government.
   (D) Because it is being used in many nations.

You will hear:
6. How does the speaker probably feel about the Constitution?

You will read:
6. (A) He would like to have a copy of the Constitution.
   (B) He is afraid that the Constitution will not last much longer.
   (C) He is critical of the Constitution.
   (D) He admires the Constitution.

Answers:

▼ Explanation ▲

The introductory statement for this passage tells you that you will answer six questions about it.

Question 1 is a main idea question. The answer to this question is given at the beginning of the talk, in the second sentence. Answer (C) is the correct answer to this question because it restates the main idea of the talk in a title. The answers to main idea questions are often given at the beginning of the passages in Part C of the Listening Section of the TOEFL.

Question 2 is an inference question about the situation in which the talk takes place. Although the location of the talk is not directly mentioned, it is an academic talk about an aspect of United States history. Therefore, we can assume that it would take place in an American history class. Answer (A) is the correct answer to this question because it implies where the talk will take place.

Question 3 is a fact question which asks about a direct statement made by the speaker. Answer (B) is the correct answer to this question.

Question 4 is another fact question which asks for a detail given by the speaker after the information mentioned in Question 3. Fact questions are always asked in the order that the information is given in the passage. To answer this question, you need to remember an important date mentioned in the passage. Answer (C) is the correct answer to this question.
Question 5 is a third fact question. It asks about a direct statement made by the speaker after the information asked for in Question 4. Answer (B) is the correct answer to this question.

Question 6 is an inference question. It asks about the feelings or the attitude of the speaker. The speaker does not tell us directly how she or he feels about the Constitution. However, there are clues to her or his feelings in the passage. Magnificent simplicity and flexibility and serves well are positive expressions which tell us that the speaker probably admires the Constitution. Answer (D) is the correct answer to this question because it implies the speaker's attitude about the topic.

<table>
<thead>
<tr>
<th>STRATEGIES FOR LONGER CONVERSATIONS AND SHORT TALKS</th>
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<tbody>
<tr>
<td>1. DO NOT turn the pages while the instructions for Part B or Part C are being read.</td>
</tr>
<tr>
<td>2. Listen carefully to the short introductory statement given before each passage. You can learn how many questions you will answer about the passage. The introductory statement can also give you information about the situation and topic of the passage—who, where, and what.</td>
</tr>
<tr>
<td>3. Quickly determine the situation and the topic of the passage. This information is often at the beginning of a passage. You should listen carefully to the beginning of each passage. See L✓16 for practice.</td>
</tr>
<tr>
<td>4. Listen carefully for facts and details. Details such as places, dates, names, and times are tested in Part B and Part C of the TOEFL. See L✓17 for practice.</td>
</tr>
<tr>
<td>5. Questions about facts and details occur in the same order that you hear them in the passage. Many TOEFL test-takers find it helpful to read along with the answer choices while listening to the passage. You can practice this strategy while doing the exercises and practice tests in this book. Only use this strategy if it works for you. If it distracts you from understanding a passage, DO NOT use this strategy.</td>
</tr>
<tr>
<td>6. Guess if you don’t know the answer to a question. Choose the answer that sounds the MOST like the passage. In this part of the TOEFL, this is often the correct answer to the question.</td>
</tr>
</tbody>
</table>

**NOTE:** This strategy is different from the guessing strategy for Part A. You will need to change your guessing approach for Part B and Part C. |
| 7. Use extra time between questions to look ahead at the answer choices. Try to predict questions. See L✓15 for practice. |
CHECKPOINTS FOR LONGER CONVERSATIONS AND SHORT TALKS

To improve your scores on Part B and Part C of Section One, you should first study the Mini-Discussion Checkpoints introduced on page 47. Except for length, the longer conversations in Part B are similar to the mini-dialogues in Part A. Studying checkpoints L✓1 through L✓14 can help you a great deal with Parts B and C.

While you should give special attention to L✓11 through L✓17 if Part B or Part C was your weak listening area, we recommend that you review all of the listening checkpoints in this book.

Below is a list of the Longer Conversations and Short Talks Checkpoints. This study ends with a Longer Conversations and Short Talks Checkpoint Test that includes L✓11 through L✓17.

A Listening Comprehension Section Test follows this checkpoint study.

L✓15. Check Ahead to Predict Topics and Questions .................................................. 105
L✓16. Check the First Lines of Each Passage ............................................................... 111
L✓17. Check to Answer Fact and Inference Questions ............................................... 114
Longer Conversations and Short Talks Checkpoint Test for L✓11 through L✓17 ...... 119
TOEFL LISTENING COMPREHENSION SECTION TEST ........................................... 121

LONGER CONVERSATIONS AND SHORT TALKS CHECKPOINT STUDY

L✓15 Check Ahead to Predict Topics and Questions

As discussed in previous checkpoints (see L✓1 and L✓14), it is helpful to look ahead at answer choices in Section One of the TOEFL. This can help you predict possible questions or at least parts of questions. In Part B and Part C, this strategy is also useful. It is very helpful if you know what topics to expect in Part B and Part C of the TOEFL.

The following is a set of answer choices for a longer dialogue. While you read through the answer choices, try to predict the topic of the conversation and some of the questions that might be asked about it.
You will read:
1. (A) Buy a car.
   (B) Have her car repaired.
   (C) Borrow her friend’s car.
   (D) Walk to the gas station.

2. (A) At a car dealership.
   (B) In the man’s apartment.
   (C) On the freeway.
   (D) In the woman’s new car.

3. (A) She doesn’t know yet.
   (B) The black one.
   (C) The red one.
   (D) The white one.

4. (A) The woman should make her decision right away.
   (B) The woman should get a loan from the bank.
   (C) The woman should wait until the prices are reduced.
   (D) The car is too expensive for the woman.

Possible Topic and Possible Questions:

\section*{Explanation}

Without hearing the passage, you can predict the topic and some of the questions that will be asked about it simply by thinking about the answer choices. Related key words can be found in all four sets of answer choices. These key words include \textit{buy, car, car dealership, get a loan from the bank,} and \textit{prices.} With these key words in mind, you might predict that the topic of this passage will be \textit{buying a car.}

You can also predict the questions or at least parts of the questions in this set of answer choices:

\textbf{Topic:} buying a car
\textbf{Questions:}
1. What does the woman want to do?
2. Where does this conversation take place?
3. Which car does the woman want?
4. What does the man advise the woman to do?

By checking ahead, you can gain valuable information about the topics and the questions in Part B and Part C.

\section*{ON THE TOEFL}

- Look ahead at answer choices to predict topics and questions in Part B and Part C of TOEFL Section One.
EXERCISE 15A: Practice Predicting Topics and Questions in Part B: Longer Conversations

The answer choices given below are all related to the same conversation. Circle the number of the possible question that is most likely to be asked about each set of answer choices.

At the end of the exercise, answer the question: What is a possible topic that might go along with these questions and answers?

1. (A) A teacher.
   (B) Reviewing chemistry concepts.
   (C) Finding a textbook.
   (D) Relaxing at the student center.

   Possible question 1: What is the topic of this passage?
   Possible question 2: Who is this passage about?

2. (A) They are in a class together.
   (B) They both know a lot about chemistry.
   (C) They are both teachers.
   (D) They have both been to the bookstore today.

   Possible question 1: What are these two people doing?
   Possible question 2: What do these two people have in common?

3. (A) She doesn’t have time to study right now.
   (B) She can’t understand her chemistry assignment.
   (C) She doesn’t know how to read very well.
   (D) The textbook she needs is not available in the bookstore.

   Possible question 1: Why is the woman worried?
   Possible question 2: Why is the woman in a hurry?

4. (A) That he’s a fair teacher.
   (B) That he will want to review the chapters at the next class meeting.
   (C) That he will find them some books to use.
   (D) That they can find him at the student center.

   Possible question 1: What does the woman/man think of the teacher?
   Possible question 2: What does the teacher think of the woman/man?

5. (A) He knows very little about chemistry.
   (B) He doesn’t like Professor Jenkins.
   (C) He doesn’t get worried easily.
   (D) He wants to go back to the bookstore again.

   Possible question 1: What do we learn about the man?
   Possible question 2: Why is the professor pleased?

6. (A) Review her assignment.
   (B) Watch television and relax.
   (C) Help the man review the chemistry lesson.
   (D) Go back to the bookstore.

   Possible question 1: What is the woman doing?
   Possible question 2: What will the woman probably do next?

7. What is a possible topic that might go along with these questions and answers?

   A chemistry book/A chemistry class
EXERCISE 15B: Practice Predicting Topics and Questions in Part C: Short Talks

The answer choices given below are all related to the same short talk. Choose one of the possible questions listed below for each set of answer choices. Write the question on the line provided.

How tall is an elephant?
Where does this talk take place?
What will the speaker probably do next?
What is the speaker's job?
Who is the speaker talking to?
What is the main topic of this talk?
According to the speaker, what does the term X mean?
How much does an elephant weigh?

At the end of this exercise, answer the question: What is a possible topic that might go along with these questions and answers?

1. (A) Impressive zoo exhibits.
   (B) Facts about elephants.
   (C) Two kinds of elephants.
   (D) The size of elephants.

   Possible question: What is the main topic of this talk?

2. (A) Circus performer.
   (B) Elephant trainer.
   (C) Tour guide.
   (D) Ticket vendor.

   Possible question: ________________________________

3. (A) Having a highly arched back.
   (B) Moving rhythmically back and forth.
   (C) Having a back which curves down in the middle.
   (D) Having a very flexible back.

   Possible question: ________________________________

4. (A) 11,000 pounds.
   (B) 22,000 pounds.
   (C) 200 pounds.
   (D) 15,000 pounds.

   Possible question: ________________________________

5. (A) Look for a baby elephant.
   (B) Wait for a little while.
   (C) Enter the zoo.
   (D) Leave the lion's den.

   Possible question: ________________________________

6. What is a possible topic that might go along with these questions and answers?

   ________________________________
EXERCISE 15C: More Practice Predicting Topics and Questions in Part C: Short Talks

The answer choices given below are all related to the same short talk. Choose one of the possible questions listed below for each set of answer choices. Write the question on the line provided.

Who is the speaker?
Where does this talk probably take place?
Why was this colony a failure?
What is the name of the settlement being discussed?
What will the next lecture probably be about?
What happened to the settlers?
Why was this colony a success?
What would be a good title for this talk?
In what course was this talk most probably given?

At the end of this exercise, answer the question: What is a possible topic that might go along with these questions and answers?

1. (A) The Lost Colony
   (B) The Colonists at Jamestown
   (C) The Voyages of John White
   (D) Croatoan Island

   Possible question: ______________________

2. (A) Environmental studies.
   (B) History.
   (C) Geography.
   (D) Political science.

   Possible question: ______________________

3. (A) Plymouth Rock.
   (B) Jamestown.
   (C) Chesapeake Bay.
   (D) Roanoke.

   Possible question: ______________________

4. (A) They moved farther north.
   (B) They left for Croatoan.
   (C) They were never found.
   (D) They returned to England.

   Possible question: ______________________

5. (A) Because the Indians learned from it.
   (B) Because the colonists arrived in England safely.
   (C) Because the colonists were able to settle in Roanoke.
   (D) Because future colonists learned from it.

   Possible question: ______________________
6. (A) Other mysteries.
   (B) Marine life in the Chesapeake Bay area.
   (C) The settlement of Jamestown.
   (D) John White’s family.
   Possible question: ____________________________________________

7. What is a possible topic that might go along with these questions and answers?
   ____________________________________________

**EXERCISE 15D: More Practice Predicting Topics and Questions in Part B: Longer Conversations**

The answer choices given below are all related to the same longer conversation. On the line provided, write a possible question or part of a question for each set of answers. In some cases, you may only be able to predict the first word or two of this question.

At the end of this exercise, answer the question: What is a possible topic that might go along with these questions and answers?

1. (A) Things to do and see in Idaho.
   (B) Places to go on vacation.
   (C) Fishing.
   (D) Features of the moon.
   Possible question: _________________________ What is the main topic of this conversation?

2. (A) Because she doesn’t think he has time for a vacation now.
   (B) She knows he doesn’t like to fish.
   (C) She didn’t think he was leaving.
   (D) He’s going so far away.
   Possible question: _______________________________________

3. (A) To look for a new job.
   (B) To spend time fishing and sightseeing.
   (C) To get as far away as possible.
   (D) To find out about a new heating method for his home.
   Possible question: _______________________________________

4. (A) An exhibit of rocks brought back from the moon.
   (B) The site of a dead volcano.
   (C) Caves with ice that never melts.
   (D) Homes heated with water from caves.
   Possible question: _______________________________________

5. (A) Go fishing.
   (B) Go home and pack.
   (C) Ask the woman if she’d like to join him.
   (D) Turn up the heat.
   Possible question: _______________________________________

6. What is a possible topic that might go along with these questions and answers?
   ____________________________________________

110 Listening Comprehension
Check the First Lines of Each Passage

The first few lines of any talk or longer conversation contain information that is essential for understanding overall meaning. These lines give information about the situation (who and where) of the passage, as well as about the topic (what) of the passage.

Understanding who, where, and what about each passage is important to understanding overall meaning. Some Part B and Part C questions specifically ask for this information. These questions include: What is the topic of this conversation? Where does this conversation take place? Who is the speaker? What is the woman’s/man’s job? Often this information is not stated directly in the passage, but can be inferred from the first few lines. Other times this information will be stated directly in the beginning of the passage.

---

**MODEL**

You will hear:

M: May I help you?
W: Well, I hope so. I’m thinking about buying a new car, and I saw one that I liked in your showroom.

---

**Explanation**

These are the first two lines from a longer conversation. Just from these two lines, you learn that the speakers are a car salesman and a woman shopping for a car. You also learn that the conversation probably takes place where cars are sold—at a car dealership. The key expression, May I help you?, which is used by salespeople, and the key words buying, car, and showroom help you infer this information.

At least part of this information will be asked about in the spoken questions for this conversation. This information is also important for understanding the rest of the conversation.

---

**ON THE TOEFL**

- Listen carefully to the first few lines of Part B and Part C passages to determine who, where, and what.

---

**EXERCISE 16A: Tape Practice with Who, Where, and What in Part B: Longer Conversations**

Listen to the first few lines of each passage. Predict who the speaker(s) will be, where the passage will take place, and what the passage will be about.

If you are unable to make a prediction from the information given, place a question mark (?) on the line. Stop the tape after each passage to allow yourself extra time to write.

1. Who: two students
   Where: on a college campus
   What: a textbook that they need for chemistry class
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</table>
EXERCISE 16B: ⭐️ Tape Practice with Who, Where, and What in Part C: Short Talks

Listen to the first few lines of each passage. Predict who the speaker(s) will be, where the passage will take place, and what the passage will be about.

If you are unable to make a prediction from the information given, place a question mark (?) on the line. Stop the tape after each passage to allow yourself extra time to write.

1. Who: ____________________________________________________________
   Where: ____________________________________________________________
   What: ____________________________________________________________

2. Who: ____________________________________________________________
   Where: ____________________________________________________________
   What: ____________________________________________________________

3. Who: ____________________________________________________________
   Where: ____________________________________________________________
   What: ____________________________________________________________

4. Who: ____________________________________________________________
   Where: ____________________________________________________________
   What: ____________________________________________________________

5. Who: ____________________________________________________________
   Where: ____________________________________________________________
   What: ____________________________________________________________

6. Who: ____________________________________________________________
   Where: ____________________________________________________________
   What: ____________________________________________________________

7. Who: ____________________________________________________________
   Where: ____________________________________________________________
   What: ____________________________________________________________
Check to Answer Fact and Inference Questions

Although the first few lines of passages in Part B and Part C are important for answering fact and inference questions, it is also important to listen carefully to the rest of the passage. You should concentrate on the overall meaning of the passage. From this information, you will be asked to make further inferences. Typical inference questions in Part B and Part C of the TOEFL include:

- What can we assume about the speaker?
- What can be inferred about X?
- What does the speaker imply about X?
- What will the speaker probably do next?

When you listen to the rest of the passage, you should also listen for facts. These facts may include general information about what the speakers say. They may also include detailed information such as numbers, dates, amounts, and names. Many fact questions are possible. The following are examples:

- What does the speaker say about his job?
- How long has the speaker been living in the dorm?
- Which book does the professor recommend?
- How much time will it take to finish the paper?
- How many years has the speaker been doing X?
- When will the students have their exam?
You will hear:
	M: May I help you?
	W: Well, I hope so. I'm thinking about buying a new car, and I saw one
	that I liked in your showroom.
	M: Which one was that?
	W: The red one with the black interior. Sitting next to the big white one.
	M: Oh, that little beauty. Well, you're in luck. That one's on sale—
today only. The sale ends at 6:00 this evening.

3. Which car does the woman want?

You will read:
	3. (A) She doesn't know yet.
	(B) The black one.
	(C) The red one.
	(D) The white one.

You will hear:
4. What does the man imply?

You will read:
	4. (A) The woman should make her decision right away.
	(B) The woman should get a loan from the bank.
	(C) The woman should wait until the prices are reduced.
	(D) The car is too expensive for the woman.

Answers:

▼ Explanation ▲

These two questions ask about information that comes in the middle and at the end of the passage.

Question 3 is a fact question. To answer this question correctly, you need to listen carefully for
the details in the passage. Answer (C) is the correct answer to this question.

Question 4 is an inference question. The man does not directly say that the woman should buy
the car right away; however, he does mention that the car will be on sale for only one day. From
this information, we can infer that he thinks the woman should hurry and buy the car. Answer (A)
is the correct answer to this question.

¬ ON THE TOEFL

¬ Listen carefully to the rest of the passage so that you can answer fact and
inference questions.
EXERCISE 17A: Tape Practice Listening for Facts in Longer Conversations and Short Talks

Listen to each short passage and the question about it. Circle the correct answer to each spoken question.

1. (A) 1814.  
   (B) 1804.  
2. (A) In four days.  
   (B) On Thursday.  
3. (A) Seventeen.  
   (B) Seventy.  
4. (A) If she wants to go camping.  
   (B) What she wants to do.  
5. (A) Watching a film.  
   (B) Reading a novel.  
6. (A) She doesn't have enough money.  
   (B) She is not feeling well.  
7. (A) They hate them.  
   (B) They find them pleasant.  
8. (A) In a practice room.  
   (B) At the concert.  
9. (A) The teacher.  
   (B) The secretary.  
10. (A) In the 1770s.  
    (B) In the 1870s.  
11. (A) Go to the admissions office.  
    (B) Make a phone call.

EXERCISE 17B: Tape Practice Making Inferences in Longer Conversations and Short Talks

In this exercise, you will hear the same short passages that you heard in Exercise 17A. This time, however, you will be asked inference questions about these passages. Listen to each short passage and the question about it. Circle the correct answer to each spoken question.

1. (A) He was not a very wise president.  
   (B) He was very old when he became president.  
2. (A) Skiing.  
   (B) Studying.  
3. (A) That they carry germs.  
   (B) That he hides his food from them.  
4. (A) She likes to be outdoors.  
   (B) She has some new camping equipment.  
5. (A) She was a happy person.  
   (B) She was a writer.  
6. (A) They will be costly.  
   (B) They will be postponed.  
7. (A) That they are helpful.  
   (B) That life would be easier without them.  
8. (A) Watching a concert.  
   (B) Playing in a concert.  
9. (A) Collect the papers.  
   (B) Go to her office.  
10. (A) She is no longer alive.  
    (B) She was a pony express rider.  
11. (A) Wait a while before making his phone call.  
    (B) Forget about making his phone call.
EXERCISE 17C: Tape Practice with Overall Meaning in Part B: Longer Conversations

Listen to each dialogue and the questions which follow it. Remember to listen to the short introductory sentences that precede each dialogue. Circle the correct answer to each spoken question.

1. (A) A teacher.  
   (B) Reviewing chemistry concepts.  
   (C) A textbook.  
   (D) Relaxing at the student center.

2. (A) They are in a class together.  
   (B) They both know a lot about chemistry.  
   (C) They are both teachers.  
   (D) They have both been to the bookstore today.

3. (A) She doesn’t have time to study right now.  
   (B) She can’t understand her chemistry assignment.  
   (C) She doesn’t know how to read very well.  
   (D) The textbook she needs is not available in the bookstore.

4. (A) That he’s a fair teacher.  
   (B) That he will want to review the chapters in the next class.  
   (C) That he will find them some books to use.  
   (D) That they can find him at the student center.

5. (A) He knows very little about chemistry.  
   (B) He doesn’t like Professor Jenkins.  
   (C) He doesn’t get worried easily.  
   (D) He wants to go back to the bookstore again.

6. (A) Review her assignment.  
   (B) Watch television and relax.  
   (C) Help the man review the chemistry lesson.  
   (D) Go back to the bookstore.

7. (A) Things to do and see in Idaho.  
   (B) Places to go on vacation.  
   (C) Fishing.  
   (D) Features of the moon.

8. (A) She doesn’t think he has time for a vacation now.  
   (B) She knows he doesn’t like to fish.  
   (C) She didn’t think he was leaving.  
   (D) He’s going so far away.

9. (A) To look for a new job.  
   (B) To spend time fishing and sightseeing.  
   (C) To get as far away as possible.  
   (D) To find out about a new heating method for his home.

10. (A) An exhibit of rocks brought back from the moon.  
     (B) The site of a dead volcano.  
     (C) Caves with ice that never melts.  
     (D) Homes heated with water from caves.

11. (A) Go fishing.  
     (B) Go home and pack.  
     (C) Ask the woman if she’d like to join him.  
     (D) Turn up the heat.
EXERCISE 17D:   Tape Practice with Overall Meaning in Part C: Short Talks

Listen to each short talk and the questions which follow it. Remember to listen to the short introductory sentences that precede each talk. Circle the correct answer to each spoken question.

1. (A) Impressive zoo exhibits.  
(B) Facts about elephants.  
(C) Two kinds of elephants.  
(D) The size of elephants.  

2. (A) Circus performer.  
(B) Elephant trainer.  
(C) Tour guide.  
(D) Ticket vendor.  

3. (A) Having a highly arched back.  
(B) Moving rhythmically back and forth.  
(C) Having a back which curves down in the middle.  
(D) Having a very flexible back.  

4. (A) 11,000 pounds.  
(B) 22,000 pounds.  
(C) 200 pounds.  
(D) 15,000 pounds.  

5. (A) Look for a baby elephant.  
(B) Wait for a little while.  
(C) Enter the zoo.  
(D) Leave the lion's den.  

6. (A) The Lost Colony  
(B) The Colonists at Jamestown  
(C) The Voyages of John White  
(D) Croatoan Island  

7. (A) Environmental studies.  
(B) History.  
(C) Geography.  
(D) Political science.  

8. (A) Plymouth Rock.  
(B) Jamestown.  
(C) Chesapeake Bay.  
(D) Roanoke.  

9. (A) They moved farther north.  
(B) The left for Croatoan.  
(C) They were never found.  
(D) They returned to England.  

10. (A) Because the Indians learned from it.  
(B) Because the colonists arrived in England safely.  
(C) Because the colonists were able to settle in Roanoke.  
(D) Because future colonists learned from it.  

11. (A) Other mysteries.  
(B) Marine life in the Chesapeake Bay area.  
(C) The settlement of Jamestown.  
(D) John White's family.
Longer Conversations and Short Talks Checkpoint Test for L✓11 through L✓17

The following checkpoint test will give you combined practice in checkpoints L✓11 through L✓17. You will only be allowed 12 seconds to answer each question. This is the amount of time allowed on the TOEFL exam.

⚠️ **Directions:** In this checkpoint test, you will hear several short talks and longer conversations. After each of them, you will hear several questions. The talks and conversations and the questions about them will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. Then, circle the letter that corresponds to the answer you have chosen.

Answer all questions on the basis of what is stated or implied in the talk or conversation.

1. (A) The man’s trip.
   (B) Buying luggage.
   (C) How to file a baggage claim.
   (D) Travel by train.

2. (A) He walked.
   (B) He took a taxi.
   (C) He drove.
   (D) Someone picked him up.

3. (A) Her baggage has been lost.
   (B) She has been delayed.
   (C) She has taken a taxi.
   (D) She has taken the man to the airport.

4. (A) He forgot.
   (B) He didn’t think it would help.
   (C) He was too tired.
   (D) He found his baggage.

5. (A) Buy a ticket.
   (B) Go to the airport.
   (C) Get some rest.
   (D) Look for the man’s ticket.

6. (A) Preventing Forest Fires
   (B) Factors Affecting a Tree’s Resistance to Fire
   (C) The Redwood’s Ability to Withstand Fire
   (D) Ground Fires and Crown Fires

7. (A) 100 degrees centigrade.
   (B) 20 degrees centigrade.
   (C) 40 degrees centigrade.
   (D) 120 degrees centigrade.

8. (A) They have deep roots.
   (B) They have few leaves.
   (C) They have thick bark.
   (D) They grow close together.

9. (A) They are more likely to have large leaves.
   (B) They are susceptible to ground fires.
   (C) They have a high resistance to all types of fire.
   (D) They usually fall down during a fire.

10. (A) The top of a tree.
    (B) A very hot fire.
    (C) Tree roots that grow close to the surface.
    (D) The highest flame in a fire.

11. (A) He needs some experience acting.
    (B) The drama club needs some male actors.
    (C) She thinks he’s the best actor on campus.
    (D) She wants him to meet the playwright.

12. (A) He doesn’t enjoy acting.
    (B) He doesn’t like comedies.
    (C) He wants to be free on Friday nights.
    (D) He doesn’t think he’ll have enough time.

13. (A) A student.
    (B) The woman.
    (C) A professor.
    (D) A famous playwright.

14. (A) One or two times a week.
    (B) On Friday nights.
    (C) Every day.
    (D) Whenever they have time.
15. (A) Write a play as soon as possible.
    (B) Meet the woman at 6:30.
    (C) Find a part that is perfect for him.
    (D) Wait a week and then decide what to do.

16. (A) To document the first contact between native peoples of the Americas and Europeans.
    (B) To demonstrate how virtual reality and other computer techniques can be used effectively and effortlessly.
    (C) To cover the rise and the fall of native civilizations in Western North America and Central America before contact with Europeans.
    (D) To explain how to work a video recorder to tape a desired program on the television.

17. (A) On Wednesday night.
    (B) On Thursday morning.
    (C) On Wednesday morning.
    (D) On Thursday night.

18. (A) That it was written and produced by Kevin Costner.
    (B) That it uses computer animation and virtual reality.
    (C) That it discusses in depth the key cities of the empires.
    (D) That it uses authentic musical instruments and songs.

19. (A) Read about it instead.
    (B) Ask a friend to tape it.
    (C) Discuss it with someone who watched it.
    (D) Notify the instructor.

20. (A) Loan his copy of the program to students who want to watch it.
    (B) Go to the video store and rent the program for viewing in class.
    (C) Have another student tape the program for those who can not watch it.
    (D) Take notes on the program and distribute them to those who are not able to watch it.
Listening Comprehension Section Test

On the following pages you will find a practice section test for Section One of the TOEFL.

Use the first part of the SECTION TESTS ANSWER SHEET from the General Appendix, #3, page 508 to record your answers for this test.

When answering each question, use the strategies and skills you have reviewed in the Listening Comprehension Section.

Score your test using the Answer Key. When you finish scoring your test, determine which parts of Section One, if any, you need to study again.

Estimate your TOEFL score for this section test using Score Conversion Table 1 in the General Appendix, #2, page 505.

When you are ready, begin the tape at the Listening Comprehension Section Test. Do not go on to the next page until the tape tells you to do so.
Section 1
Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

In your test book, you read:  
(A) At last winter is almost over.
(B) She doesn’t like winter weather very much.
(C) This winter’s weather is similar to last winter’s weather.
(D) Winter won’t last as long this year as it did last year.

Sample Answer

You learn from the conversation that the woman thinks the weather this winter is almost the same as the weather last winter. The best answer to the question “What does the woman mean?” is (C), “This winter’s weather is similar to last winter’s weather.” Therefore, the correct choice is (C).
1. (A) He isn’t too fond of reading.
   (B) He would like to read the articles, too.
   (C) He read two articles.
   (D) He agrees with the woman.

2. (A) He hasn’t spoken to her for awhile.
   (B) She doesn’t hear well.
   (C) She has been going to work late.
   (D) She enjoys her new job.

3. (A) In a laundromat.
   (B) On a farm.
   (C) In a grocery store.
   (D) At a restaurant.

4. (A) She’s going to bed.
   (B) She’s feeling much better.
   (C) She’s feeling worse all the time.
   (D) She’s going to see a doctor.

5. (A) She doesn’t like the painting.
   (B) She thinks the man is joking.
   (C) There are no children in the painting.
   (D) She agrees with the man.

6. (A) The woman shouldn’t study too hard.
   (B) He doesn’t want to study for any more tests.
   (C) The woman should study for both tests.
   (D) There are too many tests this term.

7. (A) Happy.
   (B) Lonely.
   (C) Apologetic.
   (D) Frustrated.

8. (A) He has to check on a few things first.
   (B) He has never heard of such a thing.
   (C) The woman may take the test early.
   (D) He isn’t sure it will be possible.

9. (A) Janice called someone for him.
   (B) He didn’t actually make it home.
   (C) Janice called him.
   (D) He took Janice home.

10. (A) She has finished her writing.
    (B) He doesn’t know where she put her things.
    (C) She is postponing her work.
    (D) He doesn’t know when she will do the dishes.

11. (A) That the man had fallen in the snow.
    (B) That the man didn’t like to ski.
    (C) That there wouldn’t be any snow.
    (D) That the weather would be too bad for traveling.

12. (A) She is hungry.
    (B) She will show the man where to go.
    (C) The cafeteria is too far away to walk to.
    (D) She has never been to the cafeteria before.

13. (A) Jane owns the dictionary the woman wants to borrow.
    (B) He doesn’t want the woman to use his dictionary.
    (C) His dictionary is not available right now.
    (D) Jane has the right information.

14. (A) He doesn’t want to go out in this traffic.
    (B) It’s too noisy to hear the birds now.
    (C) The birds are terrific.
    (D) He can hear the birds over the noise of the cars.

15. (A) He knows a tour guide in the park.
    (B) He knows the park very well.
    (C) He has a good guide book the woman can use.
    (D) He isn’t used to taking tours.

16. (A) She needs to finish her paper.
    (B) She always works at night.
    (C) She hasn’t had many papers this term.
    (D) She didn’t go to bed last night.

17. (A) She doesn’t want to see the movie.
    (B) She’ll be ready in ten minutes.
    (C) She hadn’t planned on going out tonight.
    (D) She’ll think about going out tomorrow.

18. (A) The woman must pay for her books now.
    (B) He doesn’t sell books anymore.
    (C) The woman has enough money after all.
    (D) He doesn’t need any more books.
19. (A) Jack was busy repairing his car during her visit.
   (B) Jack's car isn't new.
   (C) She didn't get to see Jack's new car.
   (D) She went shopping with Jack for a new car.

20. (A) The rooms are now ready.
       (B) The cleaning crew has no equipment.
       (C) They should look for someone to clean the rooms.
       (D) The rooms haven't been cleaned yet.

21. (A) Clara might be are now ready.
       (B) Clara doesn't seem interested in finishing her school work.
       (C) Clara is too busy to work for him.
       (D) He could type his own paper at Clara's house.

22. (A) Move to a more affordable apartment.
       (B) Pay the rent a little at a time.
       (C) Look for a smaller place to live.
       (D) Find a job near his apartment.

23. (A) He has several things to do in May.
       (B) The woman needs to start her project today.
       (C) The woman has time to finish her project.
       (D) He will do some work with the woman in May.

24. (A) She wonders when Karen can take the test.
       (B) She heard that Karen missed a few questions on the test.
       (C) She wonders when Karen can help her write the test.
       (D) She heard that the test was too difficult for Karen.

25. (A) She doesn't understand what the man wants.
       (B) She hasn't been able to find the book.
       (C) She doesn't like reading novels.
       (D) The book doesn't interest her very much.

26. (A) She will drive the man to see the eye doctor.
       (B) The sun won't be as bright in the afternoon.
       (C) The man shouldn't be driving in this weather.
       (D) The man's problem could easily be solved.

27. (A) The wind will not last through the night.
       (B) This strong wind could be dangerous.
       (C) The man should check the paper tonight.
       (D) The sound of the wind doesn't bother her.

28. (A) She works at the bookstore.
       (B) She is majoring in English.
       (C) She doesn't know what the man means.
       (D) She doesn't want to carry her dictionary.

29. (A) Start coming to meetings on time.
       (B) Stop going to the meetings.
       (C) Go to a different meeting.
       (D) Find out what is bothering the man.

30. (A) He doesn't know why Sharon didn't bother to come to the meeting.
       (B) Sharon has been missing too many meetings lately.
       (C) Sharon seems bothered by the amount of work she has to do.
       (D) He didn't feel it was necessary for Sharon to attend the meeting.
Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are not allowed to take notes or write in your test book.
31. (A) Washing clothes.
   (B) The effects of hard water.
   (C) How to buy a water softener.
   (D) How to keep your pipes from freezing.

32. (A) Containing minerals.
   (B) Frozen.
   (C) Difficult.
   (D) Soapy.

33. (A) Moving to a new apartment.
   (B) Buying a machine.
   (C) Using a powder.
   (D) Heating his home better.

34. (A) Wash some clothes.
   (B) Buy some water-softening powder.
   (C) Clean his house.
   (D) Call the man who tested his water.

35. (A) Superstitions.
   (B) Transportation arrangements.
   (C) Borrowing a van.
   (D) Moving to a new home.

36. (A) He might be superstitious.
   (B) He'll be in Chicago that evening.
   (C) He won't be able to borrow his father's van.
   (D) He won't be able to get there on time.

37. (A) He's having dinner with some friends that evening.
   (B) He will be driving his father's van instead of his car.
   (C) He will be flying in from Chicago earlier that evening.
   (D) He always drives more slowly on Friday the thirteenth.

38. (A) He would rather take his own car.
   (B) His father might need it to help a friend move.
   (C) He is quite sure it won't be a problem.
   (D) He doesn't know if it is big enough to hold all of Amanda's things.
Part C

Directions: In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and the questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

Now listen to a sample question.

In your test book, you read:  (A) Only bumblebees can fertilize red clover plants.
(B) Bumblebees protect red clover from plant-eating insects.
(C) Bumblebees bring water to red clover plants on their tongues.
(D) Bumblebees keep mice and other animals away from red clover plants.

The best answer to the question “Why is it impossible to raise red clover where there are no bumblebees?” is (A), “Only bumblebees can fertilize red clover plants.” Therefore, the correct choice is (A).

Now listen to another sample question.

In your test book, you read:  (A) They both make honey.
(B) They both build combs.
(C) Both of them are found in underground nests.
(D) They both live through the winter.

The best answer to the question “According to the speaker, in what way are the queen wasp and the queen bee similar?” is (D), “They both live through the winter.” Therefore, the correct choice is (D).

Remember, you are not allowed to take notes or write in your test book.
39. (A) A branch of biology.  
(B) A group of people working together.  
(C) A club.  
(D) A living thing.  

40. (A) Categorize major groups of organisms.  
(B) Write a comprehensive definition of the word "life."  
(C) Study all of the organisms that exist today.  
(D) Study similarities in the activities and functions of organisms.  

41. (A) Because there are too many of them.  
(B) Because they are too complex to understand.  
(C) Because they are not easy to find.  
(D) Because no one knows everything about them.  

42. (A) Their appearance.  
(B) Their activities and functions.  
(C) The means by which they make food.  
(D) Their methods of communication.  

43. (A) To explain the rewards of long distance running.  
(B) To raise some funds for a sports event.  
(C) To describe the sacrifices necessary to be on the running team.  
(D) To discuss the first day of team practice.  

44. (A) Rest all day.  
(B) Work out on their own.  
(C) Meet with their coach.  
(D) Participate in a race.  

45. (A) Team members will enjoy a busy social life on weekends.  
(B) Team members won't have much time for social activities on weekends.  
(C) Friday nights will be free for social activities.  
(D) Team members will be too tired to do much on the weekend.  

46. (A) Practice will begin.  
(B) The speaker will talk about the advantages of sports.  
(C) The speaker will collect the money.  
(D) Parents will go home.  

47. (A) Simple lithographs depicting farm people.  
(B) Paintings of civil war battlefields.  
(C) Magazine illustrations.  
(D) Intensely dramatic paintings of the sea.  

48. (A) A sense of the charm and simplicity of country life.  
(B) The depiction of the violence or near-violence of country life.  
(C) The depiction of the struggle for survival on American farms.  
(D) A sense of the changing moods of American farmers.  

49. (A) Fishermen and ship captains heading for sea.  
(B) A single man, a small boat, and an unfriendly sea.  
(C) Farm children in simple clothes struggling to survive.  
(D) A scene of the northern coast of Maine.  

50. (A) To create the impression of rough seas.  
(B) To give drama to his paintings.  
(C) To convey a strong feeling of light.  
(D) To convey the changing moods of the Atlantic Ocean.  

This is the end of Section 1.  
Stop work on Section 1.

Do NOT read or work on any other section of the test.  
The supervisor will tell you when to begin work on Section 2.  
For more practice, take a complete test from The Heinemann TOEFL Practice Tests.
The purpose of Section Two of the TOEFL is to test your knowledge of the structure of standard written English. The language tested in this section is mostly formal, not conversational. Many of the sentence topics used in this section are of a general academic nature. The vocabulary used in Section Two questions is similar to the vocabulary used in TOEFL Section Three, Vocabulary and Reading Comprehension.

<table>
<thead>
<tr>
<th>GENERAL STRATEGIES FOR SECTION TWO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be familiar with Section Two instructions before you take the actual TOEFL. Then, during the test, you do not need to read the instructions. Move immediately to the first question and begin working.</td>
</tr>
<tr>
<td>2. Use your time wisely. You have only about 35 seconds to complete each question in this section.</td>
</tr>
<tr>
<td>3. Try to identify the grammar point being tested in each question you read. You can often discover the correct answer right away if you do this. See the Grammar Checkpoint exercises beginning on page 133 for practice.</td>
</tr>
</tbody>
</table>

Structure and Written Expression: Question Types

Section Two contains 40 questions. You have 25 minutes to answer all the questions. There are two parts in this section of the TOEFL. Each part has a different type of question.

Structure (15 questions)
You choose the correct sentence completions.

Written Expression (25 questions)
You choose the incorrect sentence segments.

Structure Questions

The Structure questions in Section Two of the TOEFL measure your understanding of basic grammar. There are 15 incomplete sentences in this part of the test. Four possible completions are provided in the answer choices for each of the sentences. You must choose the one correct answer that completes the sentence.
MODEL

Americans like movies is a well-known fact.

(A)  Most
(B)  That most
(C)  Some
(D)  Because

What is needed in this sentence?
Answer: The subject

▲ Explanation ▼

In this sample question, the subject is being tested. The verb is complete. However, the subject of this sentence, which is a noun clause, is incomplete. You should look for a word to complete this subject. Answer (B) is the correct answer to the question because it completes the subject.

STRUCTURE QUESTION STRATEGIES

1. Read the whole sentence before you choose your answer. In the model above, answer choices (A) and (C) sound correct if you only read the first part of the sentence. You must consider the entire sentence before choosing your answer.

2. Ask yourself, "What is needed in this sentence?" Then, look for the answer choice that completes the sentence. If you cannot immediately identify what is needed, follow the steps in strategy 3.

3. A. Locate the subject and the verb of the main clause. If the subject or verb is missing or incomplete, look for it in the answer choices. If the two sentence parts are not missing or incomplete, proceed to Step B.

B. Look for the object or the complement of the sentence. If the object or complement is needed but is missing or incomplete, look for it in the answer choices. If one of these parts is not needed or is not missing, proceed to Step C.

C. Look for a subordinate clause. If the subordinate clause is needed and if it is missing a subject, a verb, or a clause marker, look for the missing part in the answer choices. If none of these sentence parts is missing, proceed to Step D.

D. Look for a phrase. If there is a modifying phrase and if any part of the phrase is missing, look for it in the answer choices.

4. Do not look for ungrammatical segments in the answer choices. Most of the answer choices are grammatically correct by themselves. They only become incorrect when they are put into the sentence.
Written Expression Questions

The Written Expression questions in Section Two of the TOEFL measure your understanding of the grammar of written English. There are 25 sentences in this part of the test. Each sentence has four underlined segments. You must choose the one incorrect segment.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mining is the most important state in this state.</td>
</tr>
<tr>
<td>\underline{A} \underline{B} \underline{C} \underline{D}</td>
</tr>
</tbody>
</table>

What is wrong with this sentence? Answer: The form of the adjective

▲ Explanation ▼

In this question, the correct formation of superlative adjectives is being tested. *Importantest* is not a word in English. Answer (B) is the correct answer to the question because *importantest* is incorrect. Correction: *important*

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tomorrow we went to the store to buy some new furniture.</td>
</tr>
<tr>
<td>\underline{A} \underline{B} \underline{C} \underline{D}</td>
</tr>
</tbody>
</table>

What is wrong with this sentence? Answer: The verb tense

▲ Explanation ▼

In this sentence, the tense of the verb is being tested. The past tense *went* does not agree with the time marker *tomorrow*. Answer (A) is the correct answer to the question because *went* is incorrect. Correction: *are going/ will go/ are going to go*

Structure and Written Expression: Vocabulary

Although vocabulary is not directly tested in the Structure and Written Expression Section, knowledge of vocabulary and word forms makes it easier to answer the questions in Section Two of the TOEFL. Knowing which words usually occur together will also help you in this section. In addition, the vocabulary used in the grammar items is similar to the formal vocabulary found in the Reading Section of the TOEFL; knowing this vocabulary will help you prepare for Section Three of the TOEFL.

Read the following grammar items for examples of vocabulary in Section Two of the TOEFL.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose the one word or phrase that best completes the sentence.</td>
</tr>
<tr>
<td>Red meat is an excellent source \underline{A} protein.</td>
</tr>
<tr>
<td>(A) of \underline{B} by \underline{C} about \underline{D} on</td>
</tr>
</tbody>
</table>

Answer:
\textbf{Explanation A}

Knowing that the noun \textit{source} is often used with prepositional phrases introduced by \textit{of} makes answering this item easier. Answer (A) is the correct answer to the question because the preposition \textit{of} should introduce the noun \textit{protein}.

\textbf{MODEL}

Identify the one underlined word or phrase that must be changed in order for the sentence to be correct.

Paul Revere designed the first officially seal of the thirteen colonies
\underline{A} as well as the state seal now used by Massachusetts.
\underline{B}

\underline{C}

Answer:

\textbf{Explanation A}

Knowledge of word forms will assure that you understand that the adjective form \textit{official} is needed, not the adverb form \textit{officially}. Answer (B) is the correct answer to the question because \textit{officially} is the incorrect word form.

\textbf{WRITTEN EXPRESSION QUESTION STRATEGIES}

1. Ask yourself, “What is wrong with this sentence?” In this part of the test, you are looking for the \textit{incorrect} part of a sentence. This is a very different task from the task in the Structure questions. You must remember to quickly change your approach when you begin the Written Expression part of the test.

2. \textbf{QUICKLY} scan the four underlined segments to find what is wrong. One of these segments may be incorrect on its own, as in the first model above. If none of the choices is incorrect on its own, proceed to strategy 3.

3. Read the entire sentence. Compare the underlined segments to other parts of the sentence. Most of the incorrect segments in this section are wrong because of their relationship to other parts of the sentence, as in the second model above.

4. Do not waste time looking for errors that are not underlined. All errors occur in the underlined segments of the sentences.

5. Do not waste time thinking about how to correct the incorrect segment of the sentence. Once you locate the incorrect segment, mark it on your answer sheet and move on.
NOTE: Strategy 5 is very important to follow when you take the TOEFL. Many students, however, feel that correcting errors while studying for the TOEFL is helpful. By correcting errors in practice questions, students learn to more efficiently identify errors on the actual TOEFL. For this reason, many exercises in the Grammar Checkpoint Study provide practice in error correction. The Section Two Checkpoint Test and comprehensive Section Test will not provide this practice. Remember that on the actual TOEFL, there is no time and no need for error correction.

Careful review of grammar and practice with Structure and Written Expression questions in the Grammar Checkpoint Study will help you prepare for Section Two of the TOEFL. This type of review, however, is not meant to replace a regular plan of study of all aspects of English. A regular plan of study is best accomplished in daily English language classes where you practice not only grammar, but also reading, vocabulary, writing, listening, and speaking in English. Studying all aspects of English is the best way to improve your overall mastery of English grammar. As you read and hear English inside and outside the classroom, you should work to develop an awareness of the function of words, phrases, and clauses in both spoken and written sentences and longer conversations. Punctuation of written sentences is also an important part of mastering English grammar.

General language study inside and outside the classroom will develop your overall mastery of English grammar. The Grammar Checkpoint Study will help you master the specific points of grammar tested on the TOEFL. These combined types of study will greatly increase your chances to succeed on the TOEFL.

✔ GRAMMAR CHECKPOINTS

Below is a list of the Grammar Checkpoints covered in the Grammar Checkpoint Study. Checkpoint Tests are included in this list. Page numbers are provided for easy reference.

The Diagnostic Test on pages 19-41 has been cross-referenced to this list of Grammar Checkpoints. Use the answer key for this test to refer you to the checkpoints you need to concentrate on in the Grammar Checkpoint Study. While you should concentrate on the checkpoints that you missed on the Diagnostic Test, we recommend that you review all of the Grammar Checkpoints.

A Structure and Written Expression Section Test follows the Grammar Checkpoint Study. This test should be taken after you have studied all the checkpoints listed below.

G✓1. Check Subjects, Objects, and Noun Complements .............................................. 135
G✓2. Check Subjects and Verbs .................................................................................. 140
G✓3. Check Expressions of Quantity ......................................................................... 144
G✓4. Check Articles .................................................................................................... 146
G✓5. Check Personal, Possessive, and Reflexive Pronouns ....................................... 149
G✓6. Check Adjectives and Nouns ............................................................................. 151
Grammar Checkpoint Test One for G✓1 through G✓6 ............................................. 154
G✓7. Check Verb Tense Forms .................................................................................. 155
G✓8. Check Verb Tense Meanings ............................................................................. 158
G✓9. Check Passive and Active Sentences ................................................................ 161
G✓10. Check Modals and Modal-Like Verbs ............................................................... 165
G✓11. Check Subject-Verb Agreement ..................................................................... 168
Grammar Checkpoint Test Two for G✓7 through G✓11 ............................................ 171
G✓12. Check Prepositions and Prepositional Phrases ............................................... 172
G✓13. Check Main and Subordinate Clause Markers ................................................ 175
G✓14. Check Prepositional Phrases and Subordinate Clauses .................................... 179
G✓15. Check Appositives and the Noun Structures They Rename ............................ 184
Grammar Checkpoint Test Three for GV12 through GV15 .................................................. 187
GV16. Check One-Word -ING and -ED Adjectives .......................................................... 188
GV17. Check -ING and -ED Modifying Phrases ................................................................. 190
GV18. Check Gerunds and Infinitives .................................................................................. 192
GV19. Check IT and THERE Sentences .............................................................................. 197
Grammar Checkpoint Test Four for GV16 through GV19 .............................................. 200
GV20. Check Word Form and Function .............................................................................. 202
GV21. Check Word Form After Verbs .................................................................................. 206
GV22. Check Word Form: Person Nouns and Activity Nouns ........................................... 208
GV23. Check Word Form: Words That Don’t Exist in English .......................................... 209
GV24. Check Equative, Comparative, and Superlative Degree ........................................ 210
Grammar Checkpoint Test Five for GV20 through GV24 ............................................. 215
GV25. Check Standard Word Order .................................................................................... 216
GV26. Check Word Order in Subordinate Clauses Beginning with Question Words .......... 218
GV27. Check Inverted Subject-Verb Word Order with Special Expressions and in Conditional Sentences .............................................................. 221
GV28. Check Parallel Structure in Comparisons and in Series Joined by AND, BUT, or OR .................................................................................................................. 225
GV29. Check Paired Expressions ......................................................................................... 229
GV30. Check Confusing Words and Expressions ................................................................. 232
Grammar Checkpoint Test Six for GV25 through GV30 ................................................ 235
STRUCTURE AND WRITTEN EXPRESSION SECTION TEST ........................................ 237

These Grammar Checkpoints cover the structures that are tested in Section Two of the TOEFL. Most of this grammar is tested in both the Structure questions and the Written Expression questions. Some grammar points, however, are only tested in one type of question or the other. This is noted for you under each checkpoint heading. The Grammar Checkpoint Test questions have the same formats as those on the TOEFL.

NOTE: The Grammar Checkpoint explanations and exercises utilize and review fundamental grammar terms and concepts. For extra help, refer to the Grammar Appendix on page 393. You should refer to the Grammar Appendix for the following reasons:

1. If the Diagnostic Test indicated that grammar was your weak area;

2. If you had trouble understanding the grammar terms used in the Structure Question Strategies (e.g., object, complement, clause marker); or,

3. If you feel you need to review some of the basic grammatical terms and concepts of English.
✓ GRAMMAR CHECKPOINT STUDY

G✓1  Check Subjects, Objects, and Noun Complements

All of the English sentences tested in Section Two of the TOEFL contain subjects. In addition, many of them contain objects (direct, indirect, or objects of prepositions) and noun complements.

Subject (S): Doer of the action in a sentence

\[ \text{Peter eats at 5:00.} \]

\[ S \]

Object (O):
1. Direct receiver of the action of a sentence (DO)
2. Indirect receiver of the action of a sentence (IO)
3. Object of a preposition (O of Prep)

\[ \text{I gave Jane a book for her birthday.} \]

\[ IO \quad DO \quad O \text{ of Prep} \]

Noun Complement (C):
1. Subject identifier—after the verb BE (SC)
2. Object identifier—after the direct object of a sentence (OC)

\[ \text{Jack is a doctor.} \]

\[ SC \]

\[ \text{They elected him president.} \]

\[ OC \]

The subjects, objects, and noun complements of English sentences normally occur as one of the five noun structure forms given below.

Noun (phrase): \[ \text{Roses are beautiful plants.} \]

\[ SC \quad C \]

Pronoun: \[ \text{You like roses.} \]

\[ S \]

\[ \text{You gave him the roses.} \]

\[ S \quad IO \]

Gerund (phrase): \[ \text{Growing roses is your favorite hobby.} \]

\[ S \]

\[ \text{You relax by growing roses.} \]

\[ O \text{ of Prep} \]

Infinitive (phrase): \[ \text{You like to grow roses.} \]

\[ DO \]

Noun clause: \[ \text{Everyone says that you grow beautiful roses.} \]

\[ DO \]
The TOEFL tests your understanding of noun structures used as subjects, objects, and complements by:
1. using incorrect word order in these noun structures;
2. repeating subjects, objects, and complements unnecessarily;
3. leaving out necessary parts of subject, object, and complement noun structures; or,
4. using other structures where noun structure subjects, objects, or complements are needed (e.g., using a prepositional phrase instead of a noun clause).

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>They didn’t know __________.</td>
</tr>
<tr>
<td>(A) what to do</td>
</tr>
<tr>
<td>(B) do</td>
</tr>
<tr>
<td>(C) to do what</td>
</tr>
<tr>
<td>(D) they should do</td>
</tr>
</tbody>
</table>

**What is needed in this sentence?**
**Answer:** The direct object

**Explanation ▲**

In this question, the direct object is being tested. Answer (B) is a verb. It cannot be a direct object. In answer (C), the word order of the direct object is incorrect. In answer (D), the direct object is incomplete. Answer (A) is the correct answer to the question because it contains all the parts of a direct object in the correct order.

**ON THE TOEFL**

- Check to see that the subjects, objects, and complements in TOEFL questions are correctly formed.

*See the Grammar Appendix, #1, #2, and #3, pages 393–394 if you need more information on subjects, objects, and complements.*

*See the Grammar Appendix, #32, #33, and #28, pages 414–418 if you need more information on gerunds, infinitives, and noun clauses.*
EXERCISE 1A: Practice with Noun Structures: Subjects, Objects, and Noun Complements

In each of the sentences, underline the noun structures. Then, beneath each of these structures, identify it as one of the following:

- Noun (phrase)
- Pronoun
- Gerund (phrase)
- Infinitive (phrase)
- Noun clause

1. The girls like to shop.

   Noun phrase  Infinitive

2. We haven’t completed our assignment yet.

3. What I want is to be happy.

4. Patricia put the plate on the table.

5. Clark enjoys singing.

6. What Susan wants most is to succeed.

EXERCISE 1B: Practice with the Functions of Noun Structures

In each of the sentences below, underline the noun structures. Then, beneath each structure, identify its function as one of the following:

- S (subject)
- DO (direct object)
- IO (indirect object)
- O of Prep (object of the preposition)
- C (complement)

1. Whatever he does will be the right thing.

   S  C

2. Carol makes very good meals for us.

3. Swimming is not permitted at this beach.

4. Jerome loves to laugh.

5. I thought that he would be here by now.

6. The receptionist handed the doctor a note.
EXERCISE 1C: More Practice with Subjects, Objects, and Noun Complements

Circle the correct answer. Then, on the line provided, use the choices provided to answer the question: What is needed in this sentence? Choices:

A subject
A direct object
An indirect object
The object of a preposition
A complement

1. ______________ didn’t deliver the mail today.
   (A) For the postman
   (B) Because of the snow
   (C) The postman
   (D) Although the postman

   What is needed in this sentence? ________________ A subject

2. Andrew likes ______________ .
   (A) fast cars
   (B) in a fast car
   (C) he will buy a fast car
   (D) that a fast car

   What is needed in this sentence? ________________

3. My older brother is ______________ .
   (A) he’s a doctor
   (B) a doctor
   (C) for a doctor
   (D) when he’s a doctor

   What is needed in this sentence? ________________

4. ______________ in the dorm is not always easy.
   (A) Living
   (B) While living
   (C) I live
   (D) When I live

   What is needed in this sentence? ________________

5. We gave ______________ a new bicycle.
   (A) he’s our son
   (B) it to our son
   (C) that’s our son
   (D) our son

   What is needed in this sentence? ________________
6. The problem is ___________.
   (A) haven’t arrived the textbooks
   (B) that the textbooks haven’t arrived yet
   (C) haven’t the textbooks arrived yet
   (D) that the textbooks that haven’t arrived yet

   What is needed in this sentence?

7. __________ is not running well today.
   (A) That Jane’s car
   (B) Jane has a car
   (C) In Jane’s car
   (D) Jane’s car

   What is needed in this sentence?

8. Clarence won’t be able to go with __________.
   (A) us
   (B) where we go
   (C) he will stay home
   (D) to the game

   What is needed in this sentence?

9. He always enjoys __________.
   (A) he does whatever
   (B) he does
   (C) whatever he does
   (D) of his doing

   What is needed in this sentence?

10. I don’t want __________.
    (A) when shopping
    (B) shopped
    (C) I shop
    (D) to shop

    What is needed in this sentence?

11. __________ is my favorite hobby.
    (A) While reading
    (B) Reading
    (C) If I read
    (D) When I read

    What is needed in this sentence?
Check Subjects and Verbs

Each sentence and subordinate clause tested in Section Two of the TOEFL must have a subject and a finite verb (a verb which can show past and present tense and to which the third person singular -s can be attached).

- Peter wants to go with us tomorrow.
  
  $S \text{ Finite } V$

- Peter has been wanting to go with us for a long time.
  
  $S \text{ Finite } V$

The TOEFL tests your knowledge of subjects and verbs by:
1. leaving out subjects or finite verbs when they are needed;
2. adding extra subjects or finite verbs to sentences or subordinate clauses; or,
3. introducing clause markers (e.g., which, how, because) in front of the finite verbs of main clauses.

**MODEL**

Because he didn’t feel well, ____________ to stay home from school.

(A) the boy he wanted
(B) the boy
(C) the boy wanted
(D) what the boy wanted

**What is needed in this sentence?**
**Answer:** The subject and the verb of the main clause

**Explanation**

In this question, the subject and verb are being tested. All four of the answers contain the subject, boy. However, answer (A) contains two subjects. Answer (B) contains a subject only. Answer (D) contains a noun clause subject. Answer (C) is the correct answer to the question because it contains the missing subject and finite verb.

**MODEL**

Until have matured, most children live with their parents.

\begin{array}{ccc}
  & A & B \\
  \hline \\
  \text{Sub. clause} & C & D \\
  \end{array}

\text{Main clause}

**What is wrong with this sentence?**
(Remember, you are looking for the error in the sentence.)
**Answer:** The subject of the subordinate clause is missing.
\[\text{\textbf{Explanation}}\]

In this question, there are two clauses—a main clause and a subordinate clause. The main clause has a subject, \textit{most children}, and a verb, \textit{live}. The subordinate clause, however, has only a verb, \textit{have matured}. In this clause, the subject is missing. Answer (A) is the correct answer to the question because \textit{until have} is incorrect.

\textbf{Correction: Until they have matured}

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>This exam \underline{covers} everything in chapter five.</td>
</tr>
<tr>
<td>(A) which covers</td>
</tr>
<tr>
<td>(B) it covers</td>
</tr>
<tr>
<td>(C) covers it</td>
</tr>
<tr>
<td>(D) covers</td>
</tr>
</tbody>
</table>

\textbf{What is needed in this sentence?}
\textbf{Answer: The verb}

\[\text{\textbf{Explanation}}\]

In this question, the finite verb is missing. Answer (A) contains both a clause marker and a verb. Answer (B) contains both a subject and a verb. Answer (C) contains both a verb and an object. Answer (D) is the correct answer to the question because it contains only the finite verb.

\[\text{\textbf{ON THE TOEFL}}\]

\begin{itemize}
  \item Check to see that the subjects and verbs in TOEFL questions are correct.
\end{itemize}

\textit{See the Grammar Appendix, #14–#22, pages 400–409 if you need more information on finite verbs.}
\textit{See the Grammar Appendix, #26–#30, pages 412–415 if you need more information on clause markers and clauses.}

\textbf{EXERCISE 2A: Practice with Subject and Verb Errors}

Each of the sentences below contains one main clause. Some also contain a subordinate clause. Circle each subject and underline each verb in the sentences. Then, on the line provided, put an \textit{I} if the sentence is incorrect and a \textit{C} if the sentence is correct. Correct all errors. More than one correction in a sentence is possible.

\begin{itemize}
  \item \underline{1}. Last year \textbf{bought} a new computer.
  \item \underline{C} 2. When \textbf{he} was sick, I \textbf{took} him some chicken soup.
  \item \underline{3}. These curtains \textbf{they} need to be pressed.
  \item \underline{4}. Clearing away the dead leaves to plant a garden.
  \item \underline{5}. My brother’s best friend staying with us this weekend.
\end{itemize}
6. Last weekend we played basketball together at the new gym.

7. This can is contains more coffee than the other one does.

8. The party last night which was a lot of fun.

9. We enjoyed our vacation even though it was very short.

10. I hope that I will do well on my next Spanish exam.

11. When graduates, my roommate will give me his stereo.

12. The airplane that he flies it is a small one.

EXERCISE 2B: More Practice with Subjects and Verbs

Circle the correct answer. Then, use the choices provided to answer the question: **What is needed in this sentence?** Choices:
The verb
The subject and the verb

1. Although he was tired, William ___________ working on his paper.
   (A) who continued
   (B) continued
   (C) he continued
   (D) continuing

What is needed in this sentence? **The verb**

2. ___________ on me to lend him my history notes.
   (A) Andrew counted
   (B) Andrew counting
   (C) That Andrew counted
   (D) Since Andrew counted

What is needed in this sentence? **The subject and the verb**

3. According to recent studies, winter ___________ the season when the most traffic accidents occur.
   (A) being
   (B) in
   (C) when
   (D) is

What is needed in this sentence? **The subject and the verb**

4. In the 1970s students in American colleges and universities ___________ many protests and demonstrations.
   (A) they staged
   (B) staged
   (C) staging
   (D) to stage

What is needed in this sentence? **The verb**
5. _________ more susceptible to certain diseases than adults are.
   (A) Children
   (B) Children who are
   (C) Children are
   (D) Children being

   What is needed in this sentence? ____________________________

6. Although they had no money, _________ content.
   (A) being that they
   (B) and they
   (C) they were
   (D) for they were

   What is needed in this sentence? ____________________________

EXERCISE 2C: More Practice with Subjects and Verbs

Choose the letter of the underlined word or group of words that is incorrect. Then, use the choices provided to answer the question: What is wrong with this sentence? Choices:
   Missing subject or verb
   Repeated subject or verb
   Unnecessary clause marker

Correct each error.

   1. I _________ not happy about going home so early last night.
   A   B   C   D

   What is wrong with this sentence? Missing verb

   2. Many people _________ enjoy tennis, which _________ find relaxing.
   A   B   C   D   E

   What is wrong with this sentence? ____________________________

   3. My cousin, Angelica, she _________ lives in California, and she _________ likes it there very much.
   A   B   C   D   E

   What is wrong with this sentence? ____________________________

   4. The snow is _________ makes winter driving a hazard, especially in areas where no one _________ plows
   A   B   C   D   E
   the roads.

   What is wrong with this sentence? ____________________________

   5. Fireflies _________ which are insects that glow in the dark and are often captured by children and
   A   B   C   D   E
   kept in jars.

   What is wrong with this sentence? ____________________________
6. Last week Marietta said because she lost the cat that she loved so much and that
her son gave her.

What is wrong with this sentence?

G✓3 Check Expressions of Quantity

Some English expressions of quantity are used only with countable nouns (nouns which can be made plural, e.g., boy—boys). Other expressions of quantity are used only with uncountable nouns (nouns that normally cannot be made plural, e.g., happiness). Still other expressions of quantity are used with both countable and uncountable nouns.

<table>
<thead>
<tr>
<th>USED WITH COUNTABLE NOUNS</th>
<th>USED WITH UNCOUNTABLE NOUNS</th>
</tr>
</thead>
<tbody>
<tr>
<td>many</td>
<td>much</td>
</tr>
<tr>
<td>number of</td>
<td>amount of</td>
</tr>
<tr>
<td>few</td>
<td>little</td>
</tr>
<tr>
<td>a few</td>
<td>a little</td>
</tr>
<tr>
<td>fewer</td>
<td>less</td>
</tr>
<tr>
<td>none</td>
<td>none</td>
</tr>
<tr>
<td>some</td>
<td>some</td>
</tr>
<tr>
<td>any</td>
<td>any</td>
</tr>
<tr>
<td>a lot of</td>
<td>a lot of</td>
</tr>
<tr>
<td>one, two, three ...</td>
<td></td>
</tr>
<tr>
<td>several</td>
<td></td>
</tr>
</tbody>
</table>

The TOEFL tests your understanding of expressions of quantity by using them incorrectly with countable and uncountable nouns.

MODEL

The professor will require us to conduct research, many of which can be done in our own library.

What is wrong with this sentence?
Answer: Many and research are not in agreement.

▼ Explanation ▲

In this question, research is an uncountable noun. The expression of quantity, many, refers back to research, but many cannot be used with uncountable nouns. Answer (C) is the correct answer to the question because many is incorrect.
Correction: much
ON THE TOEFL

- Check to see that the expressions of quantity used in TOEFL questions agree with the nouns they refer to.

See the Grammar Appendix, #4, pages 394–395 if you need more information about countable and uncountable nouns.

EXERCISE 3A: Agreement Practice for Expressions of Quantity and Nouns

Draw a line through the phrases that cannot be used to complete the sentences.

1. Elizabeth has _____________.
   - too much cars
   - several cars
   - a few cars
   - a little cars
   - some cars
   - less cars than Joe does

2. Mothers sometimes give _____________.
   - too much advice to their children
   - several advice to their children
   - a few advice to their children
   - a little advice to their children
   - some advice to their children
   - less advice to their children than fathers do

EXERCISE 3B: More Practice with Expressions of Quantity

In each sentence, there are two expressions of quantity. One of them is incorrect. Choose the letter of the incorrect expression of quantity, and then correct the error.

_B_  1. Many people feel that there are too ____________ rules in this organization.
   - many
   - much

___  2. Several chemicals, a little of which can be dangerous, exist in water.
   - a little
   - of which

___  3. They had some trouble last night with an amount of the lights in the theater.
   - some
   - of the

___  4. Vincent has fewer fruit and less cereal in his bowl than I do.
   - fewer fruit and less cereal
   - in his bowl

___  5. Harry has much worries this semester, but Rick has none.
   - much worries
   - none

___  6. We have a lot of housework to do, many of which should have been done yesterday.
   - a lot of housework
   - many of which
Check Articles

The English articles are *a/an* and *the*. The article *a/an* is used with singular, countable indefinite nouns (nouns referring to things that are new to either the speaker or the listener). The spelling of this article changes from *a* to *an* when the word it precedes begins with a vowel sound.

I need to buy *a* book.
I need to buy *an* English book.

The article *the* is used with singular and plural nouns as well as uncountable nouns. However, the article *the* only occurs with definite nouns (nouns referring to things the speaker and listener already know about or which are made specific by their use in a sentence).

*The* book I want is *The Heinemann TOEFL Preparation Course*.

---

The TOEFL tests your knowledge of articles by:
1. using articles incorrectly with definite and indefinite countable and uncountable nouns;
2. leaving out articles when they are needed;
3. adding articles when they are not needed; or,
4. spelling *a/an* incorrectly.

<table>
<thead>
<tr>
<th>MODEL</th>
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</thead>
<tbody>
<tr>
<td>Patricia is taking <em>a</em> very difficult classes this semester.</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?

**Answer:** The article and the noun it refers to do not agree.

---

**Explanation**

In this question, a singular article is being used with a plural noun. The article *a* should only be used with singular, indefinite, countable nouns. In this sentence, *a* is used with the noun *classes*, which is plural. Answer (C) is the correct answer because *classes* is the incorrect form of the noun.

**Correction:** *class*

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The mongoose is very <em>clever</em> creature that catches snakes.</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?

**Answer:** An article is missing.
Explanation ▲
In this question, the singular indefinite noun creature needs an article. Answer (B) is the correct answer to the question because is very clever is incorrect.
Correction: is a very clever

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sun was shining brightly when we arrived at the lake.</td>
</tr>
<tr>
<td>A_B_C_D</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: An incorrect article has been used.

Explanation ▲
In this question, the wrong article has been chosen. Sun is a definite noun. There is only one sun above the earth; it is definite to everyone. Definite nouns do not take the article a. Answer (A) is the correct answer to this question because a sun is incorrect.
Correction: The sun

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter is looking for an university where he can play basketball.</td>
</tr>
<tr>
<td>A_B_C_D</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: The indefinite article is spelled incorrectly.

Explanation ▲
In this question, the article is spelled incorrectly. The indefinite article has two spellings. Before a consonant sound or a y or w sound, it is spelled a. However, before a vowel sound, it is spelled an. In this sentence, university begins with a vowel symbol. However it begins with a y sound. Answer (C) is the correct answer to this question because an university is incorrect.
Correction: a university

○ ON THE TOEFL

• Check to see that a/an is spelled correctly.
• Check to see that articles are used only when they are needed.
• Check to see that the correct articles are used with the nouns they refer to.

See the Grammar Appendix, #4, pages 394–395 if you need more information on definite and indefinite countable and uncountable nouns.

See the chart in the Grammar Appendix, #6, pages 396–397 if you need more information on articles.
EXERCISE 4A:  Practice Identifying Problems with Articles

In each sentence below, underline the articles. Then, on the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Correct the errors.

1. After a hour of waiting patiently, Larry left the doctor’s office without seeing the doctor.
   an

2. They don’t have much money, so they can’t buy a house.
   C

3. The lion is generally considered to be the ferocious animal.

4. Many dogs are bred for a specific purposes.

5. He tried to tell truth about the accident, but he was too upset to remember all of the details.

6. The man in the corner, who is the new director of the library, is her husband.

7. Karen’s portfolio provided me with a clear indications of her qualifications.

8. Marilyn is very talented artist whose works are being displayed in an art gallery on First Avenue.

9. The post office is a very busy place during the holiday season, when well-wishers send cards and packages to their families and friends.

10. A honest person always returns borrowed things.

11. Craig bought his new camera at discount store.

12. Charles has the oldest car in the parking lot.

EXERCISE 4B:  More Practice with Articles

Choose the letter of the underlined word or group of words that is incorrect. Then, correct each error.

1. Under the table were some boots, a scarf, and three books.
   A

2. The happiness is a quality that comes from within a person.
   A

3. My uncle used to be a umpire at the local baseball games.
   A

4. Before leaving the office, please turn off computer and lock the filing cabinets.
   A

5. In the United States, cattle rustling is still a serious crimes.
   A

6. The reason that I do not want to buy a new car is that I don’t have a money necessary for such an extravagant expense.
   A
Check Personal, Possessive, and Reflexive Pronouns

In English, pronouns are used to replace or refer to nouns, gerunds, infinitives, and sometimes entire clauses. Pronouns change form depending on their functions in sentences.

<table>
<thead>
<tr>
<th>Personal</th>
<th>Possessive</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>Object</td>
<td>Adjective</td>
</tr>
<tr>
<td>I</td>
<td>me</td>
<td>my</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>her</td>
</tr>
<tr>
<td>it</td>
<td>it</td>
<td>its</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>our</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>their</td>
</tr>
<tr>
<td>one</td>
<td>one</td>
<td>one’s</td>
</tr>
</tbody>
</table>

The TOEFL tests your understanding of pronouns by:
1. using the wrong pronoun types (subject, object, possessive, or reflexive);
2. using pronouns that do not agree in number with the nouns they refer to or replace;
3. using pronouns that do not agree in gender with the nouns they refer to or replace; or,
4. forming reflexive pronouns incorrectly.

MODEL

Although Alexander liked him new apartment very much, he found it somewhat noisy.

What is wrong with this sentence?
Answer: The possessive adjective form
\section*{Explanation ▲}

In this question, the pronoun \textit{him} is in object form. It should be in possessive adjective form. Answer (A) is the correct answer to this question because \textit{him} is incorrect. 

\textbf{Correction: his}

\begin{center}
\begin{tabular}{|l|}
\hline
\textbf{ON THE TOEFL}  \\
\hline
\begin{itemize}
\item Check to see that the pronouns used in TOEFL questions agree in type (subject, object, possessive, or reflexive), number (singular or plural), and gender (masculine or feminine) with the nouns they replace or refer to.
\item Check to see that reflexive pronouns are correctly formed.
\end{itemize}
\hline
\end{tabular}
\end{center}

\textit{See the Grammar Appendix, #8, pages 398–399, if you need more information on pronoun forms and functions.}

\section*{EXERCISE 5A: Practice with Pronouns}

Circle the correct pronoun in each pair.

1. They took \underline{(their/theirs)} children to the amusement park.

2. Everybody except \underline{(he/him)} came to the rehearsal last night.

3. Bryan finished the project by \underline{(himself/hisself)}.

4. Delilah will show this work to a colleague of \underline{(her/hers)}.

5. Mobile homes are relatively inexpensive, so many people own \underline{(it/them)}.

6. Cats bathe \underline{(themselves/theirselves)} several times a day.

7. Playing a musical instrument is the best way to understand \underline{(its/their)} capabilities.

8. Only \underline{(he/him)} was injured in the accident.

9. It was \underline{(they/them)} who sent us the information about colleges.

10. \underline{(Him/His)} writing is more polished than \underline{(mine/my)}.

11. Because Margaret and Sue were late, we had to start the meeting without \underline{(they/them)}.

12. The apartment manager gave \underline{(we/us)} back our deposit.

13. I'm sorry that you have to clean your room by \underline{(you/yourself)}.

14. I didn't expect Anne to be at home this evening, but it was \underline{(her/she)} who came to the door when I arrived.

15. I must keep \underline{(myself/me)} busy, or I will get bored.
EXERCISE 5B: Practice Identifying Incorrect Pronouns

In each sentence, choose the letter of the underlined pronoun that is incorrect. Then, correct the error.

1. This library was founded by our college in 1865 and took its name from a secret benefactor who donated his fortune for its development.
   - B
   - A
   - C
   - D

2. He who hesitates can lose his place in the race and do damage to himself and to his chances for success.
   - A
   - B
   - C
   - D

3. They gave us his undivided attention but still couldn’t understand what we were saying.
   - A
   - B
   - C
   - D

4. We cannot finish it without you and they.
   - A
   - B
   - C
   - D

5. Only her had the courage to try our challenge by herself, and she succeeded.
   - A
   - B
   - C
   - D

6. While they were helping theirselves to the sandwiches, I was treating myself to the salad.
   - A
   - B
   - C
   - D

G✓6 Check Adjectives and Nouns

English nouns are often modified by adjectives. Adjectives usually come before the nouns they modify. Adjectives cannot be made plural. Nouns must be made plural when they are countable and plural in meaning.

\[ \text{MODEL} \]

A bolt of lightning travels twenty thousands miles in one second.
   - A
   - B
   - C
   - D

What is wrong with this sentence?
Answer: The form of an adjective
\textbf{Explanation ▲}

In this question, \textit{twenty thousands} is a compound adjective modifying \textit{miles}. As discussed above, adjectives cannot be made plural in English. Answer (B) is the correct answer to this question because \textit{twenty thousands} is incorrect.

\textbf{Correction:} twenty thousand

\begin{center}
\begin{tabular}{|l|}
\hline
\textbf{MODEL} \\
\textit{Some trees grow to be over three hundred foot high.} \\
\textit{What is wrong with this sentence?} \\
\textit{Answer: The form of a noun} \\
\hline
\end{tabular}
\end{center}

\textbf{Explanation ▲}

In this question, \textit{three hundred} is a compound adjective. It is plural in meaning, and the noun it modifies should be plural. \textit{Foot} is not in its plural form in this sentence. Answer (D) is the correct answer to this question because \textit{foot} is incorrect.

\textbf{Correction:} feet

\begin{center}
\begin{tabular}{|l|}
\hline
\textbf{MODEL} \\
\textit{The paint bright yellow that she chose for her bedroom creates a cheery atmosphere.} \\
\textit{What is wrong with this sentence?} \\
\textit{Answer: The order of adjectives} \\
\hline
\end{tabular}
\end{center}

\textbf{Explanation ▲}

In this question, the adjectives \textit{bright} and \textit{yellow} come after the noun \textit{paint}, which they modify. They should come before this noun. Answer (A) is the correct answer to this question because \textit{paint bright yellow} is incorrect.

\textbf{Correction:} bright yellow paint

\begin{center}
\begin{tabular}{|l|}
\hline
\textbf{ON THE TOEFL} \\
\textbullet Check to see that all of the adjectives and nouns in TOEFL questions are in the correct order. \\
\textbullet Check to see that all of the adjectives and nouns are in the correct form. \\
\hline
\end{tabular}
\end{center}

See the Grammar Appendix, #4, pages 394–395 if you need more information on nouns. See the Grammar Appendix, #12, page 400 if you need more information on adjectives.
EXERCISE 6: Practice with Adjectives and Nouns

In each sentence, choose the letter of the underlined word or group of words that is incorrect. Then, correct the error.

1. The average American college costs more than eight thousand dollar per year.
   - D

2. Alice always wore magnificent costumes to the Halloween parties she attended at the country club.
   - A, B, C, D

3. Winters in the northern Rocky Mountains last up to nine month; spring, summer, and fall last only about one month each.
   - A, B, C, D

4. Sophisticated cameras of today require only two or three second to make automatic focusing adjustments.
   - A, B, C, D

5. Hundreds of thousand of tourists visit Washington D.C. every spring to see the beautiful cherry blossoms there.
   - A, B, C, D

6. The woodchuck is a creature territorial that does not allow other woodchucks within fifty feet of its burrow.
   - A, B, C, D

7. Computers of the past were cumbersome and complicated, but a six-years-old child can easily use today’s computers.
   - A, B, C, D

8. The five-men team ran fifty miles in less than three hours.
   - A, B, C, D

9. A bicycle popular is the mountain bike, which people of all ages are enjoying.
   - A, B, C, D

10. During the winter months, clears skies are usually accompanied by low temperatures.
    - A, B, C, D

11. After her long day, Angela took a bath hot and relaxed on her comfortable sofa with a good book.
    - A, B, C, D
Grammar Checkpoint Test One for G✓1 through G✓6

Allow yourself 5 minutes to complete this checkpoint test. There are 11 questions on the test. Check your answers in the Answer Key. Next to each answer is the number of the checkpoint that is being tested in each of these questions. Use these numbers to determine which checkpoints, if any, you need to study again.

Questions 1–7

Circle the letter of the underlined part of the sentence that is incorrect.

1. Although he has written several plays and poems, John Ashbery is best known for his work in the area of art criticism.
   A
   B
   C
   D

2. In the late spring, the honeysuckle, with its delicate yellow blossoms, fills the air with an aroma resembling that of honey.
   A
   B
   C
   D

3. Kites vary in size, shape, and weight, according to the fancy of its creators.
   A
   B
   C
   D

4. The most visible changes physical of aging take place in the skin.
   A
   B
   C
   D

5. The Richter scale provides a fairly accurate measurements of seismic disturbances.
   A
   B
   C
   D

6. Analysis of the small number of known native language families in eastern North America demonstrates that they are no more than five thousands years old.
   A
   B
   C
   D

7. There is fewer oxygen available in the atmosphere of Jupiter than there is on earth.  
   A
   B
   C
   D

Questions 8–11

Circle the letter of the one word or phrase that best completes each sentence.

8. ___________ can result from damage to DNA molecules.
   (A) Cells mutate
   (B) Cell mutation
   (C) While cells mutate
   (D) During cell mutation

9. New York ironweed, with its small, dark purple thistle flowers, sometimes
   ___________ to a height of eight feet.
   (A) grows
   (B) growing
   (C) it grows
   (D) up
10. ___________ is susceptible to subtle political changes is well known.
   (A) That the stock market
   (B) What the stock market
   (C) Because the stock market
   (D) The stock market

11. Phillis Wheatley, whose first book of poems was published when she was only nineteen years old, ___________ the object of public attention because she was a black slave.
   (A) who was
   (B) being
   (C) as
   (D) was

G✓7 Check Verb Tense Forms
The English verb has five principal parts. These principal parts are used in forming English verb tenses. The principal parts of some English verbs are given in the chart below.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Present</th>
<th>Present Participle</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>start</td>
<td>start(s)</td>
<td>starting</td>
<td>started</td>
<td>started</td>
</tr>
<tr>
<td>hope</td>
<td>hope(s)</td>
<td>hoping</td>
<td>hoped</td>
<td>hoped</td>
</tr>
<tr>
<td>study</td>
<td>study(ies)</td>
<td>studying</td>
<td>studied</td>
<td>studied</td>
</tr>
<tr>
<td>eat</td>
<td>eat(s)</td>
<td>eating</td>
<td>ate</td>
<td>eaten</td>
</tr>
<tr>
<td>give</td>
<td>give(s)</td>
<td>giving</td>
<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>have</td>
<td>have (has)</td>
<td>having</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>be</td>
<td>am/is/are</td>
<td>being</td>
<td>was/were</td>
<td>been</td>
</tr>
</tbody>
</table>

When parts of the verb BE (am, is, are, was, were, be, been, being) are used to form active verb tenses, they are followed by a present participle as, for example, in the continuous tenses. (Sometimes the verb BE is used to form passive sentences. When this happens, it is followed by a past participle. See G✓9, pages 161–164, for study of this use of BE.)

I am living here now.
BE + Present participle

I have been living here for a long time.
BE + Present participle

When parts of the verb HAVE (have, has, had, having) are used to form verb tenses, they are followed by a past participle as, for example, in the perfect tenses.

I have lived here for a long time.
HAVE + Past participle

I have been living here for a long time.
HAVE + Past participle

The -ing form of the verb can NEVER function as the finite verb of a clause.
Incorrect: George having had his paper finished for a few days.
Correction: George has had his paper finished for a few days.
Incorrect: Bill feels that we making too much noise.
Correction: Bill feels that we are making too much noise.
The TOEFL tests your understanding of the use of verb parts to form English verb tenses by:
1. leaving out verb parts or adding extra verb parts to tense forms;
2. combining verb parts incorrectly;
3. using the -ING form of verbs when finite verb forms are needed; or,
4. forming irregular verbs incorrectly.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>David has eating in this restaurant several times.</td>
</tr>
<tr>
<td>A B C D</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: The verb form following has

\[\text{\textbf{\text{\textbullet Explanation \textbullet}}\text{\textbullet}}\]

In this question, the verb has is followed by the present participle form of eat. This results in the incorrect formation of the present perfect tense. As mentioned above, when has is used, it should be followed by a past participle. Answer (A) is the correct answer to this question because has eating is incorrect.
Correction: has eaten

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The professor writed the answers on the blackboard so everyone could see them.</td>
</tr>
<tr>
<td>A B C D</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: The past form of an irregular verb

\[\text{\textbullet Explanation \textbullet}\]

Write is an irregular verb. It does not make its past form by adding -ed the way regular verbs do. Answer (A) is the correct answer to this question because writed is incorrect.
Correction: wrote

<table>
<thead>
<tr>
<th>ON THE TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Check to see that verb tenses in TOEFL questions are formed correctly.</td>
</tr>
<tr>
<td>• Check to see that irregular verb forms are correct as well.</td>
</tr>
</tbody>
</table>

See the Grammar Appendix, #14, pages 401-403 for a list of irregular verbs.
See the Grammar Appendix, #15, pages 403-404 if you need more information on verb tense formation.
EXERCISE 7A: Practice with Verb Tense Formation

Change the following verbs to the past tenses indicated.

<table>
<thead>
<tr>
<th>Simple Past</th>
<th>Past Continuous</th>
<th>Past Perfect</th>
</tr>
</thead>
<tbody>
<tr>
<td>sit</td>
<td>sat</td>
<td>was/were sitting</td>
</tr>
<tr>
<td>come</td>
<td></td>
<td></td>
</tr>
<tr>
<td>walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>forget</td>
<td></td>
<td></td>
</tr>
<tr>
<td>open</td>
<td></td>
<td></td>
</tr>
<tr>
<td>look</td>
<td></td>
<td></td>
</tr>
<tr>
<td>think</td>
<td></td>
<td></td>
</tr>
<tr>
<td>show</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

EXERCISE 7B: Practice Identifying Incorrect Verb Forms

Choose the letter of the incorrect verb form in each sentence.

1. Television has became a popular form of entertainment for people who prefer not to go out in the evening.  
   _A_ Television has _B_ a popular form of entertainment for people who prefer not to go out in the evening.

2. John tried to stay awake while the professor was spoke.  
   _A_ John tried to stay awake while the professor _B_ was spoke.

3. Amelia Earhart disappeared at sea while she flying her airplane.  
   _A_ Amelia Earhart _B_ disappeared at sea while she _A_ flying her airplane.

4. Physical exercise has help many people because it relieves stress.  
   _A_ Physical exercise has _A_ help many people because it relieves stress.  
   _B_ Physical exercise has help many people because it relieves stress.

5. Richard had been live in Chicago for five years when his company transferred him to New York.  
   _A_ Richard _A_ had been live in Chicago for five years when his company _B_ transferred him to New York.  
   _B_ Richard had been live in Chicago for five years when his company transferred him to New York.

6. Edward has been playing a lot of golf since he gotted his new golf clubs.  
   _A_ Edward _A_ has been playing a lot of golf since he _B_ gotted his new golf clubs.
7. For the past few years, scientists have **studying** the effects that pollution has on the ozone layer.

8. Rain **made** it impossible for us to play football, so we all went to the movies instead.

9. People who want to improve their carpentry skills sometimes go to special schools where they **learn** to build houses.

10. Paula **bought** her car in the fall when prices **had been reduced**.

11. I **like** the work he **has been doing** for the committee.

**Check Verb Tense Meanings**

Each different tense form in English has a different meaning. The chart below summarizes these verb tense meanings.

<table>
<thead>
<tr>
<th>TENSE FORM</th>
<th>TENSE MEANING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple present:</td>
<td>Expresses an event or situation that exists now or that <em>usually, always, or often</em> exists.</td>
</tr>
<tr>
<td></td>
<td>He always eats supper at 7:30. Water boils at 100 degrees centigrade.</td>
</tr>
<tr>
<td>Simple past:</td>
<td>Expresses an event or situation that began and ended in the past.</td>
</tr>
<tr>
<td></td>
<td>He ate supper last night at 7:30.</td>
</tr>
<tr>
<td>Simple future:</td>
<td>Expresses an event or situation that will happen at one particular time in the future.</td>
</tr>
<tr>
<td></td>
<td>He will eat dinner tomorrow night at 7:30.</td>
</tr>
<tr>
<td>The continuous tenses:</td>
<td>Give the idea that an event or situation is in progress during a particular time.</td>
</tr>
<tr>
<td></td>
<td>While he was eating, the doorbell rang.</td>
</tr>
<tr>
<td>The perfect tenses:</td>
<td>Give the idea that one event happens or happened before another time or event.</td>
</tr>
<tr>
<td></td>
<td>He had eaten before she arrived.</td>
</tr>
</tbody>
</table>

The meaning of a tense used in an English sentence must agree with the time meaning of the rest of the sentence. The time meaning of a sentence is often determined by words or expressions that act as *time markers*. Some of the most common English time markers are listed on page 158.
<table>
<thead>
<tr>
<th>Time Marker</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since</td>
<td>Often used with the perfect tenses—to indicate a particular time</td>
</tr>
<tr>
<td>For</td>
<td>Often used with the perfect tenses or the simple tenses—to indicate a duration of time</td>
</tr>
<tr>
<td>Yet</td>
<td>Often used with the perfect tenses—in negative meanings and in questions</td>
</tr>
<tr>
<td>Already</td>
<td>Often used with the perfect tenses—in affirmative meanings</td>
</tr>
<tr>
<td>Yesterday</td>
<td>Often used with the past tenses</td>
</tr>
<tr>
<td>Today</td>
<td>Often used with the present tenses</td>
</tr>
<tr>
<td>Tomorrow</td>
<td>Often used with the future tenses or with the present continuous tense when it refers to the future</td>
</tr>
<tr>
<td>During</td>
<td>Often used with the simple and continuous tenses to show a duration of time. Not usually used with the perfect tenses</td>
</tr>
<tr>
<td>Over the past few times</td>
<td>Often used with the present perfect tense to indicate time starting in the past and continuing to the present</td>
</tr>
<tr>
<td>Usually</td>
<td>Often used with the simple tenses to indicate habitual actions</td>
</tr>
<tr>
<td>Now</td>
<td>Often used with the present continuous tense</td>
</tr>
</tbody>
</table>

There are other uses for some of the time markers listed above, but the uses given are very common and are often tested on the TOEFL. In addition, there are many other time markers in English. You should look for these time markers and use them to help you understand the time meaning of the sentences used in TOEFL questions. Then, check to see that the tense meaning of the verb agrees with the time meaning of the rest of the sentence.

The TOEFL tests your understanding of the meaning of verb tenses by using tenses that do not agree in meaning with the time meaning of the rest of a sentence.

**MODEL**

In 1992, Bill Clinton has become president of the United States, beating his opponent by a wide margin.

What is wrong with this sentence?

Answer: There is no agreement in meaning between the time marker and the verb.
\textbf{Explanation} ▲

In this sentence, the verb \textit{has become} does not agree in meaning with the rest of the sentence. The time marker \textit{in 1992} indicates that the action in this sentence took place in the past only. \textit{Has become} indicates an action that began in the past and has continued to the present. Answer (A) is the correct answer to the question because \textit{has become} is incorrect.  
\textbf{Correction:} became

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since the 1960s, rock and roll music \underline{became} more popular with young people than any other music form.</td>
</tr>
</tbody>
</table>

\textbf{What is wrong with this sentence?}  
\textbf{Answer:} There is no agreement between the time marker and the verb.

\textbf{Explanation} ▲

In this question, \textit{Since} is the time marker. \textit{Since} is usually used with the perfect tenses. This sentence uses the simple past tense. Answer (A) is the correct answer to the question because \textit{became} is incorrect.  
\textbf{Correction:} \textit{has become}  

\begin{center}  
\textbf{ON THE TOEFL}  
\end{center}

\begin{itemize}  
\item Check to see that the verb tense meaning in each TOEFL question is correct.  
\end{itemize}

\textbf{EXERCISE 8A: Practice with Time Markers and Verb Tenses}

In each sentence, circle the verb(s) and underline the time marker(s). Then, on the line provided, put an \textit{I} if the sentence is incorrect and a \textit{C} if the sentence is correct. Correct each error.

\begin{itemize}  
\item \underline{C} 1. Carla \underline{had not seen} snow \underline{before} coming to New York.
\item \underline{I} 2. They \underline{have lived} here since 1942.
\item \underline{C} 3. Yesterday we are going shopping for a new motorcycle.
\item \underline{I} 4. The children of today had used computers to bring them the information they want.
\item \underline{I} 5. In the early part of last week, Americans everywhere are going to the polls to vote.
\item \underline{I} 6. Recently, the weather has been very unpredictable.
\item \underline{I} 7. We thought that our original plan was a good one, but we modify it a great deal over the past few weeks.
\item \underline{I} 8. I have just arrived when he called.
\item \underline{I} 9. I have just received his message; I will call him in a few minutes.
\end{itemize}

160 Structure and Written Expression
10. Although we sometimes go to a restaurant, we usually are eating at home.

11. We celebrate Halloween every year on October 31.

12. We have been worried about our project during several months.

EXERCISE 8B: Practice Identifying Incorrect Verb Tenses
Choose the letter of the incorrect verb in each sentence. Correct each error.

B 1. My brother, who was a biology student, is now studying to be a doctor.

2. Americans found themselves with less free time over the past few decades even though they are earning more money.

3. Since it was first invented in 1879, the light bulb became indispensable in American households.

4. At this time, more and more women who work felt it is difficult to manage their careers and their private lives.

5. James had started his career as a pianist before he is thirteen years old.

6. We always are going for a walk after we eat dinner.

G 9 Check Passive and Active Sentences
Sentences in English can be either active or passive.

Active: Clifford ate the whole pie.
Passive 1: The whole pie was eaten by Clifford.
Passive 2: The whole pie was eaten.

Follow the steps below to form passive sentences:
1. Change the direct object of an active sentence into the subject of the passive sentence;
2. Change the verb to include a form of BE and the past participle of the active verb; and,
3. Delete the active sentence subject or place it after the preposition by.
The TOEFL tests your understanding of the form and meaning of active and passive sentences by:
1. forming passive sentences incorrectly; or,
2. using active verb forms where passive forms are needed and vice versa.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The answer was knew by most of the class.</td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: The formation of the passive

▼ Explanation ▲
In this question, the passive is incorrectly formed. The past form of know has been used when the past participle is needed. Answer (B) is the correct answer to the question because was knew is incorrect.
Correction: was known

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The authors of this book have been expressed great concern</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>about the environment.</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: The passive has been used when the active is needed.

▼ Explanation ▲
In this question, the passive form of the verb is used. However, the sentence contains a direct object, great concern. Direct objects come after active verbs, not passive verbs. Answer (C) is the correct answer to this question because have been expressed is incorrect.
Correction: have expressed

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The piano __________ to the museum.</td>
</tr>
<tr>
<td>(A) being donated</td>
</tr>
<tr>
<td>(B) that was donated</td>
</tr>
<tr>
<td>(C) donated</td>
</tr>
<tr>
<td>(D) was donated</td>
</tr>
</tbody>
</table>

What is needed in this sentence?
Answer: The passive
**Explanation**

In this question, the passive form of the verb is needed. Answer (A) does not contain a finite verb. Answer (B) contains more than a finite verb. Answer (C) looks like an active finite verb. However, *piano* cannot be the subject of *donate*. A piano cannot donate things. Only humans can donate. Answer (D), which contains a correctly formed passive verb, indicates that someone donated the piano. Using this passive verb form, the piano becomes the receiver, not the doer, of the action. Answer (D) is the correct answer to this question.

---

**ON THE TOEFL**

- Check to see that passive verbs are formed correctly in TOEFL questions.
- Check to see that active verbs are not used where passive verbs are needed and that passive verbs are not used where active verbs are needed.

---

*See the Grammar Appendix, #21, pages 407–408 if you need more information about active and passive verb forms and meanings.*

---

**EXERCISE 9A: Practice with Passives**

Complete the following sentences with a passive form of the verb given in parentheses. More than one passive form is possible.

1. The pants that he wanted (sell) **have been sold/were sold**.

2. After the car (repair) __________, they took it out for a long drive.

3. The winner of the contest (determine) __________ last night by a unanimous vote.


5. Sometimes teachers (call on) __________ to help their students with personal problems.

6. Some people (think) __________ to have allergies to cats.

7. The only product that (produce) __________ in this area last year was wood furniture.

8. Although the black horse (favor) __________ in the race, the brown horse won.

9. Larry’s proposal (withdraw) __________ when it was discovered that he had not written it himself.

10. The window (break) __________ yesterday by the wind.

11. The old clothes (give) __________ to the Salvation Army.
EXERCISE 9B:  More Practice with Active and Passive Verbs

Circle the correct answer. Then, on the line provided, use the choices given to answer the question:  

What is needed in this sentence?  Choices:  
The passive form of the verb  
The active form of the verb

1. This can __________ enough soup for three people.  
   (A) containing  
   (B) to contain  
   (C) contains  
   (D) is contained

   What is needed in this sentence?  The active form of the verb

2. This watch __________ to me by a friend.  
   (A) gave  
   (B) is giving  
   (C) was given  
   (D) to give

   What is needed in this sentence?

3. Bryan’s house __________ into several times.  
   (A) had been broken  
   (B) was broke  
   (C) broken  
   (D) had broken

   What is needed in this sentence?

4. Olivia __________ when her attorney arrived.  
   (A) questioning  
   (B) questions  
   (C) being questioned  
   (D) was being questioned

   What is needed in this sentence?

5. The message __________ on an envelope.  
   (A) writing  
   (B) had written  
   (C) wrote  
   (D) was written

   What is needed in this sentence?

6. These parrots __________ several words.  
   (A) to say  
   (B) can say  
   (C) can be said  
   (D) saying

   What is needed in this sentence?
Check Modals and Modal-Like Verbs

Many English sentences contain modals and modal-like verbs. Modal-like verbs have similar meanings to modals, but they have different forms.

<table>
<thead>
<tr>
<th>MODALS</th>
<th>MODAL-LIKE VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>may</td>
<td>be able to</td>
</tr>
<tr>
<td>might</td>
<td>be able to</td>
</tr>
<tr>
<td>can</td>
<td>be to/ought to/had</td>
</tr>
</tbody>
</table>
| could  | better/be supposed to-
| shall  | used to         |
| should | have to/have got to |
| would  | be going to     |
| must   | would like to    |
| will   | would rather    |

In English sentences, modals and modal-like verbs are followed by the base form of the main verb.

Harry must go to Chicago this week.

Harry has to go to Chicago this week.

The modal would is often combined with like to or rather to form a modal-like verb. The modal-like verb would like to means want to. The modal-like verb would rather means prefer to.

I would like to go to the dance tonight.

I would rather go to the dance tonight than go to a movie.

Modals and modal-like verbs used in passive sentences are followed by BE and the past participle of the main verb. These forms are called modal passives.

The man could be identified with his passport.

The man was able to be identified with his passport.

The TOEFL tests your understanding of modals and modal-like verbs by:
1. following modals and modal-like verbs with something other than the base form of the main verb or BE;
2. leaving out or mixing up parts of modals and modal-like verbs; or;
3. using other verb forms where modals or modal-like verbs are needed.
According to Joe, his puppy can recognizing its own name.

What is wrong with this sentence?
Answer: The verb form that follows a modal

**Explanation**

In this sentence, the verb following *can* is in its present participle form. It should be in its base form. Answer (B) is the correct answer to the question because *can recognizing* is incorrect.

**Correction:** *can recognize*

That book ___________ in the library.
(A) can be finding  
(B) found  
(C) to be found  
(D) can be found

What is needed in this sentence?
Answer: A modal passive

**Explanation**

In this question, a modal passive is needed. Answer (A) contains a present participle where a past participle is needed. Answers (B) and (C) do not contain modals. Answer (D) is the correct answer to the question because it contains the correct forms for this sentence.

**On the TOEFL**

- Check to see that all modals and modal-like verbs are followed by the base form of the main verb or BE.
- Check to see that modal-like verbs are correctly formed.

*See the Grammar Appendix, #22, pages 408–409 if you need more information about modals and modal-like verbs.*
EXERCISE 10A: Practice with Modals and Modal-Like Verbs

Circle the correct answer. On the line provided, use the following choices to answer the question, What is needed in this sentence? Choices:

A modal
A modal passive
A modal-like verb

1. You ___________ to attend the meeting on Thursday.
   (A) must
   (B) have
   (C) required
   (D) be

   What is needed in this sentence? ___________

2. Karen's stereo ___________ before she uses it again.
   (A) should repair
   (B) repaired
   (C) repair
   (D) should be repaired

   What is needed in this sentence? ___________

3. Marie ___________ bake a cake for tonight's party.
   (A) is able
   (B) can
   (C) has
   (D) is

   What is needed in this sentence? ___________

4. In most cases, the current balance available in a checking or savings account ___________.
   (A) can be verified by telephone
   (B) on the telephone can verify
   (C) in verification by telephone
   (D) being verified by telephone

   What is needed in this sentence? ___________

   (A) may be considering
   (B) in consideration
   (C) may be considered
   (D) being considered

   What is needed in this sentence? ___________

6. Mrs. Jones ___________ arrive at 6:00.
   (A) supposed to
   (B) to be supposed
   (C) is supposed to
   (D) is supposed

   What is needed in this sentence? ___________
EXERCISE 10B: More Practice with Modals and Modal-like Verbs

In each sentence, there are two modals or modal-like verbs. One of them is incorrect. Choose the letter of the incorrect modal or modal-like verb, and correct the error.

1. Many people can’t understand how bees can **to** fly.
   - **B**
   - **A**

2. Michael can’t stop thinking that there **going** to be a problem with this project.
   - **B**
   - **A**

3. Rodney has always to been able swim faster than I can.
   - **B**
   - **A**

4. Our class **supposed** to finish this book before we can move on to the next one.
   - **B**
   - **A**

5. All of the books that you **will** need for this report can found in the library.
   - **B**
   - **A**

6. John can **giving** you the information you **are going to** need for your report tomorrow.
   - **B**
   - **A**

G11 Check Subject-Verb Agreement

English subjects and finite verbs agree in number.

The boy **lives** here.  
*NOTE:* Verb + -s/ -es = singular

*Sing.*  
*Sing.*

The boys **live** here.  
*NOTE:* Noun + -s/ -es = plural

*Plural plural*

There are really only two situations in English when the finite verb needs a special form or the -s/-es ending to show subject-verb agreement:

1. when the verb BE is the main verb or the main helping verb of a sentence. In this situation, the verb BE has its own special forms (*am, is, are, was, were*) in both the singular and the plural to show subject-verb agreement.
   
   - **She is** working at the bank.
   - **She is** a bank executive.
   - **They are** working at the bank.
   - **They are** bank executives.

2. when another verb is the main verb of a sentence and
   a. this verb is in one of the present tenses (*e.g., present, present perfect, present continuous, present perfect continuous*) and
   b. the subject of the sentence is third person singular (*e.g., *he, she, it, boy, John*). In this situation, the ending -s or -es is added to the verb.
   
   - **She works** at the bank.
   - **She goes** to work every day.
In all other situations in English sentences, only the base form of the verb is needed in the present tenses. Only the past form is needed in the past tenses.

They work at the bank.
They worked at the bank.

\[
\text{\textbullet\textbullet\textbullet}
\]

The TOEFL tests your knowledge of subject-verb agreement by:
1. using third person singular verbs (with \(-s/-es\)) with plural subjects or vice versa;
2. separating subjects from verbs with phrases and clauses, which sometimes makes subject-verb agreement unclear;
3. using unusual subjects that are difficult to classify as either singular or plural; or,
4. using subjects that have special subject-verb agreement rules.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>My brother and my mother is coming to see me graduate.</td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: Subject-verb agreement

\text{\textbullet\textbullet\textbullet}

**Explanation**

In this question, the subject has two parts, *my brother* and *my mother*. These two together make a plural subject. The helping verb in this sentence is BE. As discussed above, BE has special forms to show singular and plural subject-verb agreement. The form *is* is used in the present tense for singular subjects. Answer (B) is the correct answer to the question because *is coming* is incorrect.
Correction: *are coming*

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics have been my most difficult subject so far this year.</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: Subject-verb agreement

\text{\textbullet\textbullet\textbullet}

**Explanation**

In this question, *mathematics* looks like a plural noun. However, it is singular. In addition, the present perfect tense is being used. As discussed above, when one of the present tenses is used, and when the subject is third person singular, the \(-s/-es\) ending is needed to show subject-verb agreement. The verb *have been* does not have this ending. Answer (A) is the correct answer to this sentence because *have been* is incorrect.
Correction: *has been*
MODEL

The house cat, one of people's favorite pets, enjoy human attention and company.

What is wrong with this sentence?
Answer: Subject-verb agreement

Explanation

In this question, the subject, *house cat*, and the verb, *enjoy*, are separated by the phrase *one of people's favorite pets*. This makes it difficult to determine subject-verb agreement. However, *house cat* is third person singular and *enjoy* is in the present tense. As discussed above, when this situation exists, the *-s/-es* ending is necessary to show subject-verb agreement. Answer (B) is the correct answer to this question because *enjoy* is incorrect.
Correction: *enjoys*

ON THE TOEFL

- Check to see that subject-verb agreement is correct in sentences used in TOEFL questions.

See the Grammar Appendix, #20, pages 405–407 if you need more information about subject-verb agreement and for a list of special subject-verb agreement rules.
See the Grammar Appendix, #14, pages 400–403 if you need more information about finite verbs and #15, pages 403–404 if you need more information about verb tenses.

EXERCISE 11: Practice with Subject-Verb Agreement

Circle the correct verb form in each sentence.

1. Both the book and the notebook on the table *(is/are)* mine.
2. The fly is an insect that *(lives/live)* in people's homes.
3. The sugar maple tree, from which maple sugar *(is/are)* made, *(grows/grow)* in New England.
4. Either her uncle or her cousins *(is/are)* coming to pick her up.
5. Linguistics, sociology, and anthropology *(is/are)* social sciences concerned with the study of humankind.
6. A number of students *(wants/want)* to go to Boston this weekend.
7. The motorcycle, like other two-wheeled vehicles, *(is/are)* more dangerous than vehicles having four wheels.
8. My brother believes that cabbage and broccoli *(is/are)* bad for your health.
9. This library, with over 700 million volumes, *(offers/offer)* students a wide variety of reference materials.
10. Poetry *(is/are)* recognized as one of the most complex means of artistic expression.
11. Anybody who *(wants/want)* to join us at the dance should let us know.
12. It (was/were) Peter's friends who called last night.
13. Twenty gallons of water (is/are) a lot to carry.
14. There (is/are) species of fish that never (comes/come) to the surface of the ocean.
15. A pair of gloves (was/were) found at the scene of the crime.
16. The oranges in the bowl on the counter (is/are) from California.

Grammar Checkpoint Test Two for Grade 7 through Grade 11

Allow yourself 5 minutes to complete this checkpoint test. There are 11 questions on the test. Check your answers in the Answer Key. Next to each answer is the number of the checkpoint that is being tested in each of these questions. Use these numbers to determine which checkpoints, if any, you need to study again.

Questions 1–7

Circle the letter of the underlined part of the sentence that is incorrect.

1. Nutritionists currently believe that vitamin A and beta-carotene aids in preventing some kinds of cancer.
   - A
   - B
   - C
   - D

2. The Swedish settlers who built the first log cabins in the state of Delaware brought their logs with them from their homeland.
   - A
   - B
   - C
   - D

3. During the early 1970s, the American public collectively has become health conscious, turning away from the highly processed foods that had been so popular in the past.
   - A
   - B
   - C
   - D

4. In 1968, John Steinbeck was gave the Nobel Prize for literature for his acclaimed novel, The Grapes of Wrath.
   - A
   - B
   - C
   - D

5. It has always been thought that cell mutation is a random event; however, geneticists find evidence to the contrary over the past few years.
   - A
   - B
   - C
   - D

6. Important news are now conveyed electronically from one side of the globe to the other in a matter of seconds.
   - A
   - B
   - C
   - D

7. Democrats had dominate the White House for five terms when Republican Dwight D. Eisenhower was elected in 1952.
   - A
   - B
   - C
   - D
Questions 8 – 11

Circle the letter of the one word or phrase that best completes the sentence.

8. Unlike the young of most animal species, human children ____________ to depend on adult care for many years.
   (A) must
   (B) needing
   (C) have
   (D) has

9. One variety of wild rose, the sweetbrier, ____________ to the United States by the Pilgrims.
   (A) bringing
   (B) was brought
   (C) brought
   (D) that was brought

10. Glaciers covering the west coast of Greenland ____________ about 7,500 icebergs a year into the North Atlantic.
    (A) are dropped
    (B) drops
    (C) dropping
    (D) drop

11. Newly installed gypsum board walls ____________ before they are painted.
    (A) with a sealant coated
    (B) should coat with a sealant
    (C) should be coated with a sealant
    (D) coating with a sealant

G✔12  Check Prepositions and Prepositional Phrases

Many English sentences contain prepositional phrases. A prepositional phrase consists of a preposition and an object. The object in a prepositional phrase can be one of the following noun structures.

Noun (phrase): I sat by my mother.

Pronoun: I sat by her.

Gerund (phrase): She entertains herself by reading.

Noun clause: I could tell from what you said that you are not interested in this book.

NOTE: Infinitives cannot function as objects of prepositions.

Some prepositions contain more than one word and are called compound prepositions.

According to Max, Dolores will be late.

Compound Prep

Certain verb + preposition combinations having special meanings are very common. (Many of these combinations are often referred to as two-word verbs.)

Jerry looked up the word in the dictionary.

V + Prep

Some adjective + preposition combinations are very common.

She is capable of almost anything.

Adj + Prep
The TOEFL tests your understanding of prepositions and prepositional phrases by:
1. leaving out necessary prepositions or parts of compound prepositions;
2. using incorrect prepositions, especially after certain verbs or certain adjectives; or,
3. adding extra words to prepositional phrases.

**MODEL**

In yesterday’s class, Professor Cummings talked _____________ the discovery of gold in California in the 1800s.
(A) for  
(B) in  
(C) at  
(D) about

What is needed in this sentence?
Answer: A preposition

▼ Explanation ▲

In this question, a verb + preposition combination is being tested. The verb *talk* is often followed by the preposition *about*. Answer (D) is the correct answer to the question.

**MODEL**

Angela relaxes by she swimming in the lake every afternoon after class.

\[
\begin{array}{c|c|c|c}
(A) & (B) & (C) & (D) \\
\hline
\text{by} & \text{she} & \text{swimming} & \\
\end{array}
\]

What is wrong with this sentence?
Answer: Extra parts have been added to a prepositional phrase.

▼ Explanation ▲

A prepositional phrase consists of a preposition and an object. *By she swimming* contains a preposition, a subject, and an object. Answer (B) is the correct answer to this question because *by she swimming* is incorrect.  
**Correction:** *by swimming*

**ON THE TOEFL**

- Check to see that the compound prepositions and prepositional phrases in TOEFL questions are formed correctly.
- Check to see that the correct prepositions are used and that prepositions have not been omitted when they are needed.
EXERCISE 12A: Practice Identifying Preposition Errors

On the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Then, correct each error.

1. Please look after my things while I am to the doctor's examining room.
2. We must think about our arguments before we take up our concerns with the president.
3. Prior yesterday, I thought we had a good working atmosphere in this office.
4. I think Carla's answer is different to yours.
5. Marion was pleased with the work the children had done on their own.
6. In spite of recent setbacks, employees of this company shouldn't have to give up any benefits.
7. The color yellow, in contrast to the color blue, is associated warmth and sunshine.
8. The students enjoy going to downtown on Saturday afternoons.
9. Regardless of how you feel today, you should have your sore shoulder looked by a doctor.
10. While we were on our way at my mother's house, she was preparing for our arrival.
11. The dog sat under the table during the dinner.

EXERCISE 12B: More Practice with Prepositional Phrases

Choose the letter of the underlined preposition or prepositional phrase that is incorrect, and correct the error.

1. During summer vacation, they recovered over the long semester behind them by spending time at the beach.
2. The flowers in this valley are similar to those that on the other side of the hill.
3. According my science professor, the atmosphere of the earth is being polluted by humans at an ever-increasing rate.
4. His parents, together his teachers, objected to his behavior both in school and at home.
5. Students from all over the world took part in the ceremony in the school auditorium in Friday afternoon.
6. While listening to the Latin American music, I dreamed about being a warm country without any snow.

G✓13 Check Main and Subordinate Clause Markers

All English sentences contain at least one main clause. A main clause contains a subject and a verb and can stand alone as a sentence.

Karina has a new coat.

\[
\begin{array}{c}
S & V \\
\end{array}
\]

Main clause

Many English sentences also contain subordinate clauses. Like a main clause, a subordinate clause contains a subject and a verb. However, a subordinate clause cannot stand alone as a sentence.

Although Karina has a new coat

\[
\begin{array}{c}
S & V \\
\end{array}
\]

Subordinate clause

There are three types of subordinate clauses in English: noun clauses, adjective clauses, and adverb clauses.

A noun clause functions as a subject, object, or complement in a sentence.

I like what you said.

Noun clause direct object

An adjective clause functions as an adjective in a sentence.

I like the book that you gave me.

Adjective clause describing book

An adverb clause functions as an adverb in a sentence.

Jack will call you as soon as he gets home.

Adverb clause telling when Jack will call

Clause markers (CM) are used to connect clauses in English. Each English clause type has its own special clause markers.

Main clauses can be connected with main clause markers called coordinating conjunctions. These include and, but, or, so, for, and yet. A comma is usually placed just before these conjunctions.

Karina has a new coat, and Carolyn has new boots.

Main clause CM Main clause

Main clauses can also be connected with clause markers such as however, nevertheless, in addition, as a result, on the other hand, furthermore, and moreover. When these clause markers are used on the TOEFL, they are preceded by a semicolon (;). (They can also be preceded by a period (.). However, on the TOEFL, this is never the case. Only semicolons are used.)

Carolyn has new boots; in addition, she has new gloves.

Main clause CM Main clause
The clause markers for noun clauses are that, how, how many, how much, what, when, where, why, who, whom, whose, and which.

I am not sure that we will be able to take a vacation.

Main clause CM
(Subordinate noun clause)

The clause markers for adjective clauses are who, whom, whose, which, that, (relative pronouns) and, sometimes, when, where, and why.

I like the cat that has yellow stripes.
Main clause CM
(Subordinate adjective clause)

There are many clause markers for adverb clauses. Some of these include after, as long as, because, as, if, unless, although, while, when, and since.

We will take a walk after we finish studying.
Main clause CM
(Subordinate adverb clause)

When an adverb clause comes at the beginning of a sentence, it is followed by a comma.

After we finish studying, we will take a walk.
CM
Main clause
(Subordinate adverb clause)

The TOEFL tests your understanding of the clause markers used in main clauses and subordinate clauses by:
1. leaving out parts of compound clause markers;
2. adding unnecessary parts to clause markers; or,
3. using the incorrect forms of relative pronouns (clause markers used in adjective clauses).

MODEL

Larry will drive his car to New York even although he would rather fly.

What is wrong with this sentence?
Answer: The clause marker has extra parts.

▼ Explanation ▲

In this question, the clause marker is incorrectly formed. Even although is a combination of parts of two different English clause markers. Answer (C) is the correct answer to the question because even although is incorrect.
Correction: even though/although
The model sentence is:

The woman which is sitting next to her is her mother.

What is wrong with this sentence?

\[ \text{Answer: The wrong relative pronoun has been used.} \]

**Explanation**

In this question, the adjective clause which is sitting next to her modifies a person noun, woman. Which cannot be used to refer to people. Answer (A) is the correct answer to the question because woman which is incorrect.

**Correction:** woman who

**ON THE TOEFL**

- Check to see that the clause markers used in TOEFL questions are formed correctly.
- Check to see that the correct relative pronouns are used.

See the Grammar Appendix, #26–#30, pages 412–415 if you need more information on clauses and for more comprehensive lists of clause markers.

**EXERCISE 13A: Practice with Main Clause Markers**

In the sentences below, underline and label the subject \( S \) and the verb \( V \) of each main clause. Then, circle the clause marker that correctly separates the main clauses.

- Lawrence likes pumpkin pie; (however/but) I prefer mince pie.
- They may want to go to New York this weekend; (on the other hand/on other hand), they may prefer to stay home.
- Flower gardens are beautiful, (however/but) they are a lot of work.
- We would like to give you this card, (in addition/and) we all want to congratulate you on your great success.
- During the storm, the lights went out; (moreover,/and) the telephone lines were damaged.
- Maria didn’t receive her check; (as result,/as a result,) she has no money for the weekend.

**EXERCISE 13B: Practice with Clauses and Subordinate Clause Markers**

Each sentence below contains one main clause and one subordinate clause. Fill in the blank with a clause marker that can begin the subordinate clause. More than one clause marker may be possible. Underline the subject and the verb of the main clause. Then, circle the subject and the verb of the subordinate clause.
Adjective clauses

1. The man [who/whom] [that] [spoke to was] in a hurry.
2. The person to [whom] this gift will be given is my mother.
3. The police officer [that] stopped me gave me a ticket for speeding.
4. I don’t understand the assignment [that] the professor gave us for next Monday.
5. Crystal, [who] used in making fine glassware, contains lead.
6. My sister, [who] lives in Cincinnati, is coming to my house next week.

Noun clauses

7. I would like to know [what] you are thinking about.
8. I would also like to know [whether] this costs.
9. From [what] I understand, the meeting has been cancelled.
10. His idea is [that] we should all go to the movie together.
11. [Whether] they want to leave work early doesn’t surprise me.

Adverb clauses

13. Although he was very sad, Bill acted [as if] nothing had happened.
14. [If] Frank had not helped me study, I would never have passed my exam.
15. [Whether] I want to you me to.
16. [As if] I don’t really want to babysit tonight, I will do it anyway.

EXERCISE 13C: Practice Identifying Clause Marker Errors
For each sentence, choose the letter of the incorrect clause marker, and correct the error.

1. After she took the exam, the which lasted three hours Cecilia was exhausted.
   - B  
   A

2. About what he wanted to know was what your name is.
   - ___  
   A  B

3. Adrian will bring the dessert that you like so much, in addition Joyce will bring your favorite salad.
   - ___  
   A  B

178   Structure and Written Expression
4. The girl who is sitting in the red chair is the person to who you must give this envelope.

5. Even Leroy had said he was going to quit school, I was surprised when he actually did.

6. Unless he asks me to, I will not correct the papers who he gave me.

7. I don't like the shoes he has on; addition, I don’t care for the tie that he is wearing.

8. In spite fact that he had good intentions, Fred was not able to give us the help that we needed.

9. The doctor which gave me this medicine told me that I need to stay in bed for three days.

10. I haven’t seen Joseph today; as result, I’m worried that he might be sick.

11. The teacher whom book I have said that I could keep it.

G14 Check Prepositional Phrases and Subordinate Clauses

English prepositional phrases and subordinate clauses are easily confused. Confusion often happens because, although they are formed differently, prepositional phrases and subordinate clauses can function in similar ways in English.

Because of her financial difficulties, Anne could not go.

Prepositional phrase

Because she had financial difficulties, Anne could not go.

Subordinate clause

In this pair of sentences, the prepositional phrase and the subordinate clause both function as adverbs telling why Anne could not go.

The book on the table is mine.

Prep phrase

The book that is on the table is mine.

Subordinate clause

In this pair of sentences, the prepositional phrase and the subordinate clause both function as adjectives telling which book.

Because prepositional phrases and subordinate clauses function similarly, it is important to remember the differences in their forms when taking the TOEFL.
1. A prepositional phrase contains a preposition followed by a noun structure object.

   Despite his problems, John was able to finish.

   Prep  Noun phrase
   \-----Prep phrase-----/

2. A subordinate clause contains a subordinate clause marker followed by a clause (including a subject and a verb).

   Although John had some problems, he was able to finish.

   Clause marker       Clause
   \-------------------Subordinate clause-------------------/


The TOEFL tests your understanding of clauses and prepositional phrases by:
1. using subordinate clauses where prepositional phrases are needed or vice versa;
2. using clause markers where prepositions are needed or vice versa;
3. using one type of subordinate clause or clause marker where another is needed; or,
4. using main clauses where prepositional phrases or subordinate clauses are needed.

REMEMBER: Certain of the clause markers used to join main clauses must be preceded in TOEFL questions by a semicolon (;). Some of the more common of these are in addition, for example, however, and nevertheless. A more complete list is contained in the Grammar Appendix, #27, page 413. See the first model below for an example of how this punctuation fact can help you on TOEFL questions.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Samuel wasn’t tired, __________ he hadn’t slept for a very long time.</td>
</tr>
<tr>
<td>(A) however</td>
</tr>
<tr>
<td>(B) though</td>
</tr>
<tr>
<td>(C) despite</td>
</tr>
<tr>
<td>(D) nevertheless</td>
</tr>
</tbody>
</table>

What is needed in this sentence? 
Answer: An adverb clause marker

\nExplanation ▲

In this question, there are two clauses, Samuel wasn’t tired and he hadn’t slept for a very long time. A clause marker is needed to join these two clauses. Answers (A) and (D) contain clause markers. However, these clause markers are main clause markers and would need to be preceded by a semicolon (;). A comma separates the two clauses in this question, so answers (A) and (D) cannot be correct. Answer (C) contains a preposition, not a clause marker, so it cannot be correct. Answer (B) is the correct answer to the question. It contains a clause marker that can join these two clauses, making the second clause into an adverb clause.
MODEL

Laurie has no formal training in computer science, she knows a great deal about computers.

(A) Despite
(B) In spite of
(C) Although
(D) That

What is needed in this sentence?
Answer: An adverb clause marker

▼ Explanation ▲

In this question, there are two clauses, *Laurie has no formal training in computer science and she knows a great deal about computers*. A clause marker is needed at the beginning of the first clause. Answers (A) and (B) do not contain clause markers. Instead, they contain prepositions. Answer (D) contains a clause marker. However, this clause marker would create a noun clause or an adjective clause. The clause in this sentence is an adverb clause. Answer (C) is the correct answer to this question because it contains a clause marker that can begin an adverb clause.

MODEL

, Jane enjoys gardening.

(A) She is like her mother
(B) Like her mother
(C) That she is like her mother
(D) Because her mother

What is needed in this sentence?
Answer: A prepositional phrase

▼ Explanation ▲

In this question, a prepositional phrase or an adverb clause is needed at the beginning of the sentence. Answer (A) is a main clause. Answer (C) is a noun clause. Answer (D) is part of an adverb clause, but it is missing a verb. Answer (B) is the correct answer to this sentence because it contains a prepositional phrase that can be used to complete the sentence.

MODEL

My father, an immigrant, came to the United States in 1925.

(A) who he was
(B) he was
(C) that he was
(D) who was

What is needed in this sentence?
Answer: The first part of an adjective clause
Explanation

An incomplete adjective clause follows the noun, father, in this sentence. The beginning of this adjective clause is missing. Answers (A) and (C) contain noun clauses. Answer (B) contains a main clause. Answer (D) is the correct answer to this sentence because it contains the necessary first part of an adjective clause.

<table>
<thead>
<tr>
<th>ON THE TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Check to see that prepositional phrases and subordinate clauses are used correctly in TOEFL questions.</td>
</tr>
<tr>
<td>• Especially check the clause markers and prepositions.</td>
</tr>
</tbody>
</table>

See the Grammar Appendix, #27–#30, pages 413–415 if you need more information on clauses and clause markers.

See the Grammar Appendix, #25, page 412 if you need more information on prepositional phrases.

EXERCISE 14A: Practice Identifying Main Clauses, Subordinate Clauses, and Prepositional Phrases

Use the choices provided to identify the underlined clause or phrase in each sentence. Choices:
MC (main clause)
ADJ C (an adjective clause)
NC (a noun clause)
ADV C (an adverb clause)
PREP P (a prepositional phrase)

**ADJ C**

1. Nancy, **who wants to go to Spain**, has been studying Spanish for five years.

2. Wilbur has been living here **since last summer**.

3. Lola will not be able to get **what she wants** this time.

4. Yesterday, Carlotta looked **like a movie star**.

5. When scientists perform experiments, **they learn about the world around us**.

6. **Because of his academic achievements**, Ralph was given a scholarship.

7. He might want to join us tonight; **on the other hand, he might want to stay home**.

8. The large number of students **who want to take this course** is encouraging.

9. **As I told you earlier**, I am not interested in buying a new car.

10. Mabel wants to see you **before you leave**.

11. Nobody wants to watch the movie **that is on television tonight**.
EXERCISE 14B: Practice Identifying Errors in Prepositional Phrases and Subordinate Clauses

On the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Then, correct each error.

1. Student life during the 1960s was chaotic.

2. What worries me the most is your health.

3. That he said in his letter, he will be home next week.

4. The three people who they were here early were Joyce, Lee, and Tom.

5. Marcia cannot come with us because of she has a play rehearsal tonight.

6. I cannot tell you how you should budget your time.

EXERCISE 14C: More Practice with Phrases and Clauses

Circle the correct answer.

1. Writing a research paper takes a lot of time it requires library work.
   (A) because of
   (B) how
   (C) as
   (D) due to

2. his youth, Professor Hanagan was a boy scout.
   (A) While
   (B) During
   (C) When
   (D) That

3. Skiing is a popular American sport, quite expensive.
   (A) however it is
   (B) even though it is
   (C) despite its
   (D) it is

4. William is a hardworking person;
   (A) while he likes to have a good time
   (B) nevertheless, he likes to have a good time
   (C) that he also likes to have a good time
   (D) but also likes to have a good time

5. day were just a little bit longer, I would have time to finish my work.
   (A) Each
   (B) Since each
   (C) If each
   (D) Were each

6. Maple syrup is light in color and free of impurities is the most expensive kind.
   (A) and
   (B) which
   (C) it
   (D) about which

7. Bread is one type of food .
   (A) all cultures seem to have it
   (B) that all cultures seem to have
   (C) by all cultures
   (D) that all cultures seem to have it

8. is cooking, we can eat our salad.
   (A) While the steak
   (B) During the steak
   (C) The steak
   (D) Because of the steak
9. ___________ a dentist, Mike is very concerned about having healthy teeth.
   (A) Because
   (B) He is
   (C) As
   (D) That he is

10. She had many unfortunate experiences ___________ her childhood.
    (A) it was
    (B) while
    (C) in addition
    (D) during

11. We will not go swimming today ___________.
    (A) because the bad weather
    (B) the weather is bad
    (C) because the weather is bad
    (D) because the bad weather is

G✓15 Check Appositives and the Noun Structures They Rename

An appositive is a noun structure which comes just after or just before another noun structure. The appositive renames or has the same meaning as the noun structure it accompanies. Appositives are often set off by commas. Appositives come from adjective clauses.

Carol, who is my colleague, studies psycholinguistics.

Adjective clause

Carol, my colleague, studies psycholinguistics.

Appositive

Notice the following pair of sentences:

Gary, who is the boy who will be staying with us, is from Connecticut.

Adjective clause I

Adjective clause II

Gary, the boy who will be staying with us, is from Connecticut.

Adjective clause II

Appositive

In this sentence pair, the first adjective clause is reduced to form the appositive. The second adjective clause does not change. Appositives can be modified by adjective clauses.


The TOEFL tests your understanding of appositives and the noun structures they rename by using other structures—especially finite verb phrases, main clauses, prepositional phrases, and possessive constructions—where noun structures or their appositives are needed.

NOTE: The commas used in many appositives are very important. See the next two models for examples of how this punctuation fact can help you in TOEFL questions.
Model

Minnesota, _________, actually has 12,034 lakes.

(A) the Land of 10,000 Lakes
(B) it is the Land of 10,000 Lakes
(C) its Land of 10,000 Lakes
(D) to a Land of 10,000 Lakes

What is needed in this sentence?
Answer: An appositive to rename Minnesota

▼ Explanation ▲

In this question, the subject, Minnesota, and the verb, has, are complete. The commas around the missing segment show that something is needed to modify or rename the subject. Answer (B) contains a main clause; answer (C) contains a noun phrase subject; and, answer (D) is a prepositional phrase which shows motion. None of these could act to rename the subject. An adjective clause could be used in this sentence. However, there are no adjective clauses in the answer choices. Answer (A) is the correct answer to this question. It is an appositive which renames the subject.

Model

__________, Maria, is joining me for the holidays.

(A) She is my roommate
(B) For my roommate
(C) Next week
(D) My roommate

What is needed in this sentence?
Answer: A subject

▼ Explanation ▲

In this question, the subject of the sentence is missing. Maria cannot be the subject because Maria is followed by a comma. Subjects that stand right next to their verbs are never followed by commas. Maria is an appositive. Answer (A) contains more than a subject. It contains an entire sentence. Answer (B) contains a prepositional phrase. Answer (C) contains a time marker. Answer (D) is the correct answer to this question because it contains a noun phrase which can act as the subject of this sentence.

ON THE TOEFL

- Check to see that the appositives and the noun structures they rename are formed correctly in TOEFL questions.

See the Grammar Appendix, #5, page 396 if you need more information on noun structures.
EXERCISE 15A: Practice Recognizing Appositive Errors

Some of the sentences below contain appositives. Some do not. Circle each appositive you find. Then, underline and label each subject S and each finite verb V. On the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Correct each error.

1. Last week, an old friend came to see me.

2. Lobster, my favorite food, is served fresh at this restaurant.

3. Ethan Allen, he was a famous American revolutionist, lived in Vermont.

4. Born on June 22, 1973, my son he is Charles will be twenty-three years old on his next birthday.

5. Old Maid, a favorite children’s game, is played with cards.

6. For Christmas, Charles, wants a new stereo.

7. Huckleberry Finn, a book which is often read to children, remains popular with adults as well.

8. My father, of a man who loved to read, gave books to his children every Christmas.

9. Broccoli, it is a vegetable which can be prepared in many ways, contains many essential vitamins and minerals.

10. Montana, it is the fourth largest state in the United States, only has a population of about 200,000.

11. On the table, Harold, found the pen he thought he had lost.

EXERCISE 15B: More Practice with Appositives

Circle the correct answer.

1. The town of Cody, Wyoming, is named after Buffalo Bill Cody. ________.
   (A) he was a wild West cowboy and entertainer
   (B) a wild West cowboy and entertainer
   (C) to be a wild West cowboy and entertainer
   (D) was a wild West cowboy and entertainer

2. Liz Moses, ________, grows beautiful vegetables in her garden.
   (A) is my next-door neighbor
   (B) of my next-door neighbor
   (C) whom my next-door neighbor
   (D) my next-door neighbor

3. Marie Curie, ________, eventually died from the side effects of her work.
   (A) was the scientist who discovered radium
   (B) whose scientific discovery of radium
   (C) the scientist discovered radium
   (D) the scientist who discovered radium

4. ________, to look up, means to search for something in a book or a dictionary.
   (A) This phrase
   (B) For this phrase
   (C) It is this phrase
   (D) Phrased
5. My cousin, ___________ when I need her, knows me very well.
   (A) always available is a friend
   (B) she is a friend who is always available
   (C) a friend who is always available
   (D) her friend is always available

6. ___________ , tender little plants which are good to eat, can be found in the forests.
   (A) They are fiddleheads
   (B) In the early spring
   (C) Fiddleheads
   (D) Sometimes

Grammar Checkpoint Test Three for G12 through G15

Allow yourself 5 minutes to complete this checkpoint test. There are 11 questions on the test. Check your answers in the Answer Key. Next to each answer is the number of the checkpoint that is being tested in each of these questions. Use these numbers to determine which checkpoints, if any, you need to study again.

Questions 1–7
Circle the letter of the one word or phrase that best completes the sentence.

1. Since 1905, ___________ of Albert Einstein’s first important scientific publication, the real world has become the world of the mathematician.
   (A) the year
   (B) his year
   (C) years
   (D) a year

2. ___________ in his autobiography, Benjamin Franklin was born in Boston and was apprenticed to his brother James to learn the printer’s trade.
   (A) That he states
   (B) As he states
   (C) He states
   (D) States

3. ___________ colonial statesman William Bradford attended no formal school, he was a well-educated man.
   (A) Despite
   (B) In spite of
   (C) Although
   (D) Even

4. The pony express, ___________ between Saint Joseph, Missouri, and Sacramento, California, was put out of business with the invention of the electric telegraph.
   (A) was a ten-day mail service
   (B) its ten-day mail service
   (C) a ten-day mail service
   (D) of a ten-day mail service

5. Scientists still know little about variations ___________ the moon’s gravitational field or about its surface composition.
   (A) into
   (B) in
   (C) at
   (D) during

6. The four U.S. presidents ___________ in log cabins were Lincoln, Fillmore, Buchanan, and Garfield.
   (A) were born
   (B) they were born
   (C) who were born
   (D) who they were

7. In linguistics, ___________ morphology refers to the study of the formation of words and smaller units of meaning.
   (A) is termed
   (B) to term
   (C) be termed
   (D) the term
Questions 8–11

Circle the letter of the underlined part of the sentence that is incorrect.

8. Even when the warmest part of the day in the hottest season of the year, desert sand dunes teem with Bember, more commonly known as sand wasps.
   A
   B
   C
   D

9. The 1960 presidential campaign was marked by an innovation into American politics — a series of television debates in which the two candidates responded to questions put by newspaper reporters.
   A
   B
   C
   D

10. In 1914, Congress established the Federal Trade Commission, who steadily increased the extent and nature of its regulation of the advertising industry.
    A
    B
    C
    D

11. Even although the negative and positive charges of isotopes are identical, their masses are not.
    A
    B
    C
    D

G✓16 Check One-Word –ING and –ED Adjectives

The present participle –ing and the past participle –ed forms of verbs can function as adjectives in English sentences.

The printing press was invented long ago.
   Adj

Printed books are now widely available.
   Adj

Sponsoring agencies give scholarships to worthy students.
   Adj

Sponsored students do not have to pay college tuition.
   Adj

NOTE: For irregular verbs, the –ed may be an –en or some other irregular ending.

The major difference between –ing and –ed adjectives is an active-passive difference.

In the first sentence of each pair above, the –ing adjective tells us that the noun it modifies is doing the action. Any –ing adjectives and the nouns they modify can be rewritten as subjects and verbs of active sentences: presses print and agencies sponsor.

In the second sentence of each pair above, the –ed participle tells us that the noun it modifies is receiving the action from the verb. Any –ed adjectives and the nouns they modify can be rewritten as subjects and verbs of passive sentences: books are printed and students are sponsored.
The TOEFL tests your understanding of _ing and _ed adjectives by using _ing adjectives in place of _ed adjectives or vice versa.

**MODEL**

Even though the parking car was locked, someone was able to steal the tape player from inside.

What is wrong with this sentence?
Answer: The wrong participle form has been used as an adjective.

⚠️ Explanation ⚠️

In this question, the car receives the action of *park*. The adjective-noun combination could be rewritten *the car was parked*. Therefore, the past participle of *park* should be used as an adjective to describe the car. Answer (B) is the correct answer to this question because *parking* is incorrect.
Correction: *parked*

**ON THE TOEFL**

- Check to see that _ing and _ed adjectives are used correctly in TOEFL questions.

See the Grammar Appendix, #14, pages 400–403 if you need more information about _ing and _ed participle forms and for a chart of irregular verbs.

**EXERCISE 16:** Practice with _ING and _ED Adjectives

Circle the correct adjective given in each pair.

1. Last night I read a very (exciting/excited) short story.
2. Priscilla listened to a (boring/bored) newscast on the radio.
3. (Tiring/Tired), Marsha went to bed early.
4. The dog’s habit of barking was extremely (annoying/annoyed).
5. The (burning/burned) sun beat down on the desert floor.
6. The man (involving/involved) refused to respond to my questions.
7. (Working/Worked) women find it difficult to spend time with their families.
8. Lisa put the (polishing/polished) teapot on the shelf.
9. The man was (startling/startled) by the noise in the bushes.

10. The woman was (embarrassing/embarrassed) by the behavior of her child.

11. The (visiting/visited) professor taught a special class.

G17 Check -ING and -ED Modifying Phrases

In English, -ing and -ed participles are used in phrases which modify noun structures. These phrases modify the noun structures which are closest to them in sentences.

Though tired, Hank continued working.
- ed phrase Noun modified

Remembering her promise, Margy bought her daughter a new toy.
- ing phrase Noun modified

NOTE: For irregular verbs, the -ed may be an -en or some other irregular ending.

The TOEFL tests your understanding of the form and meaning of -ing and -ed modifying phrases by:
1. using other structures in their place—especially finite verbs, gerunds, and infinitives;
2. placing them so that they modify the wrong noun structures—sometimes called the dangling modifier problem;
3. using incorrect word order in these phrases; or,
4. using an -ing phrase (active) where an -ed phrase (passive) is needed or vice versa.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
</table>

This college, __________ in 1800, is the oldest in this part of the United States.

(A) it was established
(B) has been established
(C) having established
(D) established

What is needed in this sentence?
Answer: An -ed (passive) participle to complete the modifying phrase

Explanation

In this question, there is an incomplete modifying phrase. A participle is needed to complete this phrase. Answer (A) contains a complete main clause. Answer (B) contains a finite verb phrase. Answer (C) begins with a participle, but it has an active meaning (the college established something). This is not the meaning of the sentence. Answer (D) is the correct answer to the question because it contains an -ed participle which carries the passive meaning needed in this sentence.
### MODEL

Not thinking clearly, ___________.

(A) Jane's purse was left in the car  
(B) in the car was Jane's purse  
(C) Jane left her purse in the car  
(D) the car had Jane's purse in it

**What is needed in this sentence?**  
**Answer:** A main clause with a subject that can be modified by the *-ing* phrase

#### ▶ Explanation ▲

In this question, the main clause is missing. In answers (A) and (B), *purse* is the subject. *Purse* cannot be modified by *not thinking clearly*, because purses do not think. In answer (D), *the car* is the subject. Cars cannot think, either. Answer (C) is the correct answer to the question because it contains the subject *Jane*, which can be modified by the *-ing* phrase, *not thinking clearly*.

### ON THE TOEFL

- Check to see that *-ing* and *-ed* modifying phrases in TOEFL questions are formed correctly and used where they are needed.
- Check to see that *-ing* and *-ed* phrases modify the nouns they should modify.

*See G16, pages 188–190, if you need more information on the active/passive difference between *-ing* and *-ed* participles.*

*See the Grammar Appendix, #31, page 416 if you need more information on *-ing* and *-ed* modifying phrases.*

### EXERCISE 17A: Practice with *-ING* and *-ED* Phrases and Modified Nouns

Underline each *-ing* and *-ed* modifying phrase and circle the noun structure it modifies. Then, on the line provided, put an *I* if the sentence is incorrect and a *C* if the sentence is correct. Correct each error. You may need to change several sentence parts to make your corrections. More than one correction may be possible.

1. *I was*  
   1. While reading, the lights went out.

2. Anyone wanting tickets should get in line.

3. There are eight children in the family lived on B Street.

4. Hoping to see her father, the factory was visited by the little girl.

5. We were frightened by the man standing in the corner.

6. Since moving to Miami, the weather has been beautiful.

7. When buying a car, you must shop carefully.

8. I didn't understand the instructions giving by the teaching assistant.
9. Hoping to get business, a sale was sponsored by local merchants.

10. How many of the papers given to you yesterday have you corrected?

11. After losing his wallet three times, Mark's keychain was lost, too.

EXERCISE 17B: More Practice with -ING and -ED Modifying Phrases

Circle the correct answer.

1. Temperatures __________ above 110 degrees Fahrenheit are common in the American Southwest.
   (A) they climb
   (B) climb
   (C) that they climb
   (D) climbing

2. __________ his hat on the table, Edward entered the room.
   (A) Placed
   (B) He placed
   (C) Placing
   (D) To place

3. __________ by all, Professor Jones will be missed when he retires.
   (A) Loved
   (B) He is loved
   (C) Loving
   (D) To love

4. Interested in the plot, __________.
   (A) John to stay awake to see the end of the movie
   (B) John staying awake to see the end of the movie
   (C) the end of the movie John stayed awake to see
   (D) John stayed awake to see the end of the movie

5. The squirrel, __________, hid its nuts in a variety of places.
   (A) tried to prepare for winter
   (B) trying to prepare for winter
   (C) to prepare for winter tried
   (D) for winter trying to prepare

6. With its antlers __________ the feet of a duck, the North American moose is easy to identify.
   (A) web-like
   (B) webbed like
   (C) like a web
   (D) the webs like

G✓18 Check Gerunds and Infinitives

Gerunds and infinitives occur in many English sentences. Infinitives can function as nouns, adverbs, and adjectives. Gerunds function only as nouns.

Smiling is good for you.

Gerund (noun)

You like to smile.

Infinitive (noun)

The man to see is Mr. Jones.

Infinitive (adjective)

He ran to meet her.

Infinitive (adverb)

Although both gerunds and infinitives can function as subjects, objects, and complements in English sentences, infinitives cannot function as objects of prepositions. Only gerunds can function as objects of prepositions.

Correct: Today's weather is perfect for swimming.

Incorrect: Today's weather is perfect for to swim.
While some verbs can be followed by either gerunds or infinitives, others cannot be followed by both forms.

Correct: I enjoy eating.
Incorrect: I enjoy to eat.

Gerunds and infinitives that come from transitive verbs (verbs that have objects) can be followed by objects; nouns cannot.

Correct: Contemplating life is a favorite human pastime.
Gerund Noun object

Incorrect: The contemplation life is a favorite human pastime.
Noun Noun object

Some adjectives can be followed by infinitives. These adjectives usually describe a person, not a thing, and often express feelings or attitudes. These adjectives are not normally followed by gerunds.

Correct: I was sad to learn that he had gone.
Incorrect: I was sad learning that he had gone.

\[\text{\textbullet\textbullet\textbullet}\]

The TOEFL tests your knowledge of gerunds and infinitives by:
1. using gerunds where infinitives should be used and vice versa;
2. using other structures—especially finite verbs and clauses—where gerunds or infinitives should be used; or,
3. forming gerund and infinitive phrases incorrectly.

\[
\text{\textbf{MODEL}}
\]

A well-balanced diet is important for _________ strong teeth and bones.
(A) to maintain
(B) it maintaining
(C) maintaining
(D) maintenance

What is needed in this sentence?
Answer: A (gerund) object for the preposition for

\[\text{\textbullet\textbullet\textbullet}\]

\[\text{\textbf{\textbullet\textbullet\textbullet}\textbf{Explanation \textbullet}}\]

In this question, an object is needed for the preposition for. Answer (A) contains an infinitive, which cannot be the object of a preposition. Answer (B) contains a gerund with an added, unnecessary pronoun in front of it. Answer (D) contains a noun, which cannot occur before the object strong teeth and bones. Answer (C) is the correct answer to the question. It contains a gerund, which can function as the object of the preposition for, and which can be followed by the object, strong teeth and bones.
**MODEL**

Although Greg started to write his paper a week ago, he only finished to write it this morning.

What is wrong with this sentence?
**Answer:** A verb + infinitive combination

▼ **Explanation ▲**

In this question, the infinitive to write occurs twice. The verb start can be followed either by a gerund or an infinitive, so the first instance of to write is correct. However, the verb finish should be followed by a gerund. Answer (C) is the correct answer to the question because the second instance of to write is incorrect.

**Correction:** writing

**MODEL**

Mary went to the store for buy a gallon of milk.

What is wrong with this sentence?
**Answer:** An infinitive has been formed incorrectly.

▼ **Explanation ▲**

In this question, the infinitive is formed with for instead of with to. Answer (C) is the correct answer to the question because for buy is incorrect.

**Correction:** to buy

**ON THE TOEFL**

- Check to see that gerund and infinitive phrases are formed correctly in TOEFL questions.
- Check to see that gerunds are not used when infinitives are needed and vice versa.
- Check to see that other structures are not used when gerunds or infinitives are needed.

See the Grammar Appendix, #32 and #33, pages 416–418 if you need more information on gerunds and infinitives, as well as for a list of verbs followed by gerunds, a list of verbs followed by infinitives, and a list of adjectives followed by infinitives.
EXERCISE 18A: Practice Distinguishing Gerunds and Infinitives from Other Verb Forms

In each sentence, circle the gerunds and infinitives. Then, underline and label the subjects S and finite verbs V.

1. The two brothers were eating when the sheriff came to see them.
   \[ S \quad V \quad S \quad V \]

2. Her reading is improving a little bit every day.

3. Voting is becoming less and less popular with the American public.

4. Hearing her sing made me want to dance.

5. We don’t mind waiting for you to finish your housework.

6. They are discussing going out for dinner.

7. I was advised to call Doctor Smith about having my eyes checked.

8. The man is considering giving his wife a new toaster for their anniversary.

9. The guests were thinking about leaving when the phone started ringing.

10. I hate waiting for the mail.

11. You should try to walk to school every day.

EXERCISE 18B: Practice with Verb + Gerund and Verb + Infinitive Combinations

Circle the correct gerund or infinitive in each pair.

1. He regretted (giving/to give) her his favorite shirt.

2. George needs Margaret (helping/to help) him walk.

3. If you care (seeing/to see) the apartment again, please give me a call.

4. Nancy suggested (going/to go) to the lake this weekend.

5. We should urge them (visiting/to visit) us more often.

6. If you don’t hand your assignment in on time, you risk (receiving/to receive) a lower grade.

7. I cannot allow you (going/to go) out driving in this weather.

8. Elizabeth claims (knowing/to know) the president of the company.

9. We finished (eating/to eat) at about 7:30.

10. The doctor recommended (walking/to walk) every day for extra exercise.

11. Please don’t hesitate (calling/to call) me at home.
EXERCISE 18C: Practice with Gerunds and Infinitives That Take Objects

Circle the form that correctly completes each of the sentences.

1. (Creating / The creation) of new jobs in this community has greatly helped the economy.

2. (To explain / The explanation) my position would take a great deal of time.

3. (Eliminating / The elimination) toxic wastes from the environment is crucial to the future health of our children.

4. (To consume / The consumption) electrical energy without replenishing it is dangerous.

5. (To generate / The generation) of some new ideas by new people will greatly enhance our marketing strategy.

6. Your teacher's (recommendation / recommending) was mailed to the college yesterday.

EXERCISE 18D: Practice Identifying Problems with Gerunds and Infinitives

For each sentence, choose the letter of the underlined gerund (phrase) or infinitive (phrase) that is incorrect. Then, correct the error.

A 1. To solve this math problem, I will need to use my calculator.

   A   B
   For

   ___ 2. His behavior leads me believe that he doesn't enjoy studying.

   A         B
   he doesn't

   ___ 3. She was hesitant making a commitment to work on our project at this time.

   A         B
   making

   ___ 4. When trying to understand the assignment, don't forget read your notes.

   A   B
   read your

   ___ 5. Larry wants to postpone to leave until tomorrow.

   A   B
   to

   ___ 6. The children are anxious going to the party, but the parents would be content to stay at home.

   A   B
   going to

   ___ 7. Max used his wrench removing the tire from his car before taking it to the garage.

   A   B
   removing the

   ___ 8. Several of the necessary ingredients for bake my cake are nowhere to be found.

   A   B
   for

   ___ 9. I want you be comfortable while you are trying to work.

   A   B
   to

   ___ 10. The type of paint needed to completion this picture is difficult to find.

   A   B
   to

   ___ 11. Although I wanted to go to the concert tonight, I decided staying home.

   A   B
   staying home
EXERCISE 18E: More Practice with Gerunds and Infinitives

Circle the correct answer.

1. __________ has improved over the past few weeks.
   (A) Jane drives
   (B) Jane drove
   (C) To drive Jane
   (D) Jane's driving

2. A clever game for __________ is tic-tac-toe.
   (A) keeping children occupied
   (B) children keep occupied
   (C) to keep children occupied
   (D) it keeps children occupied

3. Freezing, drying, and canning have long been used __________ nutrients and freshness in foods.
   (A) for preservation
   (B) to preserve
   (C) preserved
   (D) preserve

4. Valerie decided __________ a garden this year.
   (A) for growing
   (B) to grow
   (C) grow
   (D) grown

5. This hot weather has affected my ability __________.
   (A) concentrating
   (B) concentrated
   (C) to concentrate
   (D) for me concentrating

6. The fastest way __________ to my house is to take the freeway.
   (A) gotten
   (B) to get
   (C) getting
   (D) you get

G 19 Check IT and THERE Sentences

The standard word order of subjects and verbs in English sentences is Subject + Verb. However, sometimes the real subject occurs at the end of a sentence, and It or There is used at the beginning of the sentence to take its place.

Use of IT

When the subject of a sentence is a noun clause beginning with that or when the subject is an infinitive, it can be moved to the end of the sentence and It can take its place at the beginning of the sentence.

That he loves me is nice.
Noun clause subject

It is nice that he loves me.
IT subject

To hear him sing is exciting.
Infinitive subject

It is exciting to hear him sing.
IT subject

To get to Chicago takes 5 hours.
Infinitive subject

It takes 5 hours to get to Chicago.
IT subject
Use of THERE

When the subject of a sentence is indefinite and the verb BE occurs as the main verb, the subject can be moved to the end of the sentence, and There can take its place at the beginning of the sentence.

Some books are on the table.

Indefinite subject

There are some books on the table.

THERE true subject

The TOEFL tests your understanding of It and There sentences by:
1. using It when There is needed or vice versa;
2. using other structures when It or There structures are needed;
3. using incorrect word order in It and There constructions; or,
4. incorrectly forming other parts of It and There sentences.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ important to work hard at school.</td>
</tr>
<tr>
<td>(A) There is</td>
</tr>
<tr>
<td>(B) It is</td>
</tr>
<tr>
<td>(C) That it is</td>
</tr>
<tr>
<td>(D) Because it is</td>
</tr>
</tbody>
</table>

What is needed in this sentence?
Answer: An It subject and a verb

▼ Explanation ▲

In this question, the subject and verb are missing. Answers (C) and (D) contain parts of clauses; these clause parts cannot act as subjects and verbs. Answer (A) contains there is which can act as a subject and a verb. However, this sentence contains the infinitive to work as the true subject at the end of the sentence. Answer (B) is the correct answer to the question because in this sentence type, It is needed.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>It has long been believed as smoking causes heart disease.</td>
</tr>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: The noun clause following It is incorrectly formed.
\section*{Explanation}

In this question, the noun clause which has been moved to the end of the \textit{It} sentence begins with \textit{as}, which is not a noun clause marker. Answer (B) is the correct answer to the question because \textit{as} is incorrect.

\textbf{Correction: that}

\begin{table}[h]
\centering
\begin{tabular}{|l|}
\hline
\textbf{ON THE TOEFL} \\
\hline
- Check to see that \textit{It} and \textit{There} sentences are correctly formed in TOEFL questions.
\hline
\end{tabular}
\end{table}

\textit{See the Grammar Appendix, \#4, pages 394–395 if you need more information on definite and indefinite nouns.}

\section*{EXERCISE 19A: Practice with \textit{It} and \textit{There}}

Complete the following sentences with \textit{It is}, \textit{There is}, or \textit{There are}.

1. \underline{It is} unusual to see Mark and Mike together.
2. \underline{It is} only a few apples in this bowl.
3. \underline{It is} obvious that Loretta isn’t coming.
4. \underline{It is} amazing that there have not been more accidents on these bad roads.
5. \underline{It is} someone waiting to see you.
6. \underline{It is} some people who feel that these meetings are unnecessary.
7. \underline{It is} crazy for him to worry like that.
8. \underline{It is} my belief that time is more valuable than money.
9. \underline{It is} a new student in our class.
10. \underline{It is} a good idea to eat before you take an exam.
11. \underline{It is} too late to start over now.
EXERCISE 19B: More Practice with It and There

Circle the correct answer.

1. Lately, _______ nobody using the library.
   (A) there has been
   (B) it has been
   (C) has been
   (D) been

2. By the time we left the dance, _______ that she was not feeling well.
   (A) there was obvious
   (B) an obvious
   (C) it was obvious
   (D) to be obvious

3. I would like to see you tomorrow because
   _______ several things we need
to discuss.
   (A) there have
   (B) they are
   (C) it is
   (D) there are

4. _______ colds are caused by viruses.
   (A) That the knowledge
   (B) It is known that
   (C) To know that
   (D) The knowledge that

5. I was pleased to see that _______ several easy recipes for cake in this
   cookbook.
   (A) there are
   (B) it is
   (C) to be
   (D) are there

6. _______ one hour for me to get
   ready for work in the morning.
   (A) Usually taking
   (B) To take it usually
   (C) It usually takes
   (D) Usually takes it

Grammar Checkpoint Test Four for G✓16 through G✓19

Allow yourself 5 minutes to complete this checkpoint test. There are 11 questions on the test. Check
your answers in the Answer Key. Next to each answer is the number of the checkpoint that is being
tested in each of these questions. Use these numbers to determine which checkpoints, if any, you
need to study again.

Questions 1–7

Circle the letter of the one word or phrase that best completes the sentence.

1. _______ the Depression years,
   American painters seemed to turn away
   from Europe as a source of inspiration.
   (A) It was
   (B) While
   (C) There were
   (D) During

2. _______ , Dwight Eisenhower
   resigned his post as commander of NATO
   in 1951.
   (A) He was seeking the Republican
   presidential nomination
   (B) The Republican presidential nomination
   seeking
   (C) Seeking the Republican presidential
   nomination
   (D) The Republican presidential nomination
   was sought

3. _______ Native American myths
   and poems, American anthropologists have
   preserved much that is beautiful in a
   threatened culture.
   (A) By recording
   (B) Recorded
   (C) Record
   (D) To be recorded

4. _______ several weeks for a person
   to starve to death, but without sleep the
   human body dies in about 10 days.
   (A) Usually taking it
   (B) Usually takes it
   (C) It usually takes
   (D) To take it usually
5. __________ its rigid home on its back, the land tortoise is well protected from predators.  
   (A) Carried  
   (B) It carries  
   (C) Carrying  
   (D) To carry  

7. Today Edward Taylor is generally regarded as the finest poet __________ in America before the nineteenth century.  
   (A) he wrote  
   (B) written  
   (C) wrote  
   (D) writing  

6. Descendant of a long line of New Englanders, Robert Lowell chose, in his early poems, __________ against his background of Bostonian eminence and public service.  
   (A) for reacting  
   (B) to react  
   (C) reacted  
   (D) to the reaction  

Questions 8–11  
Circle the letter of the underlined part of the sentence that is incorrect.  

8. In the spring of 1932, some 15,000 __________ American war veterans converged on Washington and established the shanty community of Anacostia Flats.  
   (A) unemployed  
   (B) unemployment  
   (C) employed  
   (D) employment  

9. Special tools have been designed __________ coconuts without throwing them against hard surfaces.  
   (A) opening  
   (B) to open  
   (C) open  
   (D) open  

10. It is wise avoiding overconsumption of alcohol because of its detrimental effects on the heart, liver, and central nervous system.  
   (A) avoiding  
   (B) avoidance  
   (C) to avoid  
   (D) avoid  

11. Ms. magazine, which began in 1972, has long been considered one of the led publications of the feminist movement.  
   (A) leading  
   (B) lead  
   (C) to lead  
   (D) to lead
**Check Word Form and Function**

The form of an English word must agree with its function in a sentence. For many English words, several forms are possible. Different word forms are created by adding endings, called suffixes, to the original form of a word.

Below are some of the common suffixes used to create different word forms.

To form a **noun** from a **verb**:

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-al</td>
<td>remove...........removal</td>
</tr>
<tr>
<td>-tion</td>
<td>inform...........information</td>
</tr>
<tr>
<td>-ion</td>
<td>impress...........impression</td>
</tr>
<tr>
<td>-ment</td>
<td>move...........movement</td>
</tr>
<tr>
<td>-ant</td>
<td>consult...........consultant</td>
</tr>
<tr>
<td>-er</td>
<td>teach...........teacher</td>
</tr>
<tr>
<td>-or</td>
<td>act...........actor</td>
</tr>
<tr>
<td>-ure</td>
<td>please...........pleasure</td>
</tr>
<tr>
<td>-ence</td>
<td>depend...........dependence</td>
</tr>
<tr>
<td>-ance</td>
<td>accept...........acceptance</td>
</tr>
</tbody>
</table>

To form an **adjective** from a **noun** or a **verb**:

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ish</td>
<td>fool...........foolish</td>
</tr>
<tr>
<td>-ive</td>
<td>act...........active</td>
</tr>
<tr>
<td>-ic</td>
<td>hero...........heroic</td>
</tr>
<tr>
<td>-ent</td>
<td>differ...........different</td>
</tr>
<tr>
<td>-al</td>
<td>tradition........traditional</td>
</tr>
<tr>
<td>-able</td>
<td>comfort...........comfortable</td>
</tr>
<tr>
<td>-less</td>
<td>care...........careless</td>
</tr>
<tr>
<td>-ful</td>
<td>care...........careful</td>
</tr>
<tr>
<td>-ly</td>
<td>year...........yearly</td>
</tr>
<tr>
<td>-ous</td>
<td>fame...........famous</td>
</tr>
<tr>
<td>-y</td>
<td>ease...........easy</td>
</tr>
<tr>
<td>-en</td>
<td>wood...........wooden</td>
</tr>
<tr>
<td>-some</td>
<td>trouble...........troublesome</td>
</tr>
<tr>
<td>-ary</td>
<td>compliment........complimentary</td>
</tr>
</tbody>
</table>

To form an **adverb** from an **adjective**:

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ly</td>
<td>faint...........faintly</td>
</tr>
</tbody>
</table>

To form a **verb** from an **adjective** or a **noun**:

<table>
<thead>
<tr>
<th>SUFFIX</th>
<th>EXAMPLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>-fy</td>
<td>clear...........clarify</td>
</tr>
<tr>
<td>-ize</td>
<td>moisture........moisturize</td>
</tr>
</tbody>
</table>

**NOTE:** The suffix -ly can be used to form both adjectives and adverbs. Some nouns take -ly to become adjectives (king + -ly = kingly). Many adjectives take -ly to become adverbs (evident + -ly = evidently).
A noun functions to name a person, place, thing, or idea.

An analysis of the problem was impossible.

Verb

A verb functions to express action or state of being.

They analyze problems like this one every day.

An adjective functions to modify a noun or noun structure.

Their analytical approach to problems is impressive.

An adverb functions to modify a verb, an adjective, or another adverb.

They approached the problem analytically.

The TOEFL tests your understanding of word form and function by using word forms that do not agree with their functions in English sentences.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>She told the truthful when we asked her about her past.</td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

What is wrong with this question?
Answer: An adjective form has been used where a noun form is needed.

Explanation

In this question, a noun is needed after the article the. Truthful is not a noun; it is an adjective. Answer (B) is the correct answer to this question because truthful is incorrect.

Correction: truth

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The happily man spoke cheerfully about his family and friends.</td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: An adverb form has been used where an adjective form is needed.

Explanation

In this question, an adjective form is needed to describe man. Happily is an adverb formed from the adjective happy. Answer (A) is the correct answer to this question because happily is incorrect.

Correction: happy
## ON THE TOEFL

- Check to see that word forms agree with their functions in TOEFL questions.

See the Grammar Appendix, #4, #12, #13 and #14, pages 394–403 if you need more information on nouns, verbs, adjectives, and adverbs.
See the Vocabulary Appendix, #2, page 481 if you need more information on word forms.

### EXERCISE 20A: Practice with Word Forms

Using the suffixes given on page 202 and a dictionary if you need one, fill in the chart with the appropriate word forms. There may be more than one possibility for some forms.

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td>category</td>
<td>categorize</td>
<td>categorical</td>
<td>categorically</td>
</tr>
<tr>
<td>success</td>
<td>rational</td>
<td></td>
<td>imaginatively</td>
</tr>
<tr>
<td></td>
<td>imaginatively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>confuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>confide</td>
<td></td>
<td></td>
<td>excessively</td>
</tr>
<tr>
<td>excellence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>satisfy</td>
<td></td>
<td></td>
<td>persuasive</td>
</tr>
<tr>
<td>decision</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EXERCISE 20B: Practice with Word Forms and their Functions

Identify each word as one of the following:

- N (noun)
- V (verb)
- Adj (adjective)
- Adv (adverb)

**V** 1. glorify  ___ 4. convenient  ___ 7. terrify

___ 2. delivery  ___ 5. sensitize  ___ 8. recovery

___ 3. quickly  ___ 6. creation  ___ 9. useful
EXERCISE 20C: Practice with Adjective and Adverb Forms

On the first line, identify each underlined word as an *Adj* (adjective) or an *Adv* (adverb). On the second line, write the word that the underlined word modifies.

1. I can see his point clearly.
   
   **Adv** see

2. The **stately** redwood tree was over 200 feet tall.

3. I have met many **friendly** people here.

4. She has a low **yearly** income.

5. The young boy watched **passively** as his mother opened her gift.

6. She was **pleasantly** surprised by the weather.

---

EXERCISE 20D: Practice Identifying Word Form Errors

In each of the following sentences, choose the letter of the underlined word that is incorrectly formed. Then, correct the error.

1. Careful consideration of the alternatives led us to a *practical* solution.
   
   A. Careful  
   B. consideration  
   C. led  
   D. us  
   **practical**

2. Her creative talent is not easy captured in simple words.
   
   A. Her  
   B. creative  
   C. talent  
   D. is not easy captured in simple words.
3. Unfortunately, the vigorously daily exercise he has been engaging in has not helped his health.

4. The plaintive cry of the lonely lamb failed to reach its mother last night.

5. Water, an important natural resourceful, is being polluted by acid and other harmful industrial wastes.

6. The loosely woven rug on our kitchen floor is made of a rarely grass found in marshy areas.

7. To have a business that is a successful, a person must work diligently and efficiently.

8. They carefully planned their vacation to include a quick trip to the secluded tropical island where they first met.

9. Last week, Lana and Lance developers a truly unique method for finding plumbing leaks.

10. In desert areas, long periods of drought often alternate with long periods of excessive rainy and flooding.

11. Plants often responsive to pressure cues such as wind and human touch.

**G21 Check Word Form After Verbs**

An adverb often follows a verb in English. This adverb modifies the verb it follows.

Jane ran quickly down the street.

*Adverb*

However, after a linking verb such as appear, be, become (and get, turn, and grow when they mean become), feel, look, remain, seem, smell, and taste, an adjective is used. This adjective describes the subject of the sentence.

Jane is quick.

*Adjective*
The TOEFL tests your understanding of the word forms necessary after verbs by using adverbs where adjectives should be used and vice versa.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim seemed quite <strong>happily</strong> this evening at the party.</td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

**What is wrong with this sentence?**
**Answer:** An adverb has been used after a linking verb.

**Explanation ▲**
In this question, the linking verb *seemed* has been used. Linking verbs should be followed by adjectives. *Happily* is an adverb. Answer (A) is the correct answer to the question because *happily* is incorrect.

**Correction:** *happy*

<table>
<thead>
<tr>
<th>ON THE TOEFL</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Check to see that the correct word forms are used after verbs.</td>
</tr>
</tbody>
</table>

*See the Grammar Appendix, #16, pages 404–405 if you need more information on linking verbs.*

**EXERCISE 21: Practice with Word Forms After Verbs**
Circle the correct word in each pair.

1. Edward felt (**sleepy**/sleepily) after the big meal.
2. Jack looked up (**sleepy**/sleepily) from the book he was reading.
3. The theater got (**quiet**/quietly) when the movie began.
4. Leroy smiled (**cheerful**/cheerfully) when the teacher gave him his grade.
5. That car looks quite (**comfortable**/comfortably).
6. She tasted the spaghetti sauce (**careful**/carefully) because it was very hot.
7. He grew more and more (**angry**/angrily) as she told him the story.
8. Marsha sighed (**heavy**/heavily) at the thought of all the work she had to do.
9. A trip to the country sounds (**wonderful**/wonderfully).
10. They sounded the alarm (**loud**/loudly) when they smelled the smoke of the fire.
11. The sun was shining (**bright**/brightly) when we arrived at the beach.
Check Word Form: Person Nouns and Activity Nouns

Some English nouns refer to people and some refer to related things or activities. Below are a few examples of person noun and activity noun pairs.

<table>
<thead>
<tr>
<th>PERSON</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>gardener</td>
<td>gardening</td>
</tr>
<tr>
<td>biologist</td>
<td>biology</td>
</tr>
<tr>
<td>innovator</td>
<td>innovation</td>
</tr>
</tbody>
</table>

\[\text{\textbullet} \quad \text{\textbullet} \quad \text{\textbullet}\]

The TOEFL tests your understanding of person nouns and activity nouns by using one where the other is needed.

\[\begin{array}{ll}
\text{MODEL} \\
\hline
\text{Richard Burton was a very well-known British acting who married Elizabeth} \\
\text{Taylor, an equally famous American film star.} \\
\text{What is wrong with this sentence?} \\
\text{Answer: An activity noun is being used where a person noun is needed.}
\end{array}\]

\[\text{\textbullet} \quad \text{\textbullet} \quad \text{\textbullet}\]

\[\text{\textbullet} \quad \text{\textbullet} \quad \text{\textbullet}\]

**Explanation**

In this question, a person noun is needed after the verb is to rename Richard Burton. Instead, an activity noun, acting, has been used. Answer (B) is the correct answer to this question because acting is incorrect.

**Correction:** actor

\[\begin{array}{ll}
\text{\textbullet} \quad \text{\textbullet} \quad \text{\textbullet}\]

\[\text{\textbullet} \quad \text{\textbullet} \quad \text{\textbullet}\]

**EXERCISE 22: Practice with Person and Activity Nouns**

On the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Then, correct each error.

1. The director of the play said that he would like us to arrive one hour early for rehearsal tonight.

2. Twelve employees were hurt in the accident at the factory.

3. The chemist who won the Nobel Prize last week was very happy.

208 Structure and Written Expression
4. My son wants to study engineer.

5. The carpentry will finish building our cabinets next week.

6. No one is sure who the creation of this beautiful sculpture is.

7. Manhattan city plans have worked very hard to regulate the flow of downtown traffic.

8. We buy fresh bread every day from a bakery on the corner of Fifth Avenue and Pine Street.

9. The scientist department at this school is not very strong.

10. The company is very happy with the architecture who designed this building.

11. Although she is a famous actress, Diana still likes her privacy.

G✓23 Check Word Form: Words that Don’t Exist in English

Occasionally, a word that does not exist in English is used on the TOEFL. This form is always closely related to a real English word form. Below are a few examples of words that don’t exist and their corresponding real English word forms.

<table>
<thead>
<tr>
<th>DOESN’T EXIST</th>
<th>ENGLISH WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>adaptator</td>
<td>adaptor</td>
</tr>
<tr>
<td>estable</td>
<td>stable</td>
</tr>
<tr>
<td>explorator</td>
<td>explorer</td>
</tr>
<tr>
<td>plastical</td>
<td>plastic</td>
</tr>
</tbody>
</table>

The TOEFL tests your ability to recognize words that don’t exist in English by using them in the place of real English words.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Columbus may not have been the first explorator to discover America.</td>
</tr>
<tr>
<td>A</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: A word has been used that does not exist in English.

▼ Explanation ▲

In this question, the word explorator is a word that does not exist in English. Answer (C) is the correct answer to this question because explorator is incorrect. 
Correction: explorer
ON THE TOEFL

- Check TOEFL questions for word forms that do not exist in English.

EXERCISE 23: Practice with Words that Do Not Exist in English

In each sentence, choose the letter of the underlined word that is incorrect. Then, correct the error.

B 1. The beautiful woman was standing alone in front of the station.
   A

___ 2. The defectator sought refuge at the home of the ambassador.
   A
   B

___ 3. The economic situation in our country is not very estable at this time.
   A
   B

___ 4. As far as I am concerned, the son of that poliator should not take up his father's profession.
   A
   B

___ 5. Kim’s success on the exam made today an especial day for her.
   A
   B

___ 6. While most of the books in this pile have been classified, some are still in need of categorization.
   A
   B

G✓24 Check Equative, Comparative, and Superlative Degree

Three degrees of comparison are possible in English. Special forms or words are added to adjectives and adverbs to form these degrees.

To make the equative, comparative, and superlative degree of adjectives and adverbs, the following forms are used:

<table>
<thead>
<tr>
<th>One syllable Adj or Adv</th>
<th>Two syllable Adj or Adv ending in -y</th>
<th>Two or more syllable Adj or Adv</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Equate</strong></td>
<td>as ... as</td>
<td>as ... as</td>
</tr>
<tr>
<td></td>
<td>as tall as</td>
<td>as happy as</td>
</tr>
<tr>
<td></td>
<td><strong>Comparative</strong></td>
<td>more/less ... than</td>
</tr>
<tr>
<td></td>
<td>–er than</td>
<td>more beautiful than</td>
</tr>
<tr>
<td></td>
<td>taller than</td>
<td></td>
</tr>
<tr>
<td></td>
<td>... –er than</td>
<td></td>
</tr>
<tr>
<td></td>
<td>happier than</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Superlative</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>the ... –est</td>
<td>the most/least ...</td>
</tr>
<tr>
<td></td>
<td>the tallest</td>
<td>the most beautiful</td>
</tr>
<tr>
<td></td>
<td>the happiest</td>
<td></td>
</tr>
</tbody>
</table>
NOTE: Some words have irregular degree forms. The most common of these are:

<table>
<thead>
<tr>
<th>ADJECTIVES</th>
<th>ADVERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td>much/many</td>
<td>more</td>
</tr>
<tr>
<td>little</td>
<td>less</td>
</tr>
<tr>
<td>far</td>
<td>farther</td>
</tr>
<tr>
<td></td>
<td>further</td>
</tr>
</tbody>
</table>

The equative degree is used to show equality.

Annie is as tall as Jacob.

This sentence tells us that Annie and Jacob are the same height.

The comparative degree is used to compare two things that are not equal.

Annie is taller than Jacob.

This sentence tells us that Annie’s height and Jacob’s height are not the same. In addition, it tells us that Annie’s height is greater than Jacob’s.

The superlative degree is used to compare three or more things that are not equal.

Annie is the tallest student in the class.

This sentence tells us that there are more than two students in the class and that Annie’s height is the greatest of all the students.

The TOEFL tests your understanding of equative, comparative, and superlative degree by:

1. forming degree structures incorrectly;
2. using incorrect word order in long degree constructions; or,
3. using one degree structure where another is needed.

```
MODEL
```

\[
\text{Although Tom’s paper was longer than Alice’s, Alice’s paper was more insightful that Tom’s.}
\]

What is wrong with this sentence?
Answer: The comparative degree has been incorrectly formed.

\[\text{▼ Explanation ▲}
\]

In this question, there are two comparative structures. The first, \textit{longer than}, is correctly formed. However, the second, \textit{more insightful that}, is incorrectly formed. \textit{That} is not used in forming the comparative degree. Answer (D) is the correct answer to this question because \textit{more insightful that} is incorrect.

\text{Correction: more insightful than.}
MODEL

Professor Clark’s chemistry class is ____________ Professor Smith’s.
(A) more than difficult
(B) to the difficult
(C) as difficult as
(D) the most difficult

What is needed in this sentence?
Answer: The equative degree

Explanation

In this question, two classes are being compared. Therefore, either the comparative or the equative degree is needed. Answer (A) contains an incorrectly formed comparative degree. Answer (B) contains a prepositional phrase. Answer (D) contains the superlative degree. Answer (C) is the correct answer to this question because it contains a correctly formed equative degree.

ON THE TOEFL

• Check to see that equative, comparative, and superlative degree structures are formed correctly in TOEFL questions.
• Check to see that the correct degree structure is used where needed.

EXERCISE 24A: Practice with Equative, Comparative, and Superlative Structures

In each of the following sentences, choose the letter of the equative, comparative, or superlative that is incorrect. Then, correct the error.

1. Rice is more important than meat in many of the countries with the highest populations in the world.  
   \[ \text{B} \]

2. Cats are more independent as dogs, but they are not as loyal as dogs are.  
   \[ \text{A} \]

3. My car is as fast yours, but yours is more beautiful than mine.  
   \[ \text{A} \]

4. Winter is colder in Montana that it is in Vermont; winter in Alaska is the coldest in the United States.  
   \[ \text{A} \]

5. The most difficult part of the exam was given at the end when everyone was the most exhausted.  
   \[ \text{A} \]

6. The more easily understood alphabet in the world is also one of the oldest.  
   \[ \text{A} \]
EXERCISE 24B: More Practice with Equative, Comparative, and Superlative Degree

On the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Then, correct each error.

I 1. This cake is the sweetest I have ever eaten.

___ 2. The books that I am reading for history class are the most interesting by far more than the ones I’m reading for science.

___ 3. We bought the heavier coats that we could find.

___ 4. I would like to read as short as article of them all.

___ 5. Mabel wanted to buy Victor the better new watch she could find.

___ 6. This record album is not as interesting as the one you gave me to listen to last week.

___ 7. My brother is the taller person in our family.

___ 8. Greg’s understanding of computers is better than mine.

___ 9. The color that absorbs sunlight the more easily of all is black.

___ 10. This stereo is the most expensive of the two that we have looked at today.

___ 11. Tonight’s concert was much more enjoyable than last night’s play.

EXERCISE 24C: More Practice with Equative, Comparative, and Superlative Degree

Circle the correct answer. Then, use the choices provided to answer the question: What is needed in this sentence? Choices:
- Equative degree
- Comparative degree
- Superlative degree

1. Texas is larger _____________, but it has fewer people than California does.
   (A) of California
   (B) that California
   (C) California
   (D) than California

   What is needed in this sentence? **Comparative degree**

2. Antarctica is the site of ____________ elevations on earth.
   (A) the highest
   (B) the highest are
   (C) and the highest
   (D) higher

   What is needed in this sentence?
3. Lately, Joyce has been ___________ her health.
   (A) more than worried about her job
   (B) worried more than about her job
   (C) more worried about her job than
   (D) worried about more than her job

   What is needed in this sentence?

4. A warm-blooded animal requires ___________ than does a cold-blooded creature of the same size.
   (A) most food
   (B) the most food
   (C) more food
   (D) the more food

   What is needed in this sentence?

5. The instructions for this model are ___________ as possible, so it will not be difficult to put together.
   (A) clearly more defined
   (B) as clearly defined
   (C) as defined clearly
   (D) more clearly defined

   What is needed in this sentence?

6. Small cars are ___________ large ones, which generally use much more gasoline.
   (A) as popular today as
   (B) of as much popularity as today
   (C) as the popularity is the same today as
   (D) as today’s popularity is the same as

   What is needed in this sentence?
Grammar Checkpoint Test Five for G✓20 through G✓24

Allow yourself 5 minutes to complete this checkpoint test. There are 11 questions on the test. Check your answers in the Answer Key. Next to each answer is the number of the checkpoint that is being tested in each of these questions. Use these numbers to determine which checkpoints, if any, you need to study again.

Questions 1–11

Circle the letter of the underlined part of the sentence that is incorrect.

1. Thomas Bangs Thorpe, American author and artist of the nineteenth century, produced short stories and sketches which are appreciated for their humorous.
   - A
   - B
   - C
   - D

2. An amazing variety of animals, by means of elaborate adaptators, are able to thrive in conditions of extreme heat and dryness.
   - A
   - B
   - C
   - D

3. At the time of their first contact with Europeans, the Native Americans of the Great Plains were considerably more spread out than they are now.
   - A
   - B
   - C
   - D

4. The processes involved in the creation of the universe remain mysteriously to astronomers.
   - A
   - B
   - C
   - D

5. Most Americans’ blood cholesterol levels rise as they grow more older.
   - A
   - B
   - C
   - D

6. Musical celebrities from all over the world appear regular in the exclusive nightclubs and casinos of Las Vegas.
   - A
   - B
   - C
   - D

7. Many successful American film directions are former actors with a desire to expand their experience in the film industry.
   - A
   - B
   - C
   - D

8. Homing pigeons are especial good at finding their way home over hundreds of miles of unfamiliar terrain.
   - A
   - B
   - C
   - D

9. Humans have a very large and densely brain in proportion to their body size.
   - A
   - B
   - C
   - D

10. The worse winter of all for the settlers at Jamestown was that of 1607, when several in their party died.
    - A
    - B
    - C
    - D

11. In the nineteenth century, new nails, screws, and cutting tools revolutionized the constructed of houses.
    - A
    - B
    - C
    - D
Check Standard Word Order

The standard word order of the principal parts of English sentences is:

\[ \text{SUBJECT} + \text{VERB} (+ \text{OBJECT AND/OR} + \text{COMPLEMENT}) \]

The subject comes before the verb. The verb comes before its objects and/or before the complement of the sentence.

- Kathy is eating.
  \[ S \quad V \]
- Kathy is happy.
  \[ S \quad V \quad \text{Comp} \]
- Kathy is eating chocolate.
  \[ S \quad V \quad \text{DO} \]

The TOEFL tests your understanding of standard word order by mixing up the order of the principal parts of English sentences.

**NOTE:** The testing of standard word order is often combined with the testing of many of the other checkpoints covered on the TOEFL.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen’s home _________ on a busy downtown street.</td>
</tr>
<tr>
<td>(A) small, is an apartment</td>
</tr>
<tr>
<td>(B) a small apartment is</td>
</tr>
<tr>
<td>(C) an apartment is small</td>
</tr>
<tr>
<td>(D) is a small apartment</td>
</tr>
</tbody>
</table>

**What is needed in this sentence?**
**Answer:** A verb and a complement

**Explanation ▲**

In this question, the verb is missing. The verb BE is contained in all of the answer choices. A complement, a small apartment is also contained in all of the sentences. However, the word order is incorrect in all of the answer choices except for answer (D). Answer (D) is the correct answer to this question.

**ON THE TOEFL**

- Check to see that the standard word order in TOEFL questions is correct.
EXERCISE 25A: Practice with Standard Word Order

In each of the sentences, the standard word order is incorrect. Unscramble each sentence to correct the word order.

1. A book Carol gave to Robin for his birthday.

   Carol gave a book to Robin for his birthday.

2. Many animals hurt by cars are each year.

3. Is finishing his math homework Bob.

4. Although Nancy a good friend is, she sometimes makes me angry.

5. Over the past few weeks, Mark has a new opinion developed of biology.

6. Of the six days of vacation that we had for Thanksgiving, only remain three days.

EXERCISE 25B: More Practice with Standard Word Order

Circle the correct answer.

1. In consideration of her feelings, ____________ .
   (A) we should not tell her the bad news yet
   (B) should we not tell her the bad news yet
   (C) the bad news we should not tell her yet
   (D) yet we should not tell her the bad news

2. Money ____________ in most cultures of the world.
   (A) the principal tool for trade is
   (B) is it the principal tool for trade
   (C) is the principal tool for trade
   (D) the principal tool for trade is

3. Although the color television set _________ , almost every American family now owns at least one.
   (A) a recent invention is
   (B) is a recent invention
   (C) recent, is an invention
   (D) is it a recent invention
4. Carpenters __________ to build cabinets.
   (A) woodworking, a variety of useful tools
   (B) use of a variety of woodworking tools
   (C) a variety of woodworking tools use
   (D) use a variety of woodworking tools

5. This dictionary __________ with all the definitions we need to know for the test on Tuesday.
   (A) can it provide us
   (B) us can provide
   (C) can provide us
   (D) it can provide us

6. Mars __________ vast oceans of dust.
   (A) is a planet covered with
   (B) a planet is covered with
   (C) covered with a planet is
   (D) is covered with a planet

G✓26 Check Word Order in Subordinate Clauses Beginning with Question Words

Question words such as who, what, when(ever), where(ever), why, how(ever), how long, how much, and how many occur in many English sentences. These words are most commonly found in information questions—questions which ask for specific information, not just for an answer of yes or no.

When question words are used in sentences asking direct information questions:

1. the subject and the first part of the verb of the sentence are inverted, that is, the subject is placed after the first verb; and,

2. a question mark (?) is placed at the end of the sentence.

   Who is she?
   Question word first (and only) V S

   What is she doing?
   Question word first V S second V

In sentences where there is no verb BE or other helping verb (a modal or have), the helping verb DO is used in making direct information questions. The helping verb DO becomes the first verb in the sentence, and, again, the first verb and the subject are inverted.

   Where does she live?
   Question word first V S second V

Question words are also used to begin subordinate clauses that do not ask a direct question. The sentences that contain these clauses are not followed by a question mark (?). In these clauses, the subject and the verb are not inverted. The helping verb DO is not used.

I don’t know who she is.
Noun clause

When she arrives, please show her in.
Adverb clause

Tell me the reason why she didn’t come.
Adjective clause
The TOEFL tests your understanding of word order in subordinate clauses beginning with question words by:
1. using incorrect word order in these clauses; or,
2. adding the word DO to these clauses.

**MODEL**

<table>
<thead>
<tr>
<th>Brian is having trouble understanding ____________ .</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A) how should he start this assignment</td>
</tr>
<tr>
<td>(B) this assignment how he should start</td>
</tr>
<tr>
<td>(C) should he start this assignment how</td>
</tr>
<tr>
<td>(D) how he should start this assignment</td>
</tr>
</tbody>
</table>

What is needed in this sentence?
Answer: A noun clause beginning with a question word

▼ Explanation ▲

In this question, a direct object is needed. Noun clauses beginning with question words can function as direct objects. Answer (A) contains a direct question, so it cannot function as the direct object in this sentence. Answers (B) and (C) contain noun clauses in which the word order is incorrect. Answer (D) is the correct answer to the question because it contains a noun clause with the correct word order.

**ON THE TOEFL**

- Check to see that the word order is correct in subordinate clauses beginning with question words.
- Check to see that DO is not added to these clauses when it is not needed.

**EXERCISE 26A: Practice Identifying Word Order Errors**

For each sentence, circle the question words. Then, on the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Correct each error.

1. Marion is not sure who she wants to ask to her party.
2. Wherever she goes, he goes.
3. Only Angela can tell you what is the recipe for this wonderful pie.
4. Carlos is not sure how long he will stay in the United States.
5. As the fall progresses, there are fewer hours every day when the sun shines.
6. When is it baking, bread should not be disturbed.
7. I would like to know when do you make your final decision.
8. How does she plan to finish all of this work by tomorrow is a mystery to me.

9. It is not easy to decide exactly how we should proceed with this project.

10. Maybe they should try to figure out what does the baby want.

11. I have not been able to find the place where does she live.

EXERCISE 26B: More Practice with Word Order

Circle the correct answer.

1. Carol has just found ____________ .
   (A) what she thinks will be a very good job
   (B) what does she think will be a very good job
   (C) a very good job will be what she thinks
   (D) she thinks what will be a very good job

2. Please let me know ____________ .
   (A) when is it time to go
   (B) when time it is to go
   (C) when to go it is time
   (D) when it is time to go

3. ____________ working at the hardware store, Vincent was never happy.
   (A) He was
   (B) When he was
   (C) When was he
   (D) Was he

4. The doctor has not yet determined ____________ .
   (A) what does Arlene have
   (B) what Arlene has
   (C) Arlene has what
   (D) what has Arlene

5. People's attitudes and daily lifestyles are influenced by ____________ .
   (A) they see and hear what on television
   (B) on television what they see and hear
   (C) they see and hear on television what
   (D) what they see and hear on television

6. ____________ incubating, a chicken's egg needs to be kept warm and dry.
   (A) When it is
   (B) Is it when
   (C) It is when
   (D) When is it
Check Inverted Subject-Verb Word Order with Special Expressions and in Conditional Sentences

As discussed in G26, the standard word order of subject + verb (+ object and/or + complement) is not followed in all English sentences. In certain situations, inverted subject-verb word order is used. That is, the subject of a sentence is placed after the first helping verb or after BE. If there is no verb BE or if there is no helping verb, the helping verb DO is added as the first verb of the sentence. This inverted subject-verb word order is most common in direct questions, but it is also common in other situations.

1. After special expressions of location:

   On the beach  were five beach umbrellas.
   Expression of location  V  S

   Nowhere  did he see her.
   Expression of location  first V  S

2. After special negative (no, not, and never) and almost negative (hardly, rarely, scarcely, not only, at no time, barely, only, seldom, etc.) expressions:

   Never  had I seen such a glorious sight.
   Negative  first V  S

   Only after he saw her did he understand.*
   Almost negative  first V  S

   *NOTE: When the negative or almost negative expression is part of a subordinate clause, the subject and verb of the subordinate clause are not inverted. The subject and the verb of the main clause are inverted.

3. After the special expressions so and neither:

   So happy was she that she danced around the room.
   V  S

   I liked the coffee, and so did Mike.
   V  S

   I didn’t like the coffee, and neither did Mike.
   V  S

4. In conditional sentences that do not begin with if:

   With if: If he had seen you, he would have greeted you.
   S  V

   Without if: Had he seen you, he would have greeted you.
   first V  S

---

The TOEFL tests your understanding of inverted subject-verb word order with special expressions and in conditional sentences by:

1. using standard word order where inverted subject-verb word order is needed;
2. inverting subjects and verbs incorrectly; or,
3. using other structures where inverted constructions are needed.

Structure and Written Expression  221
MODEL

Rarely _______ happy.
(A) John is ever
(B) ever John is
(C) is John ever
(D) John ever is

What is needed in this sentence?
Answer: An inverted subject and verb

▼ Explanation ▲

In this question, rarely is the first word of the sentence. Inverted subject-verb word order occurs after rarely. Answer (B) is the correct answer to this question. It is the only answer choice that contains inverted subject-verb word order.

MODEL

_______, he would have understood the movie better.
(A) Carl had read the book
(B) The book had been read by Carl
(C) Had Carl read the book
(D) Read the book had Carl

What is needed in this sentence?
Answer: A conditional that does not begin with if

▼ Explanation ▲

In this question, each answer choice contains parts of a conditional without if. In these types of conditionals, inverted subject-verb word order is needed. Answer (A) does not contain inverted word order. Answer (B) contains a passive construction. This is not the inverted structure that is needed. Answer (D) contains inverted word order, but using the wrong part of the verb. Answer (C) is the correct answer to the question because it contains correct inverted subject-verb word order.

ON THE TOEFL

- Check to see that inverted subject-verb word order is used where it is needed in TOEFL questions.
- Check to see that subject-verb inversion is done correctly.

See the Grammar Appendix, #34, page 419 if you need more information on conditional sentences.

222 Structure and Written Expression
EXERCISE 27A: Practice with Inverted Subject-Verb Word Order with Special Expressions

In the sentences, underline the special expressions which signal a need for inverted subject-verb word order. Then, on the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Correct each error. Use inverted subject-verb word order in your corrections.

C 1. So tired was he that he couldn’t keep his eyes open.

2. Scarcely I had opened the door when the cat ran out.

3. Not only he suffered from a cut on his forehead, but he also had several bruises on his left arm.

4. Only once Harold had met Maude before they fell in love.

5. Kate left the concert early, and so John did.

6. In the basement were three old baseball bats and a glove.

7. Only in Dr. Krankshaw’s class do we have a quiz every day.

8. Nowhere I can find the hat I want to wear to the party.

9. We couldn’t find your house, and neither could Walter.

10. In the garage the broken lawn mower was.

11. Rarely have I eaten so much at one meal.

EXERCISE 27B: Practice with Inverted Subject-Verb Word Order in Conditionals

Rewrite each conditional containing if as a conditional that does not contain if. To do this, delete the if and invert the subject and the first verb of the subordinate clause.

1. If I had found the book, I would have given it to you.

   Had I found the book, I would have given it to you.

2. If Jane had been more careful, she wouldn’t have hurt herself.

3. If Alexander were here, he would help me with this homework.

4. If the fire fighters had not gotten here in time, the house would have burned down.

5. If they should ever change their minds, tell them to call me.
6. My father would settle this problem for me if he were here.

EXERCISE 27C: More Practice with Inverted Subject-Verb Word Order

Circle the correct answer.

1. At one end of the street _____________.
   (A) is a vacant lot
   (B) a vacant lot
   (C) a vacant lot is
   (D) is where a vacant lot

2. Not until several days after the accident ____________ to remember what had happened.
   (A) John began
   (B) and John began
   (C) John beginning
   (D) did John begin

3. Domestic cats enjoy playing and sitting in the sun, ____________ cats in the wild.
   (A) and so do
   (B) do so and
   (C) so do and
   (D) do and so

4. ____________ that you borrowed his car, he would be very angry.
   (A) Ever were Matt to find out
   (B) Were Matt ever to find out
   (C) Matt were ever to find out
   (D) Were ever to find out Matt

5. ____________ classes, even when the weather is bad.
   (A) Rarely this professor has cancelled
   (B) Has this professor rarely cancelled
   (C) Has cancelled this professor rarely
   (D) Rarely has this professor cancelled

6. Over the river and through the woods ____________ my grandmother lives.
   (A) the house is where
   (B) where is the house
   (C) is the house where
   (D) where the house is
Check Parallel Structure in Comparisons and in Series Joined by AND, BUT, or OR

When words, phrases, or clauses have parallel (similar) functions in English sentences, they should have parallel structure as well. It is important to maintain parallel structure in English sentences.

Clarice is beautiful, smart, and talented.

You should be especially careful about parallel structure when:
1. words, phrases, or clauses are used in a series joined by and, but, or or; and,
2. comparisons are being made.

1. Parallel structure in words, phrases, and clauses used in a series joined by and, but, or or:

Incorrect: He likes to swim, to hike, and riding his bike.
Correct: He likes to swim, to hike, and to ride his bike.

Incorrect: She went home because she needed money and due to her mother’s illness.
Correct: She went home because she needed money and because her mother was ill.

Incorrect: Her cheerful outward manner and she told interesting stories made her very popular with her friends.
Correct: Her cheerful outward manner and her interesting stories made her very popular with her friends.

2. Parallel structure with equative (as ... as) and comparative (—er than/more ... than) constructions and with other expressions of comparison (e.g., similar to, the same as):

Incorrect: How to pronounce English is more difficult than reading it.
Correct: Pronouncing English is more difficult than reading it.

In comparisons, you must be especially careful that the two compared things are parallel in both meaning and structure.

Incorrect: The shelves in Durick Library are taller than Norwich Library.

In this sentence, shelves and Norwich Library are being compared. These two nouns are not comparable (parallel in meaning) even though they are parallel in structure.

Correct: The shelves in Durick Library are taller than those in Norwich Library.

In this sentence, shelves are being compared to shelves, referred to by the pronoun those. These two structures are parallel in meaning and in structure.
The TOEFL tests your understanding of parallel structure in series and in comparisons by:
1. using structures that are not parallel in words, phrases, and clauses in series and in comparisons; or,
2. using structures in comparisons that are not parallel in meaning as well as in structure.

**MODEL**

Lance’s efforts led to a promotion, ________, and an award of $10,000.
(A) his peers recognized him
(B) recognition by his peers
(C) he received recognition from his peers
(D) to receive recognition from his peers

What is needed in this sentence?
Answer: A noun phrase parallel to a promotion and an award

▼ Explanation ▲
In this sentence, noun phrases are being joined in a series with and. Answers (A) and (C) contain more than a noun phrase. They contain complete sentences. Answer (D) contains an infinitive phrase. Answer (B) is the correct answer to this question. It contains a noun phrase that is parallel in structure to a promotion and an award.

**MODEL**

Sleeping well is as important to good health as to eat well.
A   B   C   D

What is wrong with this sentence?
Answer: A comparison is being made between two structures which are not parallel.

▼ Explanation ▲
In this question, the gerund sleeping is compared to the infinitive to eat. These two structures are not parallel. Answer (D) is the correct answer to this question because to eat is incorrect.
Correction: eating

**ON THE TOEFL**

- Check to see that parallel structures are used in TOEFL questions that contain series and comparisons.
- Check to see that the parallel structures used in comparisons are parallel in meaning as well as in form.

See the Grammar Appendix, #32 and #33, pages 416–418 if you need more information about gerunds and infinitives. See G✓24, page 210 if you need more information about equatives and comparatives.
EXERCISE 28A: Practice with Parallel Structure in Words, Phrases, and Clauses in a Series

On the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Then, correct each error.

1. There are dishes to do, floors to mop, and garbage to be emptied.

2. The waitress brought me a plate of beans, a spoon, and she gave me a napkin.

3. On weekends, they enjoy hiking, sailing, and to ride horseback.

4. After our trip, we were tired but happy.

5. Jake suggested that we take his car or walking to the auditorium.

6. I need to write a short but it should be effective response to his letter.

---

EXERCISE 28B: Practice with Parallel Structure in Comparisons

On the line provided, put an I if the sentence is incorrect and a C if the sentence is correct. Then, correct each error.

C 1. I think I have more work to do tonight than you do.

2. The carrots in this soup are tastier than that soup.

3. This house is bigger than we had before.

4. Reading a good book can be as much fun as when you watch a movie.

5. Paper sandwich bags are as good as plastic ones.

6. Tonight’s menu will be the same as last night.

---

EXERCISE 28C: More Practice with Parallel Structure

Choose the letter of the underlined part of the sentence that is incorrect. Then, correct the error.

A 1. Fishing and to hunt are prohibited in this area; those who violate this regulation will be arrested and punished.

2. My legs are longer than yours, which makes running and to jump easier for me than they are for you.

3. He has worked in a restaurant, a bar, and a gas station, so he has more work experience than yours.
4. Life in this country is quite similar to my country, but I am not adjusting as easily as I thought I would to my new environment.

5. We will go skiing and sledding today or it will be tomorrow.

6. The shoes in this store are more expensive than that store, but they are not more attractive or more durable.

EXERCISE 28D: More Practice with Parallel Structure

Circle the correct answer.

1. Although your recipe for bread ____________, the bread made with my recipe is as good as yours.
   (A) takes longer than my bread
   (B) it takes longer than mine
   (C) takes longer than my recipe
   (D) my recipe takes longer

2. Getting something is not always as easy as ____________.
   (A) wanting it
   (B) when you want it
   (C) to want it
   (D) you want it

3. The combined population of the states of Montana, Idaho, and Wyoming is less than ____________.
   (A) that of the city of Los Angeles
   (B) people who live in the city of Los Angeles
   (C) the city of Los Angeles
   (D) the city of Los Angeles has a population

4. In addition to being a successful mother, actress, and ____________, Thelma is the president of her own company.
   (A) she writes
   (B) to write
   (C) writing
   (D) writer

5. Automobile accidents are far more frequent than ____________.
   (A) having an accident in an airplane
   (B) airplanes have accidents
   (C) airplane accidents
   (D) when there are airplane accidents

6. Too much stress can cause sleeplessness, depression, and ____________.
   (A) lack of appetite
   (B) you don't want to eat
   (C) lack of appetite is caused
   (D) to lack appetite
29  Check Paired Expressions

There are pairs of expressions in English which can be especially confusing. These paired expressions are:

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

Paired expressions can act as clause markers, or they can function to join words or phrases.

As clause markers:

Either he will go to the movie, or he will go to the play.
CM Clause CM Clause

Joining phrases:

He will go either to the movie or to the play.
CM Prep phrase CM Prep phrase

Joining words:

He will go either today or tomorrow.
CM Word CM Word

Paired expressions need to be checked for a variety of things. Parallelism, as discussed above in 28, is important for paired expressions. The same grammatical form should follow each word of a paired expression.

Incorrect: Laura both enjoys books and music.
Verb Noun

Correct: Laura enjoys both books and music.
Noun Noun

It is also important to check subject-verb agreement, as discussed above in 11, with paired expressions.

When subjects are joined by both . . . and, they take a plural verb.

Both Angela and her mother are coming to visit us.

When subjects are joined by either . . . or, neither . . . nor, or not only . . . but also, the verb agrees with the closer subject.

Either the teacher or the students are coming to visit us.
Either the students or the teacher is coming to visit us.

With paired expressions that contain negative words, inverted subject-verb word order, as discussed in 27, is also important.

Inverted subject-verb word order is needed only after the negative or almost negative parts of paired expressions.

Not only did he buy her a diamond ring, but he also bought her a gold watch.
Neg V S  S V

Neither did he write nor did he call.
Neg V S  Neg V S
Finally, it is important to check that paired expressions are formed correctly. The two parts of paired expressions must not be changed.

Incorrect: Neither her mother or her father was there.
Correct: Neither her mother nor her father was there.

The TOEFL tests your understanding of paired expressions by:
1. using incorrect parallel structure, word order, or subject-verb agreement with parallel expressions; or,
2. combining parts of paired expressions incorrectly.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>We must __________ but also our clothes.</td>
</tr>
<tr>
<td>(A) not only pack our books</td>
</tr>
<tr>
<td>(B) pack not only our books</td>
</tr>
<tr>
<td>(C) our books not only pack</td>
</tr>
<tr>
<td>(D) not our only books pack</td>
</tr>
</tbody>
</table>

What is needed in this sentence?
Answer: The first half of a paired expression + a noun phrase

▲ Explanation ▲

In this question, the second half of a paired expression, but also, is present. But also is followed by the noun phrase our clothes. To keep parallel structure in this sentence, not only followed by a noun phrase is needed. Answers (A) and (C) contain not only followed by a verb. Answer (D) separates not from only, which creates an incorrect form. Answer (B) is the correct answer to the question because it contains not only followed by a noun phrase.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Both Leo also Margaret were waiting for the bus when the storm began.</td>
</tr>
<tr>
<td>A B C D</td>
</tr>
</tbody>
</table>

What is wrong with this sentence?
Answer: A paired expression has been incorrectly formed.

▲ Explanation ▲

In this question, the first part of a paired expression, both, is used. However, the second part of this expression is missing and has been replaced by also. Answer (A) is the correct answer to the question because also is incorrect.
Correction: and
ON THE TOEFL

- Check to see that paired expressions are formed correctly in TOEFL questions.
- Check to see that word order, subject-verb agreement, and parallel structure are correct for paired expressions.

EXERCISE 29A: Practice with Paired Expressions

Choose the letter of the underlined part of the sentence that is incorrect. Use the choices provided to answer the question: What is wrong with this sentence? Choices:
- Subject-verb agreement
- Word order
- Parallel structure
- The form of a paired expression

Then, correct each error.

A 1. Not only she will wash the windows for you, but she will also vacuum the floors.

   What is wrong with this sentence? ___________ Word order

B 2. The city of Los Angeles suffers from both air pollution and there is water pollution.

   What is wrong with this sentence? ____________________________

B 3. Neither did he do his chores or did he finish his homework.

   What is wrong with this sentence? ____________________________

B 4. Either the cats or the dog are making a lot of noise downstairs.

   What is wrong with this sentence? ____________________________

B 5. Larry will not only help with the construction but also with the painting of the new barn.

   What is wrong with this sentence? ____________________________

B 6. Neither Jack nor Jane are interested in seeing either the play or the concert.

   What is wrong with this sentence? ____________________________
EXERCISE 29B: More Practice with Paired Expressions

Circle the correct answer.

1. Marcia has not only driven hundreds of miles to get here ________________ as well.
   (A) and she has spent hundreds of dollars.
   (B) but also hundreds of dollars spent
   (C) but also spent hundreds of dollars
   (D) she has but also spent hundreds of dollars

2. Animals are classified as either cold-blooded ________________
   (A) or they have warm blood
   (B) or warm-blooded
   (C) nor warm-blooded
   (D) or being warm-blooded

3. Most authors feel that writing is ________________ and enjoyable.
   (A) both essential
   (B) either essential
   (C) essentially both
   (D) essential both

4. Neither hard work ________________ unrewarded in this company.
   (A) nor loyalty go
   (B) or loyalty goes
   (C) goes loyalty or
   (D) nor loyalty goes

5. ________________ for her devotion to her family but also for her dedication to her job.
   (A) Not only Catherine is respected
   (B) Catherine is respected not only
   (C) Catherine, who is respected not only
   (D) Catherine, respected not only

6. We want to go either to the Bahamas ________________ during our spring vacation from school this year.
   (A) or visiting New England
   (B) or to New England
   (C) we want or to visit New England
   (D) or New England to visit

G✓30 Check Confusing Words and Expressions

There are words and expressions in English which are especially confusing because they sound very much alike and/or because they have very similar functions in English sentences.

Incorrect: He was formally a teacher, but now he is a car dealer.
Correct: He was formerly a teacher, but now he is a car dealer.

_formally_ and _formerly_ in this pair of sentences sound very much alike and have similar functions. However, their meanings are quite different. _Formally_ means _officially_ and does not have the meaning necessary for this sentence. _Formerly_, which means _before_, has the correct meaning for this sentence.

Incorrect: Melissa often does a cake for dessert.
Correct: Melissa often makes a cake for dessert.

_does_ and _make_ in this pair of sentences do not sound alike. However, they both function as verbs, and they have some similarities in meaning. The verb _DO_, however, often expresses the idea of _performing_ or _completing_. _Make_ often expresses the idea of _creating_ or _constructing_. The difference in meaning between _make_ and _do_ is great enough that they are not interchangeable. Since Melissa had _created_ rather than _performed_ the cake, _make_ is the correct verb for this sentence.
The TOEFL tests your understanding of confusing words and expressions by:
1. incorrectly using words that sound alike; or,
2. incorrectly using words that have very similar meanings and functions in a sentence.

A comprehensive list of all of the confusing words and expressions in English is not possible. In the Grammar Appendix, #35, pages 419-425, however, you will find a list of the confusing words and expressions that are most commonly tested on the TOEFL. Refer to this list if you have difficulty completing the exercises below.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tests in this class are <strong>less difficult</strong> than tests in another classes.</td>
</tr>
<tr>
<td><strong>A</strong></td>
</tr>
<tr>
<td>What is wrong with this sentence?</td>
</tr>
<tr>
<td><strong>Answer:</strong> A word that sounds like the correct word has been substituted for the correct word.</td>
</tr>
</tbody>
</table>

**Explanation**

In this question, *another* has been used to describe *classes*. However, *another* is used only with singular, countable, indefinite nouns. Answer (D) is the correct answer to this question because *another* is incorrect.

**Correction:** *other*

**ON THE TOEFL**

- Check to see that words that sound alike are not substituted for one another in TOEFL questions.
- Check to see that words with similar meanings and functions are not substituted for one another.

**EXERCISE 30A: Practice with Confusing Words and Expressions**

Circle the correct word or expression in each pair.

1. This decision will be made on the **basis**/base of test scores.
2. (Farther/Further) evidence is needed before we can make any judgments about this person.
3. The long-term (effects/affects) of this drug are unknown.
4. Clyde was (such/so) happy about his new job that he danced around the room.
5. Success (like/as) a teacher depends on your ability to understand students’ needs.
6. (No/Not) problem is too great to solve if we work diligently together.
7. Nancy enjoys playing tennis (and/also) riding her bike.

8. Western sculpture, (like/alike) Western painting, often immortalizes the cowboy.

9. On the one hand, Edward values the input of his staff; (on the other/on the contrary), he prefers not to have them involved in the final decision-making process.

10. Please (do/make) the dishes tonight after dinner so they don’t pile up in the sink.

11. Carol likes these pants, but she doesn’t like the (other/others).

12. Loretta was (very/too) industrious, and she finished all of her assignments last night.

13. Peter was (lying/laying) on the couch when I entered the room.

14. We must (accept/except) that there are certain things in life that we cannot do.

15. Please do not do anything (special/especially) elaborate for my birthday.

16. If you tell me (whose/who’s) names should be on this list, I will type them for you.

17. The (costume/custom) of hiding eggs on Easter is practiced in many American homes.

18. Paul said that (almost/most) of the pie was eaten by the children.

19. Scientists feel that (they’re/there) are several reasons to explore space.

20. The preparations for graduation have (already/all ready) been made.

21. The (first/former) book I read was easier than the other two.

EXERCISE 30B: More Practice with Confusing Words and Expressions

Choose the letter of the incorrect word or phrase in each sentence. Then, correct the error:

A. 1. The men lay quietly for several days in their tents, gathering energy before making the
descent from the top of the mountain.

A. 2. We should find a time when it’s convenient to set down together and discuss this issue.

A. 3. Between the three of them, they must come up with some sound advice for the
committee.

A. 4. We had better account for the number of money that is missing from the vault.

A. 5. This maybe the last time I see you.
6. The ball rolled passed me and through the kitchen.

7. Beside the three papers I have to write for history, I have one for philosophy, too.

8. Your professor has told me that you worked hardly on this assignment.

9. They raised the flag in a quite ceremony.

10. Please remind that Thomas is very sensitive to outside criticism.

11. The imaginary paper that John wrote for English class nearly won him a very prestigious prize.

Grammar Checkpoint Test Six for G✓25 through G✓30

Allow yourself 5 minutes to complete this checkpoint test. There are 11 questions on the test. Check your answers in the Answer Key. Next to each answer is the number of the checkpoint that is being tested in each of these questions. Use these numbers to determine which checkpoints, if any, you need to study again.

Questions 1–7

Circle the letter of the one word or phrase that best completes the sentence.

1. John Updike has published not only many novels and stories four books of poems, a play, and numerous book reviews and other prose writings.
   (A) but he has also written
   (B) also
   (C) but also
   (D) in addition to writing

2. Fat for the energy from food eaten in excess of need.
   (A) is the body’s chief storage form
   (B) the body’s chief storage form it is
   (C) is it the body’s chief storage form
   (D) the body’s is chief storage form

3. Not until several years after a war has ended psychological damage it can cause.
   (A) do many of its veterans begin
   (B) many of its veterans begin
   (C) and many of its veterans begin
   (D) many of its veterans beginning

4. The deuterium in sea water with a billion times the energy now left in all our coal and oil reserves.
   (A) could it provide us
   (B) us could provide
   (C) it could provide us
   (D) could provide us

5. Astronomers rely on measurements mass and brightness to determine .
   (A) how old is a star
   (B) is a star how old
   (C) a star is how old
   (D) how old a star is
6. At one end of an amino acid
   ______________________.
   (A) an amine group is
   (B) is an amine group
   (C) an amine group is there
   (D) is where an amine group

7. Fats ________ and help insulate and protect the body.
   (A) an efficient storage material is formed
   (B) their efficient storage material is formed
   (C) form an efficient storage material
   (D) efficient storage material is formed

Questions 8–11

Circle the letter of the underlined part of the sentence that is incorrect.

8. The long-term affects of the American Civil War, which split families and friends apart, are still being felt in the twentieth century.
   (A) affects
   (B) split
   (C) twentieth
   (D)

9. Topology is a branch of mathematics that deals with the ways in which surfaces can be twisted, bend, pulled, or otherwise transformed from one shape to another.
   (A)
   (B)
   (C) twisted, bend, pulled, or otherwise transformed from
   (D)

10. Scientists still know little either about variations in the moon's gravitational field also about its surface composition.
    (A)
    (B) also
    (C)
    (D)

11. The ladybug beetle is such helpful in controlling other, more harmful insects, that it is often sold to gardeners as a natural method for pest control.
    (A)
    (B) is
    (C) such
    (D)
Structure and Written Expression Section Test

On the following pages you will find a practice section test for Section Two of the TOEFL. Allow yourself only 25 minutes to complete this test.
Use the second part of the SECTION TESTS ANSWER SHEET from the General Appendix, #3, page 508 to record your answers.
When answering each question, use the strategies and skills you have just reviewed in the preceding chapter.
Score your test using the Answer Key. Next to each answer in this key is the number of the checkpoint that is being tested in each of the Structure and Written Expression Section Test questions. Use these numbers to determine which checkpoints, if any, you need to study again.
Estimate your TOEFL score for this section test using Score Conversion Table 1 in the General Appendix, #2, page 505.
This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

**Structure**

**Directions:** Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

**Example I**

Most American families ________ at least one automobile.

(A) have  
(B) in  
(C) that  
(D) has

The sentence should read, “Most American families have at least one automobile.” Therefore, you should choose (A).

**Example II**

________ recent times, the discipline of biology has expanded rapidly into a variety of subdisciplines.

(A) It is since  
(B) When  
(C) Since it is  
(D) In

The sentence should read, “In recent times, the discipline of biology has expanded rapidly into a variety of subdisciplines.” Therefore, you should choose (D).

Now begin work on the questions.
1. ________ for drugs to act as antagonists to vitamins.
   (A) There is common
   (B) Because it is common
   (C) Common it is
   (D) It is common

2. The fairy slipper orchid ________ in relatively inaccessible mountain forest regions of North America.
   (A) can only finding
   (B) only to be found
   (C) found only
   (D) can only be found

3. ________ in nomadic societies is broadly defined.
   (A) The concept of family
   (B) As the concept of family
   (C) The concept of family that
   (D) Because the concept of family

4. ________ people to act recklessly, the color red is the background color of choice in gambling casinos.
   (A) It is thought to cause
   (B) Thinking about causing
   (C) Thought to cause
   (D) To think about causing

5. On a promontory overlooking the Pacific Ocean ________ of the University of California.
   (A) the Santa Barbara campus lies
   (B) lies there the Santa Barbara campus
   (C) lies the Santa Barbara campus
   (D) lies where the Santa Barbara campus

6. Bruce Barton, ________, was one of the most successful advertising men of the 1920s.
   (A) was the son of a minister
   (B) the son of a minister
   (C) whom the son of a minister
   (D) of the son of a minister

7. Few U.S. presidents have enjoyed ________ did John F. Kennedy.
   (A) as much as popularity
   (B) as much popularity as
   (C) as much popularity
   (D) the most popularity

8. It is difficult to determine exactly ________.
   (A) what the center of the earth consists of
   (B) what does the center of the earth consist of
   (C) the center of the earth consists of what
   (D) what of the center of the earth consists

9. Though convinced that the economy was basically sound, ________.
   (A) President Hoover took steps to prevent the spread of depression
   (B) preventing the spread of depression took steps by President Hoover
   (C) the spread of depression was prevented by steps taken by President Hoover
   (D) steps were taken by President Hoover to prevent the spread of depression

10. Benjamin Franklin was indeed a practical man; ________ who gave a large part of his life to the service of the American colonies.
    (A) nevertheless, he was also an idealist
    (B) that he was also an idealist
    (C) also an idealist
    (D) also as an idealist

    (A) sophisticated, a variety of useful chemical techniques
    (B) a variety of sophisticated chemical techniques use
    (C) use a variety of sophisticated chemical techniques
    (D) use of a variety of sophisticated chemical techniques
12. The overall strength of a country’s economy is _______ determines the value of its currency.
   (A) that
   (B) whose
   (C) what
   (D) it

13. _______ recover from the setbacks they have experienced in recent years, the economy of the entire country would be positively affected.
   (A) American car manufacturers should ever
   (B) Ever should American car manufacturers
   (C) Should American car manufacturers ever
   (D) American car manufacturers ever should

14. _______ witnesses is forbidden in the Federal Courts of the United States.
   (A) Aggressively cross-examine
   (B) Cross-examination aggressive
   (C) Aggressive cross-examining
   (D) The aggressive cross-examination of

15. The flora of the arid American Southwest is less varied than _______.
   (A) the semi-tropical Southeast
   (B) that of the semi-tropical Southeast
   (C) the Southeast is semi-tropical
   (D) it is semi-tropical in the Southeast

Written Expression

Directions: In questions 16–40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I

The octopus is a unique animal because they _______ has three functioning hearts.

Sample Answer

A B C D

The sentence should read, “The octopus is a unique animal because it has three functioning hearts.” Therefore, you should choose (C).

Example II

The beagle, one of the most ancient breeds of _______ dog known, originating in England.

Sample Answer

A B C D

The sentence should read, “The beagle, one of the most ancient breeds of dog known, originated in England.” Therefore, you should choose (D).

Now begin work on the questions.

Go on to the next page
16. Once have built their nests, birds lay eggs and hatch their young.

17. Moisturize in the air forms an effective insulating blanket over most of the earth.

18. Competitive firms are always under pressure to reduce costs, improve quality, and cater to consumer preferences.

19. A sector of a circle is a pie-shaped regions bounded by a central angle, the arc it cuts off, and two radii.

20. Scientists often place the initial domestication of horses at around 4,000 years ago, basing them estimates on historical depictions showing horses used by military cavalry.

21. The discovery of a new primate species, the black-faced lion tamarin, will be formerly announced as soon as scientists have further evidence of its existence.

22. The Beartooth Highway crisscrosses the border between Montana and Wyoming, eventually climbing to an elevation of eleven thousand foot at scenic Beartooth Pass.

23. Water pollutants are classified either as enriching substances that cause eutrophication nor as poisonous materials that harm aquatic life.

24. In today’s world, Americans had depended on the automobile as their primary means of transportation.

25. Aspirin seems helpfully in reducing the risk of stroke in people whose upper heart chambers beat irregularly.

26. The sugar maple is a popular tree in New England because the sap which they produce can be converted into syrup.

27. Fast, obedient, and intelligent, the quarterhorse is rode in many rodeos.

28. The computer, one of man’s most recent creations, have revolutionized the world of information processing.

29. President Woodrow Wilson’s collapse on October 2, 1919, was a tragical event not only for the president and his family but also for the nation.
30. Although both television and radio lack the permanent quality that the printed word has, they remain the preferred sources of entertainment and information for the majority of Americans.

31. Scholars of historical change feel that the velocity of history has been greatly accelerated by the onward rush of science and technology during the twentieth century.

32. No nationwide survey has yet tried to assess the extent of zinc deficiency in the United States or Canada, but indications are that it does occur.

33. An invention's chance of being accepted depends upon its superiority to the method or object it is replacing.

34. Edgar Allan Poe, creator of the detective story at the age of thirty-two, claimed to prefer writing poetry to writing prose.

35. In 1976, NASA set up its Search for Extra-Terrestrial Intelligence program, which was designed to seek out evidence of intelligent life on other planets.

36. Garlic, who is a member of the lily family, is valued both for its medicinal properties and for its pungent flavor.

37. For the most part, cook vegetables contain fewer usable nutrients than do raw vegetables.

38. The powerful, destroy force of hurricanes, common in the Caribbean and southeastern United States, sometimes reaches as far north as New England.

39. While solvent-based wall paints offer good coverage and sealing power, they are most difficult to clean up than are water-based paints.

40. Electronic games, much of which can be powerful instructional tools, are becoming more and more prevalent with the proliferation of computers in schools.

This is the end of Section 2.
If you finish before time is called, check your work on Section 2 only.

The supervisor will tell you when to begin work on Section 3.
The purpose of Section Three of the TOEFL is to test your knowledge of the meanings and uses of words in written English and your ability to understand a variety of reading materials. The reading topics in Section Three are taken from general and formal English. For the most part, informal and conversational language is not tested in this section. The questions based on the reading passages will not require you to have outside knowledge of the topics.

**General Strategies for Section Three**

1. Use your time wisely. You have 55 minutes to read all the passages and answer 50 questions. This means you should spend only 8–11 minutes on each passage and its questions. Concentrate and work quickly.

2. Acquire a large vocabulary of formal and academic English to help you to better understand the meaning of the reading passages and to answer vocabulary in context questions.

3. Read actively and concentrate on reading for information. Active reading is the most important strategy you can develop for this part of the TOEFL. See R1 through R8 and the Reading Appendix to practice reading actively.

4. Identify the types of questions you will need to answer before you read the passage. Knowing what the questions are will help you to read more effectively and with a purpose. See R2 through R8 for practice with question types on the TOEFL.

Before preparing for Section Three Reading Comprehension questions, read the following notes about vocabulary in the Reading Comprehension section of the TOEFL.

**Reading Comprehension: Vocabulary**

In the reading passages, questions often ask what a word could be replaced by or what a word means. In Section Three, the context of the word in the sentence and in the whole passage will provide clues to its meaning.
Read the following passage and choose the one best answer to the question.

The situation for the Wadden Sea seal population is becoming increasingly worse. Already endangered by years of market hunting for skins and mounting pollution, the population of seals in the sanctuary is threatened again by a mysterious plague which has swept down on the animals. One seal after another got sick, grew weak, and died. The culprit was a virus, its origin unknown, that ultimately killed thousands of harbor seals along the entire North Sea coastline.

In line 4, the word “plague” probably means
(A) storm
(B) epidemic
(C) expedition
(D) pollution

Answer:

\[\text{Explanation}\]

The passage tells us that the seal population is in danger, and the answer choices storm and pollution are related to this negative concept. However, the sentences following the word plague give further information about its meaning. The phrases got sick, grew weak, and died, and virus . . . that ultimately killed indicate that epidemic is the best choice. The answer expedition can be discounted because it has no relation to either the negative concept or the clarifying information. Answer (B) is the correct answer to the question because epidemic is closest to the contextual meaning of plague.

Check the Reading Comprehension Checkpoints and the Vocabulary Appendix for further study of vocabulary tested in this section of the TOEFL.

The purpose of the Reading Comprehension Section of the TOEFL is to measure your ability to quickly read and understand a variety of short reading passages. You have 55 minutes to read five or six passages and answer 50 multiple-choice questions about their meaning.

The topics of the reading passages in Section Three of the TOEFL are often academic in nature. Popular topics are the physical sciences (biology, physics, geology), American history (events and people), business, art and dance, literature, medicine, and the social sciences (sociology and psychology). Other topics for reading passages are general information about people and places in the United States. Whatever the topic, the style of the reading passages is formal English, and they are written to give information appropriate for a first-year college student.

The questions about the reading passages can all be answered using information in the passages themselves. Outside knowledge of the subject matter is not necessary.

The biggest factor in the Reading Comprehension Section of the TOEFL is time. You should spend no more than 8–11 minutes on each passage and its questions.

Success in the Reading Comprehension Section will also depend on your knowledge of English vocabulary. In this section of the TOEFL, knowing the meaning of formal and academic words in English will help you to better understand the meaning of the reading passages. To develop your vocabulary for the Reading Comprehension Section of the TOEFL, you should work carefully through the Vocabulary Appendix of this book, pages 426–492 and read widely with attention to vocabulary.

244 Reading Comprehension
Remember:
- Reading passages on the TOEFL are written in formal English and are general and academic in nature.
- Reading quickly with comprehension is the key to being successful on the Reading Comprehension Section of the TOEFL.
- A large vocabulary in English is very important for success on the Reading Comprehension Section of the TOEFL.

The passages and exercises in this part of the chapter use topics, language, and questions similar to those on the TOEFL. The following reading strategies and Reading Checkpoints will help you to develop your reading skills to be successful in the Reading Comprehension Section of the TOEFL.

**Reading Comprehension: Question Types**

In the Reading Comprehension Section there are five or six passages that have 400–500 words. Each passage is followed by eight to twelve questions. There are 50 questions in the Reading Comprehension Section, and the most difficult passages are those at the end of this section.

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**MODEL**

The following is an excerpt from a model reading comprehension passage. Read the passage and answer the questions. Then read the explanation.

The dingo, Australia’s wild dog, was first spotted on the northwest shores of the subcontinent in the late seventeenth century. The arrival of the dingo brought about substantial changes in the continent’s ecosystem.

Line 1: It is noted that with the establishment of dingoes, native predators (5) declined. Among the animals probably displaced from the mainland by the dingo was the Tasmanian tiger, a recently extinct wolf-like marsupial.

1. What is the main point the author makes in this passage?
   (A) The dingo caused changes in Australia’s balance of nature.
   (B) The dingo is not native to Australia.
   (C) The dingo is similar to a dog.
   (D) The dingo came to Australia in the 1600s.

2. According to the passage, after the dingoes arrived in Australia the Tasmanian tiger
   (A) took on the characteristics of a wolf
   (B) began hunting the dingo
   (C) began to die out
   (D) moved to the south of the continent

3. We can infer from the passage that the dingo
   (A) is becoming extinct
   (B) was not domesticated in large numbers
   (C) lives in a particular part of Australia
   (D) befriended many native animals

4. The word “spotted” in line 1 is closest in meaning to
   (A) colored
   (B) placed
   (C) permitted
   (D) noticed

Answers:
The correct answer to Question 1 is (A). Although all four choices are true, the main point of the passage is (A) The dingo caused changes in Australia's balance of nature. The passage states The arrival of the dingo brought about substantial changes in the continent's ecosystem. This point is then supported by information in the next two sentences.

The correct answer to Question 2 is (C). None of the choices is true from the information in the passage except (C) began to die out. The last sentence in the passage states: Among the animals from the mainland probably displaced by the dingo was the Tasmanian tiger, a recently extinct wolflike marsupial. The words displaced and recently extinct are similar in meaning to the choice began to die out, which is the correct answer.

The correct answer to Question 3 is (B). We do not have enough information in the passage to infer any of the choices except (B) was not domesticated in large numbers. We can infer this because in the first sentence of the passage the dingo was described as Australia's wild dog. We know that wild is similar in meaning to not domesticated, which makes (B) the best answer.

The correct answer to Question 4 is (D). In the context of the first sentence we infer that the dingo was first seen in Australia at this time. Answer choice (D) noticed is correct in the context of this passage.

The TOEFL will test your ability to read a passage quickly for information and to answer questions about the meaning of the passage. This is the same type of reading that you will be asked to do in an academic course or in job-related tasks. In order to develop your ability to read well in English you need to develop effective reading skills and strategies. The following strategies will help you with the questions in the Reading Comprehension Section of the TOEFL.

**READING COMPREHENSION QUESTION STRATEGIES**

1. Read the first and last sentences of the passage to establish the topic and main idea. Skim the passage for the key concepts and vocabulary. Answer the first question. See R✓3 to practice this strategy.

2. Read the questions following the passage to find out what information you are looking for. DO NOT read the answer choices at this time; just read the questions.

3. Read the passage carefully, keeping in mind the questions you will have to answer.

4. Answer the questions. Use key words and phrases in the questions to scan the passage for the correct answer. When you find the answer in the passage, match it with one of the answer choices.

5. **Guess if you do not know the correct answer.** Use any clues in the question and passage to make your best guess. If you finish the Reading Comprehension Section before the time is up, you can go back to questions that you were not sure about.

Reading Appendix, pages 493–499, contains a special section, **A Good Overall Reading Strategy.** This section is meant to give additional practice in the reading skills and strategies that you should use in the reading that you do outside The Heinemann TOEFL Preparation Course. Becoming a good reader takes time and practice beyond the scope of this book. Complete Reading Appendix #1 if you need additional work on developing good reading strategies.
✓ READING COMPREHENSION CHECKPOINTS

Following is a list of the Reading Comprehension Checkpoints which are included in the Reading Checkpoint Study. Page numbers are provided for easy reference. If the Diagnostic Test on pages 19–41 indicated that reading comprehension was your weak area, work carefully through these checkpoints. The Reading Checkpoint Study will help you to develop good reading skills and strategies as you prepare for the Reading Comprehension Section of the TOEFL.

R✓1. Build Good Reading Skills: Skim and Scan ......................................................... 247
R✓2. Check Vocabulary in Context ........................................................................ 252
R✓3. Check the Topic and Main Ideas .................................................................. 262
R✓4. Check Purpose and Organizational Patterns .................................................. 269
Reading Comprehension Checkpoint Test One for R✓1 through R✓4 .................. 276
R✓5. Check Reference Words ................................................................................. 279
R✓6. Check Details and Factual Information ............................................................ 283
R✓7. Check to Make Inferences ............................................................................. 289
R✓8. Check the Attitude of the Author and the Tone of the Passage ................... 297
Reading Comprehension Checkpoint Test Two for R✓1 through R✓8 ................. 301
Reading Comprehension Section Test ................................................................. 309

✓ READING COMPREHENSION CHECKPOINT STUDY

R✓1 Build Good Reading Skills: Skim and Scan

The reading skills of skimming and scanning are very important when you need to read quickly for information.

Skimming means reading quickly for general meaning. You skim reading material to find out about the topic, the main ideas, and the general organization of a passage.

Scanning means knowing what information you need to find before you read. Then your eyes move quickly to find that particular information. You scan when you are looking for a fact or a detail or a particular vocabulary word.

The reading skills of skimming and scanning will be very useful to you in the Reading Comprehension Section of the TOEFL. Because the TOEFL is a timed reading situation, reading quickly for meaning is extremely important in order to finish the test and to answer questions correctly.

BEFORE THE TOEFL

- Skim and scan as you practice reading the short passages in this book and in your outside reading.

As you practice skimming and scanning with reading materials, you will develop an active reading strategy.

Think about the following reading passages and questions. Answer each question before you read the explanation.
People are still reading books, and lots of them. The number of new books published keeps growing—90,000 new titles in the United States during the last year by the latest industry count. The number is double the total output two decades ago. Reading is still an important part of our lives.

1. What is this passage about?
   (A) The amount of reading people do
   (B) Book reviews
   (C) Leisure time activities
   (D) A popular new book

2. How many new books were published in the United States last year?
   (A) 60,000
   (B) 900
   (C) 9,000
   (D) 90,000

Answers:

\[\text{Explanation}\]

The correct answer to Question 1 is (A) The amount of reading people do. By reading the first sentence of the passage you find the phrases reading books and lots of them. As you quickly read the rest of the paragraph you find these words and ideas repeated in different ways. You could answer the question by quickly skimming the passage for the general idea.

The correct answer to Question 2 is (D) 90,000. The question asks how many, and this tells you to look for a number. By scanning the passage for a number, you are able to find the correct answer of 90,000.

The average book reader spends more than one hour a day poring over the pages, often just before bed. Readers are not an idle lot. They are busy people, tennis players, skiers, gardeners. "TV isn't really a problem," insists John Y. Cole, director of the Center for Books. Reading experts say that television programs based on books actually stimulate book sales. People find time to read because they enjoy reading, and they adjust their schedules to include time to pursue this activity.

3. This paragraph is about
   (A) the continued popularity of reading
   (B) favorite programs of TV viewers
   (C) busy people
   (D) popular outdoor sports

4. Who is John Y. Cole?
   (A) A TV viewer
   (B) A tennis player
   (C) Director of the Center for Books
   (D) A book salesman

Answers:
\textbf{Explanation ▲}

The correct answer to Question 3 is (A) \textit{the continued popularity of reading}. By skimming the first sentence of the passage you find the phrases \textit{average book reader} and \textit{more than one hour a day}. By skimming the last sentence you find this idea repeated in the phrases \textit{find time to read} and \textit{adjust their schedules to include time to pursue this activity}.

The correct answer to Question 4 is (C) \textit{Director of the Center for Books}. The question asks about a name. By scanning the passage to find the name you locate the information to answer the question.

\textbf{EXERCISE 1A:  Practice Skimming for General Information}

Skim the passage in 30 seconds. DO NOT spend more than this amount of time on your first reading of the passage. Then, read each question, and circle the correct answer.

Sometimes called puma, panther, or mountain lion, the agile cougar has a greater natural range than any other mammal in the Western Hemisphere except humans. However, long viewed as a threat to livestock, it has been intensively hunted since the arrival of European colonists to the Americas and was almost extinct by the early twentieth century. While protective measures have been implemented in the United States, humans continue to destroy the cougar's habitat, further endangering this solitary cat.

1. This passage is about
   (A) a person
   (B) a place
   (C) an animal
   (D) a time

2. This passage discusses
   (A) a problem
   (B) a solution
   (C) an opinion
   (D) a policy

3. The author of this passage expresses
   (A) love
   (B) concern
   (C) joy
   (D) anger

\textbf{EXERCISE 1B:  Practice Scanning for Details}

Allow yourself one minute to do this exercise. Read the questions below about the passage in Exercise 1A. Then, using the related words in bold print below, QUICKLY scan the passage to find the answer to each question. Circle the answer when you find it in the passage.

1. The cougar is known by how many other names?

2. In what part of the world does the cougar live?

3. At what point in time did the cougar face extinction?

4. What country has measures to protect the cougar?
EXERCISE 1C:  More Practice Skimming

Skim this passage in 45 seconds. DO NOT spend more than this amount of time on your first reading of the passage. Then, read each question, and circle the correct answer.

In marine habitats, a number of small creatures are involved in a “cleaning symbiosis.” At least six species of small shrimp, frequently brightly colored, crawl over fish, picking off parasites and cleaning injured areas. This is not an accidental occurrence, because fish are observed to congregate around these shrimp and stay motionless while being inspected. Several species of small fish (wrasses) are also cleaners, nearly all of them having appropriate adaptations such as long snouts, tweezer-like teeth, and bright coloration. Conspicuous coloration probably communicates that these animals are not prey.

1. This passage is mainly about
   (A) a process of marine life
   (B) a place in the sea
   (C) a species of marine life
   (D) a mystery of marine life

2. The habitat described in this passage is
   (A) an aquarium
   (B) an island
   (C) the ocean
   (D) a laboratory

3. The “cleaning symbiosis” discussed in the passage is
   (A) unimportant
   (B) harmful
   (C) predatory
   (D) beneficial

EXERCISE 1D:  More Practice Scanning

Allow yourself two minutes to do this exercise. Read the questions below about the passage in Exercise 1C. Then, using the related words in bold print below, scan the passage to answer each question. Circle the answer when you find it in the passage.

1. What two types of marine life are involved in “cleaning symbiosis”?

2. What two jobs are accomplished in this activity?

3. What type of fish are “cleaners”?

4. How are fish that act as “cleaners” especially equipped to do this job?

5. What protects these fish from being eaten by other fish?
EXERCISE 1E:   More Practice Skimming

Skim this passage in 60 seconds. Do not spend more than this amount of time on the first reading of the passage. Then, read each question, and circle the correct answer.

The northern lights, or the aurora borealis, is one of nature’s most dazzling spectacles. When it appears, there is often a crackling sound coming from the sky. A huge, luminous arch lights up the night, and this arch is constantly in motion. Sometimes, the brilliant rays of light spread upward in the shape of a fan. At other times, they flash here and there like giant searchlights, or move up and down so suddenly that they have been called “the merry dancers.” Farther north the aurora frequently looks like fiery draperies which hang from the sky and sway to and fro while flames of red, orange, green, and blue play up and down the moving folds. According to scientific measurements, this discharge of light takes place from 50 to 100 miles above the earth. But it doesn’t reach its greatest brilliance at the North Pole. It is seen at its best around the Hudson Bay region in Canada, in northern Scotland, and in southern Norway and Sweden. It may sometimes be seen even in the United States as it flashes across the northern sky.

Science is still not certain regarding exactly what these lights are and what causes them. But it is believed that the rays are due to discharges of electricity in the rare upper atmosphere. The displays seem to center about the earth’s magnetic poles, and electrical and magnetic disturbances often occur when the lights are especially brilliant.

1. This passage is about
   (A) a scientific phenomenon
   (B) a natural disaster
   (C) an architectural monument
   (D) a natural landform

2. This passage discusses the findings of
   (A) teachers
   (B) scientists
   (C) northerners
   (D) artists

3. In which part of the passage does the author discuss what the aurora borealis looks like?
   (A) Paragraph 1
   (B) Paragraph 2
   (C) Paragraph 3
   (D) Whole passage

4. Paragraph 2 mainly discusses northern lights in relation to their
   (A) size
   (B) colors
   (C) location
   (D) cause

5. From Paragraph 3 we learn that the cause of northern lights is
   (A) uncertain
   (B) beyond belief
   (C) uninvestigated
   (D) well established
EXERCISE 1F: More Practice Scanning

Allow yourself up to one minute to do this exercise. Read the questions below about the passage in Exercise 1E. Then, using the related words in bold print below, scan the passage to answer each question. Circle the answer when you find it in the passage.

1. Why have the northern lights been called "the merry dancers"?
2. How many miles above the earth does the aurora borealis take place?
3. In what part of Canada can the northern lights best be seen?
4. What do scientists believe is discharged in the earth's atmosphere to cause the aurora borealis?

> BEFORE THE TOEFL

- Practice the skills of skimming and scanning whenever you read for information. Practice with these skills will make you a better active reader and more confident when you are reading in the TOEFL.

The questions about the reading passages in Section Three of the TOEFL can be classified into seven general types. Each of the Checkpoints R2-R8 corresponds to one of the seven question types. Use the skills of skimming and scanning that you learned about in R1 as you complete the following Reading Comprehension Checkpoints on TOEFL question types.

R2 Check Vocabulary in Context

Read about Vocabulary in Context

The Reading Comprehension Section of the TOEFL tests your knowledge of vocabulary by asking questions about certain words in the reading passages. For the most part, you can answer these questions about word meanings by using the context of the sentence in which the word was found or of the passage in general. The exercises in this Vocabulary in Context Checkpoint will help you to understand and practice using context to figure out word meanings. When you answer this type of question about a word in the passage, you need to scan to find the sentence that the word is in, read it carefully, and reason logically.

Think about the following passage and question. Answer the question before reading the explanation.
The hippopotamus spends as much time in the water as on land. It Line swims and dives well, but prefers to spend its days submerged in the (3) water with only its eyes and ears sticking out. It lives in the swamps, streams and marshes of tropical Africa.

As used in lines 2 and 3, the phrase “submerged in the water” means that the animal is
(A) swimming in the water
(B) standing covered with water
(C) floating on the water
(D) wading in water

Answer:

Explanation

Since all of the answer choices involve the water, you must read carefully for context clues in the sentence. The sentence states that it spends its days . . . in the water with only its eyes and ears sticking out. Using the full context of the sentence, we read that the hippo swims and dives well, but prefers to spend its days submerged . . . ; therefore answer (A) swimming . . . is not the same as submerged. You know that answers (C) floating on the water and (D) wading in water both expose more than the eyes and ears of the hippo, and are incorrect. The correct answer choice is (B) standing covered with water. You reach this conclusion by inferring information from the passage and from the answer choices and by using logical reasoning.

Questions about the meaning of a word in a passage are often worded as follows:
The word “...” in line . . . is closest in meaning to

NOTE: In some TOEFL questions, however, you cannot rely on context for figuring out the meaning of the words. In this case your knowledge of synonyms, word forms, Latin and Greek roots, prefixes, and suffixes will help you to answer the questions about word meanings. Becoming familiar with this “grammar of vocabulary” will also help you to improve your reading speed and will prepare you to read TOEFL passages quickly and with comprehension. Practice developing your direct vocabulary skills by working through the exercises in the Vocabulary Appendix of this book (pages 426–492).

How to make use of context in reading passages:

Most writers try hard to help their readers to understand the information in a reading passage. They do this by providing “cues,” or “aids” in their writing to clarify, define, and explain difficult concepts and key words and expressions in the passages.

In the following example sentences, common context cues in written discourse are illustrated for the word “adversity.”

A. Contrast It was adversity, not prosperity, that shaped the lives of the early American pioneers.

B. Example Pioneer women met adversity head on; they used paper for windows, carried water for miles for the weekly washing, and made do with corn meal rather than flour for the daily baking.

C. Definition The adversities of the winter—that is, the hardships and calamities that the family lived with daily—disappeared with the warmth of spring.
D. Appositive
Locusts (the dreaded migratory grasshoppers of the prairies) could destroy a family’s whole corn crop in a matter of minutes. From these adversities, the trials and tribulations of the times, came the legends of the hardy American pioneers.

NOTE: Appositives are sentences in which the words which (or who) is/are/was/were have been deleted from an adjective clause.

E. Series
The diaries of the early farmers told of hardships, calamities, and adversities that made their lives miserable: lack of water for daily use, sudden epidemics that wiped out whole families, and severe blizzards that kept people house-bound for weeks.

F. Parallelism
The settlers never gave up. They struggled through the early years, dealt with their difficulties, and in the end, overcame their adversities.

G. WH marker
(where, when, which, who, whom, that) Relative pronouns often suggest the meaning of words and phrases.
e.g., The cold-cellar was where the farmers stored their fruits and vegetables for winter.

H. Reason logically to make sense of unfamiliar words and phrases in a reading passage by using other words in the sentence and the passage.
e.g., The settlers never gave up. They struggled through the early years, dealt with their difficulties, and in the end, overcame their adversities.
The general meaning of adversities can be deduced by considering the “core” meanings that the other key words in the context share: persistence (never gave up, struggled, overcame) and hardship (struggle, difficulties).

I. Use your knowledge of the world and personal experience.
e.g., Pioneer women met adversity head on; they used paper for windows, carried water for miles for the weekly washing, and made do with corn meal rather than flour for the daily baking.
What you know about windows, washing, and baking from your personal knowledge and experience will help you to infer that the life of the pioneer woman was very difficult and that adversity must include this concept of difficulty or hardship.

Readers also depend on textual cues such as the following to figure out the meanings of words and expressions:

J. Punctuation, italics, and abbreviations
The comma (,) is often used to set off context cues (see example sentences A–F above).
The semicolon (;) introduces a clause that provides information related to the previous statement. In example sentence B, the semicolon introduces examples of adversity for pioneer women.
The colon (:) is used to introduce a list which might serve as a definition or as examples (see example sentence E).
Dashes (— . . . —) or parentheses ( . . . ) set off additional comments about a statement that define or explain (see example sentences C and D).
Italics is a special type of print that often defines or explains specialized vocabulary.
Abbreviations commonly used for clarification are e.g., (for example) and i.e., (in other words).
Answer this TOEFL vocabulary in context question:

In the example sentences above, the word “adversity” is closest in meaning to
(A) difficulty
(B) contrast
(C) good luck
(D) propensity

Answer: ____________

NOTE: The Vocabulary Appendix (pages 426–492) provides lists of signal words that provide context cues. Study these words before you begin the exercises for Practice with Context Cues.

EXERCISE 2A: Practice with Context Cues

Read the following sentences; write the meaning of the word in italics in the space provided as well as the context cues that helped you to figure out the word meaning. Refer to the examples A–J in Read about Vocabulary in Context. Often there is more than one context cue to provide the probable meaning of an unfamiliar word.

1. Although the small goslings appeared misproportioned and unattractive, the adult swans were elegant and graceful.
   
   baby swans__________________________ contrast cue (although, small/adult)

2. Just as the Great Depression of the 1930s brought forth the Keynesian Revolution, so the apparent inability of the Keynesian model to resolve the stagflation problems of the 1970s and 1980s has spawned a new alternative theory of macroeconomics.

   ________________________________

3. Not all newcomers turn out to be producers, directors, or Hollywood starlets; the majority end up doing mundane tasks such as typing and filing in order to survive.

   ________________________________

4. The grasshoppers were so hungry that they tried to eat wood. The weather beaten boards of houses and fences looked ravished after the grasshoppers had gnaaed on them for an hour or two.

   ________________________________

5. The buffet was extravagant, and the drinks seemed to come from an endless source. The women paraded in gowns ornamented with furs and jewels, and the men smoked coveted Cuban cigars.

   ________________________________

6. The sights and smells of the market were distinctive indeed; as vendors set out their wares, the pungent aroma of spices and coffee pervaded the square.

   ________________________________
7. The villages disappeared as the army advanced with tanks, guns, and short-range missiles; such aggression was appalling, but no one interfered.

8. In the ear, the eardrum (a thin membrane) is set into vibration by the pressure compressions of the sound wave.

9. In the technical sense, sound waves are longitudinal waves that are propagated in solids, liquids, and gases. Without matter there are no sound waves. Most sound comes to us through the air.

10. For many, the mark of true wilderness is no longer just a healthy animal population, but potable water—water so far from civilization that it retains its earth-given purity.

11. It is only natural that children of tall, thin parents should be tall and thin themselves, rather than plump like many children.

12. Unlike the innocuous garden snake, all vipers have a poisonous bite and all are dangerous to man.

13. As conditions change over long periods of time, life forms change, too, evolving new characteristics that enable them to survive in a different environment.

14. Emily Dickinson, an important 19th century American poet, spent most of her life secluded in her father’s home in Amherst, Massachusetts. She rarely went out and almost never entertained friends.

15. The young men spoke affably throughout the night, cracking jokes and telling stories until dawn.

16. Ice worms, highly specialized creatures that live only in glacial ice and snow fields, provide food for the wild birds of the Arctic region.

17. Oranges, lemons, guavas, and nectarines offer a good source of Vitamin C.
18. Most artists of the Perthgarreth School painted the stormy, white-capped, *roiling* seas off the coast of Cornwall at some point in their careers.

19. The *autorythmicity*, or self-activating character, of the heart clearly sets it apart from skeletal muscle.

20. During the Civil War in the United States, families were often tragically divided on the issue of the Union. It was not unusual for brothers to be *estranged* for the rest of their lives.

EXERCISE 2B: Practice Selecting Vocabulary for Short Passages

Read the following passages and fill in the blank spaces with the appropriate words from the answer choices provided. Use context cues, textual cues, and logical reasoning to choose the most appropriate words.

1. Even before metals were available in (a) _______________ quantity to provide a crude monetary system, primitive man found it necessary and desirable to have money of sorts. Each primitive group’s (b) _______________ money often depended upon the nature of its livelihood. (c) _______________ commodities common to a particular culture were often used; for example, a hunting society would use the skins of wild animals for money. A pastoral culture often used livestock, whereas agricultural communities often used grain and (d) _______________. Almost every useful commodity was probably used by some group somewhere as money. These early moneys are not completely forgotten, as evidenced by the fact that a number of modern money terms (e) _______________ some of the ancient forms of money. For example, the modern word *pecuniary* comes from the Latin *pecus* for cattle. Similarly, *salary* derives from the Latin word for salt, *salarium*. Both salt and cattle were used as money at different times in (f) _______________ Rome.

1.(a) metallic slight sufficient brittle 1.(c) Strange Useful Heavy Ancient 1.(e) derive from administer to resemble deliver
1.(b) residual specific colorful collective 1.(d) automobiles seashells foodstuffs merchandise 1.(f) modern ancient beautiful beleaguered
2. Biomes are large areas with a uniformity of climate and vegetation and its associated fauna.
The vegetative (a) __________________________ are determined mainly by climatic conditions.
Even though seeds and spores show many adaptations for (b) __________________________
dispersal (many are readily carried by wind and water even over such geographic barriers as expanses of oceans, deserts, or mountains), plants and fungi are not evenly distributed (c) ________________ the earth. They are limited to distribution to (d) ________________ areas by such factors as temperature, soil conditions, precipitation, and specific adaptations of the particular species. The tundra, taiga, deciduous forest, grassland, desert, and tropical rain forest are the six (e) __________________________ types of biomes.

2.(a) headlines types rainfall sales 2.(c) under over beside within 2.(e) unknown major itinerant continuous
2.(b) wide immediate worthless confined 2.(d) peculiar frequent specific inhibited

3. What is success? And how is it gained? Whether one thinks of success as financial reward or as assured social position or as satisfaction in able work accomplished and recognized or as a (a) __________________________ of the three and something more, many factors contribute. Most of them elude our understanding and remain intangibly (b) __________________________ definition. A vital force drives some (c) __________________________ over every obstacle.

With others, that great generalization, character, adds strength of a different (d) __________________________. Neither may ever be restricted to a hard and fast formula; certainly, at the moment, neither can be measured. But other more concrete (e) __________________________ of success have been isolated and studied in the laboratory.

One of these is a large English vocabulary.

3.(a) picture combination letter signature 3.(c) people trucks weakness manners 3.(e) components walls fissures replacements
3.(b) with beyond while from 3.(d) sort color planet resistance
EXERCISE 2C: Practice Understanding Vocabulary in Context

Read the following short passages. Circle the correct answer to each question.

1. The colonists may have headed north toward the Chesapeake Bay area and there established a settlement inland of the Bay. The native Americans of this area, the Chesapeakes, were a small group of no more than 1,000 people. If assimilation occurred, the settlers would have Line adopted Indian ways of living to a considerable extent, perhaps transforming their village (5) into an Indian-style one or even amalgamating with Skicoac or another community. With the opportunities for hunting, fishing, and agriculture that the area afforded, such a village, no doubt separately organized at first, could enjoy a good living, given the absence of war, internal dissension, and epidemic disease, none of which can be eliminated.

As used in line 5, the phrase "amalgamating with" could best be replaced by which of the following words?
(A) changing
(B) joining with
(C) competing with
(D) supervising

The word "afforded" as used in line 6 could best be replaced by the word
(A) offered
(B) charged
(C) engaged
(D) entertained

2. Though classed with the carnivores, the grizzly bear is largely vegetarian and rarely eats flesh. During the summer these bears are avid fishers and comb the waters of mountain streams and rivers to catch salmon swimming upstream.

As used in line 1, a "carnivore" is most probably
(A) a vegetable eater
(B) a flesh eater
(C) a fisherman
(D) a type of bear

As used in line 2, the phrase "comb the waters" means that grizzlies
(A) search thoroughly
(B) enjoy fishing
(C) are usually unsuccessful
(D) enter the water

3. How can you decide if a beach is clean? One place to look for help is the local health department of a coastal community. The local health departments monitor chemical and bacterial levels in water which are usually undetectable to the naked eye.

The phrase "undetectable to the naked eye" as used in line 3 means
(A) easy to see if you look
(B) not able to be seen without a microscope
(C) hard to imagine
(D) the cause of eye problems
4. In the critical area of food production, new cooperative efforts in agricultural research and development are paying off. Food scientists are discovering that humankind is nowhere near the limits of plant, livestock, and soil productivity.

The phrase “paying off” as used in the first sentence could best be replaced by which of the following?
(A) costing a lot
(B) attracting attention
(C) showing success
(D) hard work

5. When the Pilgrims arrived from England in 1620, they found the native American communities devastated by a plague that eventually wiped out between 90 and 96 percent of the native inhabitants of southern New England.

As used in line 2, the phrase “wiped out” can best be replaced by which of the following?
(A) affected
(B) completely destroyed
(C) restored
(D) reinstated

6. The fossils that have led to this new view of dinosaurs as migratory creatures have been found in Alaska, Canada, Greenland, and the Soviet Union, as well as in Antarctica and southern Australia. At the time dinosaurs thrived near the poles, conditions there were radically different from those today. The planet was warmer, especially in the polar regions where four months of constant daylight and phenomenal plant growth allowed the huge beasts constant grazing.

The word “thrived” as used in line 3 could best be replaced by
(A) wandered
(B) existed
(C) summered
(D) flourished

7. When the English increased their visits to the area, they referred to it as New Britaine, and then later as Arcadia. The name Arcadia was taken from the ancient Greek city where the people had a simple, rustic lifestyle. However, this was the name given by people who did not reside in the Outer Banks. The name Arcadia didn’t stick.

As used in line 4, the expression “the name didn’t stick” refers to the fact that
(A) the name is no longer used
(B) there were really no sticks in Arcadia
(C) the name Arcadia was replaced by New Britaine
(D) Arcadia was too far from Greece to be a place name

8. Unemployment is still a threat in certain industries and for certain groups, especially among minority youth first entering the labor force. Unemployment is a waste of human resources, and represents a drain on public budgets and on the life savings of individual families.

As used in line 3, the phrase “a drain on” could best be replaced by which of the following?
(A) a misuse of
(B) a depletion of
(C) a lien against
(D) a neglect of
9. Herbicides, like all chemicals sprayed in the environment, have some adverse effects. Not only have earthworms and other soil microorganisms been killed by some herbicides, but also much needed insect predators have been destroyed by these chemicals.

As used in line 1, the word “adverse” could best be replaced by which of the following?
(A) unusual
(B) interesting
(C) harmful
(D) notorious

10. Students in today’s undergraduate colleges are being asked to specialize before they have acquired the general cultivation that would acquaint them with the ideas and disciplines that are the components of culture. Moreover, the humanities, as currently taught and studied, are as much addicted to specialized scholarship as are the scientific departments to highly specialized research.

As used in line 4, the phrase “addicted to” may best be replaced by which of the following?
(A) given over to
(B) accustomed to
(C) in need of
(D) evaluated by

11. The black widow is found in all the 48 contiguous states, more commonly in the South and West than in the North. Crabill describes it as “a shy and retiring spider that doesn’t go looking for trouble.” The black widow’s bite is excruciatingly painful. “Sometimes even morphine won’t knock out the pain,” Crabill says.

As used in line 3, the word “excruciatingly” could best be replaced by which of the following?
(A) somewhat
(B) barely
(C) mildly
(D) unbearably

12. Trucks rank high in meeting the transportation needs of most manufacturers. They are the most frequently used form of transportation, for two reasons: (1) they offer door-to-door delivery from the manufacturer to the customer without intermediate unloading, and (2) they operate on public highways that do not require an expensive terminal or right-of-way as airlines and railroads do. The main drawback of trucks is that they cannot carry all types of cargo. Federal regulations limit weight loads and truck dimensions, so trucks cannot cost-effectively haul heavy, bulky commodities like steel or coal.

As used in line 5, the word “drawback” may best be replaced by which of the following?
(A) design flaw
(B) influence
(C) disadvantage
(D) mission
Check the Topic and Main Ideas of a Passage

Almost all TOEFL passages contain one question about either the topic or subject, or the main ideas of a reading passage. This type of question is usually the first question about the passage. These questions ask about the whole passage, not just a part of the passage. In order to correctly answer these questions, you should use the skimming and scanning strategies practiced in RV1.

To answer questions on the TOEFL about the topic and the main ideas of a passage, follow these steps:
1. Read the first several sentences for the topic and main ideas.
2. Read the last sentences for the conclusion and a possible restatement of the topic and main ideas.
3. Skim the rest of the passage for the key words that will confirm the topic and main ideas and show the organization of the passage.
4. Read the first question about the passage and answer it.
5. Read the answer choices. Eliminate any answers that are definitely wrong, and choose the best answer from the remaining ones.

Think about the following passage. Answer the questions before you read the explanation.

MODEL

In the critical area of food production, new cooperative efforts in agricultural research and development are paying off. Food scientists are discovering that humankind is nowhere near the limits of plant, livestock, and soil productivity. There is still room to boost yields and learn how to use more efficiently the earth’s acreage for animal and crop husbandry. Investigation of irrigation procedures, pest control, intercropping, and multicropping are several areas that are providing useful information for the world’s farmers.

1. What is the topic of this passage?
   (A) Agricultural research and food production
   (B) Farmers throughout the world
   (C) Food scientists
   (D) Investigation of irrigation procedures

2. The passage supports which of the following statements?
   (A) New information from agricultural research can increase world food production.
   (B) Food production is declining around the world.
   (C) Agricultural research and development will be expensive.
   (D) There are few initiatives to help today’s farmers.

Answers:
\[\textbf{\textit{\n\n\nExplaination}}\textbf{\textit{\n\n\n}}\]

The correct answer to Question 1 is (A) \textit{Agricultural research and food production}. This question asks you about the topic of the passage, which is the most general statement you make about a passage. In the first sentence of this passage the phrases \textit{food production} and \textit{agricultural research and development} give you this basic concept. The rest of the information in the passage supports the statement in the first sentence. Answers (B), (C), and (D) are too specific to be the topic of the passage. Answer (A) is the most general statement in the passage.

The correct answer to Question 2 is (A) \textit{New information from agricultural research can increase world food production}. This question asks you about a main idea of the passage. A main idea of a passage tells you something more about the topic. In this passage the author tells us that \textit{efforts in agricultural research and development} (in the area of food production) are \textit{paying off}, which means they are beneficial. Other key words that develop this concept are: \textit{nowhere near the limits of . . . productivity; boost yields . . . use more efficiently; investigation . . . useful information for the world's farmers}. Answers (B) and (D) are not true; and answer (C) is not mentioned in the passage.

\[\textbf{\textit{Read About the Topic}}\textbf{\textit{\n\n\n}}\]

The topic of a passage is what the passage is mainly about. It can usually be stated in a few words and is the most general statement that can be made about the passage. To identify the topic of a passage, read the first and last sentences of the passage. Skim through the passage and notice the words that are repeated exactly or are repeated as synonyms or pronouns many times throughout the passage. These \textit{key words} should give you a clue to the topic.

Answer choices to TOEFL topic questions often require students to:
1. distinguish between general and specific concepts and determine which are necessary to correctly state the topic of the passage;
2. identify a paraphrase of the key words and concepts;
3. identify a term which correctly serves as a category word for certain concepts in the passage; and,
4. understand the organization of the passage to determine if the passage is a description, a process, a comparison, etc. and identify the correct organizational word in the answer.

TOEFL questions about the topic of a passage are often worded as follows:

- With what is this passage mainly concerned?
- What is the topic of this passage?
- This passage mainly discusses . . .
- What does this passage mainly discuss?
- This passage deals mainly with . . .
- What is the subject of this passage?

\[\begin{array}{|c|}
\hline
\textbf{\textit{\n\n\nON THE TOEFL}}
\textbf{\textit{\n\n\n}}
\end{array}\]

- Remember that topic questions ask about the whole passage.

\textbf{NOTE}: The terms \textit{subject} and \textit{topic} are often used interchangeably in questions on the Reading Comprehension Section of the TOEFL.
EXERCISE 3A: Practice Predicting the Topic from the Key Words

Read the following key words to predict the probable topic of the reading passage from which they were taken. Circle the letter of the probable topic.

1. Reservations, February, snow conditions, ski pass, rentals, ice skating, sauna, on the other hand, water temperature, beach, swimming, suntan, fishing.
   (A) Recreational activities
   (B) Two types of winter vacations
   (C) Learning to ski
   (D) Choosing a pastime

2. Basic document, seismogram, literature of the earthquake, analyze the waves, calculate, power, duration, surface location, precise origin, movement along the fault, piece of paper, piece of tape.
   (A) Recording an earthquake
   (B) Predicting an earthquake
   (C) Photographing an earthquake
   (D) The structure of the earth

3. Sweet corn, home gardens, warm weather crop, plant early, August harvest, corn-on-the-cob, canning, freezing, relishes, eating pleasure, good nutrition.
   (A) The history of sweet corn
   (B) Where to grow sweet corn
   (C) Common corn recipes
   (D) Sweet corn as a garden vegetable

4. Radio, AM transmitters, high signal, 1920s, at first, mass listening, earphones, Pittsburgh, Chicago, pioneer, later on, loudspeaker, living room, weekly broadcasts, favorite shows.
   (A) Radio programming
   (B) The development of AM radio
   (C) Early communications
   (D) The first radio stations

5. Form, space, light, architect, superficial effects, International Style, box-like, inhibiting to spatial freedom, devoid of any organic relationship with nature, peas in a pod.
   (A) Architectural criticism
   (B) Restrictive building codes
   (C) Garden vegetables
   (D) Natural forms in housing

Read About Main Ideas

The main ideas of a passage are statements about the topic which indicate a point of view about the topic. While the topic is stated as an answer to the question “What is the passage about?”, the main ideas answer the question “What is important about the topic?” A main idea is most often a full sentence which contains a statement about the topic. To identify main ideas, look for key words that show a relationship to the topic and are repeated throughout the passage. The main idea is often restated in the conclusion of the passage.

Answer choices for main idea questions often require students to:
1. distinguish between true and untrue statements about the passage and
2. identify the statement that contains the key words of the controlling idea of the passage.

TOEFL questions about main ideas are often worded as follows:

The passage supports which of the following statements?
Which of the following assumptions is expressed in this passage?
EXERCISE 3B: Practice Identifying the Topic, Main Idea, and Details in a Series of Statements from a Reading Passage

Skim all four statements for each question. Label each statement: \( T \) for topic, \( MI \) for main idea, or \( D \) for details.

1. Electrical failure is a constant concern to both engineers and ground control.
   \( D \)

   Problems with the NASA space program
   \( T \)

   Technical problems have consistently delayed progress in the NASA space program.
   \( MI \)

   Fuselage leaks caused postponement of the latest shuttle flight.
   \( D \)

2. The technique involves inserting genetic instructions into the bacteria, which follow the instructions.

   Producing human insulin

   Humulin is the first substance made by gene-splicing approved by the U.S. government for human use.

   The instructions involve creating the two necessary ingredients to make insulin.

3. With the Appalachian Trail following the state line along the ridge, this is a wonderful place to hike from spring to fall.

   Each season will offer visitors to the park an array of sights and activities.

   Smoky Mountain National Park

   Mountain laurel and flame azalea bloom in early June to mid-July.

4. Fungal foods, of which corn smut is perhaps the ugliest, may soon become part of American nouvelle cuisine.

   Most people in the United States view corn smut with revulsion because they question the safety of fungal foods in general.

   The mushroom-like fungus has long played a part in the diet of Native American cultures.

   New uses for "corn smut"

5. For instance, air freight may be much more expensive than rail transport, but shipping everything from a single warehouse may cut other costs.

   The cost of transportation

   Many companies today use the total physical distribution concept, maximizing the efficiency of physical distribution activities while minimizing their cost.

   The company will make cost tradeoffs between the various physical distribution activities.
EXERCISE 3C: Practice Predicting the Topic

Read the key sentences. Circle the letter of the topic for a passage containing these key sentences.

1. All caged birds need a home that is large and roomy.
   Most finches need a cage with narrow spaces between the bars.
   Almost any garden setting is ideal for an aviary, as long as it is out of the wind’s path.
   A. Caged birds
   B. The proper home for your bird
   C. Finding the right bird

2. Deciduous forest communities once formed a continuous band across eastern North America.
   In its natural state it is rich in species, net production is high, and the structure of the ecosystem is stable.
   Today much of this area is occupied and utilized by human beings, so that the biome rarely is found in its original state.
   A. Forest ecosystems
   B. The changing deciduous forest
   C. Human influence on biomes

3. Numerology begins with your name and your birthdate.
   During the time of Pythagoras, the famous Greek mathematician and philosopher, numerology was reserved for the rulers, who often used it to make critical decisions.
   Sometimes understanding yourself is just as important as understanding someone else.
   A. Personality disorders and their cure
   B. Ancient mathematicians
   C. Describing you through numbers

4. Early in the seventeenth century, settlers from western France came to what is now Nova Scotia’s fertile Annapolis Basin.
   Their new homeland of Acadie fell under British rule in 1755, and 10,000 Acadians were deported, captured, or detained.
   By 1765 a few hundred had settled in Louisiana, while 2,500 impoverished Acadians congregated in French maritime ports.
   In 1785 the Spanish king transported about 1,600 Acadians to Louisiana; this has been called the largest single transatlantic migration up to that time, the end of a 30-year exile.
   A. The early settling of North America
   B. Acadians on the move
   C. A transatlantic migration

5. The art of judo lies not so much in great strength as in skillful use of the body and mind.
   Judo involves a complex system of physical and mental skills that help produce both mental and physical fitness.
   Consisting of hundreds of techniques, every movement in judo has a definite meaning and purpose.
   A. Judo is more than a sport
   B. Judo and physical fitness
   C. Disadvantages of judo
EXERCISE 3D: Practice Identifying the Topic and Main Ideas of a Reading Passage

Read the passage and answer the questions. Circle the correct answer to each question.

Sometimes called puma, panther, or mountain lion, the agile cougar has a greater natural range than any other mammal in the Western Hemisphere except humans. However, long viewed as a threat to livestock, it has been intensively hunted since the arrival of European colonists to the Americas and was almost extinct by the early twentieth century. While protective measures have been implemented in the United States, humans continue to destroy the cougar's habitat, further endangering this solitary cat.

1. What is the topic of the passage?
   (A) The cougar
   (B) Mammals of the Western Hemisphere
   (C) Endangered species
   (D) A threat to livestock

2. Which of the following statements is true according to the passage?
   (A) The cougar is extinct.
   (B) The cougar is an endangered animal.
   (C) The cougar inhabits a small area of North America.
   (D) The cougar lives easily with humans.

3. The word "threat" in line 3 is closest in meaning to
   (A) friend
   (B) danger
   (C) boon
   (D) signal

EXERCISE 3E: More Practice Identifying the Topic and Main Ideas

Read the passage and answer the questions. Circle the correct answer to each question.

In marine habitats, a number of small creatures are involved in a "cleaning symbiosis." At least six species of small shrimp, frequently brightly colored, crawl over fish, picking off parasites and cleaning injured areas. This is not an accidental occurrence, because fish are observed to congregate around these shrimp and stay motionless while being inspected. Several species of small fish (wrasses) are also cleaners, nearly all of them having appropriate adaptations such as long snouts, tweezer-like teeth, and bright coloration. Conspicuous coloration probably communicates that these animals are not prey.

1. What is the topic of this passage?
   (A) Marine life
   (B) Why fish need to be cleaned
   (C) How certain sea creatures clean other fish
   (D) How fish are adapted to be cleaners

2. The passage supports which of the following statements?
   (A) Some fish never need to be cleaned.
   (B) Cleaning symbiosis is an important aspect of marine life.
   (C) Most fish clean each other.
   (D) Clean fish are brightly colored.

3. The word "adaptations" in line 7 is closest in meaning to
   (A) equipment
   (B) sensitivity
   (C) modifications
   (D) attractions

4. The word "Conspicuous" in line 8 is closest in meaning to
   (A) Dismal
   (B) Changing
   (C) Unfortunate
   (D) Noticeable

Reading Comprehension 267
EXERCISE 3F: More Practice Identifying the Topic and Main Ideas

Read the passage and answer the questions. Circle the correct answer to each question.

The northern lights, or the aurora borealis, is one of nature's most dazzling spectacles. When it appears, there is often a crackling sound coming from the sky. A huge, luminous arc lights up the night, and this arc is constantly in motion. Sometimes, the brilliant rays of light spread upward in the shape of a fan. At other times, they flash here and there like giant searchlights, or move up and down so suddenly that they have been called "the merry dancers." Farther north the aurora frequently looks like fiery draperies which hang from the sky and sway to and fro while flames of red, orange, green, and blue play up and down the moving folds.

According to scientific measurements, this discharge of light takes place from 50 to 100 miles above the earth. But it doesn't reach its greatest brilliance at the North Pole. It is seen at its best around the Hudson Bay region in Canada, in northern Scotland, and in southern Norway and Sweden. It may sometimes be seen even in the United States as it flashes across the northern sky.

Science is still not certain regarding exactly what these lights are and what causes them. But it is believed that the rays are due to discharges of electricity in the rare upper atmosphere. The displays seem to center about the earth's magnetic poles, and electrical and magnetic disturbances often occur when the lights are especially brilliant.

1. What is the topic of this passage?
   (A) What the northern lights look like
   (B) The northern lights
   (C) The cause of the northern lights
   (D) Where to best see the northern lights

2. What does the second paragraph of the passage mainly discuss?
   (A) The northern lights at the North Pole
   (B) The brightness of northern lights
   (C) The distance from earth of the discharge of light
   (D) Where the northern lights are observable

3. The word "luminous" in line 3 is closest in meaning to
   (A) shining
   (B) curved
   (C) lasting
   (D) pulsating
EXERCISE 3G: More Practice Identifying the Topic and Main Ideas

Read the passage and answer the questions. Circle the correct answer to each question.

Coral reefs are to the seas what rain forests are to the land. Teeming with life, these ecosystems depend upon sunlight and an intricate relationship between plant and animal to survive.

The brilliant blue of the Red Sea is an unexpected sight within the dry expanse of the Middle Eastern desert. Even more unexpected, however, is the myriad of colorful marine creatures which thrive in its shallow reefs and deep slopes. Half a world away in Australia’s Coral Sea, a pair of clownfish will find protection in the reef as they patiently guard their eggs until they hatch. Strangely enough, these fish are actually poor swimmers and seldom stray far from the protective cover provided by the sea anemones which dwell in their coral reef homes.

Another colorful addition to coral reefs appears as a rose-like creation. It is actually a ribbon of thousands of tiny nudibranch eggs. Nudibranches are a variety of very colorful, strangely shaped gastropods which can be found in the world’s warm seas and which feed on sponges, hydroid polyps, sea anemones, moss animals, or sea squirts.

1. What is the topic of this passage?
   (A) Colorful fish
   (B) Rain forests
   (C) Coral reefs
   (D) Ecosystems of the world

2. According to the passage, all of the following statements about coral reefs are true EXCEPT
   (A) Coral reefs provide an ecosystem to support fish and plant life.
   (B) Coral reefs are found in warm waters of the world.
   (C) Coral reefs are colorful.
   (D) Coral reefs develop in the deepest parts of the ocean.

3. The word “stray” in line 10 is closest in meaning to
   (A) reproduce
   (B) live
   (C) wander
   (D) eat

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See the Reading Appendix, pages 493–499, for more information on the Topic and Main Ideas of a reading passage. In the Answer Key, you will find explanations for the answers to the questions in Exercises 3D–3G.

**R✓4 Check Purpose and Organizational Patterns**

Some TOEFL Reading Comprehension questions ask about the author’s purpose for the passage or about the organization of the passage.

The purpose of a passage is the reason the author wrote the passage, or the intent of the author in writing the passage. The organizational pattern of a reading passage is the way that the author arranges the information to carry out his or her purpose or intent in writing the passage. TOEFL questions about the general organizational pattern of a passage ask you about the style the author uses in his or her writing rather than the purpose of the whole passage.

Think about the following passage and questions. Answer the questions before reading the explanation.
The art of writing itself is a good example of what students of the past call independent invention, since systems of writing have evolved in isolation at different times in different parts of the world. For example, Line one system—the Chinese ideogram—can be traced to its origin in archaic (5) signs engraved on the scapular bones of sheep or the shells of turtles in the second millennium B.C. as a means of asking questions of heaven. Roughly 1,000 years later an entirely independent system of writing arose halfway around the world in Mesoamerica. It combined a simple system of numerical notation with complex hieroglyphs and was (10) principally used to indicate the dates of various events according to an elaborate calendrical system.

1. What is the purpose of this passage?
   (A) To show that writing is an example of independent invention
   (B) To explain the origin of writing
   (C) To describe two systems of writing
   (D) To compare writing in China to writing in Mesoamerica

2. Which of the following best describes the organization of the passage?
   (A) A comparison of two competing systems
   (B) An examination of a problem
   (C) A statement supported by examples
   (D) A chronological development

3. Where in the passage does the author describe the early writing system of Mesoamerica?
   (A) Lines 1–3
   (B) Lines 3–7
   (C) Lines 6–8
   (D) Lines 8–11

Answers:

▼ Explanation ▲

The correct answer to Question 1 is (A). The sentence . . . writing is an example of independent invention contains both the topic and main idea of the passage. The use of examples to support this is represented by To show that. Answers (B) and (C) are not true, and answer (D) is not specific enough for this passage.

The correct answer to Question 2 is (C). The first sentence of the passage states that systems of writing have evolved in isolation at different times in different parts of the world. From this we understand the topic (systems of writing) and the main idea (evolved in isolation). The second sentence begins with For example, one system . . . in lines 3–4, which repeats the topic. In line 7, an entirely independent system . . . arose introduces the second example, again repeating the topic and the main idea. Answer (C) A statement supported by examples correctly represents the organization of the passage. Answer (A) is incorrect because there is no comparison made, and the systems of writing are not competing. Answer (B) is incorrect because the main idea is not a problem but a statement of fact. Answer (D) is incorrect because although dates and years are mentioned in the passage, they are used to support the main idea and not as the organizational pattern.
The correct answer to Question 3 is (D). In line 8 we find the word Mesoamerica. The question asks about the description of the writing system of Mesoamerica, which is found in lines 8–11. In lines 6–8, preceding the word Mesoamerica, the passage states when and what happened in Mesoamerica rather than describing the writing system. Lines 1–3 are the topic and main idea, and lines 3–7 describe the origin of the Chinese ideogram.

Answer choices for questions about purpose and organizational patterns often require students to:
1. distinguish between the overall purpose of a passage and the purpose of specific parts of a passage;
2. identify statements that are not true about the passage or are too general for the purpose of a passage;
3. identify category words that restate the purpose of a passage;
4. identify the organizational pattern of the passage by recognizing relationships between points made in the passage; and
5. recognize signal words in the passage and identify the organizational patterns they represent.

TOEFL questions about the purpose of a whole passage are often worded as:

What is the purpose of this passage?
The main purpose of this passage is to . . .
What is the author’s main purpose in the passage?

In addition to asking questions about the purpose of the whole passage, TOEFL Reading Comprehension questions may also ask you about specific purposes within the passage.

TOEFL questions about a specific purpose within a passage are often worded as:

Why does the author mention X in the passage?
In the X paragraph the author mentions Y in order to . . .
In line X why does the author mention Y?

Common verbs used in answer choices for TOEFL questions about purpose are:

to discuss  
to warn

to tell about  
to discredit

to summarize  
to describe

to tell how  
to praise

to explain  
to advocate

to present  
to predict

to show  
to persuade

to illustrate  
to convince

to classify  
to compare and contrast

Words often used in the answer choices that describe these specific purposes are:

to prove

to verify

to support

to underscore

to point out

Use your dictionary to find the meaning of these verbs.
EXERCISE 4A: Practice with Verbs Used in Questions About Purpose

Match each verb on the left with the correct definition on the right.

1. to predict  
2. to illustrate  
3. to contrast  
4. to persuade  
5. to praise  
6. to warn  
7. to classify  
8. to advocate  
9. to discredit  
10. to discuss  
11. to underscore  
12. to verify  
13. to support

A. to support, to plead in favor of  
B. to inform of possible trouble or problems  
C. to emphasize  
D. to show that something is true  
E. to tell in advance; to foresee  
F. to express approval or admiration  
G. to influence or convince a person to believe in a certain way  
H. to arrange in order by class or category  
I. to examine by argument; to comment on  
J. to give additional evidence  
K. to destroy confidence in  
L. to show the differences  
M. to make clear by example

TOEFL questions about the organizational pattern of a reading are often worded as follows:

Which of the following best describes the organization of the passage?
Which of the following best describes the format of the passage?
Where in the passage does the author compare (classify, describe) X?

Words in the answer choices that describe these organizational patterns are:

- a description  
- an introduction  
- an illustration  
- an explanation  
- a classification  
- giving a set of instructions  
- a comparison  
- showing through examples  
- a summary  
- a process  
- a definition  
- a contrast  
- cause and effect  
- chronological order  
- a response  
- a hypothesis

Some words that signal organizational patterns are:

- for example  
- on the other hand, in contrast  
- similarly, likewise  
- therefore, thus, as a result  
- (dates), by the time, later

See the Writing Appendix, pages 500–502 for a more complete list of signal words for organizational patterns.

272 Reading Comprehension
EXERCISE 4B: Practice Identifying Organizational Patterns

Read the following phrases from reading passages. Then, choose the appropriate organizational pattern from the list below and write it in the space provided.

- a process
- a classification
- cause and effect
- a contrast
- further definition
- chronological order
- a comparison

1. The major kinds of, fundamental characteristics, clearly distinguishable features, insignificant differences
   
   _______________________________

   a classification

2. Later, subsequently, during that time, afterwards, as an adult
   
   _______________________________

3. Likewise, in the same way, correspondingly, another resemblance
   
   _______________________________

4. On the other hand, unlike, even so, however, differ from
   
   _______________________________

5. Consequently, thus, due to, owing to, it follows that
   
   _______________________________

6. Initially we will . . . , the next step, the projected results, a foreseeable outcome
   
   _______________________________

7. To clarify, in other words, by . . . is meant, to restate
   
   _______________________________

Very often the organizational pattern of a passage is not signaled by the use of specific words or phrases. In these cases you must reason logically to understand the organizational pattern used.
EXERCISE 4C: Practice Identifying the Purpose and Organizational Patterns of a Reading Passage

Look again at the reading passage in Exercise 3D, page 267. Read the passage and circle the letter of the best answer to each question.

1. What is the purpose of the passage?
   (A) To warn readers about the threat of the cougar to livestock
   (B) To discuss the natural range of the cougar
   (C) To inform readers about the continued endangerment of the cougar
   (D) To describe the history of the cougar in the Western Hemisphere

2. Why does the author mention in the passage that the cougar was almost extinct by the early twentieth century?
   (A) To emphasize that the cougar is an endangered animal
   (B) To show similarities between the cougar and other endangered animals
   (C) To indicate that the colonists were skilled hunters
   (D) To prove that the cougar is a dangerous animal

EXERCISE 4D: More Practice Identifying the Purpose and Organizational Patterns of a Reading Passage

Look again at the reading passage in Exercise 3E, page 267. Read the passage and circle the letter of the best answer to each question.

1. The main purpose of the passage is to
   (A) describe a biological process of association in a marine habitat
   (B) discuss activities of certain sea creatures
   (C) contrast cleaning activities of shrimp and fish
   (D) describe adaptations of fish for particular jobs

2. Which of the following best describes the format of this passage?
   (A) A hypothesis followed by support
   (B) A statement followed by a description
   (C) A response to a question
   (D) An extended definition

EXERCISE 4E: More Practice Identifying the Purpose and Organizational Patterns of a Reading Passage

Look again at the reading passage for Exercise 3F, page 268. Read the passage and circle the letter of the best answer to each question.

1. What is the purpose of the passage?
   (A) To discredit scientists for not knowing the cause or the exact nature of the northern lights
   (B) To discuss the general characteristics of the northern lights
   (C) To describe the appearance of the northern lights
   (D) To tell readers where the northern lights may best be seen

2. Why does the author use the term "merry dancers" in line 7?
   (A) To suggest the feeling that watching the lights would bring about
   (B) To compare the movement of the lights to movements of dancers
   (C) To encourage people to view the aurora borealis
   (D) To point out that the lights are not a serious scientific phenomenon
EXERCISE 4F: More Practice Identifying the Purpose and Organizational Patterns of a Reading Passage

Read the passage and answer the questions. Circle the letter of each correct answer.

The potato is probably one of the most important vegetable crops in the United States today. The potato’s original home is in the mountainous regions of South America, although it is referred to as the Irish potato. It was cultivated rather extensively by the Inca Indians of Peru as far back as 200 A.D. Early explorers after Columbus introduced the potato to Europe between 1532 and 1550.

Not until the potato was introduced into Ireland was it recognized for its great food value rather than as a curiosity, and by the 1600s it was cultivated extensively in that country. For approximately 250 years the potato was a major source of food in most of Europe. In fact the majority of the population in Ireland depended on this crop for its existence.

When the late blight disease came from America into Ireland (1845–1847), it caused a national disaster. Destruction of the vines and decay of the tubers caused a complete loss of the crop nationwide. The result was the Irish famine in which thousands starved to death.

A colony of Presbyterian Irish who settled in New Hampshire introduced the potato to North America in 1719. Soon after the Irish famine the potato gained importance in the United States.

1. What is the purpose of this passage?
   (A) To compare agriculture in Ireland and the United States
   (B) To convince us of the value of the potato
   (C) To inform us about the history of the potato
   (D) To clarify that the potato came from South America

2. Which of the following best describes the organization of the passage?
   (A) Random presentation of facts about the potato
   (B) An explanation of the popularity of the potato
   (C) A discussion of chronological events concerning the potato
   (D) A description of the use of potatoes

3. Why does the author mention the Irish famine in the passage?
   (A) To illustrate the importance of the potato as a source of food
   (B) To indicate the effect of vegetable diseases
   (C) To show how the potato got to the United States
   (D) To familiarize us with the history of Ireland

4. The word “curiosity” in line 8 is closest in meaning to
   (A) surplus
   (B) medicine
   (C) liability
   (D) novelty

See the Answer Key for an explanation of the answers for Exercises 4C–4F.
Reading Comprehension Checkpoint Test One for RV1 through RV4

Allow yourself 15 minutes to complete this checkpoint test. There are three passages and 15 questions. Circle the letter of the correct answer to each question.

Questions 1–5

Today, going to the beach is not as simple as it used to be. Our shorelines are becoming an environmentalist’s nightmare—and a threat to swimmers, too. How can you decide if a beach is clean? One place to look for help is the local health department of a coastal community. It often monitors chemical and bacterial levels in water which are usually undetectable to the naked eye. Also, consider the amount and type of beach debris. Although there’s no evidence linking debris with water pollution that could harm humans, thousands of marine animals die every year after eating or becoming tangled in plastic six-pack containers, fishnet, and other synthetic matter.

(10) Plastics on the beach mean you may find dead marine life in the water.

1. What is the topic of this passage?
   (A) Beaches
   (B) Water pollution
   (C) Dead marine life
   (D) Deciding if a beach is clean

2. The passage supports which of the following statements?
   (A) A major health threat to swimmers is beach debris.
   (B) It is the job of the local health department to keep beaches clean.
   (C) The country’s shores are in environmental danger.
   (D) Beaches are considered clean if there is no plastic waste on the shores.

3. The word “debris” in lines 6 and 7 is closest in meaning to
   (A) waste
   (B) shells
   (C) personnel
   (D) entertainment

4. The main purpose of this passage is to
   (A) publicize the condition of beaches today
   (B) present suggestions for determining the condition of the beach
   (C) give an account of the danger of beach debris to marine animals
   (D) suggest methods of detecting bacterial levels in the water

5. The audience for this passage would most likely be
   (A) microbiologists
   (B) environmentalists
   (C) health department officials
   (D) potential beach-goers
The grizzly bear is one of the largest North American brown bears. In the Rocky Mountains, frosted long hairs on the shoulders give this brown bear a “grizzled” appearance, and thus the name grizzly bear. Though classed with the carnivores, the grizzly bear is largely vegetarian and rarely eats flesh. During the summer these bears are avid fishers, and comb the waters of mountain streams and rivers to catch salmon swimming upstream.

Even though the name refers to the bear’s appearance rather than to its temper, it can be an imposing and even terrifying beast. Tragic confrontations between people and the grizzly have led to its reputation as an animal to be feared and even destroyed. The grizzly plays a big role in the legends of the North American pioneer, and today visitors to national parks must be cautious when they enter the grizzly’s habitat. The grizzly bear is an animal best observed from afar; cohabitation with man is not in its nature.

6. What is the topic of this passage?
   (A) Bears
   (B) Habitats of bears
   (C) How bears catch fish
   (D) Grizzly bears

7. Which of the following statements is true according to the passage?
   (A) The grizzly bear is named for its vicious nature.
   (B) Grizzly bears should be destroyed.
   (C) Grizzly bears can be dangerous and should be respected by humans.
   (D) Grizzly bears eat mainly meat.

8. The word “cautious” in line 12 is closest in meaning to
   (A) quiet
   (B) wary
   (C) armed
   (D) courageous

9. What is the author’s main purpose in the passage?
   (A) To scare readers about the grizzly bear
   (B) To inform readers about the grizzly bear
   (C) To describe the grizzly’s habitat
   (D) To warn tourists in national parks about grizzly bears

10. Where in the passage does the author give the reason for the bear’s name?
    (A) Lines 2–3
    (B) Lines 4–6
    (C) Lines 7–8
    (D) Lines 8–10
Money is an international commodity that moves across continents almost as fast as it moves across the street. One of the things that lures money across international borders is the rate of interest. If interest rates are higher abroad than at home, American businesses and investors will move their money out of the USA and into countries with higher interest rates. When domestic interest rates are higher, the flow of money will reverse.

These international money flows are another constraint on monetary policy. Suppose the federal government wants to slow the economy by limiting money-supply growth. Such tight-money policies will tend to raise interest rates in the USA. A higher interest rate is supposed to curb domestic investment and consumer spending. But those higher U.S. interest rates will also be an attraction for foreign money. People holding dollars abroad will want to move more money to the United States, where it can earn higher interest rates. Foreigners will also want to exchange their currencies for dollars, again in order to earn higher interest rates.

As international money flows into the United States, the money supply will expand more quickly than the government desired. This will frustrate the government's policy objectives and may force it to tighten the money supply even more. Capital inflows will also tend to increase the international value of the dollar, making it more difficult to sell U.S. exports. In sum, the internationalization of money is one more problem the federal government has to worry about when it conducts monetary policy.

11. This passage mainly discusses
   (A) international politics
   (B) U.S. banking
   (C) international money and monetary policy
   (D) interest rates for foreign investors

12. The main idea of the passage is that
   (A) money is an international commodity
   (B) interest rates determine the flow of international money
   (C) the Fed controls the international money market
   (D) internationalization of money will affect monetary policy

13. The phrase "constraint on" in line 7 is closest in meaning to
   (A) restriction on
   (B) advantage of
   (C) example of
   (D) witness to

14. What is the purpose of the passage?
   (A) To discourage foreign investment
   (B) To gain support for the federal government
   (C) To argue for lower interest rates
   (D) To discuss the effect of the flow of international money

15. Which of the following best describes the organization of the passage?
   (A) A classification of monetary policies
   (B) A criticism of current monetary policy
   (C) A response to a proposal for a change in monetary policy
   (D) An explanation of an issue in monetary policy
5 Check Reference Words

The Reading Comprehension Section of the TOEFL often includes questions on reference words. Reference words are those words in a passage that refer back to concepts (words or phrases) mentioned earlier in the passage or refer forward to words or phrases that will be introduced. We use reference words in English to avoid repeating the same word.

The man paid the bill when the man received the man’s check.
The man paid the bill when he received his check.

Reference words also help to tie together the whole passage so that it is easier to understand. Reference words are usually pronouns, but may also be possessive adjectives or specified items. Some examples of reference words are:

<table>
<thead>
<tr>
<th>Subject Pronoun</th>
<th>Object Pronoun</th>
<th>Possessive Pronoun</th>
<th>Demonstrative Pronoun</th>
<th>Indefinite Pronoun</th>
<th>Specified Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>it</td>
<td>it</td>
<td>its</td>
<td>this</td>
<td>one</td>
<td>this concept</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>theirs</td>
<td>that</td>
<td>some</td>
<td>that dilemma</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
<td>his</td>
<td>these</td>
<td>another</td>
<td>these works</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
<td>hers</td>
<td>those</td>
<td>several</td>
<td>those ideas</td>
</tr>
</tbody>
</table>

In determining the referent (the word or phrase that reference words refer to), you should use both the structure and the meaning of the sentence.

Think about the following passage and questions. Answer the questions before you read the explanation.

**MODEL**

Throughout the year, chimpanzee food is quite varied, but it is mainly vegetable material. At times, however, the Gombe Park is loaded with insects—termites, ants, caterpillars—and the chimpanzees will eat huge numbers of them. The chimpanzees’ really remarkable behavior appears when they gather termites. According to Suzuki and van Lawick-Goodall, when chimpanzees see that termites have pushed open their tunnels on the surface, they will go off to find a suitable termiting tool. It may look simple, but the job takes skill and patience.

1. The word “their” in line 6 refers to
   (A) the termites’
   (B) the tunnels’
   (C) the chimpanzees’
   (D) Suzuki’s and van Lawick-Goodall’s

2. The pronoun “they” in line 7 refers to
   (A) Suzuki and van Lawick-Goodall
   (B) termites
   (C) tools
   (D) chimpanzees

3. The pronoun “It” in line 7 refers to
   (A) a suitable termite tool
   (B) the job
   (C) skill
   (D) patience

Answers:
**Explanation ▲**

The answer to Question 1 is (A) the termites'. This question might be confusing because you know that their can refer to a plural noun. In the fourth sentence, Suzuki and van Lawick-Goodall . . . chimpanzees, . . . termites are all plural concepts. Logical reasoning will tell you that termites are the ones that live in tunnels, and that the correct answer must be (A).

The answer to Question 2 is (D) chimpanzees. In this case, the plural pronoun they could refer to either chimpanzees or termites. The meaning of the whole passage, however, makes it clear that the chimpanzees are looking for a tool to gather termites, and they refers to chimpanzees.

The answer to Question 3 is (B) the job. The pronoun it could possibly refer to any singular object, and at first glance you might choose a suitable tool. However, as you read on, it becomes clear that what looks simple is the job. In this sentence the pronoun refers forward.

Answer choices to TOEFL questions about reference words often require students to:
1. read carefully to find the word or words that match the reference words and
2. be sure that the referent chosen is logically correct for the meaning of the passage when substituted for the reference words.

Questions that ask about reference words in the passage are often worded in the following way:

The word “. . .” in line X refers to

**EXERCISE 5A: Practice Identifying Referents**

Read the following passage. The numbered reference words in bold print are listed after the passage. In the space next to each reference word in the list, write the word that it refers to.

Throughout the year, chimpanzee food is quite varied, but **it** is mainly vegetable material. At times, however, the Gombe Park is loaded with insects—termites, ants, caterpillars—and the chimpanzees will eat huge numbers of **them**. The chimpanzees’ really remarkable behavior appears when they gather termites. According to Suzuki and van Lawick-Goodall, when chimpanzees see that termites have pushed open their tunnels **on** the surface, they will go off to find a suitable termite tool. A foot-long, rather thin, straight twig is best, and it may take quite a while to choose suitable sticks; then extraneous side branches and leaves must be carefully cleared off. The ape may even select and prepare several at a time, carrying them all back to the termite hill firmly cupped in the closed palm of the hand while **it** knuckle-walks. The chimpanzee will lie down on its side next to the termite hill, and with skill and care, stick the twig into one of the open tunnels. The stick is wiggled, then slowly withdrawn; if **it** has termites adhering to it, the chimp licks them off the tool, and does **it** again. The job may look simple, but it takes skill to maneuver the stick through the twisting termite corridors.

This is a complex learned behavior, involving the manufacture of an implement.

280 Reading Comprehension
EXERCISE 5B: Practice Matching Reference Words with Their Referents
Underline the referent of the word or words in bold print. Draw a line to connect the two.

1. In her first collection of poems, Isabella Pupurai Matsikidze combines her frankly feminist views with personal narratives and descriptions of the society and politics in her native Zimbabwe. This work shows that Matsikidze is a significant new poetic voice in the world of African letters.

2. Biophysics is a branch of biology in which the methods and principles of physics are applied to the study of living things. This science has grown up in the twentieth century alongside the development of electronics.

3. The most striking anatomical features of birds are those associated with flight. The forelimbs are modified as wings and are associated with enormous breast muscles which make powered flight possible. Even in flightless birds, such as the penguin and ostrich, it is clear that the forelimbs were once used as wings. The latter, however, are now adapted to be runners, with strong legs rather than predominant wings.

4. Punishment and reward belong properly in the autocratic social system. Here, the authority, enjoying a dominant position, had the privilege of meting out rewards or punishment according to merits. It was his privilege to decide who was deserving of rewards and who of punishment. Such behavior can be observed today by watching some parents deal with their children.

5. The small child looked up at the candy canes dangling from the tree’s branches and took one. He quickly stuffed it in his pocket, and while no one was watching, reached for another.
6. It was a beautiful winter morning when the hikers left the base camp. The first part of the climb was accomplished easily, and the group planned to stop for lunch at a prearranged spot. As they approached the shelter where food and provisions were stored, the weather had begun to change. The valley below was covered with clouds, and the wind was howling furiously. To make matters worse, the shelter had been blown over, and the food, ropes, and blankets were gone. This dilemma left them feeling apprehensive and unsettled.

7. A horse dislikes it when its rider comes off. Such an upset is also bad for a young horse psychologically, as once it discovers that it can get rid of its rider, it may form the habit of deliberately trying to unseat him. One then has the makings of a potential bucking bronco.

EXERCISE 5C: More Practice with Reference Words

Read the following passage. Then, circle the letter of the correct answer to each question.

Thomas Jefferson's liberal views of democracy were first proposed in his draft of the Bill of Rights in 1776. Unfortunately, the Virginia Convention used only the preamble of this draft in the more conservative document that they accepted, which had been drafted by George Mason. Much of what Jefferson wanted was, however, obtainable as ordinary legislation, and when he took his seat in the new legislature, it was with a view of putting through a definite program of reforms. In this he had the support of such men as Mason, George Wythe, and James Madison, against the strenuous opposition of such leaders of the old order as Edmund Pendleton and Robert Nicholas Carter. These men had much to lose if Jefferson's ideas were carried out.

1. The words “this draft” in line 3 refer to
   (A) the draft Jefferson wrote
   (B) the draft that George Mason wrote
   (C) the preamble
   (D) the draft that was accepted

2. The pronoun “he” in line 6 refers to
   (A) George Mason
   (B) Thomas Jefferson
   (C) a member of the Virginia Convention
   (D) a member of the legislature

3. The pronoun “this” in line 7 refers to
   (A) the implementation of the Bill of Rights
   (B) the acceptance of Jefferson’s original draft
   (C) putting through a program of definite reforms
   (D) carrying out Jefferson’s liberal views

4. The phrase “these men” in line 10 refers to
   (A) Mason, George Wythe, and James Madison
   (B) the members of the legislature
   (C) the members of the Virginia Convention
   (D) Edmund Pendleton and Robert Nicholas Carter

See the Answer Key for an explanation of the answers to Exercise 5C.
Check Details and Factual Information

A large number of questions on the Reading Comprehension Section of the TOEFL ask about the details and facts in reading passages. These questions are usually asked in the order that the information appears in the passage. Your understanding of the topic and main idea and the overall organization of the passage will help you to answer these questions.

There are two types of fact and detail questions on the TOEFL: questions about what IS true according to the information and questions about what IS NOT true. Answer choices for questions about facts and details may use the exact words of the passage, but more often they are restatements of the information and require that you know synonyms and related words.

Think about the following passage and questions. Answer the questions before reading the explanation.

### MODEL

Throughout the year, chimpanzee food is quite varied, but it is mainly vegetable material. At times, however, Gombe Park is loaded with insects—termites, ants, caterpillars—and the chimpanzees will eat huge numbers of them. The chimpanzees' really remarkable behavior appears when they gather termites. According to Suzuki and van Lawick-Goodall, when chimpanzees see that termites have pushed open their tunnels on the surface, they will go off to find a suitable termite tool. It may look simple, but the job takes skill and patience.

1. According to the passage, which of the following are NOT mentioned as part of the chimpanzees' diet?
   (A) Termites
   (B) Vegetable material
   (C) Ants
   (D) Mosquitoes

2. The author states in the passage that the chimpanzees’ most remarkable behavior can best be seen
   (A) when they are hungry
   (B) as they are resting
   (C) when they are looking for termites
   (D) in the spring

3. According to the author, when chimpanzees gather termites they show
   (A) a dependence on each other
   (B) remarkable strength
   (C) understanding and caring
   (D) ability and persistence

Answers:

Explanation

The correct answer to Question 1 is (D) Mosquitoes. This question asks you to identify the answer that is NOT in the passage. By knowing where in the passage the food that chimpanzees eat is mentioned, you can quickly look at those sentences and match the items in the sentence with those in the answer choices. Mosquitoes are not mentioned in the passage.
NOTE: In questions that ask what is NOT in the passage, information that is true is not the correct answer.

The correct answer to Question 2 is (C) when they are looking for termites. To answer this question you need to match the words chimpanzees' most remarkable behavior in the question with those words in the passage. This will tell you in what part of the passage you will find the answer. After careful reading of the sentence, you can match the information in the passage with the answer choice. In this case the passage states when they gather termites, and a restatement of this is found in answer choice (C).

The correct answer to Question 3 is (D) ability and persistence. In this question you are asked to find what chimpanzees show rather than do when they gather termites. The last sentence of the passage states that the job (of gathering termites) takes skill and patience. Scanning the answer choices will tell you that the best restatement of the information in the passage is ability and persistence.

Answer choices to TOEFL questions about facts and details require students to:
1. recognize restatements of the factual information in the passage and
2. determine what is true and not true in the answer choices.

Questions about details and facts are often worded in the following ways:

About information that IS in the passage:
According to the passage, who
why
where
when
how, etc. . . .?

According to the author, . . .
The author states in the passage that . . .
The author indicates that . . .
The author refers to which of the following as . . .
It is stated in the passage that . . .

About information that IS NOT in the passage:
All of the following are mentioned in the passage as . . . EXCEPT . . .
According to the passage all of the following are true about . . . EXCEPT . . .
Which of the following is NOT mentioned in the passage as . . .?
Which of the following is NOT stated in the passage?

To be successful at answering questions about facts and details in a short reading passage, follow these steps:
1. Read the question and identify the key words and controlling idea. REMEMBER that the questions will be in order of the information in the passage.
2. Scan the passage for the key words and controlling ideas. REMEMBER that you should look for synonyms and related words as well as exact words.
3. Carefully read this part of the passage to answer the question.
4. Scan the answer choices to match the information in the passage with the correct answer choice.
5. Be careful to look for the information that is not true in a TOEFL question worded with NOT and EXCEPT.
EXERCISE 6A: Practice Scanning for Facts and Details

Read the following passage QUICKLY. Read the question and scan for the lines of the passage that would answer the question. Write the number of the lines in the spaces provided.

When we think of time, we think of clock time. Action all around the world is synchronized by clock time, starting with train schedules, worldwide plane schedules, navigation, astronomy, worldwide telecommunication, etc. These depend completely on accurate timing. The accuracy standards of timekeeping devices have been increasing rapidly due to the demands for more and more accurate timing for space communication, navigation, astronomy, etc. Rather than use mechanical clocks, we are relying nowadays on "atomic clocks." This is not a clock in the usual sense but a device that uses the very stable oscillation of the cesium atoms as a standard for timekeeping.

From grandfather clocks to wristwatches, all these clocks are supposed to chop up for us the 24 hours of the day more or less reliably into hours, minutes, and seconds. Let's call this kind of time "objective" since everybody's watches are supposed to cut time into slices of even thickness. However, we know from personal experience that time does not "feel" as passing evenly under different circumstances. When pursuing some interesting activity, time "flies"; while waiting in the dentist's office, it "drags." When Einstein was once asked about this "psychological time," he replied with a now famous observation: "When you spend two hours with a nice girl, you think it's only a minute. But when you sit on a hot stove for a minute, you think it's two hours." Realizing the relativity of time, let us see, then, how this subjective time can be put to some use.

Limit yourself to 30 seconds for this part of the exercise. In what lines would you find information about:

1. schedules and clock time: Lines 2-4
2. accuracy standards:
3. how atomic clocks work:
4. how objective time is measured:
5. how time "feels":
6. Einstein's ideas of time:
EXERCISE 6B: Practice Answering Questions About Facts and Details

Write the answer to each question about the passage from Exercise 6A in the space provided.

1. How many types of actions mentioned in the passage depend on accurate timing?

2. What has happened as a result of the demands for more accurate timing by space communication, navigation, and astronomy?

3. What does the atomic clock use as a standard for timekeeping?

4. What is the defining characteristic of objective time?

5. What does our personal experience with time tell us?

6. When does time “feel” longer?

7. Did Einstein think that objective and subjective time were similar or different?

EXERCISE 6C: Practice Answering Questions About Facts and Details As They Appear on the TOEFL

Answer the following questions about the passage in Exercise 6A. Circle the correct answer.

1. According to the passage, which of the following is NOT an example of accurate timing?
   (A) Clock time
   (B) Psychological time
   (C) Atomic clock time
   (D) Objective time

2. According to the passage, demands for more accurate timing have resulted in
   (A) the growth of telecommunications, navigation, and astronomy
   (B) the development of better mechanical clocks
   (C) the improvement of accuracy standards for timekeeping devices
   (D) the dependence on atomic power
3. The author states in the passage that because of the need for more accurate standards of timekeeping, today we are
   (A) thinking about time in a different way
   (B) revising schedules of trains and planes
   (C) relying more on atomic clocks
   (D) enjoying more leisure time

4. According to the passage, a defining characteristic of objective time is that
   (A) it divides time evenly for everyone
   (B) it is different from clock time
   (C) it seems to pass quickly
   (D) it uses a 24-hour system

5. According to the passage, personal experience tells us that for different circumstances
   (A) different clocks should be used
   (B) our impression of how quickly time passes will vary
   (C) different standards of accuracy will apply
   (D) more interesting activities should be chosen

6. According to the passage, Einstein, when asked about psychological time,
   (A) declined to answer
   (B) commented on its stability
   (C) said that socializing was more time-consuming than tending the fire
   (D) observed that time seems to pass quickly or slowly according to our activity

EXERCISE 6D: More Practice Answering Questions on Facts and Details

Read the following passage. Circle the correct answer to each question.

The world above the forest floor can be observed by all of us. Rarely, however, do we take the time to notice the teeming life and bustling activity that occurs beneath the ground we walk on.

Line 5 Of all soil-dwelling creatures, the most abundant are mites and springtails, insect-like creatures that literally eat their way through caverns of subterranean vegetation. The tiny, eight-legged mites lay their eggs on plant matter, which their larvae then convert into fresh soil. The bright-colored springtails are named for their ability to leap long distances during their search for decomposed plant matter to eat.

Line 10 Both mites and springtails are prey to a host of soil-dwelling predators. They thus anchor one end of the food chain that extends to higher forms of forest “lowlife,” such as moles that feed on earthworms and shrews that eat beetles.

Line 15 Those mammals, in turn, dig tunnels that function as underground byways for other subterranean species. Hibernating chipmunks, turtles, and salamanders sift and mix the soil when they burrow to winter dens. Cottontails and gray foxes excavate shallow dens as sanctuary from predators and harsh weather, while gray squirrels, hiding acorns for the lean season, further blend the earth. From microbe to people, thousands of species work the land upon which all life depends.
1. The passage states that which of the following are the most numerous inhabitants of the soil?
   (A) Foxes and cottontails
   (B) Earthworms and ants
   (C) Mites and springtails
   (D) Shrews and moles

2. According to the passage, all of the following are true about mites and springtails EXCEPT
   (A) they make new soil
   (B) they resemble insects
   (C) they form the lower end of the food chain
   (D) they hibernate for the winter

3. An example of predator and prey given in this passage is
   (A) mites and springtails
   (B) turtles and salamanders
   (C) moles and earthworms
   (D) gray squirrels and acorns

4. Which of the following are mentioned in the passage as living underground during the winter?
   (A) Shrews
   (B) Foxes
   (C) Squirrels
   (D) Salamanders

5. According to the author, the contribution that all the animals mentioned in the passage make to their habitat is
   (A) they form the food chain
   (B) they work the soil
   (C) they find safety in the soil
   (D) they convert plant material to new earth

EXERCISE 6E: More Practice Answering Questions on Facts and Details

Read the following passage. Circle the correct answer to each question.

Only humans have a spoken, symbolic language; scientists have long thought that nonhuman primates had much less sophisticated communication systems. True, but chimpanzees use gestures and many voice sounds in the wild, while other apes use sounds to communicate territorial information. Chimpanzees seem to have a natural talent for learning symbolic language under controlled conditions. A famous chimpanzee named Washoe was trained to communicate with humans, using no less than 175 sign language gestures similar to those of the American Sign Language. After more than a year Washoe could associate particular signs with activities, such as eating and drinking. Another chimpanzee named Sarah was taught to read and write with plastic symbols and acquired a vocabulary of 130 different words, to the extent that she obeyed sequences of written instructions given with the symbols. But such experiments in communication with primates are a far cry from the versatility and grace of human speech.

1. According to the passage, all of the following are true of chimpanzee communication EXCEPT
   (A) it is less sophisticated than human language
   (B) it is observable in the wild
   (C) it uses gestures
   (D) it is as versatile as human communication

2. The passage states that the ability of chimpanzees to learn symbolic language in certain situations is due to
   (A) their territoriality
   (B) their use of gestures and voice sounds in the wild
   (C) their natural talent
   (D) their use of the American Sign Language
3. According to the passage, the chimpanzee Washoe
   (A) was able to associate some signs with activities after a year
   (B) used fewer than 175 signs to communicate
   (C) was fluent in the American Sign Language
   (D) could read and write

5. According to the author, spoken, symbolic language is
   (A) not a sophisticated communication system
   (B) only available to humans
   (C) shared by both humans and chimpanzees
   (D) similar to the language used by chimpanzees

4. The passage states that Sarah’s ability to read and write was judged by
   (A) the size of her vocabulary
   (B) her dexterity in using the plastic symbols
   (C) her obedience to instructions given in the symbol language
   (D) the number of symbol sequences that she could manipulate

See the Answer Key for an explanation of the answers to Exercises 6D and 6E.

R7 Check to Make Inferences

Questions on the Reading Comprehension Section of the TOEFL often ask you to use your understanding of the facts and details which are directly stated in a reading passage to make an inference (a prediction or conclusion) about the passage. Information that is not directly stated in the passage is said to be implied by the author. Questions about implied information may be about a part of the passage or about what came before or will come after the passage. You may be asked to draw conclusions about the passage itself, or to make predictions about another related situation.

Think about the following sentence and questions:

In last year’s competition, of the five contestants chosen, one was from White Springs, two from other towns in Idaho, and the rest from neighboring areas of the Pacific Northwest.

Using the facts of the text itself, we can make several inferences (conclusions based on facts) about this sentence.

▼ Explanation ▲

1. What or where is White Springs?
   We can infer that White Springs is a town in Idaho, based on the phrase other towns in Idaho.

2. Where is Idaho?
   We can infer that both White Springs and Idaho are in the Pacific Northwest, based on from neighboring areas of the Pacific Northwest.

3. How many contestants are from the rest of the Pacific Northwest?
   We can infer that there were two contestants from the neighboring areas of the Pacific Northwest by using simple arithmetic.

4. What type of competition might this be?
   We can infer something about the competition or contest. We can guess that it was a regional competition, rather than national, since all the contestants came from the same geographic area.

5. What probably preceded this sentence?
   We can infer that the information given before this sentence was probably about the contestants in this year’s competition, based on the phrase In last year’s competition.
Answer choices to TOEFL questions about implied information and prediction require students to:
1. understand what the question is asking and know where to find the answer in the passage;
2. relate the information in the answer choice to a synonym or paraphrase of information in the passage; and
3. determine what is true and not true in the answer choices.

Questions that ask you to make an inference or to predict are often worded in the following ways:

It can be inferred from the passage that . . .
Which of the following can be inferred from the passage?
The author implies in the passage . . .
Which of the following is the most likely . . .?
What did the paragraph preceding the passage most probably discuss?
What will the paragraph that follows this passage most likely discuss?
Which of the following generalizations is supported by the passage?

or occasionally:

Which of the following CANNOT be inferred from the passage?
REMEMBER: In this type of question, true answers are NOT correct.

Questions that ask you to make inferences are usually in order according to the information in
the passage. Use skills of skimming and scanning to locate the information in the passage that you
are asked to understand. Then, look for the relationships in the stated information. Also, use your
understanding of the author’s purpose and organization of the passage. Use logical reasoning to
draw conclusions and make predictions about the passage from information which is not
specifically stated.

EXERCISE 7A: Practice Making Inferences by Identifying Statements That Can Be Inferred from a Passage

Read the passages. Circle ALL of the answers that can be inferred from a passage.

1. When the Pilgrims arrived from England in 1620, they found the Native American
   communities devastated by a plague that eventually wiped out between 90 and 96 percent of
   the native inhabitants of southern New England.

   What can be inferred from the passage?
   (A) The Pilgrims arrived in southern New England.
   (B) The Pilgrims were also afflicted by the plague.
   (C) The Native Americans offered little resistance to the Pilgrims.
   (D) The plague began in England.

2. The fossils that have led to this new view of dinosaurs as migratory creatures have been found
   in Alaska, Canada, Greenland, and the former Soviet Union, as well as in Antarctica and
   southern Australia. At the time dinosaurs thrived near the poles, conditions there were
   radically different from those today. The planet was warmer, especially in these polar regions.

   What can be inferred from the passage?
   (A) Dinosaurs are usually thought of as sedentary creatures.
   (B) Dinosaurs migrated from Alaska to Australia.
   (C) The fossils have been found in polar regions.
   (D) The temperature at the poles today is cold.
3. A good source of vitamin B is kale. Spinach and escarole are other green leafy vegetables that provide this essential vitamin. Enjoy your daily salad, and you’ll have your vitamin B as well.

What can be inferred from the passage?
(A) Kale is a green leafy vegetable.
(B) Vitamin B is the most essential vitamin.
(C) Eating salad will guarantee good health.
(D) Kale, spinach, and escarole can be used in salads.

4. A popular vacation spot during summer months is Nags Head; its beaches, excellent surf fishing, and nearby historical sites make it one of North Carolina’s most popular seaside towns. Other resorts in neighboring southern states may provide more night life, but Nags Head attracts families year after year.

What can be inferred from the passage?
(A) Nags Head is in the South.
(B) You can see many children in Nags Head in July.
(C) Nags Head has many nightclubs and discotheques.
(D) Nags Head is on the coast.

5. A popular color for spring fashions is chartreuse. Gone are the dark and dreary browns and blacks of winter; “bright” is the tone for spring. Another green that is being shown this spring is moss green, with a somewhat softer hue.

What can be inferred from the passage?
(A) Chartreuse is a bright color.
(B) Brown is a good color for spring fashions.
(C) Chartreuse is a type of green color.
(D) Brown and black were popular colors in the winter.

6. From the dunes you get a view of the whole area, and the constant winds on the bluff provide today’s sky-gliders the same advantage afforded Orville and Wilbur Wright in 1900 as they prepared for the world’s first powered flight.

What can be inferred from the passage?
(A) The dunes are located higher than other land forms of the area.
(B) The dunes have served those interested in flying for many years.
(C) The Wrights had trouble sky-gliding and used power.
(D) Good winds are necessary for sky-gliding.

7. The first recorded European visit to the Outer Banks was made by Verazzano, who was in search of a route to the West. The area was referred to by Verazzano and his crew as Annunziata, which means “to announce.” But the name did not prevail because neither maps nor permanent settlements were made. When the English increased their visits to the area, they referred to it as New Brittain, and then later as Arcadia. The name Arcadia was taken from the ancient Greek city where the people had a simple, rustic lifestyle. However, this was the name given by people who did not reside in the Outer Banks. The name Arcadia didn’t stick.

What can be inferred from the passage?
(A) The Outer Banks are west of Europe.
(B) Verazzano had hopes for European settlements in the Outer Banks.
(C) The Outer Banks offers a simple, rustic lifestyle today.
(D) The English made permanent settlements in Arcadia.
8. The term “not worth a continental” became a popular reference to things of little value as a result of the inability of the government of the United States to pay for the Revolutionary War. Specifically, the federal government had no power to levy taxes that might transfer resources from the private sector to the public sector. To pay for needed weapons and soldiers, the federal government had only two other options, either (1) borrow money or (2) create new money. When loans proved to be inadequate, the Continental Congress started issuing new paper money—the “continental” dollar—in 1775. By the end of 1779, Congress had authorized issuance of over $250 million in Continental dollars. Fortunately, the war ended before the economy collapsed.

What can be inferred from the passage?
(A) The option of creating new money was not entirely successful.
(B) Two expenses of the Revolutionary War were weapons and soldiers.
(C) Most of the money at that time was held by the private sector.
(D) The federal government did not consider the option of loans.

9. Fundamental to the theory of plate tectonics is the assumption that while all the plates seem to be moving at different relative speeds—ranging from a fraction of an inch to a maximum of five inches a year—the whole jigsaw puzzle of plates is interlinked. No one plate can move without affecting others, and the activity of one can influence another thousands of miles away. The Atlantic Ocean could not be getting wider—as it is with the spreading of the African Plate away from the South American Plate—if the Pacific sea floor were not being consumed in deep oceanic trenches faster than it is created at the Pacific ridges. The plates move rapidly by geological standards: two inches per year—to pick a typical speed—up to 30 miles in one million years. It took only 150 million years for a mere fracture in an ancient continent to turn into the Atlantic Ocean.

What can be inferred from the passage?
(A) As the Atlantic is getting wider, the Pacific Ocean is getting narrower.
(B) Plate tectonics is a complex, interrelated system.
(C) The Atlantic Ocean used to be a continent.
(D) Geological standards of time are faster than normal standards of time.

10. During the Great Depression of the 1930s, unemployment affected as much as twenty-five percent of the labor force. Today’s federal system of social welfare programs did not exist then, so the families of most of the unemployed went hungry. Since that time, we have progressed both in maintaining higher levels of employment and in providing support services to the unemployed. However, unemployment is still a threat in certain industries and for certain groups, especially among minority youth first entering the labor force. Unemployment is a waste of human resources, and represents a drain on public budgets and on the life savings of individual families.

What can be inferred from the passage?
(A) Unemployment caused many hardships for families during the Great Depression.
(B) Figures for today’s unemployment are higher than in the 1930s.
(C) Unemployment is a special threat to a black teenager.
(D) Programs to support the unemployed are funded by the federal government.

To be successful answering TOEFL questions that ask you to make inferences, use your knowledge of signal words. Words that signal relationships between ideas in a reading passage give valuable clues about information that is not directly stated in a reading passage. Review the signal words studied in RV4 and those listed in the Writing Appendix, #1, pages 500-501.
EXERCISE 7B: Practice Identifying and Understanding Words That Signal Relationships in a Reading Passage

Use the words to predict what information will follow. Circle the letter of the answer that would best complete each statement.

1. Whereas the fiscal policy of Keynes required the federal government to spend large amounts of money, economists today
   (A) are looking for ways to utilize the private sector.
   (B) are in favor of even more government spending.

2. High-impact aerobics has been associated with high injury rates, and recently instructors have begun teaching low-impact aerobics. However, it appears that low-impact aerobics is not void of injuries. In short,
   (A) low-impact aerobics offers people a good alternative for safer exercise programs.
   (B) no exercise program is entirely injury-free.

3. Herbicides, like all chemicals sprayed in the environment, have some adverse affects. Not only have earthworms and other soil microorganisms been killed by some herbicides, but also
   (A) much needed insect predators have been destroyed by these chemicals.
   (B) these chemicals are often used in powder form.

4. However dismal the outlook for world peace today may seem,
   (A) people will continue to search for alternatives to global warfare.
   (B) peace will not occur in the next decade.

5. Noam Chomsky, apart from his work as a linguist,
   (A) continues to lecture on language theory.
   (B) is well known for his outspoken views in politics.

6. The talks between the labor union and the company’s owners seemed hopeless. Even protests from the workers themselves
   (A) failed to resolve the issues.
   (B) helped to bring about a compromise solution.

7. When FM broadcasting began to develop, the industry treated it as a minor novelty. Its success today is due to its technical superiority to AM. In particular,
   (A) FM stations are virtually static-free and transmit music with greater fidelity in stereophonic sound.
   (B) FM stations can target their programming to audience segments with special listening interests.

8. At present, the 30,000 tons of trash Burlingtonians generate each year are collected by 14 individual companies. Critics contend this system is irrational, since certain streets are served by as many as four different carters. Their new proposal suggests that the trash removal system be revised in such a way as to
   (A) collect more trash.
   (B) reduce the number of carters involved.
9. What is disturbing about the projected tax plan is not so much the amount of money to be raised but the type of tax being proposed. Taxpayers, therefore, are asking for more information about
(A) what the tax monies will be spent for.
(B) who will be asked to pay the taxes.

10. Students in today’s undergraduate colleges are being asked to specialize before they have acquired the general cultivation that would acquaint them with the ideas and disciplines that are the components of culture. Moreover,
(A) the humanities, as currently taught and studied, are as much addicted to specialized scholarship as are the scientific departments to highly specialized research.
(B) the cultural events that are a part of every college campus are today widely diversified and give a good overview of both our past and our future.

EXERCISE 7C: Practice Making Inferences and Understanding Implied Information

Read the following passage. Circle the correct answer to each question.

Only two spiders found in the continental United States are deadly to humans: the black widow and the brown recluse. The black widow is found in all the 48 contiguous states, more commonly in the South and West than in the North. Crabill describes it as “a shy and retiring spider that doesn’t go looking for trouble.” The black widow’s bite is excruciatingly painful. “Sometimes even morphine won’t knock out the pain.” Crabill says.

But at least a black widow’s bite can be treated; there is no effective treatment for a brown recluse’s bite. This spider, sometimes called the violin spider because of a violin-like marking on its upper body, is found predominantly in the South, especially in the Gulf States, and in the West. They are far more to be feared than the U.S. tarantula. Crabill explains:

“All tarantulas native to the United States are not known to be hazardous to life, although they will bite. As you get down into the New World tropics, some are extremely dangerous, and here is where you get into trouble with tarantulas as pets. The only safe rule is: If you don’t know where it came from, don’t handle it.”

1. All of the following could be inferred from the passage about the brown recluse
EXCEPT
(A) it is more deadly than the black widow
(B) it can be handled easily
(C) it is more common in the southern states
(D) it is distinctively marked

2. It can be inferred from the passage that morphine is
(A) good for killing black widow spiders
(B) a painkiller
(C) a total cure for a spider bite
(D) sold mostly in the South and West

3. The author implies in the passage that tarantulas
(A) are found only in the New World tropics
(B) make good pets
(C) are a kind of spider
(D) should never be handled by humans

4. It can be inferred from the passage that Crabill
(A) has never seen a tarantula
(B) is an expert on spiders
(C) probably has a New World tarantula as a pet
(D) would not use morphine for a spider bite

294 Reading Comprehension
EXERCISE 7D: More Practice Making Inferences and Understanding Implied Information

Read the passage. Circle the correct answer to each question.

Elements may be the basic building blocks of matter, but what—if anything—makes up the elements? In other words, what would be the result of taking an element, a piece of gold, for example, and cutting it in half, and in half again, ad infinitum. We would soon reach the point of having such a small piece of gold that it would be beyond our ability to cut it. It is at times like these when scientists must use their knowledge about how elements react to continue the experiment in their minds. Scientists have done just that and have agreed that if they continue to cut a piece of gold in half, they would eventually reach a particle called the atom (in this case, an atom of gold). The atom is the smallest part of an element that retains the chemical properties of the element. One gold atom is so small that billions of them are required to make a tiny speck of gold that can be seen with a microscope. The atom, therefore, is the basic particle which constitutes the elements. Gold is composed of gold atoms, iron of iron atoms, and oxygen of oxygen atoms.

1. What did the paragraph preceding this one most probably discuss?
   (A) Elements as they are essential to matter  
   (B) Minerals other than gold  
   (C) The scientific method of inquiry  
   (D) Scientific experiments

2. All of the following can be inferred from the passage EXCEPT
   (A) matter is made up of atoms  
   (B) each element is composed of its own type of atoms  
   (C) the gold atom is the smallest particle known to science  
   (D) one atom of gold cannot be seen with a regular microscope

3. The author implies in the passage that scientists
   (A) apply their knowledge through abstract thinking  
   (B) are more concerned with atoms than with elements  
   (C) had difficulty cutting the gold in half  
   (D) don’t often agree with each other

4. This passage would most likely appear in which of the following course books?
   (A) A history book  
   (B) A biography of a scientist  
   (C) An introductory chemistry book  
   (D) A book on mineralogy
Trucks rank high in meeting the transportation needs of most manufacturers. They are the most frequently used form of transportation, for two reasons: (1) they offer door-to-door delivery from the manufacturer to the customer without intermediate unloading, and (2) they operate on public highways that do not require an expensive terminal or right-of-way as airlines and railroads do. The main drawback of trucks is that they cannot carry all types of cargo. Federal regulations limit weight loads and truck dimensions, so trucks cannot cost-effectively haul heavy, bulky commodities like steel or coal.

Trucks can now carry larger loads on interstate highways, thanks to a 1983 law permitting the use of tandem trailers—two trailers hooked together and pulled by a single cab. Even with this change in federal rules, however, certain types of cargoes, such as gases, are difficult to handle by truck. Other types of transportation are more suited to these cargoes.

1. It can be inferred from the passage that truck transportation would be LEAST effective for which of the following commodities?
   (A) Computers
   (B) Iron ore
   (C) Canned food
   (D) Paper products

2. It can be inferred from the passage that trucks meet all of the following criteria for transportation EXCEPT
   (A) direct delivery of product
   (B) low expenses for handling product
   (C) low overhead for storage of product
   (D) diversified cargoes

3. The author implies in the passage that federal regulation of trucks
   (A) is stricter today than ever
   (B) is paid for by the manufacturers
   (C) has been more lenient since 1983
   (D) forbids trucks to handle gases

4. The passage following this one will most likely discuss
   (A) more specific federal regulations on trucks
   (B) other transportation systems
   (C) interstate truck routes most commonly used
   (D) cargoes shipped by tandem trailers

See the Answer Key for an explanation of the answers to Exercises 7C–7E.
R✓8  Check the Attitude of the Author and the Tone of the Passage

A question on the TOEFL that asks about the attitude of the author or the tone of the passage requires that you think about the whole passage. Most often reading passages on the TOEFL give information in an objective way, and the author’s point of view is neutral. The tone of these passages is informational. However, in some passages the author may express how he or she feels about the topic, the ideas, or the issues that he or she has written about. In these passages you should look for words that show an emotion or a strong point of view. Recognizing these words will help you to understand the attitude of the author and the tone of the passage.

### Model

We must realize the futility of trying to impose our will upon our children. No amount of punishment will bring about lasting submission. Today’s children are willing to take any amount of punishment in order to assert their “rights.” Confused and bewildered parents mistakenly hope that punishment will eventually bring results, without realizing that they are actually getting nowhere with their methods. At best, they gain only temporary results from punishment. When the same punishment has to be repeated again and again, it should be obvious that it does not work.

1. Which of the following best describes the author’s attitude toward punishment in the passage?
   
   (A) Sympathetic
   (B) Indifferent
   (C) Approving
   (D) Critical

2. What is the tone of the passage?
   
   (A) Descriptive
   (B) Sarcastic
   (C) Cautionary
   (D) Informational

Answers:

▼ Explanation ▲

The correct answer to Question 1 is (D) Critical. Key words and phrases in the passage that will help you to understand the author’s attitude are the *futility of trying to impose our will*, *No amount of punishment will bring about lasting submission*, parents mistakenly hope *getting nowhere with their methods*, *At best temporary results*, and *it does not work*. The author’s statements about punishment show that he or she is against punishment and thinks punishment is ineffective. You can discount answers (A), (B), and (C) because they do not restate the author’s attitude.

The correct answer to Question 2 is (C) Cautionary. Throughout the passage the author is warning parents not to use punishment because it is ineffective. The tone of the passage reflects this warning. Answers (A), (B), and (D) do not describe a warning.
Answer choices about the attitude of the author and the tone of the passage require students to:
1. understand the meaning of the words used to describe the attitude of the author and the 
tone of the passage; and,
2. recognize the key vocabulary that reflects attitude or tone.

Questions about the attitude of the author and the tone of the passage are often worded in 
this way:

Which of the following best describes that author's attitude toward . . . in the passage?
What is the tone of the passage?

EXERCISE 8A: Words Describing the Author’s Attitude and the Tone of a Passage

Match the word on the left with the best explanation on the right. Then, write the letter of the 
correct explanation in the space provided. Use your dictionary if you need help.

<table>
<thead>
<tr>
<th></th>
<th>1. emotional</th>
<th>A. disinterested; neutral</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. informative</td>
<td>B. trying to change an attitude, an opinion, or a behavior</td>
</tr>
<tr>
<td></td>
<td>3. humorous</td>
<td>C. objective; factual reporting; neutral</td>
</tr>
<tr>
<td></td>
<td>4. descriptive</td>
<td>D. angry</td>
</tr>
<tr>
<td></td>
<td>5. sarcastic</td>
<td>E. giving chronological facts about the past</td>
</tr>
<tr>
<td></td>
<td>6. complimentary</td>
<td>F. showing emotion; happy, sad</td>
</tr>
<tr>
<td></td>
<td>7. critical</td>
<td>G. making fun of something</td>
</tr>
<tr>
<td></td>
<td>8. indifferent</td>
<td>H. disagreeing with something</td>
</tr>
<tr>
<td></td>
<td>9. sympathetic</td>
<td>I. giving reasons and support for a point</td>
</tr>
<tr>
<td></td>
<td>10. cautionary</td>
<td>J. funny</td>
</tr>
<tr>
<td></td>
<td>11. persuasive</td>
<td>K. worried; very interested; distressed</td>
</tr>
<tr>
<td></td>
<td>12. explanatory</td>
<td>L. agreement with a point; showing understanding</td>
</tr>
<tr>
<td></td>
<td>13. outraged</td>
<td>M. describing something—a process, a place, a person</td>
</tr>
<tr>
<td></td>
<td>14. concerned</td>
<td>N. giving a warning</td>
</tr>
<tr>
<td></td>
<td>15. historical</td>
<td>O. showing approval or praise</td>
</tr>
</tbody>
</table>

EXERCISE 8B: Practice Identifying the Author’s Attitude and the Tone of a Passage

Read the sentences. Then, from the list below, choose the word that best states the attitude or tone 
of the passage and write it in the space provided. Use each word only once.

descriptive        explanatory
critical           concerned
advisory           approving

298 Reading Comprehension
1. Jefferson, although elected a member of the Virginia Convention, had not wished to delay longer his return to Philadelphia, where he took his seat again on May 14. On the following day, May 15, Congress passed a resolution recommending that the separate colonies establish for themselves the new forms of government of their choice.

2. Travelers with a history of motion sickness—including nausea, dizziness, and cold sweats—may want to take steps to avoid these uncomfortable symptoms. Avoid heavy meals, dairy products, and alcohol just before your trip.

3. The African elephant, earth’s largest land animal, is under unprecedented assault. Elephant numbers have been reduced from an estimated 1.2 million in 1981 to approximately 750,000 in 1988. The disastrous decline of elephant populations, primarily due to poaching and illegal trade in ivory, is one of the major conservation problems facing Africa.

4. Horses are timid by nature. Their natural defense lies in speed of flight—which is why a frightened horse tries to bolt. If cornered, they will defend themselves by biting or by turning around and kicking. Stallions, by nature, are more prone to rear up and strike out with their forelegs, while mares are more likely to kick out with their hind legs and to be uncertain in temperament, especially when in season.

5. The term “mother earth” is not only self-limiting, but it also conflicts with the relationship we need to develop with our planet. After all, we leave our mothers, and as women our mothers are often exploited and abused. The built-in biases associated with “mother” should not be passed on to the earth.

6. In her first poem, the commonplace is transformed into art. Her poetic voice becomes distinctive and quite possibly distinguished. This poem points to the direction in which her best poetry is likely to move as her voice matures.

7. The great blue heron is a picturesque, aristocratic, long-legged wading bird. Many people call it the Blue Crane. But although it bears some resemblance to this family, it is not a crane, for cranes fly with necks outstretched like geese. The great blue heron flies with its long neck looped and the slender, black-crested head resting almost on the shoulders. In flight, long legs trail straight behind the short tail. Powerful wings beat slowly, steadily, almost rhythmically. When standing on stilt-like legs, the heron reaches a height of four feet, although it weighs something less than eight pounds.
EXERCISE 8C:  More Practice Identifying the Author’s Attitude and the Tone of a Passage

Read the passage and answer the questions about the author’s attitude and the tone of the passage. Circle the correct answer to each question.

Our forebears had a deep respect for tradition and the accepted way of doing things. It was their complete adherence to rules that enabled them to do many things so well. Because all people helped with the construction of their own house, I assume that building knowledge was passed from generation to generation. Often, in the crudest early implements there can be found a beading or indented decoration worthy of the most sensitive artisan; in the simplest house framing one can see touches in hand-hewn beams that show a knowledge of classic architecture. Ira Allen, brother of Ethan Allen, wrote of Vermont, “I am really at a loss in the classification of the inhabitants here. They are all farmers, and again every farmer is a mechanic in some way or other, as the inclination leads or necessity requires. The hand that guides the plow most frequently constructs it.”

1. What is the author’s attitude toward the workmanship of people who lived in the past?
   (A) Indifferent
   (B) Critical
   (C) Admiring
   (D) Sarcasm

2. What is the tone of the passage?
   (A) Sad
   (B) Complimentary
   (C) Critical
   (D) Humorous

EXERCISE 8D:  More Practice Identifying the Author’s Attitude and the Tone of a Passage

Read the passage and answer the questions about the author’s attitude and the tone of the passage. Circle the correct answer to each question.

There is reason today to reflect on the state of higher learning in America in its mission to teach the ordinary student to be a cultured person. The trouble is not simply that the sciences have displaced the humanities. The humanities, as currently taught and studied, are as much addicted to specialized scholarship as are the scientific departments to highly specialized research. The trouble rather is that the broadly educated generalist has become an endangered species. The ever-increasing specialization of knowledge in all fields has almost completely displaced the generalist.

In most of our colleges, the elective system reigns supreme. Its only requirement—the choice of a major in one field of subject matter and a minor in another—compels students to specialize before they have acquired the general cultivation that would acquaint them with the ideas and disciplines that are the components of human culture.

1. What is the author’s attitude in the passage toward higher education in America?
   (A) Understanding
   (B) Disinterested
   (C) Disapproving
   (D) Emotional

2. What is the tone of the passage?
   (A) Neutral
   (B) Concerned
   (C) Descriptive
   (D) Inspirational

See the Answer Key for an explanation of Exercises 8C and 8D.
Reading Comprehension Checkpoint Test Two for R✓1 through R✓8

Allow yourself 50 minutes to complete this checkpoint test. There are six passages and 46 questions.
Circle the letter of the correct answer to each question.

Questions 1–9

Spiders produce three basic types of webs. The sheet web is a two-dimensional layer of threads seemingly laid out at random. The space web is a three-dimensional, wispy structure. The orb web, by far the most familiar, is the two-dimensional cartwheel pattern.

(5) Of the 30,000 spider species, some 6,000 are orb spinners. For three decades Dr. Peter N. Witt has studied orb spinners, especially a species called *Araneus diadematus*, and their webs. Witt is a German-born medical doctor and self-taught arachnologist, whose passion is to understand the ways of spiders. Witt has delved deeply into the behavior of spiders and vastly expanded our knowledge about orb spinners and their webs. Some of his findings have even amazed other arachnologists.

(10) "We have actually compared human building activities to spider building, and we find an enormous amount of parallel between the two," Witt says. For one thing, just like their human counterparts in the building trades, orb spinners erect a form of removable scaffolding as they weave their webs.

Orb spinners are solitary creatures who dwell one to a web. The web is home, food source, and mating ground, and it is guarded aggressively. When a male arrives at mating time, the courtship ritual is an intricate set of advances and retreats until the female is finally won over and no longer tries to kill her would-be lover.

(15) Orb spinners each weave a new web every day, working in the predawn darkness and executing the distinctive pattern of concentric circles and radial lines in a half hour or less. "There is nothing as important as web building, because without the web there is no food," Witt says.

1. The topic of this passage is
   (A) spiders
   (B) different types of webs spiders make
   (C) Dr. Peter N. Witt
   (D) orb spinners and their webs

2. According to the passage, the difference between the sheet web and the orb web is
   (A) the pattern
   (B) the size
   (C) the texture
   (D) the length of threads spun by the spiders

3. The phrase "at random" in line 2 is closest in meaning to
   (A) arbitrarily
   (B) quickly
   (C) deftly
   (D) incongruously

4. We can infer from the passage that an arachnologist is
   (A) a photographer
   (B) a medical doctor
   (C) a person who studies spiders
   (D) a person who intensely dislikes spiders

5. The word "their" in line 14 refers to
   (A) humans who build
   (B) other arachnologists
   (C) Witt and his associates
   (D) orb spinners

6. According to the passage, web-making by spiders and human building activities are
   (A) both dependent on removable scaffolding
   (B) hard to compare
   (C) simple to analyze
   (D) lengthy procedures
7. The word “it” in line 18 refers to
   (A) the web
   (B) the food source
   (C) the female spider
   (D) the mating ground

8. We can infer that the female orb spinner is NOT
   (A) hard-working
   (B) cautious
   (C) solitary
   (D) easily wooed

Questions 10–17

For any business, the cost of transportation is normally the largest single item in the overall cost of physical distribution. It doesn’t necessarily follow, though, that a manufacturer should simply pick the cheapest available form of transportation. Many companies today use the total physical distribution concept, an approach that involves maximizing the efficiency of physical distribution activities while minimizing their cost. Often, this means that the company will make cost tradeoffs between the various physical distribution activities. For instance, air freight may be much more expensive than rail transport, but a national manufacturer might use air freight to ship everything from a single warehouse and thus avoid the greater expense of maintaining several warehouses.

When a firm chooses a type of transportation, it has to bear in mind its other marketing concerns—storage, financing, sales, inventory size, and the like. Transportation, in fact, can be an especially important sales tool. If the firm can supply its customers’ needs more quickly and reliably than its competitors do, it will have a vital advantage: so it may be more profitable in the long run to pay higher transportation costs, rather than risk the loss of future sales. In addition, speedy delivery is crucial in some industries. A mail-order distributor sending fruit from Oregon to Pennsylvania needs the promptness of air freight. On the other hand, a manufacturer shipping lingerie from New York to Massachusetts may be perfectly satisfied with slower (and cheaper) truck or rail transport.

10. The passage supports which of the following statements?
   (A) Businesses should use the least expensive form of transportation.
   (B) Transportation is an important aspect of business.
   (C) Rail transportation is usually better for companies because it is cheaper than air transport.
   (D) Most manufacturers choose the fastest form of delivery.

11. According to the passage, all of the following would influence the type of transportation that a company might choose EXCEPT
   (A) the type of goods to be shipped
   (B) the expense of the shipping
   (C) the time it takes for delivery
   (D) the size of its warehouses
12. The author states in the passage that the total physical distribution concept (A) is based on the capability and cost-effectiveness of a transportation system (B) advocates the use of air freight because of its efficiency (C) suggests trading goods for transportation services (D) relies on using warehouses for storing goods

13. The phrase “cost tradeoffs” in line 7 means that companies (A) sometimes engage in bartering goods (B) may choose an expensive form of transportation if costs can be cut in another area (C) prefer warehouses to air transportation (D) rarely use rail transport

14. It can be inferred from the passage that transportation is (A) important to continued successful sales (B) independent of other business concerns (C) not used effectively by businesses (D) too expensive for most mail-order industries to use

15. We can conclude from the passage that a business that deals in perishable goods would probably choose to ship by (A) rail (B) truck (C) air freight (D) any type of cheap transport

16. The word “its” in line 15 refers to which of the following? (A) competitors (B) firm (C) customers (D) sales tool

17. This passage would probably be assigned reading in which of the following academic courses? (A) Marketing (B) Statistics (C) Mechanical engineering (D) History
Insect control is only one of the problems being addressed by cooperative agricultural research teams. Besides the problem of pests, great quantities of food are lost by improper threshing methods and by poor handling, storage, and food preservation.

Fermentation and mold during wet-season crop harvesting and badly organized drying and milling facilities lose much grain. Grain dryers that work for North America may be useless in tropical climates. Grain bins designed for gentle prairie winds are no good for Africa's blazing sun. Developing the right storage facilities for local conditions is a great need.

18. This passage mainly discusses
(A) insect control
(B) food harvesting and storage
(C) tropical climates
(D) grain loss

19. The word "addressed" in line 1 is closest in meaning to
(A) dealt with
(B) mailed to
(C) neglected
(D) marketed

20. According to the passage, one problem leading to crop loss is
(A) poor planting methods
(B) damage from vandals
(C) proper transportation of food products
(D) harvesting procedures during rainy seasons

21. What did the paragraph preceding this passage most probably discuss?
(A) Proper threshing methods
(B) Food preservation
(C) Insect control
(D) Agriculture in North America

22. It can be inferred from the passage that
(A) agricultural facilities used in North America are not appropriate in all parts of the world
(B) drying food is easy in tropical climates
(C) African storage facilities are superior to North American ones
(D) pest control is the biggest problem facing agricultural research today

23. The author implies in the passage that agricultural research
(A) disregards climatic conditions in its studies
(B) is making insignificant contributions to tropical agriculture
(C) will continue to investigate storage facilities for food
(D) is primarily taking place in North America
Noise is a given in our everyday lives. From the moment the alarm clock buzzes or the garbage trucks rouse us, to the time we fall asleep despite the neighbor's stereo, we accommodate noisy intrusions.

Studies suggest that we pay a price for adapting to noise: higher blood pressure, heart rate, and adrenaline secretion—even after the noise stops; heightened aggression; impaired resistance to disease; a sense of helplessness. In terms of stress, unpredictability is an important factor. Studies suggest that when we can control noise, its effects are much less damaging.

Although there are no studies on the effects of quiet in repairing the stress of noise, those who have studied the physiological effects of noise believe that quiet provides an escape. Most people who work in a busy and fairly noisy environment love quiet and need it desperately.

We are so acclimated to noise that complete quiet is sometimes unsettling. You might have trouble sleeping on vacation in the mountains, for example, without the background sounds of traffic. But making the effort to find quiet gives us a chance to hear ourselves think, to become attuned to the world around us, to find peacefulness and calm. It provides a serene antidote to the intrusively loud world we live in the rest of the day.

24. This passage mainly discusses
   (A) life in the city
   (B) the effect of noise on our lives
   (C) diseases related to stress
   (D) why quiet is hard to find

25. We can infer from the passage that the author is writing for which group of people?
   (A) People who live in the country
   (B) Vacationers
   (C) City-dwellers
   (D) Doctors

26. What is the author's attitude toward noise in the passage?
   (A) Humorous
   (B) Critical
   (C) Emotional
   (D) Indifferent

27. According to the passage, noise causes all of the following EXCEPT
   (A) oversleeping
   (B) stress
   (C) higher blood pressure
   (D) heightened aggression

28. The author indicates in the passage that stress from noise occurs mainly
   (A) in the morning
   (B) when we can't control it
   (C) in the mountains
   (D) from traffic

29. The phrase "pay a price for" in line 4 could best be replaced by which of the following?
   (A) suffer from
   (B) lose money because of
   (C) work hard
   (D) indulge in

30. The word "unsettling" in line 15 could best be replaced by which of the following?
   (A) rewarding
   (B) necessary
   (C) unavoidable
   (D) disturbing

31. The word "it" in line 18 refers to
   (A) peacefulness and calm
   (B) the world around us
   (C) quiet
   (D) thinking
The killer sea waves known as tsunamis are so quiet in their approach from afar, so seemingly harmless, that until recently their history has been one of surprise attack.

Out in the middle of the ocean, the distance between tsunami wave crests can be 100 miles and the height of the waves no more than three feet: mariners can ride one and suspect nothing. At the shoreline, the first sign is often an ebbing of the waters that leaves fish stranded and slapping on the bottom. However, this is not a retreat but rather a gathering of forces. When the great waves finally do strike, they rear up and batter harbor and coast, inflicting death and damage.

These seismic sea waves—or tidal waves, as they are sometimes called—bear no relation to the moon or tides. And the word “tsunami,” Japanese for “harbor wave,” relates to their destination rather than their origin. The causes are various: undersea or coastal earthquakes, deep ocean avalanches or volcanism. Whatever the cause, the wave motion starts with a sudden jolt like a whack from a giant paddle that displaces the water. And the greater the undersea whack, the greater the tsunami’s devastating power.

In 1883, Krakatoa volcano in the East Indies erupted, and the entire island collapsed in 820 feet of water. A tsunami of tremendous force ricocheted around Java and Sumatra, killing 36,000 people with walls of water that reached 115 feet in height.

In 1946 a tsunami struck first near Alaska and then, without warning, hit the Hawaiian islands, killing 159 people and inflicting millions of dollars of damage. This led to the creation of the Tsunami Warning System, whose nerve center in Honolulu keeps a round-the-clock vigil with the aid of new technology. If the seismic sea waves are confirmed by the Honolulu center, warnings are transmitted within a few hours to all threatened Pacific points. While tsunami damage remains unavoidable, lives lost today are more likely to be in the tens than in the thousands. Tsunamis have been deprived of their most deadly sting—surprise.
32. The author's main point in this passage is that
   (A) seismic sea waves today are carefully monitored and cause less damage than in the past
   (B) tsunamis can do little damage when they strike
   (C) there is little possibility of avoiding tidal waves once they are in motion
   (D) we need better equipment to track the movements of tsunamis

33. According to the passage, seismic sea waves
   (A) are easily detected by fishermen
   (B) are named “tsunami” for the origin of the wave in the harbor
   (C) are called tidal waves because of their relation to the moon
   (D) originate far from the place where they strike

34. In line 16, why does the author mention “a giant paddle”?
   (A) To make a comparison
   (B) To give a definition
   (C) To draw a conclusion
   (D) To make a suggestion

35. The word “devastating” in line 17 is closest in meaning to
   (A) shocking
   (B) destructive
   (C) relative
   (D) accelerating

36. According to the passage, all of the following are possible causes for seismic sea waves EXCEPT
   (A) earthquakes near a coastline
   (B) tides
   (C) avalanches underwater
   (D) volcanos

37. The phrase “a round-the-clock vigil” in line 25 is closest in meaning to
   (A) a good count
   (B) a constant watch
   (C) a careful record
   (D) an open line

38. The tone of this article can best be described as
   (A) informative
   (B) exaggerated
   (C) indignant
   (D) humorous

39. According to the passage, the Tsunami Warning System was created because of
   (A) the availability of new technology
   (B) the nervous state of people in Honolulu
   (C) the occurrence of the 1946 tsunami
   (D) the loss of millions of lives
For several decades, psychologists have been doing extensive research on a subject that affects millions of us: hobbies. According to their findings, a person's choice of hobby can be almost as revealing as his reaction to an inkblot.

(5) Investigators found that a clearly distinguishable pattern exists between hobby preferences and personality. Scientists now say that they are in a position to study your hobby and come up with a fairly accurate estimate of your emotional maturity, level of intelligence, and distinguishing personality traits.

(10) This is because people generally pick a hobby of their own free will. As a parallel, a person choosing a mate employs a method of selection that reflects his or her intellectual and emotional maturity; the same process is at work in choosing a hobby.

(15) A hobby is never a task, but a form of living expression that complements and augments one's own personality.

40. This passage mainly discusses
   (A) psychologists' preferred hobbies
   (B) benefits of having a hobby
   (C) hobbies and personality traits
   (D) useful leisure time activities

41. The word "findings" in line 2 is closest in meaning to
   (A) inventions
   (B) decisions
   (C) interests
   (D) results

42. It can be inferred from the passage that a reaction to an inkblot
   (A) is used to reveal a person's personality
   (B) is one kind of hobby
   (C) is being extensively investigated today
   (D) is the author's favorite hobby

43. The author implies in the passage that hobbies are
   (A) only for the emotionally mature
   (B) something most people have
   (C) as important as a mate
   (D) very time-consuming endeavors

44. The word "this" in line 10 refers to
   (A) the ability of scientists to match hobbies with personal characteristics
   (B) the need for people to choose an appropriate hobby
   (C) extensive research of psychologists
   (D) the ability of scientists to give advice on how free time is best used

45. According to the passage, a person's choice of hobby can tell scientists about all of the following EXCEPT
   (A) level of intelligence
   (B) probable choice of mate
   (C) emotional maturity
   (D) special personality traits

46. As used in line 15, the word "augments" is closest in meaning to
   (A) reveals
   (B) misconstrues
   (C) extends
   (D) affects
On the following pages you will find a practice section test for Section Three of the TOEFL Reading Comprehension.

Allow yourself 55 minutes to complete this test.

Use the third part of the SECTION TESTS ANSWER SHEET, numbers 1–50, from the General Appendix, #3, page 508 to record your answers.

When answering each question, use the strategies and skills you have reviewed in the preceding chapter.

Score your test using the Answer Key. Next to each answer in this key is the number of the checkpoint that is being tested in the corresponding Reading Comprehension Section Test questions. Use these numbers to determine which checkpoints, if any, you need to study again.

Estimate your TOEFL score for this section test using Score Conversion Table 1 in the General Appendix, #2, page 505.
Section 3
Reading Comprehension

Time: 55 minutes

Directions: In this section you will read several passages. Each one is followed by several questions about it. For questions 1–50, you are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is stated or implied in that passage.

Read the following passage:

The flamingo is a beautiful water bird with long legs and a curving neck like a swan’s. Most flamingos have deep red or flame-colored feathers with black quills. Some have pink or white feathers. The long legs and webbed feet are well suited for wading. The flamingo eats in a peculiar manner. It plunges its head underwater and sifts the mud with a fine hairlike “comb” along the edge of its bent bill. In this way, it strains out small shellfish and other animals. The bird nests on a mound of mud with a hollow on top to hold its single egg. Flamingos are timid and often live together in large colonies. The birds once lived in the southern United States, but plume hunters killed them faster than they could breed, and the flamingo no longer lives wild in the United States.

Example I

The flamingo can eat shellfish and other animals because of its

(A) curved neck
(B) especially formed bill
(C) long legs
(D) brightly colored feathers

Sample Answer

According to the passage, the flamingo sifts mud for food with “a fine hairlike ‘comb’ along the edge of its bent bill.” Therefore, you should choose (B).

Example II

In line 6, the phrase “strains out” is closest in meaning to

(A) propels
(B) exerts pressure on
(C) separates
(D) rejects

Sample Answer

The phrase “strains out” is closest in meaning to “separates.” Therefore, you should choose (C).

Now begin work on the questions.

Go on to the next page
Questions 1–10

One of the most mysterious things in nature is the ability of certain creatures to find their way home, sometimes from great distances. Birds are not the only ones who can do this. Bees, eels, and salmon are able to return to a particular place after long journeys, too.

Most migrations take place between breeding grounds and regions where animals feed. For some animals, such as the lemming, the move is a one-way trip. Some scientists call this movement emigration, because these animals never return to their homes. For other animals, such as birds, the migration includes a return trip home. Birds move in periodic migrations, or at regular times during their lives, and often to the same place year after year.

Many experiments have been made with birds in an attempt to find out what guides them on their way home. In one case, seven swallows were taken 400 miles from home. When they were set free, five of them returned to their nests. In another case, a certain kind of sea bird was taken from its nest off the Welsh coast to Venice by plane. When it was released, it made its way home to its nest, a distance of 930 miles if it flew in a straight line.

Migrating birds offer an even more amazing example of this ability. There are swifts and house martins that migrate from England to South Africa every year. They not only return to England the next spring, but many of them come back to nest in the very same house where they nested the year before. They fly the incredible distance of 6,000 miles, one way.

Certain types of butterflies migrate, too, and find their way home over long distances. In the tropics one can sometimes see great mass flights of butterflies all flying steadily in one direction. They may go a thousand miles and more and then return again in another season.

Despite all the efforts that have been made to explain how these creatures find their way home, we still have no sure explanation. Since many of the birds fly over great bodies of water, we can't explain it by saying they use landmarks to guide them. Just to say they have an "instinct" doesn't really explain the right conditions. The reason they do it may be to obtain food or to reproduce under the right conditions. But the signals and guideposts they use on their flights are still a mystery to man.

1. What does this passage mainly discuss?
   (A) How migratory creatures find their way home
   (B) Popular places for migration
   (C) Why animals migrate
   (D) The emigration patterns of butterflies

2. According to paragraph 2, the main difference between animal emigration and animal migration is
   (A) the breeding places
   (B) the route taken
   (C) the time spent
   (D) the final destination
3. In paragraph 5 the author mentions butterflies in order to
   (A) include the tropics in the discussion of migration
   (B) give another example of migratory creatures
   (C) show that these small flying creatures don’t get lost
   (D) show that butterflies are sturdy creatures

4. In line 17 the phrase “this ability” refers to
   (A) the ability to fly without stopping
   (B) the ability to build nests year after year
   (C) the ability to find their way home
   (D) the ability to fly in a straight line

5. According to the passage, swallows travelling from South Africa to England
   (A) cover a relatively short distance
   (B) often return to precisely the same point each year
   (C) may not return for a number of years
   (D) rebuild the same type of nest in similar locations each spring

6. The word “mass” in line 23 is closest in meaning to
   (A) visible
   (B) voluntary
   (C) rapid
   (D) large

7. The word “signals” in line 31 is closest in meaning to
   (A) indications
   (B) instincts
   (C) radar
   (D) maps

8. The author suggests that using “instinct” to explain the ability of animals to return home during migration is
   (A) absurd
   (B) incomplete
   (C) inaccurate
   (D) reliable

9. Which of the following devices does the author use to present the information in the passage?
   (A) Support through exemplification
   (B) Narration
   (C) Cause and effect
   (D) Comparison and contrast

10. The attitude of the author toward the ability of certain creatures to find their way home may best be expressed by which of the following?
     (A) Confused
     (B) Sympathetic
     (C) Admiring
     (D) Indifferent
Questions 11–19

Medical research on the prevention of strokes has recently made several breakthroughs. The researchers studied strokes that are caused by an irregular heart rhythm that produces blood clots. When those clots get lodged in an artery that supplies blood to the brain, they reduce blood flow and produce a stroke.

*Line (5)*

Up to 75,000 Americans who have strokes each year suffer from irregular heart rhythms. The use of the blood-thinning drug warfarin cuts the risk of a stroke by 67 percent. The data also suggest that aspirin is effective and is a reasonable alternative. Doctors might feel more comfortable prescribing aspirin because of the slight possibility that warfarin may lead to internal bleeding.

*Line (10)*

In separate studies with patients with severe narrowing of the carotid artery, one of the most common causes of a stroke, a form of surgery now exists which effectively prevents strokes. The surgery involves the removal of a portion of the carotid artery in the neck when it is partially blocked by cholesterol deposits. When the blocked portion has been removed, the artery is reconnected with an artificial tube or a vein from elsewhere in the body.

The research on stroke prevention has showed such dramatic results that doctors have abruptly halted the studies in order to make the information immediately available to all patients.

11. What does this passage mainly discuss?
   (A) Surgery to prevent strokes
   (B) Strokes and their causes
   (C) New measures for preventing strokes
   (D) Medication for stroke victims

12. The word “breakthroughs” in line 2 is closest in meaning to
   (A) publications
   (B) advances
   (C) awards
   (D) operations

13. According to the passage, which of the following is NOT true of the drug warfarin?
   (A) It might possibly lead to internal bleeding.
   (B) It has been effective in preventing strokes.
   (C) It has been used in research studies on people with irregular heartbeats.
   (D) It eliminates cholesterol deposits in arteries.

14. It can be inferred from the passage that strokes are a result of
   (A) reduced blood flow to the brain
   (B) expansion of the carotid artery
   (C) taking too many aspirin
   (D) internal bleeding

15. The word “cuts” in line 6 is closest in meaning to
   (A) severs
   (B) interferes
   (C) illustrates
   (D) reduces

16. According to the article, the data about aspirin suggest that
   (A) it is not as useful as warfarin
   (B) it is linked to internal bleeding
   (C) it could be used instead of warfarin
   (D) it is a substitute for surgery of the carotid artery

The questions for this passage continue on the next page.
The following questions are based on the passage on page 313.

17. The word “it” in line 13 refers to
   (A) the neck
   (B) the carotid artery
   (C) surgery
   (D) a stroke

18. The word “abruptly” in line 17 is closest in meaning to
   (A) carefully
   (B) suddenly
   (C) quietly
   (D) temporarily

19. We can conclude from the passage that the attitude of doctors toward the results of the stroke prevention research is
   (A) cautious
   (B) positive
   (C) frustrated
   (D) indifferent
Questions 20–29

For a brief interlude in American history between the passing of the Indian and the buffalo and the entry of the farmer and the barbed-wire fence, the Great Plains witnessed the most picturesque industrial drama ever staged—the drama of the open range and the cattle ranch. If the Southern planter could once claim that cotton was king, the Western cattleman could proclaim with equal fervor that grass was king. For the time being, at least, the plains were one limitless, fenceless, gateless pasture of rich, succulent, and ownerless grass that was there for the taking. Within an incredibly short period the herds of bison had been replaced and outnumbered by the herds of cattle.

This vast expanse of grassland, populated mainly by longhorn cattle and hardworking cowboys, became the domain of a group of entrepreneurs who decided that they could make money in cattle. These were the hardheaded businessmen who built the Western livestock industry. They were known as the cattle barons, a term they detested, and they ruled enormous fiefs that as of 1883 held half of the West’s 23 million cows.

In background these businessmen varied widely. A would-be baron often started as a cowboy himself—perhaps one of the men who had drifted into the brushlands after fighting in the Texas Revolution of 1836. Or he might be a refugee from a burned-out farm in the Old South. Or he might be an Easterner seeking a new life and fortune on the frontier. In any case, he was likely to be an adventurous man, accustomed to hard work and violence and ready for both. These men were alike in another respect: they kept their eyes fixed on the profit-and-loss statement. And in so doing they managed to establish a business—and a way of life—that the world would see only once in the Old West they ruled.

20. What does the passage mainly discuss?
   (A) The decline of buffalo herds
   (B) The early development of the cattle industry
   (C) Financial advantages of Western ranching
   (D) Techniques of raising cattle

21. According to the passage, a notable characteristic of the Great Plains at this time was
   (A) its relation to the Old South
   (B) its crowded population
   (C) its open grassland
   (D) its opportunities for farmers

22. All of the following can be inferred from the first paragraph EXCEPT
   (A) there were more cattle on the range during this period than buffalo
   (B) grass was the most important commodity for the cattleman
   (C) grazing land at this time was free
   (D) cotton was important in Western agriculture

23. The word “entrepreneurs” in line 11 is closest in meaning to
   (A) thieves
   (B) laborers
   (C) businessmen
   (D) engineers

The questions for this passage continue on the next page.
The following questions are based on the passage on page 315.

24. The author mentions that the cattle barons "ruled enormous fiefs" in order to imply that
   (A) they controlled vast areas of land
   (B) they paid good wages
   (C) they took advantage of their position
   (D) they were very hardworking

25. We can infer from the passage all of the following about the cattle barons of the West EXCEPT
   (A) they were a genteel group
   (B) they owned large tracts of land
   (C) they knew something about finance
   (D) they came from different backgrounds

26. According to the passage, how did the cattle barons often get their start?
   (A) They learned about the cattle business in school.
   (B) They read about the West in Eastern newspapers.
   (C) They began as cowboys on the range.
   (D) They conquered the area during the war.

27. The word "detested" in line 14 is closest in meaning to
   (A) respected
   (B) chose
   (C) treasured
   (D) disliked

28. Where in the passage does the author mention how the cattle barons achieved their business success?
   (A) Lines 12-15
   (B) Lines 17-20
   (C) Lines 20-21
   (D) Lines 22-24

29. We can infer from the passage that the lifestyle of the cattle barons
   (A) remains unchanged
   (B) was dull and dreary
   (C) no longer exists today
   (D) relied on the cooperation of farmers
Questions 30–39

Tomatoes are probably the most popular garden vegetable grown in the United States. This can be attributed to their unique flavor, attractiveness, richness as a source of vitamins C and A, and versatility as a food. The popularity of peppers as a garden plant can be attributed to the same factors, although they are usually not consumed in large enough quantities to make them an important nutritional factor in the diet.

The cultivated tomato originated in the Andes mountains of South America. It was introduced to other areas of the world by Indians and European travelers. Its seeds were taken to Europe, where a superstition soon arose that the tomato stimulated love. Because of this, the tomato was called the “love apple.” The first report of the tomato in North America was in 1710, where it was grown primarily as an ornamental plant. Early colonists brought the seeds to Virginia and grew tomatoes in flower gardens.

Tomatoes, actually a fruit that is used as a vegetable, began gaining wide acceptance as a food plant in the United States between 1820 and 1850. Modern plant growers have done much to improve the tomato and add to its usefulness. Its yields have been doubled, and varieties with larger, smoother, more even shapes and meatier pulps have been developed. The tomato is the leading crop canned in the United States today.

Peppers are also native to America and were grown by American Indian tribes in both North and South America over 2,000 years ago. The small red hot peppers were discovered by Columbus in the West Indies and introduced into Europe, where they became popular before gaining widespread acceptance in the United States. Peppers became one of the first New World foods used commercially in Europe. Botanists class the fruit of the bush-type garden pepper as a berry. Although most varieties of peppers produce red fruits (which are green in their immature stage), there are some yellow-fruited varieties, and peppers are of both mild and pungent types. Peppers enjoy warm climates, and young plants can be injured by frosts. Seasonings such as paprika and chili powder and food products such as canned pimentos are commercial uses of garden peppers that are grown in the United States today.

The familiar spice black pepper known in households throughout the world is the product of a trailing or climbing shrub grown in Indonesia and other hot countries. The islands of Java and Madura furnish most of the black pepper used in American homes. The United States buys almost 25,000 tons of this spice annually.

The questions for this passage continue on the next page.
30. The topic of this passage is
   (A) food discoveries of early Europeans
   (B) the nutritional value of garden vegetables
   (C) tomatoes and peppers
   (D) why tomatoes are more popular than peppers

31. The word “versatility” in line 3 is closest in meaning to
   (A) economic value
   (B) range of uses
   (C) tastiness
   (D) marketability

32. According to the passage, why are peppers not an important nutritional factor in a diet?
   (A) People don’t eat enough of them.
   (B) They lack the necessary vitamins.
   (C) They are less tasty than tomatoes.
   (D) Peppers are found in tropical climates.

33. In can be inferred from the passage that tomatoes were first used in North America
   (A) for food
   (B) as decoration
   (C) in place of peppers
   (D) for nutritional purposes

34. It can be inferred from the passage that the tomato was called the “love apple” because
   (A) its fruit was heart-shaped
   (B) it supposedly aroused affectionate feelings
   (C) people liked to eat it
   (D) it is beautiful to look at

35. The word “native” in line 20 is closest in meaning to
   (A) indigenous
   (B) legendary
   (C) colorful
   (D) located

36. The phrase “mild and pungent types” in line 28 refers to
   (A) size
   (B) taste
   (C) botanical classification
   (D) color

37. All of the following can be inferred from the passage about peppers EXCEPT
   (A) peppers became popular in the United States later than in Europe
   (B) peppers were bought and sold in Europe
   (C) red peppers are highly spiced
   (D) peppers originated fairly recently in North and South America

38. The phrase “this spice” in line 35 refers to
   (A) paprika
   (B) chili powder
   (C) pepper berries
   (D) black pepper

39. Which of the following best describes the format of this passage?
   (A) A series of conjectures
   (B) A general introduction followed by elaboration
   (C) A response to a criticism
   (D) A question and subsequent answers
Questions 40–50

What makes science fiction the literature choice for so many? Arthur C. Clarke, the novelist and scientist, gave a good answer once when asked why he chose to write in this genre: “Because,” he said, “no other literature is concerned with reality.”

Clarke didn’t say what sort of reality he had in mind, but there are two that suggest themselves. One of the significant realities of our time is the rapid advances in science and technology. These are the areas that have made this century move so fast, in ways that earlier generations could hardly even imagine, and science fiction has played some part in accelerating their progress.

In the 1930s there was no television, radio showed little interest in science, even the daily newspapers covered it scantily and not very well; but science-fiction magazines were exploring in every newsstand edition the latest concepts from genetics and nuclear physics to cosmology. I think it is fair to say that a majority of the world’s leading scientists today were first turned on to their subjects by reading science-fiction stories.

The other reality that has contributed to a fascination with science fiction is that the central fact of contemporary life is rapid, ever-accelerating change, change that alters the rules of all our lives all the time. And science fiction is, in essence, the literature of change.

40. What does this passage mainly discuss?
(A) Why people read science fiction
(B) How science relates to reality
(C) Popular literature of the 1930s
(D) Topics in science fiction

41. The word “accelerating” in line 9 is closest in meaning to
(A) accentuating
(B) speeding up
(C) clarifying
(D) publicizing

42. The phrase “their progress” in line 9 refers to
(A) people who read science fiction
(B) earlier generations
(C) science and technology
(D) radio and television

43. According to the passage, which of the following carried news of science and technology to the public in the 1930s?
(A) Radio broadcasts
(B) Science-fiction magazines
(C) Television programs
(D) Newspaper coverage

44. Where in the passage does the author mention topics with which science fiction often deals?
(A) Lines 3–4
(B) Lines 9–11
(C) Lines 12–13
(D) Lines 14–15

45. The word “scantily” in line 11 is closest in meaning to
(A) very little
(B) quickly
(C) sensationaly
(D) fervently

The questions for this passage continue on the next page.
The following questions are based on the passage on page 319.

46. All of the following can be inferred from the passage about science fiction EXCEPT
   (A) it is a literary genre
   (B) it is read by a wide variety of people
   (C) it is mainly published in scientific journals
   (D) it is a favorite of the author of the passage

47. The phrase “turned on to” in line 14 is closest in meaning to
   (A) employed by
   (B) introduced to
   (C) disenchanted with
   (D) changed by

48. The author mentions all of the following as being part of the reality with which science fiction is concerned EXCEPT
   (A) change
   (B) publication
   (C) science
   (D) technology

49. What is the author’s main purpose in this passage?
   (A) To explain the popularity of science fiction literature
   (B) To show the need for science fiction literature
   (C) To classify different types of literature
   (D) To discuss the work of Arthur C. Clarke

50. The attitude of the author toward science fiction literature can best be described as
   (A) critical
   (B) admiring
   (C) wary
   (D) cold

This is the end of Section 3.

If you finish before time is called, check your work on Section 3 only.
For more practice, take a complete test from The Heinemann TOEFL Practice Tests.

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320 Reading Comprehension Section Test
The purpose of the Test of Written English (TWE) is to test your ability to write in standard written English. The writing tasks you are asked to perform on the TWE are similar to those required of students in academic courses in universities in North America. In your TWE essay you will be evaluated on your ability to:

- Generate and organize ideas on paper.
- Support those ideas with evidence or examples.
- Use the conventions of standard written English.

The Test of Written English requires that you write for 30 minutes on one topic. Your essay is read by at least two readers and assigned a score based on a six-point, criterion-referenced scoring guide. (See W3 page 330 for information on the criteria used to score TWE essays.) Your score on the TWE is not included in your total TOEFL score, but is reported separately on the TOEFL score report. Colleges and universities that require the TWE will expect a score of 4, 5, or 6 on the essay. The TWE is not given on every TOEFL testing date. Check the Bulletin of Information for TOEFL and TSE for the dates that the TWE will be administered.

### General Strategies for Section Four

1. Understand the question. Know what the question is asking you to do.

2. Spend about five minutes thinking and organizing your ideas. Write your notes on the TOEFL question sheet. You will write your essay on the lined pages provided in the test book.

3. Be sure that you give adequate support for the major points that you make. Write only on the points in the question. DO NOT include irrelevant or unnecessary information.

4. Use vocabulary and structures with which you are familiar. Try to express yourself simply and clearly. Use vocabulary and structures of organization to introduce and to connect your ideas.

5. Write legibly and concisely. You have only two pages on which to write a 200–300 word essay. Extra pages are not provided.

6. Spend three to five minutes at the end reading your essay for careless mistakes of spelling, grammar, and punctuation.
Test of Written English: Essay Topics

You are given a short statement about an issue and asked to compare and contrast or agree or disagree with the points of the issue. You are asked to give specific reasons or support in your answer and to state your own position.

Examples of some common topics for TWE essays include:

**Universal issues**
- education
- use of leisure time
- raising children
- health and medicine
- the past and the present

**Science and technology**
- computers and people
- space exploration

**Social issues**
- gun control
- government spending

**Personal issues**
- choosing a job
- friends and family
- parents and children

**Environmental problems**
- pollution
- world population

Test of Written English: Vocabulary

The more you have read about and have thought about topics like those listed above, the more ideas you will have to use in your response to a TWE question. The kind of writing that you will do on the TWE is similar to the academic writing that you will be required to do if you attend an American college or university or if you need to use written English for professional reasons. In order to express yourself adequately in an academic writing task, you must use vocabulary that appropriately develops the topic. The best way to gain a large and varied vocabulary is to read a lot in many different areas. Refer to the Vocabulary Appendix Word Category Charts pages 475–492 for more practice with vocabulary development.

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**✔️ WRITING CHECKPOINTS**

Below is a list of Writing Checkpoints which are included in the Writing Checkpoint Study. Page numbers are provided for your easy reference. The Writing Checkpoint study will help you to develop good writing skills and strategies as you prepare for the Test of Written English (TWE).

- W✔1. Practice Prewriting for TWE Essays .................................................. 323
- W✔2. Practice Writing a TWE Essay............................................................... 327
- W✔3. Practice Scoring TWE Essays ............................................................. 330
- TWE Practice Essay Questions ..................................................................... 336
Practice Prewriting for TWE Essays

There are several important steps for prewriting for TWE Essays.

**Step 1:** Understand the question and know what it asks you to do.
Essay questions for the TWE are about topics that most students are familiar with. A question that asks you to compare and contrast, or agree or disagree, gives an issue and the context in which it is found, then a task (a problem to resolve). The response to the question (the solution to the problem) should include a discussion of the issue and your position regarding the issue.

<table>
<thead>
<tr>
<th>MODEL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Question One:</strong> Some people think that cities are the best places to live. Others prefer to live in a rural area. Compare the advantages of living in the city to the advantages of living in the country. Where would you prefer to live? Give reasons for your choice.</td>
</tr>
</tbody>
</table>

Before you begin to write about this question, be sure that you understand the issue and know what you are being asked to do. What is the issue and its context? What is the task? What will the response include?

**Issue:** Some people think that cities are the best places to live. Others prefer to live in a rural area.

**TASK**
*Part 1:* Compare the advantages of living in the city to the advantages of living in the country.
*Part 2:* Where would you prefer to live?
*Response:* Discussion of the advantages of living in the city and of living in the country.
*Personal choice of where to live:* development of reasons for this choice.

**Step 2:** Generate ideas.
To answer Question One you first need to come up with ideas about the issue of living in the city versus living in a rural area. Task Part 1 asks you to compare the advantages of living in both places. Two common ways to put your ideas on paper are to make an idea map or to make a list. As you put ideas about the issue on paper, you will begin to think about how you will organize your main points. Here are examples of two possible ways to put your ideas about Question One on paper during pre-writing:

*Make a LIST*

<table>
<thead>
<tr>
<th>City: Advantages</th>
<th>Country: Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better job/more money</td>
<td>Close to nature</td>
</tr>
<tr>
<td>Conveniences</td>
<td>Little stress</td>
</tr>
<tr>
<td>Cultural opportunities</td>
<td>Healthy environment</td>
</tr>
<tr>
<td>Entertainment</td>
<td>Safe place to live</td>
</tr>
</tbody>
</table>
The ideas in the LIST and IDEA MAP above are only examples of points to include for advantages of living in a city and advantages of living in the country. You may have other points that you think are more important for your list or idea map.

Some students think that an idea map is easier to refer to when they are writing an essay. If you choose to use the list form of making notes, be sure to organize your supporting points as you generate ideas.

**Step 3:** Use adequate support for main points.

An answer to a comparison and contrast question must also include support for the main points. Examples, details, facts, and personal experiences strengthen the main points of an essay. Readers of TWE essays look for specific support of the points you make. As you generate ideas, add the details and facts that you think support your main ideas. Here are some examples of possible support for Question One.

**Support in a LIST**

**City: Advantages**
- Better job/more money
  - Support: engineering, sales, business
- Conveniences
  - Support: transportation, buses, subways, stores (different types and price ranges), better schools and universities
- Cultural offerings
  - Support: libraries, museums, theaters
- Entertainment
  - Support: nightclubs, discos, restaurants

**Country: Advantages**
- Closer to nature
  - Support: beautiful, more peaceful
- Fewer people
  - Support: less traffic, no lines in stores, more personal relationships
- Less stress and safer
  - Support: time for enjoying other people, less crime and no drugs
- Healthier environment
  - Support: clean air, family relationships
Step 4: Organize your ideas.
After you have your ideas on paper, you need to put them in the order that you will discuss them in the essay.

Clear organization is extremely important for a reader to be able to follow the ideas in an essay. When you have enough time, an outline of the points of the essay should be developed to guide you through the writing process. However, in the TWE you will not have time to go through outline writing, so you should go back to your list or map and number, use arrows, etc. to organize your ideas for writing. Here are examples of organization techniques for Question One:

Organization Techniques for a LIST

If you choose to generate your ideas in a list, the best way to show your organization is to number the main points in some order. You might put what you consider the most important points at the beginning in a response to Question One.

City: Advantages
1. Better job/more money
2. Conveniences
3. Cultural offerings
4. Entertainment

Country: Advantages
1. Close to nature
2. Healthy environment
3. Little stress
4. Safe place to live
Step 5:  *Take a position on the issue and defend it.*
An important part of the contrast and comparison essay is the second part of the task. The question may ask you to take a position on the issue and support it. If the question does not clearly ask you to take a position, you will be expected to come to a conclusion based on your discussion of the issue.

In some questions it will be quite clear to you what your position is. In other questions, you may feel that it is possible to choose either side of the issue. In this case, use your discussion of the points of the issue to lead you to a logical conclusion. This part of the essay does not need to be long, but it should include clear support for the position you take. Be sure to make a clearly supported statement at the end of the essay.

*Possible Position on Question One*

I prefer living in the city.
Support: Give reasons and show contrast to living in the country.

More exciting, better job opportunities, availability of modern conveniences, etc.

I prefer to live in the country.
Support: Give reasons and show contrast to living in the city.

Close to nature, no stress from crowds and traffic, no pollution, time to enjoy yourself, etc.
Importance of Time in Prewriting

Remember that you have only 30 minutes to complete your TWE essay. The prewriting steps listed above should be completed in five to eight minutes. As you practice responding to TWE essay questions, limit yourself to this amount of time for prewriting. Use abbreviations and note form as you put your ideas on paper. DO NOT spend time in prewriting complete sentences.

W✔2 Practice Writing a TWE Essay

There are several important steps for writing TWE essays. When you begin to write your essay, refer to your notes to remind yourself of your main points and supporting details and facts.

Well thought out and well organized notes will save you valuable time while you are writing the essay. Follow Steps 6–9 for TWE Practice Essays.

Step 6: Use neat and legible handwriting.

Neat and legible handwriting will make your TWE essay easier for the reader to read. Although you will not be scored on your handwriting, it will influence the reader and create an overall impression. If you need to practice your handwriting, refer to the Writing Appendix, page 502.

Step 7: Use correct grammar, appropriate vocabulary, and essay form.

Grammar

Your essay will be evaluated for the correct use of grammar, correct expression of syntactical relationships, and use of appropriate rhetorical forms of English. As you write, keep in mind the correct use of English grammar and sentence patterns. Refer to the Grammar Appendix, pages 393–425, to review basic English usage.

Vocabulary

Your essay will also be evaluated for the use of appropriate vocabulary. Readers will expect you to use vocabulary that clearly reflects the ideas that you present. The best way to ensure that you are prepared to use adequate vocabulary in your TWE essay is to read in the topic areas that TWE questions address and to use the Vocabulary Strategies discussed in Section Three of The Heinemann TOEFL Preparation Course. Refer to W✔10, Word Category Charts, for help in developing a good academic vocabulary.

Essay Form

An essay, which responds to an academic writing task in English, follows a basic organization which allows the reader to easily follow the development of the essay.

1. Each main point is contained in a separate paragraph.

   Paragraph One  Introduction (Restatement of the issue)
   Paragraph Two  Main Point 1
                     Supporting statement
                     Supporting statement
                     Etc.
   Paragraph Three Main Point 2
                     Supporting statement
                     Supporting statement
                     Etc.
   Paragraph Four  Conclusion (Your position statement)
                     Supporting statement
                     Supporting statement
                     Concluding statement
2. The introduction of an essay contains a thesis statement, which restates the issue to be discussed.

Introduction
   Thesis statement

3. Each paragraph contains a topic sentence, which states the main point.

Paragraph One (Introduction)
   Thesis statement
Paragraph Two
   Topic Sentence
Paragraph Three
   Topic Sentence
Paragraph Four
   Topic Sentence

4. Each paragraph contains supporting statements which add details and facts about the main point.

Paragraph Two
   Topic Sentence
   Supporting statement
   Supporting statement
Paragraph Three
   Topic Sentence
   Supporting statement
   Supporting statement

5. An essay contains a conclusion which may
   • state your position on the issue
   • draw a logical conclusion from the discussion
The essay should end with a concluding statement.

Paragraph Four (Conclusion)
   Topic sentence
   Supporting statement
   Supporting statement
   Concluding statement

Step 8: Use vocabulary signals to show organization.
The main points of your essay should be logically connected to show the organization of the essay. A good academic essay contains words and phrases that: (1) introduce and/or connect the main points of the essay and (2) signal supporting and concluding statements. Readers rely on these signals to make the essay easy to understand. Use words and phrases that clearly express your purpose and your organization.

Some examples of introductory words, signal words, and phrases are:

There are (three) main reasons for . . .
In addition, also, another point is, a second reason is . . .
On the other hand, in contrast . . .
Therefore, in conclusion . . .
Personally, my opinion is . . .
ON THE TOEFL

- Careful use of these words and phrases will result in a better essay and a higher TWE score.

Refer to the Writing Appendix #1, pages 500–501, to review vocabulary for organization and connection of ideas.

Step 9: Check your essay for spelling, punctuation, and grammar mistakes.
Allow yourself three to five minutes at the end of the writing process to quickly reread your essay and check for careless mistakes. TWE readers will evaluate your essay for the mechanics of writing: correct spelling, punctuation, and grammar. Although the clarity of your ideas and the organization of your essay are the most important, correct spelling, punctuation, and grammar will affect your TWE essay score.

Now practice writing essays for TWE Essay Questions. Find the TWE Answer Sheets on pages 511 and 512 in the General Appendix and make five photocopies of each page. You will use these copies for the TWE Writing Practice Question below, for the two TWE Practice Essay Questions on pages 336 and 337, and for the two tests of Written English on pages 363 and 389.

TWE Writing Practice

Before you begin to write your essay, review Wv1 and Wv2 for strategies to use when writing a TWE essay.

EXERCISE: Practice Writing a TWE Essay

Allow yourself 30 minutes to write an essay on the following question.

TWE Essay Question
Some people think that cities are the best places to live. Others prefer to live in a rural area. Compare the advantages of living in the city to living in the country. Where would you prefer to live? Give reasons for your choice?

Use the rest of this page to make notes before writing. Write your essay on the photocopies you made of the TWE Answer Sheets, found on pages 511 and 512 in the General Appendix.
W3 Practice Scoring TWE Essays

TWE Scoring Guide

The readers who score the essays written for the TWE use the following Scoring Guide. The criteria in the Scoring Guide are followed by all readers. Become familiar with the criteria in order to self-score your own practice essays.

Scores

Score 6  Demonstrates clear competence in writing on both the rhetorical and syntactic levels, though it may have occasional errors.
  A paper in this category
  • effectively addresses the writing task,
  • is well organized and well developed,
  • uses clearly appropriate details to support a thesis or illustrate ideas,
  • displays consistent facility in the use of language,
  • demonstrates syntactic variety and appropriate word choice.

Score 5  Demonstrates competence in writing on both the rhetorical and syntactic levels, though it will probably have occasional errors.
  A paper in this category
  • may address some parts of the task more effectively than others,
  • is generally well organized and well developed,
  • uses details to support a thesis or illustrate an idea,
  • displays facility in the use of language,
  • demonstrates some syntactic variety and range of vocabulary.

Score 4  Demonstrates minimal competence in writing on both the rhetorical and syntactic levels.
  A paper in this category
  • addresses the writing topic adequately but may slight parts of the task,
  • is adequately organized and developed,
  • uses some details to support a thesis or illustrate an idea,
  • demonstrates adequate but possibly inconsistent facility with syntax and usage,
  • may contain some errors that occasionally obscure meaning.

Score 3  Demonstrates some developing competence in writing, but it remains flawed on either the rhetorical or syntactic level, or both.
  A paper in this category has
  • inadequate organization or development,
  • inappropriate or insufficient details to support or illustrate generalizations,
  • a noticeably inappropriate choice of words or word forms,
  • an accumulation of errors in sentence structure and/or usage.

Score 2  Suggests incompetence in writing.
  A paper in this category is seriously flawed by one or more of the following weaknesses:
  • serious disorganization or underdevelopment,
  • little or no detail, or irrelevant specifics,
  • serious and frequent errors in sentence structure or usage,
  • serious problems with focus.

Score 1  Demonstrates incompetence in writing.
  A paper in this category
  • may be incoherent,
  • may be undeveloped,
  • may contain severe and persistent writing errors.
It is important for you to write essays on topics similar to those used on the TWE in order to practice writing quickly and carefully in a limited time period. It is also very useful for you to self-score your practice TWE essays. Self-scoring will help you to find your weak areas and to work on these in your next practice essay. Before you write and self-score your own essays, practice scoring student responses to the TWE questions discussed in this chapter.

Practice Scoring Essays
Complete the Exercise below to practice scoring essays.

EXERCISE: Practice Scoring a TWE Essay

The essays below have been written by students and scored using the TWE criteria. You will notice that these essays contain many errors commonly made by students when they write compositions. The essays have been scored using TWE criteria, and there is one essay included for each score, 1–6. However, they are not presented in order of their rank. Work with the student essays in the following way:

1. Read each essay and decide what TWE score it should receive.
2. Read and score all six essays before you check your scoring with the correct answers on page 335.
3. Read the critique of each essay and compare it with your own assessment.
4. Self-score the essay you wrote for the TWE Writing Practice Essay Question on page 329.

All six essays below were written as answers to the question:
Some people think that cities are the best places to live. Others prefer to live in a rural area. Compare the advantages of living in the city to living in the country. Where would you prefer to live? Give reasons for your choice.

Essay A
City is a place where you can find everything you want or need. Rural area has something different compared with cities.
Since I borned I live in rural area. I love live in rural area because it is quiet, more space. I live in a place that it is twenty minutes from the capital. You can go to the capital by train, bus or car. I don't go frequently because city is crowd, noise, everybody walk like a crazy because they don’t have enough time to do what they are doing and some times dangerous. The small town where I live is not very big. But you can find everything you need, like food and personal things. The most thing that I like is all the people know each other. The people there are generous, passive, and good workers. However, some of my friend prefer to live in the city because they can meet more people and find good jobs.
Finally, all depends because if you live in a big country is difficult to go to the city and prefered live in there.
Essay B

Nowadays a lot of people, especially young people think that cities are the best place to live. But there are also many people who prefer to live in rural areas. Living in the city and living in the country both have advantages and disadvantages.

Living in the city is very convinient. First, the transportation such as buses and trains are very good. Second, there are a lot of shopping places where we can get whatever we want. And also the city lives give us a lot of fun and make us very happy.

In the other hand, living in the country is very good to people, because of beautiful nature that give us beautiful air and water. And we don't have to be like the city people who always hurry and be busy because of caring their time and money.

I lived in the big city in Japan before I came over here. I know both ways of living in the city and country. Sometimes I miss the city life even though I don't miss my country and my parents. Just I miss the city life. Because I love shopping very much. Whenever I go to downtown in this small place, I am disappointed about that, and I don't like to take the buses. The buses are not just on time and only in the cities. So I prefer to live in the big cities like Tokyo.

Essay C

I think it's difficult to compare. To live in the country means quiet, peace. If you live in a little village you maneuver be in a traffic jam. That's because there are only few cars. When you walk along the streets, you can hear the birds singing. You know all the people you meet. Also live in the country mean healthfully. The products you eat are being produced by you or by your neighbors. People used to be friendly, so you are able to asking them for anything you want.

Instead of that kind of life exist the other one. Live at the city means that you are always in a hurry. If you live in a flat maybe you don't know your neighbors probably. All the time you are hearing horns, engines and all the types of noise that you can imagine. Also you have to take care when you walk along the streets because someone can steal your pocket money.

I don't want to write only about the bad face of living in a city. It's very exciting to live at, because you can going to many place to visit.
Essay D

Some people think that cities are the best places to live, while others like to live in the country. Both places have advantages and disadvantages.

From the daily life point of view, there are a number of stores or department stores in the cities, which give people a convenient life. They can get everything whenever they want. There are hospitals so that people don’t have to worry about “What shall we do when we get sick?” While there are few stores in the country, if a village is located near the sea, people can eat fresh fish, and if a town is located in the fields, they can get fresh vegetables or fruit.

When we think about culture, people enjoy going to a movie theater, to an art museum or to a concert. They can get much culture in the city. People living in the country get culture through TV or books. When it comes to socialization, the population in cities is large, so it is easier to be in contact with people. People can meet in a restaurant or a coffee shop. People in the rural areas may live far away from each other, and may have to drive a car for thirty minutes or so to go to a neighbours house. However, the relationships in the rural areas might be much closer and warmer.

Think about education; there are many schools, small schools and big schools, in the cities. Big schools have many books and good facilities. Schools in the country are small, but on the other hand a teacher-student relationship may be closer.

In my case, I prefer to live in the city. I feel relax and comfortable when I walk on the busy streets. I like tall buildings and enjoy looking at the city from the top of a tall building. I prefer to see buildings to see mountains. Above all, I can go to an art museum and a concert whenever I want to. I can enjoy an exciting life in the city. Many people say that living in the city causes people frustration and makes them tired. However, in my case those things happen when I am in the rural area.
Essay E
I'm from Japan. I like in Japan, but I visited in Singapore, Taiwan, Malaysia and United States. I like in Singapore and Malaysia because it's very beautiful, and kind person. Then many things is very cheap. However Japan is best one because the food is very delicious. It's sushi, tempura, sukiyaki, udo and sashimi. I don't like American food because it isn't fish food. I like fish food. I also like Japanese food very much. Because I like to eat very much.

Essay F
My friends and I sometimes talk about the city life and the country life. They prefer to live in the city, like New York or Tokyo, but I have never thought to live in such a big city. For me just to stay for a few days is enough. The city is a place to visit, not to live in.
There are some advantages to live in a city. First of all, the transportation system is developed. You can go wherever you want whenever you want, even if you don't have your own car. If you live in the country you will get in trouble with transportation. There is no bus late at night. How can you survive without cars? Second, there are many places you can go to enjoy shopping and have fun. You can go to see movies, have delicious food at the restaurants, or enjoy a music concert. Though there are few places like this in the country, you can enjoy country life and relax yourself in a beautiful nature. You can go hiking, fishing, swimming in a river or lake, or climb a mountain. There is no air pollution problem or water pollution problem. Moreover, the country has much space for one person to own. In a city children have a lot of dangerous places and can't play outside. In the country they can play outside with beautiful nature. They will learn many things from nature.
Scores for student essays:
Essay A ..........Score 2
Essay B ..........Score 4
Essay C ..........Score 3
Essay D ..........Score 6
Essay E ..........Score 1
Essay F ..........Score 5

Critiques for TWE Student Essays
Read the comments on each of the student responses and compare them with your own assessment of the essays.

Critique of Essay E: Score 1
The student who wrote this essay did not understand what the question asked him/her to do. Perhaps the writer misinterpreted the concept of "country" and got off on the wrong track. The simple statements and lack of development of the ideas show that this student was not ready to write a more complex essay, which is what the TWE requires.

Critique of Essay A: Score 2
The writer of this essay has responded to part of the question, but the essay lacks organization and sufficient development of the supporting points. The number of mistakes in usage and sentence structure greatly distracts from the content of the essay. Vocabulary is also very simple and often misused in the context of the question.

Critique of Essay C: Score 3
This essay shows an attempt to organize the main ideas, but topic sentences are missing and the points are neither fully developed nor introduced by appropriate transitions. The conclusion contains information about living in the city, with only one sentence stating the author's opinion. In addition, this essay has many mistakes in usage and structure. Although it is possible to understand the meaning, the essay suffers from awkward wording and lack of control of the language structures.

Critique of Essay B: Score 4
This essay shows a clearer division of ideas than Essay 1C. There are topic sentences and transition devices to introduce and link supporting ideas. However, the main points need to be supported with more details. The essay is very brief, and TWE readers expect ideas to be more fully developed. The length of the essay will be a significant factor in receiving a score of 4 or above on a TWE essay. Mistakes in structure and mechanics are evident, and the conclusion contains details that are irrelevant, which detracts from the overall impression of coherence in the essay.

Critique of Essay F: Score 5
This essay shows clear organization, uses several transition devices to link ideas and provides examples to support main points. Although there are several mistakes in structure and wording, they don't interfere with the understanding of the essay. In order for this essay to receive a higher score, more points should be discussed and the conclusion should be more fully developed.

Critique of Essay D: Score 6
This essay is clearly organized according to points of comparison for the city and the country. A number of points are discussed, and there is good use of supporting details and examples. A few mistakes occur with structure, but the vocabulary is well chosen and covers a wide range. The overall impression given by this essay is that it is well organized and developed, and that the writer has a point of view that is clearly expressed in the conclusion.

Score the essay that you wrote for the TWE Writing Practice Essay Question on page 329.
TWE PRACTICE ESSAY QUESTIONS

Practice writing TWE essays for the two questions below. Follow the test conditions as closely as possible. Allow yourself only 30 minutes to write each essay. Be sure to spend time prewriting and rereading at the end of the essay. Use the TWE Scoring Guide criteria to self-score your essay.

Practice Essay Question 1
Time: 30 minutes

Some people believe that preschool education for children ages four and five should be supported by the government and available to all children. Others believe that preschool education should be privately funded and paid for by families that choose to send their children to these schools. Discuss these views. Which view do you agree with? Explain why.

Use the rest of this page to make notes before writing. Write your essay on the photocopies you made of the TWE Answer Sheets, found on pages 511 and 512 in the General Appendix.
Practice Essay Question 2  
Time: 30 minutes

Some people think that studying a foreign language in the country where the language is spoken is the best way to learn the language. Others think that learning a foreign language while living in your own country is preferable. Discuss both situations. Which point of view do you agree with? Give your reasons.

Use the rest of this page to make notes before writing. Write your essay on the photocopies you made of the TWE Answer Sheets, found on pages 511 and 512 in the General Appendix.
COMPLETE PRACTICE TOEFL TEST ONE

On the following pages, you will find Complete Practice TOEFL Test One for this course book. This test includes a Test of Written English.

Complete Practice TOEFL Test One is the same length as an actual TOEFL exam, and it contains all of the item types covered on a TOEFL. It takes approximately two hours to complete the first three sections of the test. Then, it takes an additional 30 minutes to complete the Test of Written English. If possible, you should take the entire test at one sitting. If this is not possible, you can take each section separately. If you choose this method, do not look ahead at the sections you have not yet completed. If you look ahead, you will not get good results when you actually complete each section as a test.

Steps to follow when taking Complete Practice TOEFL Test One:

1. Find the Complete Practice TOEFL Test One Answer Sheet on page 509 in the General Appendix, #3. Mark your answers on this sheet.

2. Find the photocopies you made of the TWE Answer Sheets on pages 511 and 512 of the General Appendix. Write your essay on these answer sheets.

3. Set up a tape player with the audio cassette for Section One of Complete Practice TOEFL Test One.

4. As much as possible, simulate an actual TOEFL test-taking situation. Sit at a comfortable desk in a quiet room. Take the test at a time when you will not be interrupted.

5. Take the test according to the time limits set for official TOEFL tests. Section One will last 30–40 minutes and will be self-timed by the audio cassette that accompanies it. Allow yourself 25 minutes to complete Section Two, 55 minutes to complete Section Three, and 30 minutes to complete the Test of Written English.

6. Score the first three sections, using the Answer Key, pages 586–587.

7. Convert your score on the first three sections to a TOEFL score using Score Conversion Table 1 and Score Conversion Table 2 in the General Appendix, #2, pages 505 and 506.

8. Score your TWE essay using the guidelines provided in W3, page 330.

9. Compare your score to your Diagnostic Test and Section Test scores, noting any continued areas of TOEFL strength and weakness.

When you are ready to start Complete Practice TOEFL Test One, begin the tape. Do not go on to the next page until the tape tells you to do so.
In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

In your test book, you read:  
(A) At last winter is almost over.  
(B) She doesn’t like winter weather very much.  
(C) This winter’s weather is similar to last winter’s weather.  
(D) Winter won’t last as long this year as it did last year.

You learn from the conversation that the woman thinks the weather this winter is almost the same as the weather last winter. The best answer to the question “What does the woman mean?” is (C), “This winter’s weather is similar to last winter’s weather.” Therefore, the correct choice is (C).
1. (A) She doesn't understand the instructions.
   (B) She lost the instructions she was reading.
   (C) She doesn't want to follow the directions.
   (D) She thinks she and her friend are lost.

2. (A) He will complete his paper this month.
   (B) The mine has been closed for a month.
   (C) It is taking him a long time to write his paper.
   (D) He can help the woman in a little while.

3. (A) Ashtrays aren't allowed here.
   (B) There aren't any cigarettes here.
   (C) She can't see very well.
   (D) Smoking probably isn't permitted here.

4. (A) She'll take her work with her on vacation.
   (B) She and the man will have a good time on vacation.
   (C) She won't have time for a vacation.
   (D) She thinks she can finish her work on time.

5. (A) He'd like a larger piece this time.
   (B) He doesn't want any more.
   (C) His first piece was too large.
   (D) He'd like some more in a little while.

6. (A) She thinks he might be late to work.
   (B) His income isn't high enough.
   (C) She isn't sure he'll come to work today.
   (D) She'd like to talk to him, too.

7. (A) She has never seen such a long concert.
   (B) She enjoyed the concert very much.
   (C) She'll take the man along.
   (D) She didn't like the last song.

8. (A) It is not a bad idea to telephone the college.
   (B) She will call the college for the man.
   (C) Her eyes hurt, so she cannot see very well.
   (D) She will give the man's application to her colleagues.

9. (A) Gas station attendant.
   (B) Housekeeper.
   (C) Bank teller.
   (D) Flight attendant.

10. (A) Ask someone to help him with his computer.
    (B) Read the instructions for setting up his computer.
    (C) Try to take his computer apart by himself.
    (D) Use his computer to help him set up his math project.

11. (A) She's trying to tie the bow.
     (B) She will call the man as soon as possible.
     (C) She is talking on the phone.
     (D) She hasn't gone home yet.

12. (A) The woman didn't want to deliver the invitation.
     (B) The woman would be gone on Saturday.
     (C) The woman would take the man to dinner.
     (D) He needed to take the invitation to the woman.

13. (A) Susan only has three glasses.
     (B) Susan knows about her third class.
     (C) He missed a class because of Susan.
     (D) Susan didn't attend one class.

14. (A) She'd like the man to pour her a glass of water.
     (B) It stopped raining three days ago.
     (C) It probably won't rain again for a few days.
     (D) The garden doesn't need any more water.

15. (A) He's looking forward to working with Fred.
     (B) They need to handle the photographs carefully.
     (C) Fred should be treated like a professional.
     (D) Their project will be the best.
16. (A) She has to give a test tomorrow morning.
   (B) She can't take her test first thing in the morning.
   (C) She won't be able to join them for dinner.
   (D) She intends to join them tonight after dinner.

17. (A) She was only in the hospital for a short time.
   (B) She will leave for the hospital soon.
   (C) She was ill for quite some time.
   (D) He will finally have time to visit her in the hospital tomorrow.

18. (A) She wasn't as qualified as the other applicants.
   (B) She didn't really want to get the job.
   (C) She wasn't very friendly to the other applicants.
   (D) No one could measure the value of her past experience.

19. (A) Buy her mother a different gift.
   (B) See what her mother wants first.
   (C) Make her mother's package look more like a gift.
   (D) Find something else that her mother would like.

20. (A) The woman can have as much time as she needs.
   (B) He doesn't have any time to talk.
   (C) He wants to see the woman on Friday.
   (D) He may not be able to extend the deadline.

21. (A) Borrow Susan's car to go to the airport.
   (B) Ask Susan if she will take him to the airport.
   (C) Write Susan a check for her car.
   (D) Find out if Susan will be at the airport.

22. (A) She might have to postpone the start of her vacation.
   (B) She is glad that the meeting will take place while she is gone.
   (C) She will reschedule the meeting for the end of this week.
   (D) She heard that the man couldn't come to the meeting.

23. (A) Any place but the library is good for him.
   (B) He doesn't mind meeting at the library.
   (C) He can't think of a good place to meet.
   (D) He isn't sure where the woman wants to meet.

24. (A) He will be checking out several references.
   (B) He is looking for a job.
   (C) He was hired without references.
   (D) He has just begun his new position.

25. (A) Go out for some soup.
   (B) Buy her a soda.
   (C) Take back his soda.
   (D) Turn down her offer.

26. (A) He hasn't had a good meal in a long time.
   (B) The woman should avoid eating in restaurants.
   (C) The woman doesn't care for spicy food.
   (D) He will help the woman prepare dinner.

27. (A) The glue Greg lent him is not sticking.
   (B) Greg needs to fix the fence at his house.
   (C) Greg doesn't do any socializing.
   (D) He hasn't been able to reach Greg by phone.

28. (A) She couldn't hear the professor's lecture.
   (B) She doesn't agree with what the professor said.
   (C) She couldn't see over the professor's head.
   (D) She didn't understand the professor.

29. (A) He couldn't see the ski trail in front of him.
   (B) He is going to look for something else to do.
   (C) He wanted to go skiing.
   (D) He'll reschedule his trip.

30. (A) Call all of the guests one more time.
   (B) Give the list of guests to the woman to check over.
   (C) Go over to Ben's house to check on the preparations.
   (D) Make sure all of Ben's friends have been invited.

Go on to the next page
Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are *not* allowed to take notes or write in your test book.
31. (A) The man told her.
   (B) She received a call.
   (C) She read about it.
   (D) She organized the meeting.

32. (A) She likes to work hard.
   (B) She doesn't have a job and can afford the time.
   (C) She agrees that the Heart Association is a worthy organization.
   (D) She likes to dance.

33. (A) She will sell raffle tickets.
   (B) She will ask her aunt to give a big prize.
   (C) She will go to Florida for spring break.
   (D) She will work for the travel agency.

34. (A) He'd like to enjoy some good weather.
   (B) He has always wanted to fly an airplane.
   (C) He will have time off after the winter season.
   (D) Dancing takes too much energy.

35. (A) She was taking a math test.
   (B) She had to fill out a survey after her class.
   (C) She was questioning some of the ideas presented in Professor Keene's lecture.
   (D) She was correcting quizzes for Professor Keene.

36. (A) It has little effect on shaping a person's outlook on life.
   (B) In the early years, too many failures may produce a pessimist.
   (C) A pessimist usually doesn't take advantage of life experiences.
   (D) The environment is unusually cruel to pessimists.

37. (A) Optimists use their consciences to their advantage.
   (B) Pessimists have a good relationship with their consciences.
   (C) The conscience plays a minor role in shaping one's outlook.
   (D) Pessimists follow the dictates of conscience, even though they might not want to.
Part C

Directions: In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and the questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

Now listen to a sample question.

Sample Answer

In your test book, you read:  

(A) Only bumblebees can fertilize red clover plants.
(B) Bumblebees protect red clover from plant-eating insects.
(C) Bumblebees bring water to red clover plants on their tongues.
(D) Bumblebees keep mice and other animals away from red clover plants.

The best answer to the question “Why is it impossible to raise red clover where there are no bumblebees?” is (A), “Only bumblebees can fertilize red clover plants.” Therefore, the correct choice is (A).

Now listen to another sample question.

Sample Answer

In your test book, you read:  

(A) They both make honey.
(B) They both build combs.
(C) Both of them are found in underground nests.
(D) They both live through the winter.

The best answer to the question “According to the speaker, in what way are the queen wasp and the queen bee similar?” is (D), “They both live through the winter.” Therefore, the correct choice is (D).

Remember, you are not allowed to take notes or write in your test book.
38. (A) In a school.  
(B) At the post office.  
(C) On an airplane.  
(D) In a museum.

39. (A) He designed the first airplane to carry a passenger.  
(B) His work provided valuable information for inventors who came after him.  
(C) He was the first man to cross the Potomac River.  
(D) He put together an aeronautics collection.

40. (A) The Potomac River.  
(B) Several items of historical significance.  
(C) A steam engine.  
(D) One of Langley’s inventions.

41. (A) Move into the next room.  
(B) Buy a commemorative stamp.  
(C) Take a ride in the Aerodrome #5.  
(D) Try to create a new model.

42. (A) They use landmarks to navigate.  
(B) They fly at higher altitudes.  
(C) They are disoriented by large bodies of water.  
(D) They don’t spin, turn and wheel.

43. (A) They have a strong sense of smell and can keep track of land.  
(B) They are guided by the Arctic and the Antarctic.  
(C) Their urge to breed leads them back to land.  
(D) They use the stars and some innate magnetic sense.

44. (A) It seems cruel to take a bird so far from its home.  
(B) It was a new experiment to fly a bird on an airplane.  
(C) The bird was able to find its way home under seemingly impossible circumstances.  
(D) The bird was able to fly from the north to the south pole without getting lost.

45. (A) Ocean geology.  
(B) Biology.  
(C) Psychology.  
(D) Geography.

46. (A) Science and technology will eventually unlock all mysteries.  
(B) Some of nature’s mysteries may be beyond our understanding.  
(C) It is hard to believe that ocean birds don’t breed at sea.  
(D) All we need to do is wait; ocean birds will show us how they navigate.

47. (A) Parents tend to want and love their first-born children more than the others.  
(B) Parents know that their first-born children are likely to be brighter, so they push them to succeed.  
(C) Parents tend to treat children differently depending on whether they are first-, second-, or later-born children.  
(D) Parents run out of time and energy and neglect their later-born children.
48. (A) Children's personalities are fixed by birth order and nothing can be done about it.
(B) With sensitive parenting, parents can take steps to reduce the effects of birth order.
(C) If parents continue to pay attention to the middle child, he or she will be more flexible.
(D) Oldest children would be more sociable if they were given more independence.

49. (A) Older and younger children tend to fight with each other more often than with the middle child.
(B) The middle child gets better quality attention and more love from the parents.
(C) Middle children are less dependent on their parents' approval than the oldest child but free from the pressure of being the youngest.
(D) Middle children are brighter, more capable, more serious-minded and more flexible than their siblings.

50. (A) First-born children are under a lot of pressure to compete successfully since they are so outnumbered.
(B) First-born children have to dominate their younger siblings or else face being overwhelmed by them.
(C) First-born children are brighter and more capable; therefore, they don't have to worry about being outnumbered.
(D) In spite of this statistic, a large percentage of high achievers are first-born children.

This is the end of Section 1.
Stop work on Section 1.

Do NOT read or work on any other section of the test.
The supervisor will tell you when to begin work on Section 2.
Section 2
Structure and Written Expression

Time: 25 minutes

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example I

Most American families ------- at least one automobile.
(A) have
(B) in
(C) that
(D) has

The sentence should read, “Most American families have at least one automobile.” Therefore, you should choose (A).

Example II

------- recent times, the discipline of biology has expanded rapidly into a variety of subdisciplines.
(A) It is since
(B) When
(C) Since it is
(D) In

The sentence should read, “In recent times, the discipline of biology has expanded rapidly into a variety of subdisciplines.” Therefore, you should choose (D).

Now begin work on the questions.
1. ________ up to seven months.
   (A) Lasting New England winters
   (B) New England winters can last
   (C) Because a New England winter can last
   (D) The length of a New England winter

2. ________ discussion of group personality would be complete without a consideration of national character.
   (A) None
   (B) Not
   (C) No
   (D) Nothing

3. The Virginia strawberry, native to eastern North America, was used in pre-colonial times ________.
   (A) to flavor bread
   (B) bread flavoring
   (C) flavored bread
   (D) bread was flavored

4. There is evidence to suggest that, at certain times of the year, smog in the Arctic is thicker ________ anywhere else on earth.
   (A) of smog
   (B) that smog
   (C) smog
   (D) than smog

5. Studs Turkel has used what he learned ________ to produce taped oral histories of people and events.
   A) when was he a radio talk show host
   B) he was a radio talk show host when
   C) when he was a radio talk show host
   D) a radio talk show host when he was

6. ________ have a powerful influence on the shape of the entire magazine industry.
   (A) That economic principles
   (B) Why economic principles
   (C) Economic principles
   (D) Economic principles that

7. According to some records, Carl Sandburg, ________, was expelled from West Point Military Academy because of deficiencies in English.
   (A) he was a poet and literary genius
   (B) his poetry and literary genius
   (C) poet and literary genius
   (D) whose poetry and literary genius

8. ________ two and one half hours to climb to the top of the Empire State Building.
   (A) Typically taking it
   (B) Typically takes it
   (C) It typically takes
   (D) To take it typically

9. The common crow, ________, one of the hardiest birds in existence, can live up to eighty years.
   (A) is considered
   (B) considered it
   (C) has been considered
   (D) considered

10. High and low atmospheric pressure systems are ________ cause changing weather patterns.
    (A) the
    (B) whose
    (C) which
    (D) what

11. ________ a sizable geographic area, it constitutes a biome.
    (A) That a group of plants and animals occupies
    (B) A group of plants and animals occupying
    (C) A group of plants and animals occupies
    (D) When a group of plants and animals occupies
12. Due primarily to ------- , the Oneida Community broke up in 1880.
   (A) internal stresses
   (B) there were internal stresses
   (C) internal stresses of it
   (D) it had internal stresses

13. Starting in 1972, lightning fires in Yellowstone National Park ------- to take their natural course unless they threatened park facilities.
   (A) they allowed
   (B) allowing
   (C) allow
   (D) were allowed

14. Small microcomputers of today can process ------- their predecessors, which were twenty times their size.
   (A) in the same amount of information
   (B) and have the same amount of information
   (C) the information is the same as
   (D) the same amount of information as

15. By declining to run for presidential reelection in 1808, Thomas Jefferson ------- the two-term tradition still followed, with but a few exceptions, to the present day.
   (A) to help establish
   (B) helped the establishment
   (C) helped to establish
   (D) in helping to establish

Written Expression

Directions: In questions 16–40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Example I

The octopus is a unique animal because they has three functioning hearts.

Sample Answer

A  B  C  D

The sentence should read, “The octopus is a unique animal because it has three functioning hearts.” Therefore, you should choose (C).

Example II

The beagle, one of the most ancient breeds of dog known, originating in England.

Sample Answer

A  B  C  D

The sentence should read, “The beagle, one of the most ancient breeds of dog known, originated in England.” Therefore, you should choose (D).

Now begin work on the questions.
16. Geothermal energy, for example the heat from activate volcanoes and geysers, can be turned into electricity.

17. Serious research is currently being undertook to determine whether or not bee venom may help protect humans from the discomfort of arthritis.

18. The Massachusetts Institute of Technology is an university known for its programs in the sciences, but it also offers students a well-rounded background in the humanities.

19. The short wave lengths of ultraviolet light produce luminescence in the crystalize of some minerals.

20. One traditional American quilting style makes use of a patterns of interlocking circles to signify the union of two people in marriage.

21. Although they have found out a great deal about its atmosphere, scientists still know very little around variations in the moon's gravitational field.

22. For the president of the United States, wisely chooses cabinet members shortly after election day is crucial to a successful term in office.

23. In general, banks are heavily regulated than are brokerage houses and other financial institutions.

24. The benefits to be gaining from daily exercise and proper diet are indisputable.

25. Small, privately owned ranches become less and less common during the past decade.

26. Caste is a special form of social class in which membership has determined by birth and fixed for life.

27. In recent years, steps have been taken to guarantee equality job opportunities to the handicapped and to minorities.

28. The agricultural sector in the United States, with over two million farms, have a highly competitive economic structure.

29. Most college-age students today are interested in finding universities in which can pursue both academic and athletic extra-curricular activities.
30. Nationality known Black activist LeRoi Jones has also achieved recognition for his powerful separatist poetry.

31. The sulfur compounds produced when an onion is sliced are too strong that they cause burning and watering of the eyes.

32. Broccoli and cauliflower taste and smell much like cabbage, from which it was developed.

33. The chlorophyll in leaves is a complex organically molecule capable of converting certain wavelengths of light into chemical energy.

34. Water and petroleum are the only two liquids what occur in large quantities in nature.

35. Some large birds, such as the ostrich and the cassowary, is too large and heavy to fly.

36. The fastest of all game fish is the sailfish, that which can travel at speeds of up to seventy miles per hour.

37. It believed is that the galaxies of the universe are receding at nearly half the speed of light.

38. If the personal computer had not been invented, will the information age have arrived by other means?

39. Artificial intelligence is the simulation of intelligent human behaviors, such problem solving, natural language communication, and creativity.

40. The gypsy moth was originally introduced into the northeastern part of the United States by a French scientist who hoped to use it to develop a new strain of silk.

This is the end of Section 2. If you finish before time is called, check your work on Section 2 only.

The supervisor will tell you when to begin work on Section 3.
Section 3
Reading Comprehension

Time: 55 minutes

Directions: In this section you will read several passages. Each one is followed by several questions about it. For questions 1–50, you are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is stated or implied in that passage.

Read the following passage:

The flamingo is a beautiful water bird with long legs and a curving neck like a swan’s. Most flamingos have deep red or flame-colored feathers with black quills. Some have pink or white feathers. The long legs and webbed feet are well suited for wading. The flamingo eats in a peculiar manner. It plunges its head underwater and sifts the mud with a fine hairlike “comb” along the edge of its bent bill. In this way, it strains out small shellfish and other animals. The bird nests on a mound of mud with a hollow on top to hold its single egg. Flamingos are timid and often live together in large colonies. The birds once lived in the southern United States, but plume hunters killed them faster than they could breed, and the flamingo no longer lives wild in the United States.

Example I

The flamingo can eat shellfish and other animals because of its
A. curved neck
B. especially formed bill
C. long legs
D. brightly colored feathers

According to the passage, the flamingo sifts mud for food with “a fine hairlike ‘comb’ along the edge of its bent bill.” Therefore, you should choose (B).

Example II

In line 6, the phrase “strains out” is closest in meaning to
A. propels
B. exerts pressure on
C. separates
D. rejects

The phrase “strains out” is closest in meaning to “separates.” Therefore, you should choose (C).

Now begin work on the questions.
Questions 1–11

By the mid-nineteenth century, in addition to its natural resources, the United States had accumulated enough capital in the form of factories to productively employ a large amount of labor, or human resources. A nation that still consisted largely of independent farmers could not provide an adequate labor supply for heavy industrialization. But millions of new workers came to the United States from abroad.

As we are all aware, not all these workers arrived voluntarily. Slaves were brought from Africa to the South; they were put to work on plantations to extract maximum harvests from the cotton fields. But in the North, the machines that turned cotton into textiles were worked by massive waves of immigrants who came willingly from one part of Europe after another. This vastly expanded pool of labor allowed for large leaps in our national output.

A nation cannot grow forever by finding more natural resources and attracting more workers; thus, a country's extensive growth will eventually slow. But intensive growth gradually appears as better use is made of the labor force. In the United States in the mid-nineteenth century many of the newly arrived immigrants were unskilled and illiterate, but the education policy of their new land meant that their children all received an education, and many were trained in a skill. If a society gives workers more knowledge, they will be able to use machines in a more complex way and to follow more complex instructions, yielding manufactured goods of greater value; this process is often known as investing in human capital. In the late twentieth century, our physical capital is so abundant and our natural resources so limited that we are beginning to appreciate the importance of improving our human resources if we are to continue to grow.

1. This passage mainly discusses the national output in terms of
(A) the labor force
(B) natural resources
(C) factories
(D) immigration

2. According to the passage, where did the necessary labor force for the nation's new industries come from?
(A) Unemployed farmers
(B) Other countries
(C) The North
(D) The South

3. We can infer from the passage (paragraph 2) that the South's contribution to the growth of industry in the mid-nineteenth century was mainly
(A) raw materials
(B) skilled labor
(C) manufactured goods
(D) industrial sites

4. The phrase "massive waves of immigrants" in line 10 of the passage means that
(A) many immigrants came by ship
(B) immigrant families stayed together
(C) groups of immigrants came at different times
(D) groups of immigrants were greeted enthusiastically

The questions for this passage continue on the next page.

Go on to the next page
The following questions are based on the passage on page 353.

5. The phrase “This vastly expanded pool of labor” in lines 11 and 12 refers to
   (A) immigrant workers
   (B) plantation owners
   (C) independent farmers
   (D) European investors

6. From the passage, which of the following can be inferred about the United States in the first half of the nineteenth century?
   (A) It was producing large amounts of manufactured goods.
   (B) It was largely agricultural.
   (C) It was fully industrialized.
   (D) It was low in natural resources.

7. We can infer from the passage that intensive growth of a nation’s economy requires
   (A) expansion of resources
   (B) better use of the labor force
   (C) attracting unskilled labor
   (D) limiting the human resources

8. The word “leaps” in line 12 is closest in meaning to
   (A) reports
   (B) gains
   (C) initiatives
   (D) investments

9. According to the passage, what is the end goal of an investment in human capital?
   (A) Providing more valuable manufactured goods
   (B) Educating immigrant families
   (C) Training in use of complex machines
   (D) Developing literacy for all

10. We can infer from the passage (paragraph 3) that in the mid-nineteenth century the United States placed a high value on
    (A) European trade
    (B) education
    (C) agriculture
    (D) development of natural resources

11. What device is the author using to present the information in lines 19–22?
    (A) anecdote
    (B) cause and effect
    (C) comparison
    (D) restatement


Go on to the next page
Questions 12–20

The log cabin, along with coonskin cap and Kentucky rifle, conjures up images of rugged pioneer days. Simple one-room dwellings of logs, notched together at the corners, were introduced to America around 1638 by Swedish settlers in Delaware. Subsequently, German and Scotch Irish immigrants, as well as Russian explorers along the western coast and in Alaska, introduced their own forms of log construction. During the great westward expansion that began in the late 1700s, the log cabin was practically ubiquitous in timber-rich frontier areas; it could be built with only the aid of an axe, and required no costly nails. Intended to serve merely as way stations in the wilderness, cabins rarely became permanent homes. When families desired better housing with more amenities, they either abandoned their cabins (often to be occupied by new transients), incorporated them into larger dwellings, converted them into storage facilities, or in the South, used them as slave quarters.

The myth of the log cabin as the sacrosanct birthplace of leaders, renowned for their honesty, humility, and other virtues, was inaugurated during the presidential campaign of 1840, when William Henry Harrison was touted throughout the country as a hard-cider-swigging bumpkin who lived in a log cabin. His landslide victory over Martin Van Buren set a precedent for future presidential aspirants, but only a few such as “Honest Abe” Lincoln had bona fide claims to humble origins.

In the present day, the log cabin appears on such memorabilia as coins and postage stamps, and it is also the brand name of a popular syrup. The cabin is perpetuated architecturally in resorts, camps, inns, and restaurants along byways and highways.

12. According to the passage, who first introduced the log cabin structure in America?
(A) Russians in Alaska
(B) Pioneers in Kentucky
(C) Swedes in Delaware
(D) Germans in the West

13. We can infer from the passage that the log cabin originally
(A) was intended as a temporary home
(B) was comfortable and spacious
(C) was sold for large sums of money
(D) demonstrated the art of fine woodworking

14. The author implies that during the westward expansion the log cabin house
(A) diminished in popularity
(B) flourished
(C) became too costly
(D) required specialized tools

15. According to the passage, which of the following did NOT happen when people moved into more luxurious housing?
(A) The cabin was abandoned.
(B) The cabin was sold for a high price.
(C) The cabin became part of a new home.
(D) The cabin was used for storage.

The questions for this passage continue on the next page.
16. The word "amenities" in line 10 is closest in meaning to
   (A) conveniences
   (B) space
   (C) children
   (D) storage

17. The "myth of the log cabin" (paragraph 2) capitalizes on which of the following features of the house form?
   (A) Its simplicity
   (B) Its size
   (C) Its design
   (D) Its landscaping

18. We can infer from the passage that after the presidential election of 1840
   (A) wealth and social position became a positive campaign issue
   (B) other presidential candidates professed to have lived in log cabins
   (C) election campaigns were more honest
   (D) people voted for a candidate based on his political party

19. Why does the author mention William Henry Harrison in the passage?
   (A) As an example of an honest man
   (B) As an example of an underqualified candidate
   (C) To show how the log cabin myth began
   (D) To contrast his success with the defeat of Martin Van Buren

20. The author of the passage suggests that the log cabin house form has been
   (A) forgotten
   (B) romanticized
   (C) disparaged
   (D) simplified
Questions 21–31

During the early twentieth century, there was a core of radical American artists who devoted themselves to exploring the potentials of modernism. Chief among them was Georgia O’Keeffe, the most famous woman artist of our time, who is best known for her dramatic paintings of gigantic flowers and sun-bleached desert bones.

A native of Wisconsin, O’Keeffe studied there, in Virginia, at the Art Institute of Chicago, and New York’s Art Students’ League, and then earned her living as a public-school art teacher in Virginia and Texas. In 1915, at the age of twenty-eight, O’Keeffe arranged around her room all the art that she had produced so far, to evaluate it. Condemning each work as derivative, she destroyed them all, embarking on an entirely new series that she hoped would reflect only herself. The next year O’Keeffe sent some of her new work—remarkably spare, totally abstract charcoal drawings—to Anita Pollitzer, a friend living in New York. Pollitzer, impressed with the work, took the drawings to Alfred Stieglitz, the noted photographer, editor, dealer, and one of America’s foremost promoters of modernist art. Stieglitz was also impressed; he became O’Keeffe’s dealer, and later her husband. With Stieglitz’s support and the help of positive reviews and significant sales, O’Keeffe was able to devote herself to painting: New York City scenes at night, at a time when the skyscrapers were brand-new; rural landscapes seen during summers at Lake George in upstate New York; and, finally, the blossoms and bones for which she became famous.

By 1916 O’Keeffe was producing totally abstract drawings and water colors, many based on a series of simple lines and curved shapes. But she is known to far more viewers for her close-ups of flowers: red poppies, black irises, green orchids, pink-spotted lilies. Many theories have been advanced about the underlying meanings of these pictures. Much has been made of the “female qualities” of her blossoms; O’Keeffe, however, always denied that there was any symbolism, sexual or otherwise, in her flower paintings. She claimed that their size was inspired by the skyscrapers being built all over New York and that what really interested her in a subject was not the flower, or the skulls, or the mountain, but the colors and shapes she saw as she looked at them.

21. The word “core” in line 1 is closest in meaning to
   (A) class
   (B) neighborhood
   (C) structure
   (D) nucleus

22. According to the passage, what type of painter was Georgia O’Keeffe?
   (A) A portraitist
   (B) A miniaturist
   (C) A modernist
   (D) An expressionist

23. According to the passage, O’Keeffe is best known for her paintings of
   (A) objects
   (B) deserts
   (C) women
   (D) night scenes

The questions for this passage continue on the next page.
The following questions are based on the passage on page 357.

24. According to the passage, why did O'Keeffe destroy her work in 1915?
   (A) She needed more space in her room.
   (B) She was unhappy with the medium in which she had been working.
   (C) She wanted to produce larger paintings.
   (D) She felt that her work up to this point was not original.

25. Why does the author cite Anita Pollitzer in the passage?
   (A) She was a noted art dealer.
   (B) She introduced O'Keeffe's work to Stieglitz.
   (C) She was a patron of O'Keeffe.
   (D) She was an acquaintance of O'Keeffe.

26. In line 12, the word “spare” is closest in meaning to
   (A) excessive
   (B) liberated
   (C) simple
   (D) modern

27. We can infer from the passage that O'Keeffe's new work promoted by Stieglitz
   (A) was well-received by the public
   (B) went relatively unnoticed
   (C) was criticized as too modern
   (D) dealt only with the subject of flowers

28. The phrase “devote herself to painting” in line 18 means that O'Keeffe
   (A) took lessons to improve her technique
   (B) took new interest in her painting
   (C) spent all of her time painting
   (D) marketed her paintings more vigorously

29. According to the passage, O'Keeffe felt that her paintings of flowers had been
    influenced by all of the following EXCEPT
    (A) female qualities
    (B) the size of the New York skyscrapers
    (C) colors
    (D) shapes

30. The word “their” in line 28 refers to
    (A) the flower, the skulls, and the mountain
    (B) the colors and shapes
    (C) the skyscrapers
    (D) her flower paintings

31. What is the author's attitude toward modernist painting in the passage?
    (A) Very enthusiastic
    (B) Neutral
    (C) Critical
    (D) Somewhat negative
Decades of observation combined with the revelations of nuclear theory have allowed modern astronomers to make out the simple scheme underlying the stellar universe. Each kind of star—and there are hundreds of types—represents a temporary phase in a standard life cycle. With a few adjustments, this cycle applies to every star known. All stars, for example, begin as protostars, concentrations of luminous gas found within far larger and more diffuse clouds of dust and gas. Collapsing inward under its own gravity, a protostar heats and compresses its core until hydrogen-fusion reactions ignite. At this point, the star is considered to be on the main sequence, a reference to the observed concentration of most stars on a diagonal track, or sequence, within the diagram of stellar properties. Many stars remain on the main sequence for billions of years. But for each, there comes a time when its hydrogen supply runs out, causing the star to undergo further evolution.

A star’s mass controls the onset of this crisis. Low-mass stars, for example, have correspondingly low gravity, which allows them to fuse hydrogen very slowly and stay on the main sequence almost indefinitely; high-mass stars have such high gravity, and thus such rapid reactions, that they consume their own much greater hydrogen stocks within a few tens of millions of years. After the hydrogen is gone, mass dictates how each star changes. The smallest simply consume the dregs of their fuel and wink out. Mid-size stars like the Sun go through a bewildering variety of changes, including a high-energy helium flash, before turning to white dwarfs. The most massive stars rush through an intricate series of fusion reactions before suffering a final spectacular collapse. The twists and turns of stellar development are chronicled by astronomers as they study the life-span of the stars.

32. What does this passage mainly discuss?
   (A) The size of stars
   (B) The charting of characteristics of stars
   (C) Protostars
   (D) The life cycle of stars

33. The word “stellar” in line 3 is closest in meaning to
   (A) complete
   (B) star-filled
   (C) outstanding
   (D) large

34. According to the passage, protostars are
   (A) larger than most stars
   (B) the most important stars in the galaxy
   (C) the initial stage of a star’s cycle
   (D) clouds of dust and gas

35. The word “diffuse” in line 6 is closest in meaning to
   (A) not concentrated
   (B) colorful
   (C) low-lying
   (D) different
36. At what point is a star considered to be on the main sequence?
   (A) When it reaches a certain size
   (B) After the hydrogen-fusion ignition
   (C) When scientists can see it
   (D) When the dust has settled

37. We can infer from the passage that further evolution of a star occurs
   (A) after a billion years
   (B) when it reaches a certain mass
   (C) when its hydrogen supply is depleted
   (D) when it comes to the end of its track

38. The word “consume” in line 17 is closest in meaning to
   (A) make
   (B) use up
   (C) radiate
   (D) waste

39. Which of the following factors determines how stars change when they have used up their supply of hydrogen?
   (A) Heat
   (B) Mass
   (C) Weight
   (D) Age

40. According to the passage, which type of star would you expect to last the longest on the main sequence?
   (A) Low-mass stars
   (B) High-mass stars
   (C) Mid-size stars
   (D) Protostars

41. The Sun is expected to exhibit all the characteristics EXCEPT
   (A) to be a mid-size star
   (B) to experience a helium-flash
   (C) to wink out
   (D) to become a white-dwarf star

42. The passage supports all of the following statements EXCEPT
   (A) All stars follow a similar life cycle.
   (B) Hydrogen is an essential element in determining the life cycle of a star.
   (C) High-mass stars have correspondingly high gravity.
   (D) The Sun is considered to be one of the most massive stars.
Questions 43–50

People have been playing with marbles for thousands of years. The first marbles were probably either river stones that happened to be naturally round enough to roll or, more likely, rounded globs of clay that were baked for hardness. Such very old clay marbles have been found in both Greek and Roman ruins, and quartzite spheres have been dated at around 6000 B.C.

Harder and more durable marbles tend to inspire different kinds of games than soft clay marbles, which crack very easily. So with the advent of hand-rounded and polished marbles made of agate or some other rugged, igneous rock, the “golden age” of marbles and marble play flowered. Stone marbles began to appear in the early 1800s in what is now the southern part of Germany. Shortly after, handmade glass marbles appeared in the same part of Europe. For the next 120 years, marbles and marble playing—there were literally hundreds of games—flourished in both Europe and America.

Marble players developed their own vocabulary for different sizes and materials of marbles, as well as for the many kinds of games to be played and the way marbles were used in the games. For example, if you were going to play a game of Ring-Taw, one of the most popular and enduring marble games, you would lag for the first shot, and then knuckle down from the baulk, trying your best to get a mib or two with your opponent’s immie.

43. The author makes the point in the passage that playing with marbles
(A) has been going on since ancient times
(B) is a relatively recent phenomenon
(C) is losing popularity
(D) is a very expensive pastime

44. According to the passage, which of the following was the least durable substance for making marbles?
(A) Agate
(B) Rock
(C) Glass
(D) Clay

45. The word “durable” in line 6 is closest in meaning to
(A) sturdy
(B) colorful
(C) economical
(D) massive

46. The word “inspire” in line 6 is closest in meaning to
(A) instruct
(B) motivate
(C) relinquish
(D) heighten

47. It can be inferred from the passage that the use of marbles became very popular in Europe and America
(A) in the 18th century
(B) in 6000 B.C.
(C) in the 1970s
(D) after glass marbles were developed

48. We can infer from the passage that marble playing
(A) is a game only for children
(B) has many variations in games
(C) is played according to one set of rules
(D) uses only one kind of marble
The following questions are based on the passage on page 361.

49. It can be concluded from lines 17–19 of the passage that the terminology of marble playing is
   (A) specialized
   (B) easy to understand
   (C) used only by children
   (D) derived from an ancient language

50. The word “enduring” in line 17 is closest in meaning to
   (A) developed
   (B) long-lasting
   (C) engaging
   (D) challenging

This is the end of Section 3.

If you finish before time is called, check your work on Section 3 only.
Do not read or work on any other section of the test.
For more practice, take a complete test from The Heinemann TOEFL Test Book.
PRACTICE TEST ONE
ESSAY QUESTION

Time: 30 minutes

Do you agree or disagree with the following statement?
Necessity is the mother of invention.
Use specific reasons and examples to support your opinion.

Notes

Use the rest of this page to make notes before writing. Write your essay on the photocopies you made of the TWE Answer Sheets, found on pages 511 and 512 in the General Appendix.
COMPLETE PRACTICE TOEFL TEST TWO

On the following pages, you will find Complete Practice TOEFL Test Two. This test includes a Test of Written English.

Complete Practice TOEFL Test Two is the same length as an actual TOEFL exam, and it contains all of the item types covered on a TOEFL. It takes approximately two hours to complete the first three sections of the test. Then, it takes an additional 30 minutes to complete the Test of Written English. If possible, you should take the entire test at one sitting. If this is not possible, you can take each section separately. If you choose this method, do not look ahead at the sections you have not yet completed. If you look ahead, you will not get good results when you actually complete each section as a test.

Steps to follow when taking Complete Practice TOEFL Test Two:

1. Find the Complete Practice TOEFL Test Two Answer Sheet on page 510 in the General Appendix, #3. Mark your answers on this sheet.

2. Find the photocopies you made of the TWE Answer Sheets on pages 511 and 512 of the General Appendix. Write your essay on these answer sheets.

3. Set up a tape player with the audio cassette for Section One of Complete Practice TOEFL Test Two.

4. As much as possible, simulate an actual TOEFL test-taking situation. Sit at a comfortable desk in a quiet room. Take the test at a time when you will not be interrupted.

5. Take the test according to the time limits set for official TOEFL tests. Section One will last 30–40 minutes and will be self-timed by the audio cassette that accompanies it. Allow yourself 25 minutes to complete Section Two, 55 minutes to complete Section Three, and 30 minutes to complete the Test of Written English.

6. Score the first three sections, using the Answer Key, pages 588–589.

7. Convert your scores on the first three sections to a TOEFL score using Score Conversion Table 1 and Score Conversion Table 2 in the General Appendix, #2, pages 505 and 506.

8. Score your TWE essay using the guidelines provided in W✓3, page 330.

9. Compare your score to your Diagnostic Test, Section Test, and Complete Practice TOEFL Test One scores, noting any continued areas of TOEFL strength and weakness.

When you are ready to start Complete Practice TOEFL Test Two, begin the tape. Do not go on to the next page until the tape tells you to do so.
Section 1
Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section, with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test. Do not take notes or write in your test book at any time. Do not turn the pages until you are told to do so.

Part A

Directions: In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

In your test book, you read:  
(A) At last winter is almost over.  
(B) She doesn’t like winter weather very much.  
(C) This winter’s weather is similar to last winter’s weather.  
(D) Winter won’t last as long this year as it did last year.

You learn from the conversation that the woman thinks the weather this winter is almost the same as the weather last winter. The best answer to the question “What does the woman mean?” is (C), “This winter’s weather is similar to last winter’s weather.” Therefore, the correct choice is (C).
1. (A) Stop for a while and get some rest.
   (B) Let the man finish the work.
   (C) Wait for the man to catch up with her.
   (D) Continue working for a while.

2. (A) Pete might have left his keys in the car.
   (B) Pete shouldn’t leave his keys in the car.
   (C) She can’t help look for the keys.
   (D) She’ll look for Pete’s keys in the car.

3. (A) The woman doesn’t have time to study again this weekend.
   (B) The woman spends too many weekends studying.
   (C) He will not spend the entire weekend studying again.
   (D) He can’t help the woman with her studies this weekend.

4. (A) The woman shouldn’t go to concerts like this one.
   (B) He really doesn’t know how to get to the concert.
   (C) He is surprised that the woman is enjoying herself.
   (D) He isn’t having any fun at this concert.

5. (A) It’s time to go home and relax.
   (B) He’ll get the cleaning on the way home.
   (C) They’ll stop for tea before he drops the woman off.
   (D) It will be easy to get the woman’s jacket cleaned.

6. (A) The man is quite right about the exam.
   (B) Almost everyone succeeded on the exam.
   (C) The exam was not exactly what she expected.
   (D) No one has taken the proficiency exam yet.

7. (A) He must be relieved at the good news.
   (B) He will have a heavy load at the university.
   (C) He won’t mind if he isn’t accepted right away.
   (D) He hasn’t had time to make up his mind about college.

8. (A) He’ll start moving out this week.
   (B) He doesn’t have any time this week to move.
   (C) He doesn’t really need a new office.
   (D) He isn’t strong enough to move by himself.

9. (A) She called the travel agent.
   (B) She bought a ticket for Frank.
   (C) Frank contacted the travel agent.
   (D) She doesn’t have time to travel.

10. (A) Drink some more coffee.
    (B) Stop drinking coffee for today.
    (C) Pass the man his coffee.
     (D) Go out with the man to buy coffee.

11. (A) He doesn’t know where Pam and her friends are.
    (B) Pam’s friends are helping her with her diet.
    (C) Pam’s friends are very loyal.
    (D) He doesn’t know when he’ll see Pam and her friends.

12. (A) They can’t leave yet.
    (B) They have arrived early.
    (C) The class outing has been canceled.
    (D) The students are late for the bus.

13. (A) The woman doesn’t have any more papers to do.
    (B) The woman cannot turn her paper in late.
    (C) He’s used to turning his papers in late.
    (D) He can’t accept any more papers.

14. (A) He doesn’t know how to adjust a backpack.
    (B) He damaged the woman’s backpack.
    (C) He doesn’t want to go hiking this weekend.
    (D) He hasn’t had time to put the back pack on.

15. (A) There are too many people living next door.
    (B) They can’t find their landlord.
    (C) Their neighbors are too noisy.
    (D) They can’t get their neighbors to visit them.
16. (A) He had submitted his application after the deadline.
   (B) He hadn't applied himself all year.
   (C) He hadn't tried to get a scholarship.
   (D) He didn't qualify for a scholarship.

17. (A) Ted isn't in very good shape.
   (B) They can go over to Ted's later.
   (C) Their house needs cleaning.
   (D) Ted shouldn't come over on Saturday night.

18. (A) She doesn't like the snow so much.
   (B) She's looking forward to going skiing.
   (C) She agrees with the man.
   (D) She doesn't know who is going skiing with them.

19. (A) She doesn't mind waiting to use a printer.
   (B) She hasn't had time to do her paper yet.
   (C) She'll come back in an hour to print her paper.
   (D) She needs to use a printer right away.

20. (A) He may have too many things planned for the summer.
   (B) He should look for a full-time job.
   (C) He's working hard so he can take the summer off to write.
   (D) He's teaching a writing class this summer.

21. (A) He uses the phone a lot.
   (B) He is very busy.
   (C) He hasn't finished moving in yet.
   (D) He is very lonely.

22. (A) She isn't feeling well.
   (B) She is planning to do too many things.
   (C) She won't mind travelling.
   (D) She should leave in three days.

23. (A) She had to study until late last night.
   (B) She shouldn't really get home so late.
   (C) She should be more careful at night.
   (D) She likes to stay up late.

24. (A) She's tired of violent films.
   (B) She has been bored lately at the movies.
   (C) She would like to go out tomorrow night.
   (D) She'd like to eat before going out.

25. (A) He is going to finish his thesis soon.
   (B) He doesn't have time to go get his thesis.
   (C) His work is going very well.
   (D) He is just beginning his thesis.

26. (A) She doesn't say much in her chemistry class.
   (B) She feels the same about chemistry as she does about Spanish.
   (C) She's doing well in both chemistry and Spanish.
   (D) She isn't doing very well in chemistry.

27. (A) She has more cars than the man does.
   (B) She doesn't like cars anymore.
   (C) She hasn't really worked on very many cars.
   (D) She sometimes gets tired of working on cars.

28. (A) He recently wrote her a letter.
   (B) She's going to write to him.
   (C) She's afraid that he might be lost.
   (D) She hasn't been in contact with him.

29. (A) It isn't a good idea to go swimming right now.
   (B) He's got a cold, so he'll stay at home.
   (C) He wants to listen to the weather report before he decides.
   (D) The water is too cold to swim in.

30. (A) Janet's heavy workload is causing her serious health problems.
   (B) She's certain that Janet is looking for different work.
   (C) Janet has been working very hard and is probably tired.
   (D) Janet will present her work later this week.
Part B

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you are **not** allowed to take notes or write in your test book.
31. (A) Watching a movie.  
(B) Reading folktales.  
(C) Talking to another friend.  
(D) Finishing his history project.  

32. (A) To ask her to help him think of a good ending for his paper.  
(B) To invite her to a museum to walk through a new exhibit.  
(C) To invite her out to the movies.  
(D) To help her celebrate.  

33. (A) She has been asked to take part in a folktales exhibit.  
(B) She studied folktales in a class.  
(C) She has a paper to write about folktales.  
(D) She teaches folktales to children.  

34. (A) He didn’t have enough money.  
(B) He wasn’t interested in what she was going to do.  
(C) He didn’t want to go all the way to Asheville.  
(D) He would rather work on his history project.  

35. (A) He thinks it’s high considering the type of work he is doing.  
(B) He would like to earn more, but he feels there are other benefits as well.  
(C) He can use it to buy some good reference books.  
(D) He thinks it is about right.  

36. (A) She is looking for a job and can’t find one.  
(B) She loves making salads and has experience as a baker.  
(C) She was supposed to work at the Lincoln Inn, but they told her they didn’t need her anymore.  
(D) She had a summer job last year but didn’t get asked back again for this summer.  

37. (A) He doesn’t think he’ll be able to keep his own job.  
(B) He doesn’t think the Lincoln Inn needs any more help right now.  
(C) He wants to wait until summer to ask about a job.  
(D) There is only one position for a salad maker at the Lincoln Inn.

Go on to the next page
Part C

Directions: In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and the questions will not be repeated.

After you hear a question, read the four possible answers in your test book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Here is an example.

On the recording, you hear:

Now listen to a sample question.

In your test book, you read: (A) Only bumblebees can fertilize red clover plants.
(B) Bumblebees protect red clover from plant-eating insects.
(C) Bumblebees bring water to red clover plants on their tongues.
(D) Bumblebees keep mice and other animals away from red clover plants.

The best answer to the question "Why is it impossible to raise red clover where there are no bumblebees?" is (A), "Only bumblebees can fertilize red clover plants." Therefore, the correct choice is (A).

Now listen to another sample question.

In your test book, you read: (A) They both make honey.
(B) They both build combs.
(C) Both of them are found in underground nests.
(D) They both live through the winter.

The best answer to the question "According to the speaker, in what way are the queen wasp and the queen bee similar?" is (D), "They both live through the winter." Therefore, the correct choice is (D).

Remember, you are not allowed to take notes or write in your test book.
38. (A) They were sold unassembled with instructions for putting them together.
(B) They were put together one at a time, from start to finish.
(C) They were handcrafted on a conveyor belt.
(D) Early automobiles were simple to construct and took teams of workers thirty minutes to complete.

39. (A) Environmental science.
(B) The history of American manufacturing.
(C) Small engine mechanics.
(D) Twentieth-century American architecture.

40. (A) Boredom of workers who had to repeat the same tasks over and over.
(B) Too much to do if workers were given responsibility for quality control.
(C) Too many delays resulting from workers organizing into teams.
(D) Assembly lines were so expensive to construct that no one could afford to use them.

41. (A) Workers who participate in teams can produce cars in thirty minutes.
(B) Most people can't afford to buy a car unless they work on an assembly line.
(C) Increased worker responsibility for quality control causes decreased worker productivity.
(D) People who feel good about their jobs are likely to do a better job.

42. (A) It put a lot of people out of jobs.
(B) It gave him better quality control.
(C) It made his cars a lot less expensive.
(D) It encouraged him to create teams of workers.

43. (A) They caused him to focus on the need for strength and courage in the face of danger.
(B) They caused him to write many anti-war novels and short stories.
(C) They encouraged his interest in bullfighting and big game hunting.
(D) They helped him develop his description of a group of World War One ambulance drivers as the "lost generation."

44. (A) His study of the origins of big game species in Africa.
(B) His love of the sport of bullfighting.
(C) An old man's struggles to capture an elephant.
(D) His personal experiences as a hunter in Africa.

45. (A) They were all disillusioned by war.
(B) They shared a love of elephants and other big game.
(C) They presented a strong, masculine image.
(D) They all had active memories of their service in the war.

46. (A) He was relatively young and still writing novels and short stories.
(B) He had written all his life about the need to face difficulty with courage.
(C) He had gracefully accepted the fact that he could no longer hunt in Africa.
(D) His war wounds had all been cured.

47. (A) Insecticides encourage pests to stay in the garden and multiply.
(B) Insecticides kill helpful insects as well as pests.
(C) Insecticides give beneficials energy to search for prey.
(D) Insecticides reduce the amount of pollen and nectar produced by flowers.
48. (A) By providing enough pollen and nectar to kill ladybugs, suffrage flies, and parasitic wasps.
(B) By providing beneficials with the nectar and pollen they need for energy.
(C) By reducing the amount of food for pests, which induces them to kill each other.
(D) By providing large amounts of protein and carbohydrates, which are bad for pests.

49. (A) Some look for pests in garden centers where plants are plentiful; others look in smaller gardens.
(B) Some look only in plants which produce pollen; others look only in nectar-producing plants.
(C) Some look for bugs in plants with shallow flowers; others look in sunflowers and fetches.
(D) Some look for food on the ground; others look higher in the leaves and flowers of plants.

50. (A) Specialists like pollen; generalists like nectar.
(B) Specialists are ground spiders; generalists are beetles.
(C) Specialists are picky eaters; generalists eat lots of different pests.
(D) Specialists eat bugs; generalists eat plants.

This is the end of Section 1.
Stop work on Section 1.

Do NOT read or work on any other section of the test.
The supervisor will tell you when to begin work on Section 2.
Section 2
Structure and Written Expression

Time: 25 minutes

This section is designed to measure your ability to recognize language that is appropriate for standard written English. There are two types of questions in this section, with special directions for each type.

Structure

Directions: Questions 1–15 are incomplete sentences. Beneath each sentence you will see four words or phrases, marked (A), (B), (C), and (D). Choose the one word or phrase that best completes the sentence. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen. Fill in the space so that the letter inside the oval cannot be seen.

Example I

Most American families -------- at least one automobile.
(A) have
(B) in
(C) that
(D) has

The sentence should read, “Most American families have at least one automobile.” Therefore, you should choose (A).

Example II

-------- recent times, the discipline of biology has expanded rapidly into a variety of subdisciplines.
(A) It is since
(B) When
(C) Since it is
(D) In

The sentence should read, “In recent times, the discipline of biology has expanded rapidly into a variety of subdisciplines.” Therefore, you should choose (D).

Now begin work on the questions.
1. Lionel Hampton, ________, was born on April 12, 1913.
   (A) for whom an orchestra leader and vibraphone improvisor
   (B) was an orchestra leader and vibraphone improvisor
   (C) an orchestra leader and vibraphone improvisor who
   (D) orchestra leader and vibraphone improvisor

2. The term “money” ________ to any medium that is generally accepted in exchange for goods and services.
   (A) referring
   (B) can refer
   (C) to refer
   (D) it refers

3. Meteorologists, ________, have long sought ways of controlling local and regional climates.
   (A) whose study of the weather and its patterns
   (B) they study the weather and its patterns
   (C) their study of the weather and its patterns
   (D) who study the weather and its patterns

4. According to the United States Department of Agriculture, corn has developed into a larger American cash crop ________.
   (A) than wheat has
   (B) more than wheat
   (C) like that of wheat
   (D) over that of wheat

5. ________ is probably linoleum tile.
   A) Flooring the most durable accepted material
   B) Flooring the most durable material accepted
   C) The most durable accepted flooring material
   D) Accepted the most durable flooring material

6. ________ that of most other vertebrates, the human eye is remarkable for the functions it serves in relation to vision.
   (A) It is like
   (B) Like
   (C) Similar
   (D) How it is like

7. By experimenting with garden peas, Gregor Mendel ________ some of the basic concepts regarding the means by which genetic traits are passed from parents to offspring.
   (A) was derived
   (B) deriving
   (C) he derived
   (D) derived

8. ________ by word of mouth, much Native American literature is oral.
   (A) It is transmitted
   (B) Transmitting it
   (C) Transmitted
   (D) Transmitted it

9. Although tornadoes are most common in the central U.S., they sometimes occur ________ New England.
   (A) east as far
   (B) to the east
   (C) as far east as
   (D) farthest east

10. Not only ________, but he also won the hearts of many as a chivalrous hero.
    (A) was an outlaw Jesse James
    (B) was Jesse James an outlaw
    (C) Jesse James was an outlaw
    (D) Jesse James being an outlaw

11. Macroeconomists, ________, analyze aggregate production and consumption activities.
    (A) global economic trends seeking to predict
    (B) seeking to predict global economic trends
    (C) sought predicting global economic trends
    (D) they seek to predict global economic trends
12. Short-tailed whipscorpions are not commonly found in North America, micro-whipscorpions.
   (A) and are neither  
   (B) and neither  
   (C) and neither are  
   (D) are neither

13. Only by reproducing at a tremendous rate ________ to survive in the sea.
   (A) many plant and animal species manage  
   (B) manage many plant and animal species  
   (C) do many plant and animal species manage  
   (D) manage plant and animal species many

14. As archaeologists study the prehistory of early food production, they are developing new techniques ________ prehistoric food residues and early domestic animals.
   (A) are analyzing  
   (B) analysis of  
   (C) to analyze  
   (D) analyzed

15. In his poetry, Robert Frost expressed emotions forcefully, ________.
   (A) were felt  
   (B) that he felt them  
   (C) as he felt them  
   (D) they were felt

### Written Expression

**Directions:** In questions 16–40 each sentence has four underlined words or phrases. The four underlined parts of the sentence are marked (A), (B), (C), and (D). Identify the one underlined word or phrase that must be changed in order for the sentence to be correct. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

**Example I**

The octopus is a unique animal because they ________ has three functioning hearts.

Sample Answer  
(A)  
(B)  
(C)  
(D)

The sentence should read, “The octopus is a unique animal because it has three functioning hearts.” Therefore, you should choose (C).

**Example II**

The beagle, one of the most ancient breeds of dog known, originating in England.

Sample Answer  
(A)  
(B)  
(C)  
(D)

The sentence should read, “The beagle, one of the most ancient breeds of dog known, originated in England.” Therefore, you should choose (D).

Now begin work on the questions.
16. John F. Kennedy, forty-three year old on his inauguration, was the youngest man and the first
roman catholic elected to the American Presidency.

17. Summer comes to the Northern Hemisphere when the earth’s axis tilts toward the solar.

18. Modern American women, whom lives have become more and more stressful and career-oriented,
still have longer life expectancies than do men.

19. Because many species of plants and animals in Hawaii are threatened with extinction within a short
period of time, scientists are trying desperately to rescue them.

20. Most males begin to experience lost of hair at around forty years of age.

21. Empathy includes sentiments of sympathy, compassion, and to pity.

22. In his quest for national united, Thomas Jefferson sought political support from banking,
commercial, and manufacturing interests.

23. Identical twins have almost all of their genes in common, so any variation between two identical
twins is in large part due to the effects of the environment.

24. At Dinosaur National Monument in Utah, the ancient remains of many animals are left part
unexcavated so that visitors can see how their fossilization occurred.

25. Giant cuttlefish are camouflaged artist, displaying a vivid and expressive range of colors.

26. Soon after its opening on the stage, The Glass Menagerie won acclaim for its author,
Tennessee Williams.

27. Food can pick up microbes during processing, to package, transportation, storage, or preparation.

28. Phonologists study the sound patterns of language to learn the rules that govern the way
sounds are combined.

29. In 1860, while staying of her parents, Rebecca Harding Davis wrote “Life in the Iron Mills,”
her first, and possibly her greatest, short story.

30. Emotionally stable people seem to have about the same number of nightmares as highly anxiously
individuals.
31. Both the red and the white poppy grow wild in mountainous areas that receive a lot of sun.

32. If the concentration of chlorine in water is carefully controlled, and it will not harm human beings.

33. The Humane Society fights to discourage cruelty treatment of animals and sponsors shelters for the protection of stray and lost pets.

34. Beginning her life in North America as an immigrant whose English language skills were limited, Eva Hoffman went on to become one of greatest American writers of the twentieth century.

35. The more a robot can be programmed regarding its domain of activity, the best it can perform that activity without frequent human intervention or reprogramming.

36. Success as a radio performer depends heavily on the kind of vocal personality expressed.

37. In spite of countless obstacles, Charles Lindbergh remained relentlessly in his efforts to cross the Atlantic in his small monoplane and finally succeeded in the spring of 1927.

38. Although suspects denied to commit any offense against controversial author George Washington Harris, it is commonly thought that poison was the cause of his untimely death in 1869.

39. A fossil skull estimated to be over nine million years old was unearthed in the fall of 1989 and is thought to be earliest known example of a hominid.

40. Although certain features of human behavior are known to have a genetic basis, but it is impossible to assess the effects of the environment on the expression of the many genes that influence behavior.

This is the end of Section 2.
If you finish before time is called, check your work on Section 2 only.

STOP STOP STOP STOP STOP STOP STOP

The supervisor will tell you when to begin work on Section 3.
Section 3
Reading Comprehension

Time: 55 minutes

Directions: In this section you will read several passages. Each one is followed by several questions about it. For questions 1–50, you are to choose the one best answer, (A), (B), (C), or (D), to each question. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Answer all questions following a passage on the basis of what is stated or implied in that passage.

Read the following passage:

The flamingo is a beautiful water bird with long legs and a curving neck like a swan’s. Most flamingos have deep red or flame-colored feathers with black quills. Some have pink or white feathers. The long legs and webbed feet are well suited for wading. The flamingo eats in a peculiar manner. It plunges its head underwater and sifts the mud with a fine hairlike “comb” along the edge of its bent bill. In this way, it strains out small shellfish and other animals. The bird nests on a mound of mud with a hollow on top to hold its single egg. Flamingos are timid and often live together in large colonies. The birds once lived in the southern United States, but plume hunters killed them faster than they could breed, and the flamingo no longer lives wild in the United States.

Example I

The flamingo can eat shellfish and other animals because of its

(A) curved neck
(B) especially formed bill
(C) long legs
(D) brightly colored feathers

Sample Answer
A  C  D

According to the passage, the flamingo sifts mud for food with “a fine hairlike ‘comb’ along the edge of its bent bill.” Therefore, you should choose (B).

Example II

In line 6, the phrase “strains out” is closest in meaning to

(A) propels
(B) exerts pressure on
(C) separates
(D) rejects

Sample Answer
A  B  C  D

The phrase “strains out” is closest in meaning to “separates.” Therefore, you should choose (C).

Now begin work on the questions.
Questions 1–11

One of Vermont’s more recent inhabitants, the Eastern coyote is regarded by many as a timber wolf in slightly reduced form. It isn’t because the coyote’s size, social structure, diet, and habits differ substantially from those of its big cousin. In one respect, however—the ability to generate controversy—the coyote certainly rivals the wolf.

In simplest terms, the Eastern coyote is a mid-sized predator which fills an ecological niche between the red fox and that once occupied by wolves and cougar, predators that are no longer found in New England. The Eastern coyote is larger than the Western coyote because, as that adaptable beast spread eastward, it picked up a few wolf genes.

It is the dietary habits of coyotes which bring a deluge of both praise and condemnation upon their furry heads. To animal rights activists, the coyote is a hero—God’s Dog, a creature which keeps animal populations strong by killing only the weak, sick, and old, and limits the numbers of some game animals so that there are fewer available for the hated human hunter. Conversely, to some hunters and to some farmers who raise sheep, the coyote is the devil incarnate—a wanton killer who destroys their game or livestock.

To what extent does the coyote live up to its reputation as either hero or villain? The answer is, “not very well.” A closer examination of the coyote’s eating habits will tell where the truth may lie.

Regarding effects on game populations, the coyote’s impact on small game may, to a considerable extent, be compensatory rather than additive. That is, much coyote predation probably substitutes for, rather than adds to, fox predation on such species as grouse, snowshoe hares, and rabbits. Why? Because there is considerable evidence that the larger coyote displaces the fox to a substantial degree, relegating the latter largely to areas between coyote territories.

As regards the coyote’s effect on deer, this issue is hotly debated. It was once thought by most wildlife biologists that coyotes rarely killed deer, other than newborn fawns. More recently, biologists have come to recognize that coyotes do prey on adult deer, especially during winters with deep snow when movement, even for healthy adult deer, is difficult. Above all, coyotes are opportunists, and if they can easily exhaust and bring down a healthy adult deer in deep snow, they’ll promptly do so (as will domestic dogs which are one of the worst predators of deer in winter). However, there is little evidence to support the “coyotes are wrecking our deer herd” theory. The coyote is merely one more factor in the highly complex equation of deer ecology.

Sheep and domestic pets, such as cats and small dogs, are another matter. While most coyotes cause no trouble whatsoever in this regard, a few learn that sheep are slow and stupid compared to deer, or that hunting for cats and small dogs around human habitations can mean an easy meal. A pair of coyotes and their pups can wreak havoc on a small flock of sheep in just one or two nights, to the understandable dismay and anger of the sheep raiser. Unquestionably, such coyotes are a serious problem.

The questions for this passage continue on the next page.

Go on to the next page
The following questions are based on the passage on page 379.

1. What is the topic of this passage?
   (A) The ecological range of the coyote
   (B) The controversy over Eastern coyotes
   (C) Differences between wolves and coyotes
   (D) Coyotes and deer herds in Vermont

2. According to the passage, the timber wolf and the coyote differ in all of the following features EXCEPT
   (A) size
   (B) diet
   (C) social structure
   (D) attracting controversy

3. According to the passage, people have strong opinions about the coyote’s
   (A) eating habits
   (B) origin
   (C) color
   (D) predators

4. The word “substantially” in line 3 is closest in meaning to
   (A) slightly
   (B) incredibly
   (C) significantly
   (D) interestingly

5. Opponents of the coyote would agree with all of the following statements EXCEPT
   (A) The Eastern coyote preys only on animals that are weak and sick.
   (B) The Eastern coyote is a threat to deer herds.
   (C) The Eastern coyote kills sheep.
   (D) The Eastern coyote is a menace to domestic pets.

6. The word “niche” in line 7 is closest in meaning to
   (A) den
   (B) role
   (C) map
   (D) rivalry

7. The phrase “that adaptable beast” in line 9 refers to
   (A) the wolf
   (B) the Eastern coyote
   (C) the Western coyote
   (D) the red fox

8. According to the passage, on what basis would an animal rights activist defend the Eastern coyote?
   (A) Coyotes control game populations.
   (B) Coyotes are different from timber wolves.
   (C) Coyotes are few in number in the East.
   (D) Coyotes can be domesticated.

9. According to the article, the coyote’s compensatory role regarding small game means that
   (A) the fox and the coyote hunt together
   (B) the coyote does not prey on the same game as the fox
   (C) the coyote replaces the fox as a predator of small game
   (D) the coyote moves from place to place when game becomes scarce

10. With which of the following statements about coyotes and deer would the author NOT agree?
    (A) Coyotes sometimes kill adult deer.
    (B) Coyotes kill deer more easily in the winter because of the snow.
    (C) Coyotes are the major cause of destruction of deer herds.
    (D) Both coyotes and dogs are a threat to deer.

11. According to the passage (paragraph 7), coyotes are a serious problem when
    (A) they hunt in pairs
    (B) they learn that it is easy to kill sheep and pets
    (C) deer are not available
    (D) they are raising a family
Questions 12–20

Economists have received the unfair reputation of being unable to agree on anything. The image of economists in disagreement is part of our folklore. An English commentator wrote: “If parliament were to ask six economists for an opinion, seven answers could come back—two no doubt from the volatile Mr. Keynes.” The London Times laments the “rise in skepticism about what economists can tell us,” and Business Week complains about “the intellectual bankruptcy of the economics profession.”

The image of widespread disagreement among economists is overrated. The results of a survey of 100 professional economists confirm that there is considerable agreement among economists about what can be done (positive economics), especially in a microeconomic context. However, there is more disagreement over what ought to be done. Questions of what ought to be done (Should we equalize the distribution of income? Should we increase defense spending?) require moral and political value judgments on which individuals naturally differ. Finally, disagreement among professional economists receives more publicity than other scientific professions, which contributes to the false image of economists in discord.

While disagreements in other sciences are as strong or even stronger than in economics, these disagreements are less visible to the public eye. Theoretical physicists have disagreed about the physical nature of the universe since the foundations of physics, but this scientific controversy is understood by only a few theoretical physicists.

It does not require much disagreement to bring economic disputes to the public’s attention. Everyone is interested in economic questions: Will inflation accelerate? Will I lose my job? Why is the price of gasoline rising so fast? Why are home mortgages so hard to come by? Economists do disagree, particularly on some big macroeconomic issues. But often what the public perceives as disagreements over positive economics are really disagreements over what ought to be. In general there is more agreement than disagreement among economists.

12. The word “folklore” in line 2 is closest in meaning to
(A) a scientific theory
(B) a national treasure
(C) a commonly held belief
(D) an untruth

13. According to the passage, the commentator mentions Mr. Keynes (line 5) as noted for his
(A) good sense
(B) inconsistency of opinions
(C) predictability
(D) greediness

14. According to the passage, positive economics is
(A) an attempt to convince disgruntled economists
(B) statements in microeconomics about what is possible
(C) financial statements showing gain
(D) results of economic surveys

The questions for this passage continue on the next page.
The following questions are based on the passage on page 381.

15. The author believes that disagreement between economists is all of the following EXCEPT
(A) natural
(B) exaggerated
(C) publicized
(D) nonexistent

16. According to the passage, which of the following statements describes disagreements between theoretical physicists?
(A) They are fairly recent situations.
(B) They are not easily understood by non-physicists.
(C) The public follows them intently.
(D) They are not worthy of publication.

17. The phrase "hard to come by" in line 26 is closest in meaning to
(A) badly advertised
(B) difficult to obtain
(C) far away
(D) plentiful

18. It can be inferred from the passage that economists find macroeconomic issues
(A) more controversial than microeconomic issues
(B) easier to understand than positive economics
(C) similar to issues in theoretical physics
(D) not concerned with reality

19. The purpose of the author in this passage is to
(A) point out a misconception
(B) support a generalization
(C) elaborate on a myth
(D) compare two views

20. The author's attitude toward economists in this passage is
(A) sympathetic
(B) critical
(C) derisive
(D) skeptical
Questions 21–30

In 1975 Marty Knowlton, a social activist and educator, linked the European hosteling concept with the residential emphasis of the Scandinavian Folk Schools and created a new kind of learning program for older adults. He called it Elderhostel, and a new movement in American adult education began.

Elderhostel is an educational adventure for older adults looking for something different. The later years should be a time of new beginnings, opportunities, and challenges. Elderhostel offers older adults a way to keep on expanding their horizons with people who are interested in the same things they are.

Elderhostel, a nonprofit educational organization, offers inexpensive, short-term academic programs hosted by educational institutions around the world. Participants live on college and university campuses, in conference centers, in marine biology field stations and environmental study centers, and enjoy the cultural and recreational resources that go with them. Some educational institutions that do not have residential facilities or whose residence halls are not available will use modest commercial sites for their programs.

Elderhostel has grown since the early years from a few hundred hostellers on a handful of New England college campuses into an international network of 1,800 participating institutions. Today Elderhostel has programs in every American state and Canadian province as well as over 45 foreign countries. Last year almost 1/4 million people enrolled in Elderhostel.

Individuals 55 years of age and older are eligible. Participants’ spouses of any age are welcome. Companions of age-eligible participants must be at least 50. Elderhostel encourages diversity and welcomes people of all races, colors, and religions.

Plain and simple is the essence of hosteling. Living on campuses or at comparable educational or commercial facilities allows tuition to be kept modest. That usually means two twin beds to a room with a bathroom down the hall. Meals include wholesome and nutritious institutional fare. Although the meals are not intended to tickle the gourmet palate, hostellers are usually impressed by the high quality.

Elderhostel offers college-level liberal arts or science courses selected by the institution hosting the program. Top faculty members will teach their specialties. Courses aren’t for credit, and there are no exams or grades. Because Elderhostel is an academic program, participants are expected to attend all classes. No specific prior educational background is necessary, except in the few rare instances where it is specifically noted in the catalogue.

Elderhostel may not be for everyone. But all that is needed is an adventuresome spirit and a yearning to be challenged by new ideas and experiences.

The questions for this passage continue on the next page.
The following questions are based on the passage on page 383.

21. The topic of this passage is
   (A) European hostels
   (B) nonprofit educational programs
   (C) a new movement in adult education
   (D) new college liberal arts programs

22. The phrase “later years” in line 6 refers to
   (A) a time of life
   (B) a period in one’s educational career
   (C) the years after Elderhostel was founded
   (D) extended leisure time

23. The phrase “expanding their horizons” in lines 7-8 is closest in meaning to
   (A) travelling to distant places
   (B) developing new interests
   (C) earning college credit
   (D) beginning new careers

24. All of the following can be inferred from the passage about hosteling EXCEPT
   (A) it is basically for the young
   (B) shared accommodations keep costs down
   (C) it is popular in Europe
   (D) it is an inexpensive way to travel

25. According to the passage, Elderhostel was developed to
   (A) allow university faculty to teach special courses
   (B) attract European tourists
   (C) provide inexpensive adventure tours
   (D) provide older adults with opportunities for further education

26. According to the passage Elderhostel participants may live in all of the following situations EXCEPT
   (A) college dormitories
   (B) luxury resorts
   (C) special seaside study sites
   (D) conference centers

27. The word “modest” in line 27 is closest in meaning to
   (A) regulated
   (B) low cost
   (C) well publicized
   (D) flexible

28. Which of the following is NOT a part of the Elderhostel program?
   (A) grades
   (B) short courses
   (C) interesting subjects
   (D) international sites

29. According to the passage, Elderhostel is designed for people who
   (A) want to learn about something new
   (B) need a special diet
   (C) are interested in studying with college students
   (D) plan to study a subject in depth

30. The author’s tone in this passage is
   (A) cynical
   (B) promotional
   (C) critical
   (D) neutral
Questions 31–40

The planet Mars has always captured the human imagination. There is its redness. We know now that the color comes from chemical reactions that long ago locked up Mars’s oxygen in reddish minerals on its surface, causing the “rusting” of the planet. To the ancients, the red color meant only one thing: blood. From the earliest times, Mars—named for the Roman god of war—has been associated with bloodshed. Even the astronomical symbol for Mars, a circle with an arrow pointing at 2 o’clock, is supposed to represent a shield and a spear.

As astronomers acquired telescopes, Mars mythology grew. It was the Italian astronomer Giovanni Schiaparelli who, in 1877, produced the most lasting bit of Martian folklore. He saw what he took to be long, thin, unnaturally straight lines on the Martian surface. He called them canali, a word that can translate into English either as “channels” or “canals.” Unfortunately, the latter translation was used, and the canals of Mars were born. Obviously if there were canals, there had to be canal builders, so once more Mars was peopled with all manner of intelligent life forms!

In 1965 Mariner 4 sent back our first close-up pictures of the Martian surface. Not only were there no canals, but Mariner 4 and the spacecraft that followed revealed a planet that was a largely cratered, apparently lifeless desert. We have subsequently learned that Mars is home to Olympus Mons, the largest volcano in the entire solar system, and to a canyon system stretching for almost 3,000 miles around the Martian equator. The atmosphere is extremely thin (equivalent to that at 130,000 feet above Earth) and made up almost entirely of carbon dioxide. The surface is cold, almost never getting above freezing even at the summertime equator.

Perhaps the greatest surprise were the photographs from Mariner 9 in 1971–72 that showed channels on the surface. Now these were not Schiaparelli’s canali—there’s no way these channels could be seen by even the most powerful earthbound telescope. They are unmistakable water courses, however. There is no water in them now, but they trace out the path of water that flowed in the past. They resemble the arroyos of the American West, through which water from infrequent cloudbursts flows, but which are bone-dry most of the time. Water once ran on the surface of Mars.

New explorations on Mars by the spacecraft Pathfinder, due to arrive on the planet’s surface in 1997, are planned to give scientists more information about possible past life on Mars. One of Pathfinder’s missions will be to lay the groundwork for future efforts to find fossil remains of living things. The landing site for the Mars Pathfinder is going to be the mouth of an old flood channel called Ares Vallis.
The following questions are based on the passage on page 385.

31. It can be inferred from the passage that myths about Mars
   (A) are widely believed today
   (B) have been dispelled by current space exploration
   (C) are based on scientific facts
   (D) depict it as a lifeless planet

32. Which of the following have NOT been a source of information about Mars?
   (A) Spacecraft
   (B) Telescopes
   (C) Conjecture
   (D) Astronauts

33. The phrase “the latter” in line 12 refers to
   (A) canals
   (B) canali
   (C) channels
   (D) unusual straight lines

34. The photographs from Mariner 9 were surprising because
   (A) they verified Schiaparelli’s canali
   (B) they show that water may have existed on Mars
   (C) they were not as good as the images from Earth’s telescopes
   (D) they were first shown in the American West

35. The author implies that the English translation of the Italian word canali as canals was unfortunate because
   (A) it contributed to the myth of life on Mars
   (B) Schiaparelli’s discovery was not given proper credit
   (C) no telescope on Earth could see canals accurately
   (D) the misconception held up scientific space travel for centuries

36. Where in the passage does the author give information about the topography of Mars?
   (A) Lines 2–3
   (B) Lines 16–19
   (C) Lines 23–28
   (D) Lines 35–37

37. The word “powerful” in line 27 is closest in meaning to
   (A) expensive
   (B) dominant
   (C) influential
   (D) strong

38. According to the passage, the redness of Mars is a result of
   (A) a chemical reaction on the planet surface
   (B) the old age of the planet
   (C) the reflection of the Sun
   (D) an abundance of oxygen in the planet’s atmosphere

39. Why do scientists think that the channels of Mars were waterways?
   (A) They resemble a similar system on Earth.
   (B) They still have a little water in them.
   (C) Bones have been found there.
   (D) They are straight and narrow.

40. According to the passage, Pathfinder’s mission to Mars includes
   (A) preparing for future fossil-finding expeditions
   (B) placing specialized equipment on the planet’s surface
   (C) checking for flood damage
   (D) bringing back fossils for further study
Questions 41–50

Many people are unaware of how many of the products we use every day come from petroleum and natural gas. In the United States each family of four uses more than two tons of petroleum products annually. That's almost 1200 lb of chemicals each year for every man, woman, and child in the United States—a staggering total of 225 billion pounds of chemicals from petroleum, and to a lesser extent, natural gas.

Of the vast amount of petroleum and natural gas we consume, more than 90 percent is burned as fuels. Only about 5.5 percent is used for the manufacture of petrochemicals by the chemical industry. These petrochemicals vary widely in their functions and include such products as drugs, detergents, rubber, paints, fertilizers, dyes, perfumes, explosives, food preservatives, artificial sweeteners, and agricultural chemicals. Finally, about 1.5 percent of the oil and natural gas is used as raw material for plastics. This small percentage translates into the production of billions of pounds of polymers that yield many different and useful products.

In post-World War II years, the United States was flooded with domestic and imported items of extremely low cost, low quality, and limited lifetime. This led to the image of "cheap plastics" with low durability. Today, however, the image of plastics has changed. Plastics perform an extremely broad range of functions, from heart valves and artificial kidneys to ski boots, nonstick surfaces, super glues, and spacecraft parts, and they compete with natural products in durability. No other materials except plastics could perform all these different functions.

Plastics are replacing more and more parts of your car. The use of 1 lb of plastic can replace an average of 3.5 lb of metal in an automobile. An automobile with 400 lb of plastic substituted for metal will weigh about 1000 lb less, which increases its gas mileage by about 3 mi/gal. The fuel savings are estimated to be about 160 million barrels of oil annually. That's more than the total amount used by the chemical industry as raw materials to make the polymers. As another example, synthetic polymer fibers are commonly used in fabrics, for both economical and practical reasons. If the world's synthetic fibers were replaced by cotton, this would require an additional 40 million acres of farmland.

Certainly the use of polymer plastics will increase. One can expect to find more applications in home construction and furniture because of the unlimited design freedom of plastics. Plastics will be used more in drink containers and food packaging. The 700 billion gallons of liquids consumed each year in the United States will find their way to the consumer more and more in plastic bottles. Diseased or malfunctioning parts of the body will be replaced by specialized plastic components to a greater degree. We are indeed becoming a plastic society.

The questions for this passage continue on the next page.
The following questions are based on the passage on page 387.

41. What does this passage mainly discuss?
   (A) Production of petroleum and natural gas
   (B) Plastics and plastic products
   (C) New uses of plastic in automobiles
   (D) The versatility of petrochemicals

42. According to the passage, the percentage of petroleum and natural gas that is used in the production of plastics is
   (A) tiny
   (B) exaggerated
   (C) extravagant
   (D) efficient

43. The word “yield” in line 14 is closest in meaning to
   (A) produce
   (B) surrender
   (C) gain
   (D) require

44. The word “flooded” in line 16 is closest in meaning to
   (A) inundated
   (B) damaged
   (C) promoted
   (D) in need of

45. It can be inferred from the passage (paragraph 3) that after World War II plastic products in the US were all of the following EXCEPT
   (A) inexpensive
   (B) long-lasting
   (C) mediocre
   (D) plentiful

46. The word “This” in line 17 refers to
   (A) the end of World War II
   (B) the use of imported rather than domestic goods
   (C) the limited lifetime of the goods
   (D) the appearance of large quantities of inferior goods

47. In paragraph 4, the author supports the use of plastics in cars and polymer fibers in fabrics because they are
   (A) economical
   (B) fashionable
   (C) easily manufactured
   (D) costly

48. The author believes that the use of plastics in home construction and furniture will increase because plastics
   (A) lend themselves to flexibility in design
   (B) are relatively inexpensive
   (C) come in decorative colors
   (D) are incredibly strong

49. Where in the passage does the author mention the products made of petrochemicals?
   (A) Lines 1–3
   (B) Lines 10–12
   (C) Lines 19–21
   (D) Lines 27–30

50. Which of the following devices does the author use to present information about plastic products?
   (A) Enumeration
   (B) Metaphor
   (C) Appeal to experts
   (D) Examples

This is the end of Section 3.

STOP STOP STOP STOP STOP STOP STOP

If you finish before time is called, check your work on Section 3 only.
Do not read or work on any other section of the test.
For more practice, take a complete test from The Heinemann TOEFL Test Book.
PRACTICE TEST TWO
ESSAY QUESTION

Time: 30 minutes

Some people think that teenage children should get part-time jobs while they are still in school. Other people believe that school is a full-time job itself and that teenagers shouldn't have part-time jobs while they are in school.

Which idea do you agree with?

Use specific reasons and examples to support your answer.

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Notes

Use the rest of this page to make notes before writing. Write your essay on the photocopies you made of the TWE Answer Sheets, found on pages 511 and 512 in the General Appendix.
LISTENING APPENDIX

Glossary of Idioms Used in the Listening Section of the Course

Please note that not all meanings of the idioms listed below are given. Only those meanings used in this text are discussed. For your reference, the exercise and question number are given for each idiom. Most occur in the tapescript; some occur in the answer choices.

ball of fire: person with great energy (Ex. 2A, #7)

beat: very tired (Ex. 14B, #3)

to be/walk in someone else’s shoes: to try to understand someone else or put oneself in that person’s position (Ex. 9A, #19)

to be out: to be impossible (Practice Test 2, #8)

to be short: not to have enough (Ex. 2A, #8)

to be tied up: to be busy (Ex. 2A, #9)

to be up for: to be ready to do something; interested in doing something (Practice Test 2, #29)

to blow the whistle: to tell secret information about (Ex. 2A, #10)

to break down: to become unusable because of breakage (Mini-Dialogue Checkpoint Test, #11)

can of worms: complex problem (Ex. 2A, #5)

to care for: to like (Ex. 2C, #6)

to catch one’s eye: to attract one’s attention (Ex. 2C, #5)

to catch up: to go fast enough or do enough so as not to be behind (Diagnostic Test, #22)

coffee break: a short recess from work during which workers rest and drink coffee or other beverages (Ex. 11A & B, #7)

to come up: to approach or come close (Mini-Dialogue Checkpoint Test, #10)

to die down: to subside; to lessen (Section Test, #27)

to do one’s best: to try very hard (Ex. 4D, #2)

down in the dumps: sad; depressed (Ex. 9C, #6)

a drag: a bother; an annoyance (Diagnostic Test, #21)

to drop off: to take someone or something part of the way you are going; to leave something or someone at a place that is on your way to somewhere else (Practice Test 2, #5)

end of one’s rope: end of one’s ability to cope or try (Section Test, #7)

to fall through: to fail (Ex. 2C, #4)

defed up with: tired of or annoyed with (Practice Test 2, #24)

to fill out: to complete (Longer Conversations and Short Talks Checkpoint Test, Dialogue for questions 1–5)

to gear up: to get started or get going (Section Test, #20)
to get a hold of: to contact (Ex. 2C, #1)
to get along: to live or work together in a friendly way; to cooperate; to agree (Ex. 2C, #9)
to get an early start: to begin early (Ex. 4D, #6)
to get into: to become involved or interested in (Section Test, #25)
to get off the ground: to make a successful beginning (Ex. 2A, #6)
to get something going: to begin something (Practice Test 2, #25)
to give a hand: 1) to applaud; 2) to help out (Explanation, page 51)
to give something a good going over: to clean something thoroughly (Practice Test 2, #17)
to give up: to stop doing or having; to abandon; to quit (Section Test, Short Talk for questions #43–46)
to go from bad to worse: to change from a bad condition to a worse one (Section Test, #4)
to go over: to check (Practice Test 1, #30)
to hang up: to place a telephone receiver back on its hook and break the connection (Ex. 11A and B, #9)
to have a hand in: to be partly responsible for (Model, page 51)
to have a sale: to sell merchandise at a reduced price (Diagnostic Test, #23)
to hit the nail on the head: to be right about something (Ex. 2A, #1)
how's it going?: how are you? how are you doing? (Practice Test 2, Dialogue for questions #31–34)
I'll say: I agree with this completely (Diagnostic Test, #14)
in one's right mind: sane (Practice Test 2, #22)
to keep one's fingers crossed: to wish for good luck; to hope for something (Practice Test 2, Dialogue for questions #35–37)
to keep something to oneself: to keep something secret (Ex. 2C, #7)
to knock oneself out: to work very hard at something (Example, page 43)
to learn the ropes: to gain experience (Ex. 2C, #11)
a load off of someone's mind: a relief (Practice Test 2, #7)
to look forward to: to expect with hope or pleasure (Example sentence, page 61)
to look on the bright side: to be optimistic (Ex. 2A, #2)
to lose touch with: to lose contact with (Practice Test 2, #28)
to make it: to go or to come to a place (Ex. 2C, #3)
to make up: to do or supply something not done (Section Test, #24)
to measure up: to be equal to (Practice Test 1, #18)
a night owl: someone who likes to stay up late at night (Practice Test 2, #23)
not on your life: certainly not; not ever; not for any reason (Diagnostic Test, #10)
on sale: selling for a special reduced price (Model, page 115)
on the side: in addition to a main thing (Ex. 2A, #3)
on the whole: in most ways (Ex. 2A, #4)
over the head of someone: too difficult (Practice Test 1, #28)
to pass: to say "no" to; to decline an offer (Practice Test 2, #10)
to pick out: to choose (Ex. 9B, #7)
to pick up: to take on or away; to get or procure (Ex. 2C, #10)
to pull someone's leg: to tease someone (Ex. 2A, #11)
to put off: to postpone (Section Test, #10)
right away: immediately (Model, page 84)
to see eye to eye: to agree with (Ex. 2C, #9)
to set up: to make ready for use by putting the parts together or into their right place
(Practice Test 1, #10)
the shape: the condition (Practice Test 2, #17)
a show of hands: a group raising of hands to vote or indicate agreement with something
(Diagnostic Test, Short Talk for questions #38–42)
sold out: no longer available because all have been sold (Diagnostic Test, #7)
something else: stupendous, wonderful, so good as to be indescribable (Model, page 44)
to steer clear of: to avoid (Diagnostic Test, #28)
to stick like glue: to stay very close to a place or a person (Practice Test 1, #27)
to stop by: to visit on short notice or unexpectedly (Ex. 2C, #2)
to straighten up: 1) to tidy or clean up; 2) to improve one's behavior (Ex. 2C, #8)
sure thing: of course; certainly (Section Test, #8)
to take a break: to rest (Practice Test 2, #1)
to take a seat: to sit down (Ex. 4D, #1)
to take (a car) for a spin: to test-drive; to try out (Ex. 14B, #6)
to take into account: to consider; to remember and understand (Mini-Dialogue Checkpoint Test, #15)
to take it easy: to avoid hard work or worry; to rest (Diagnostic Test, #4)
to take place: to happen (Ex. 17A, #2)
to take someone up on something: to accept; to take or accept something that is offered
(Section Test, Dialogue for questions #35–38)
that's (not) for me: I'm (not) interested in that (Practice Test 2, Dialogue for questions #31–34)
to tide one (you) over: to carry one past a difficulty or danger; help in bad times or trouble
(Diagnostic Test, Short Talk for questions #38–42)
tons: a lot (Practice Test 2, #11)
to try on: to put something on to see if it fits (Ex. 11D, #6)
to try out for: to try for a place on a team or in a group (Ex. 16B, #10)
to turn in: to give someone or deliver to someone (Diagnostic Test, Dialogue for questions #35–37)
to turn on: to start by turning a handle or moving a switch (Ex. 4C, #11)
to turn out: to come or go out to see or do something (Section Test, Short Talk for questions #43–46)
to turn up: to appear; to be found (Ex. 11D, #3)
what's going on?: what's happening? what is the situation with X? (Practice Test 2, Dialogue for questions #31–34)
what's up?: how are you? what are you doing? what is happening? (Section Test, Dialogue for questions #35–38)
The Grammar Appendix is meant to supplement the Grammar Checkpoints treated in the text. It is not meant as a comprehensive review of English grammar.

1. **Subject (S):** doer of the action in a sentence. In standard English word order, the subject comes first in a sentence.

   Carol will arrive tomorrow.
   
   *S (Noun)*

   To know her is to love her.
   
   *S (Infinitive)*

2. **Object (O)**
   A. direct receiver of the action of a sentence (DO).
   B. indirect receiver of the action of a sentence (IO).
   C. object of a preposition (O of prep).

   I handed Andrew the scissors that were on the table.

   *
   IO  DO  O of Prep

   In standard English word order, direct and indirect objects follow verbs.

   Objects of prepositions complete the idea of time, direction, etc. begun by a preposition and come at the end of a prepositional phrase.
3. **Complement (C)**
   A. **subject identifier—noun complement after the verb BE (SC).**

   Carol is a teacher.
   
   \[ SC \text{ (Noun)} \]

   What you see is what you get.
   
   \[ SC \text{ (Noun clause)} \]

   B. **subject modifier—adjective complement after the verb BE and other linking verbs (SC).**

   Jack is happy.
   
   \[ SC \text{ (Adjective)} \]

   C. **object identifier—noun complement after the direct object of a sentence (OC).**

   They made her chairperson.
   
   \[ OC \text{ (Noun)} \]

   D. **object modifier—adjective complement after the direct object (OC).**

   Her gift made me happy.
   
   \[ OC \text{ (Adjective)} \]

4. **Noun:** a word which names a person, place, thing, or idea.
   **Countable noun:** can be counted. Regular countable nouns end in –s or –es when they are plural.

   book.....books shoe........shoes
   boy........boys dress........dresses

   **Uncountable noun:** cannot be counted. Most uncountable nouns are thought of as wholes that are made up of different parts.

   sugar coffee
   bacon wood
   homework money
   information rice

   Many uncountable nouns are abstract concepts.

   love fun
   happiness music
   freedom peace
   poverty importance

   Languages and fields of study are also uncountable nouns.

   French chemistry
   Chinese biology
   English engineering
   Japanese psychology

   Nouns referring to natural phenomena are usually uncountable.
snow       rain
heat       weather
darkness   sunshine
wind       fire

Gerunds are uncountable nouns.

swimming  reading
walking   studying

Some uncountable nouns have countable meanings.

<table>
<thead>
<tr>
<th>Uncountable:</th>
<th>I like tea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable:</td>
<td>The teas of India are renowned for their full-bodied flavor.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uncountable:</th>
<th>We had chicken for dinner.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable:</td>
<td>The chickens were making a lot of noise last night.</td>
</tr>
</tbody>
</table>

**Indefinite noun:** refers to things that are new or not known to either the listener or the speaker in a conversation or to either the reader or the writer in a text.

I want to buy a book.
In this sentence, no particular book has been mentioned. It is indefinite.

**Definite noun:** refers to things that are known or are made specific by their use in a sentence.

The book I want is entitled Call of the Wild.
In this sentence book has now become definite. It even has a title.

**Note:** In order to succeed on TOEFL questions that test nouns, it is helpful to be familiar with the irregular plural forms of the most common English nouns. Some of these include:

- man..........men       goose..........geese
- woman .........women    mouse...........mice
- child ............children fish..............fish
- tooth ............teeth  sheep ............sheep
- foot ............feet   deer ............deer
5. **Noun Structure:** a structure that functions as a subject, object, or complement in a sentence. Nouns and noun phrases (a noun plus all of its modifiers) are noun structures. Other noun structures include pronouns, gerunds, infinitives, and noun clauses.

\[
\begin{array}{ll}
\text{I} & \text{like} \\
\text{Subject} & \text{him.} \\
\text{Pronoun} & \text{Pronoun} \\
\text{Reading is my favorite pastime.} \\
\text{Gerund} & \text{Subject} \\
\text{I like to read.} \\
\text{Infinitive} & \text{Object} \\
\text{What I want is whatever you want.} \\
\text{Noun clause} & \text{Noun clause} \\
\text{Subject} & \text{Complement}
\end{array}
\]

Occasionally, but rarely, prepositional phrases function as noun structures. As the TOEFL does not specifically test this function of prepositional phrases, they are not included in the study of noun structures in this text.

6. **Article:** a word which comes before a noun and affects the meaning of the noun. There are two articles: *a/an* and *the*.

Article choice depends on the definite/indefinite categories of nouns as well as the countable/uncountable categories. The chart below classifies article and noun usage.

<table>
<thead>
<tr>
<th>Nouns and Articles</th>
<th>Indefinite Nouns</th>
<th>Definite Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Countable Singular Nouns</td>
<td>a boy, an orange</td>
<td>the boy, the orange</td>
</tr>
<tr>
<td>Countable Plural Nouns</td>
<td>______ boys, ______ oranges</td>
<td>the boys, the oranges</td>
</tr>
<tr>
<td>Uncountable Nouns</td>
<td>______ sugar</td>
<td>the sugar</td>
</tr>
</tbody>
</table>
The spelling of *a/an* is *a* before words beginning with a consonant sound. This includes the *y* sound as in the word *yellow*. Some words beginning with the vowel letter *u* actually begin with the consonant sound *y*. These words should be preceded by *a*. Some of these words are:

- unanimous
- unicorn
- unicycle
- unification
- uniform
- union
- unique
- unit
- unity
- universal

The spelling of *a/an* is *an* before words beginning with a vowel sound. A few words begin with the consonant letter *h*, but actually begin with the vowel sound *uh* as in the word *up*. These words should be preceded by *an*. Some of these words are:

- heir
- heirloom
- homage
- honest
- honesty
- honor
- honorable
- honorary
- hour
- hourly

7. **Expression of Quantity:** a word or phrase which makes it possible to quantify a noun.

Some English expressions of quantity are used only with countable nouns. Other expressions of quantity are used only with uncountable nouns. Still other expressions of quantity are used with both countable and uncountable nouns. The chart below shows which expressions of quantity are used with countable and uncountable nouns.

<table>
<thead>
<tr>
<th>USED WITH COUNTABLE NOUNS</th>
<th>USED WITH UNCOUNTABLE NOUNS</th>
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</thead>
<tbody>
<tr>
<td>many</td>
<td>much</td>
</tr>
<tr>
<td>number of</td>
<td>amount of</td>
</tr>
<tr>
<td>few</td>
<td>little</td>
</tr>
<tr>
<td>a few</td>
<td>a little</td>
</tr>
<tr>
<td>fewer</td>
<td>less</td>
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<td>none</td>
<td>none</td>
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<td>some</td>
<td>some</td>
</tr>
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<td>any</td>
<td>any</td>
</tr>
<tr>
<td>a lot of</td>
<td>a lot of</td>
</tr>
<tr>
<td>one, two, three, ...</td>
<td></td>
</tr>
<tr>
<td>several</td>
<td></td>
</tr>
</tbody>
</table>
8. Pronoun: a word which replaces or refers to a noun or noun phrase.

<table>
<thead>
<tr>
<th>PRONOUNS</th>
<th>PERSONAL</th>
<th>POSSESSIVE</th>
<th>REFLEXIVE</th>
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</thead>
<tbody>
<tr>
<td>SUBJECT</td>
<td>OBJECT</td>
<td>ADJECTIVE</td>
<td>PRONOUN</td>
</tr>
<tr>
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<td>my</td>
<td>mine</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
<td>your</td>
<td>yours</td>
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<tr>
<td>he</td>
<td>him</td>
<td>his</td>
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</tr>
<tr>
<td>she</td>
<td>her</td>
<td>her</td>
<td>hers</td>
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<tr>
<td>it</td>
<td>it</td>
<td>its*</td>
<td>___</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
<td>our</td>
<td>ours</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
<td>their</td>
<td>theirs</td>
</tr>
<tr>
<td>one</td>
<td>one</td>
<td>one’s</td>
<td>___</td>
</tr>
</tbody>
</table>

*NOTE: There is no apostrophe (’) in this possessive form.

Subject pronouns are used:
A. as the subjects of main or subordinate clauses;

I like Clarence because he always smiles.

B. after the verb BE.

This is she.**

**NOTE: In current colloquial English, object pronouns are also acceptable in this position.

Object pronouns are used:
A. as indirect or direct objects of transitive verbs;

Jack’s grandfather gave him an antique stopwatch.

B. as the objects of prepositions.

When Mary spoke to me, she mentioned the party tonight.

Possessive adjectives are used to modify nouns and gerunds and show possession.

I thought his singing would be perfect for our ceremony.
Possessive pronouns are used:

A. in place of nouns functioning as subjects or objects;
   Since your car isn’t running, let’s take mine.

B. after of when it means possession;
   A son of theirs is a student at Cornell.

C. after the verb BE to indicate possession.
   This dress is yours.

Reflexive pronouns are used:

A. when the objects and subjects in a sentence are the same;
   Steve cut himself on some broken glass and administered first aid to himself.

B. as objects of the preposition by to mean alone;
   Please try to do this exercise by yourself.

C. for emphasis.
   The president himself visited our community.

9. **Number:** singular or plural. Nouns in English can be singular (one) or plural (more than one). The pronouns that replace or refer to nouns can be singular or plural as well.

   That girl is a student. She likes being a student.
   Sing.   Sing.   Sing.   Sing.

   Those girls are students. They like being students.
   Plural   Plural   Plural   Plural

10. **Gender:** feminine, masculine, or neuter. Most English nouns are neuter. However, nouns which name female or male people (or sometimes other animals) are feminine or masculine. The pronouns that replace these nouns show feminine (she, her, hers, herself) or masculine (he, him, his, himself) gender.

   girl—she  boy—he

11. **Person:** first, second, or third.
    First person = the person or persons speaking (e.g., I, we)
    Second person = the person or persons spoken to (e.g., you)
    Third person = the person or persons spoken about (e.g., he, she, it, they, John, Mary)
12. **Adjective**: a word, phrase, or clause that modifies a noun or noun structure.

The **big** dog chased the **little** cat.

*Adjective  Adjective*

The baby **playing in his crib** is yours.

*Adjective phrase*

The baby **who is crying** is mine.

*Adjective clause*

13. **Adverb**: a word, phrase, or clause that modifies a verb, an adjective, or another adverb. An adverb tells manner (how), place (where), time (when), frequency (how often), degree (to what degree), or reason (why) an action takes place.

He ate quickly.

*Adverb of manner*

He went home **because he was tired**.

*Adverb of reason*

14. **Verb**: a word or phrase which expresses the action or state of being in a sentence. Some verb forms are referred to as finite verb forms. These are the forms of verbs which show tense and/or number (e.g., is, was, has, had, goes, went, walks, walked). Other verb forms are referred to as nonfinite. These are the forms of verbs which do not show tense by themselves (e.g., going, to go, gone) and which can act as parts of speech other than verbs. The nonfinite verb forms in English are the infinitive (e.g., to go), the –ing participle (e.g., going), and the past participle (e.g., gone). The English verb has five principal finite and nonfinite parts.

### PRINCIPAL PARTS OF SOME ENGLISH VERBS

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Present</th>
<th>Present Participle</th>
<th>Past</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>start</td>
<td>start(s)</td>
<td>starting</td>
<td>started</td>
<td>started</td>
</tr>
<tr>
<td>hope</td>
<td>hope(s)</td>
<td>hoping</td>
<td>hoped</td>
<td>hoped</td>
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<tr>
<td>study</td>
<td>study(s)</td>
<td>studying</td>
<td>studied</td>
<td>studied</td>
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<td>eat</td>
<td>eat(s)</td>
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<td>ate</td>
<td>eaten</td>
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<tr>
<td>give</td>
<td>give(s)</td>
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<td>gave</td>
<td>given</td>
</tr>
<tr>
<td>have</td>
<td>have (has)</td>
<td>having</td>
<td>had</td>
<td>had</td>
</tr>
<tr>
<td>be</td>
<td>am/is/are</td>
<td>being</td>
<td>was/were</td>
<td>been</td>
</tr>
</tbody>
</table>
Several of the verbs in the chart above have irregular forms, especially for their past and past participle forms. Below is a chart showing more irregular past and past participle forms.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Form</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>arise</td>
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## IRREGULAR VERBS (CONTINUED)

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Form</th>
<th>Past Participle</th>
</tr>
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<tbody>
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<td>hurt</td>
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<tr>
<td>shine</td>
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<tr>
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<tr>
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<tr>
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</tr>
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<tr>
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</tr>
<tr>
<td>slide</td>
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<tr>
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<td>stung</td>
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</tr>
<tr>
<td>strive</td>
<td>strove</td>
<td>striven</td>
</tr>
</tbody>
</table>
## IRREGULAR VERBS (CONTINUED)

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Form</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>struck</td>
<td>struck</td>
<td>stricken/struck</td>
</tr>
<tr>
<td>string</td>
<td>strung</td>
<td>strung</td>
</tr>
<tr>
<td>swear</td>
<td>swore</td>
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</tr>
<tr>
<td>sweep</td>
<td>swept</td>
<td>swept</td>
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<tr>
<td>swim</td>
<td>swam</td>
<td>swum</td>
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<tr>
<td>swing</td>
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<tr>
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<tr>
<td>thrust</td>
<td>thrust</td>
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<tr>
<td>understand</td>
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<td>undertake</td>
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<tr>
<td>upset</td>
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<tr>
<td>wake</td>
<td>woke/waked</td>
<td>waked/woken</td>
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<tr>
<td>withdraw</td>
<td>withdrew</td>
<td>withdrawn</td>
</tr>
<tr>
<td>wring</td>
<td>wrung</td>
<td>wrung</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
</tbody>
</table>

15. **Verb Tense Forms:** the five principal verb parts discussed in number 14 are used in forming the English tenses.

<table>
<thead>
<tr>
<th>NAME OF TENSE</th>
<th>HOW IT IS FORMED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple Present</td>
<td>Base Form (+s in third person singular)</td>
</tr>
<tr>
<td></td>
<td>He <strong>walks</strong> to school every day.</td>
</tr>
<tr>
<td>Simple Past</td>
<td>Past Form</td>
</tr>
<tr>
<td></td>
<td>He <strong>walked</strong> to school every day.</td>
</tr>
<tr>
<td>Simple Future</td>
<td><strong>will</strong> + Base Form of main verb</td>
</tr>
<tr>
<td></td>
<td>He <strong>will walk</strong> to school every day.</td>
</tr>
<tr>
<td>Present Continuous</td>
<td><strong>am/is/are</strong> + Present Participle of main verb</td>
</tr>
<tr>
<td></td>
<td>He <strong>is walking</strong> to school right now.</td>
</tr>
<tr>
<td>Past Continuous</td>
<td><strong>was/were</strong> + Present Participle of main verb</td>
</tr>
<tr>
<td></td>
<td>He <strong>was walking</strong> to school when it started to rain.</td>
</tr>
<tr>
<td>Future Continuous</td>
<td><strong>will + be</strong> + Present Participle of main verb</td>
</tr>
<tr>
<td></td>
<td>He <strong>will be walking</strong> to school tomorrow morning at 7:30.</td>
</tr>
</tbody>
</table>
Present Perfect  
*have/has* + Past Participle of main verb  
He *has walked* to school every day this year.

Past Perfect  
*had* + Past Participle of main verb  
He *had walked* to school for six months when his parents bought him a car.

Future Perfect  
*will* + *have* + Past Participle of main verb  
He *will have walked* to school for six months by the time his parents buy him a car.

*have/has* + *been* + Present Participle of main verb  
He *has been walking* to school for six months.

Past Perf. Cont.  
*had* + *been* + Present Participle of main verb  
He *had been walking* to school for six months when his parents bought him a car.

Future Perf. Cont.  
*will* + *have* + *been* + Present Participle of main verb  
He *will have been walking* to school for six months by the time his parents buy him a car.

NOTE: As you can see in the chart above, when the verb BE is used in any of its forms to create an active* verb tense, it is followed by a PRESENT PARTICIPLE (as, for example, in the continuous tenses).

When the verb HAVE is used in any of its forms, it is followed by a PAST PARTICIPLE (as, for example, in the perfect tenses).

* Sometimes the verb BE is used to form passive sentences. When this happens it is followed by a PAST PARTICIPLE. See #21, below, for more information on passive sentences.

16. **Linking Verb (LV):** a verb which connects the subject of a sentence to a complement. This complement is a noun structure which renames or an adjective which describes the subject it refers to.

John is a doctor.  
LV Comp (noun)

John is happy.  
LV Comp (adjective)

Common linking verbs are: appear, be, become (and get, turn, and grow when they mean “become”), feel, look, seem, smell, sound, and taste.

Some linking verbs have corresponding active meanings. When used in their active meanings, these verbs are followed by adverbs and are no longer linking verbs.

He appears tired.  
LV Comp

He appears nightly at the Rathskellar lounge.  
V Adverb
Linking verbs often take on active meanings when the verbs are followed by prepositions.

He looked happy.

\begin{align*}
    & \text{He looked} \quad \text{happy.} \\
    & \text{LV} \quad \text{Adj}
\end{align*}

He looked happily at the piece of chocolate cake on his desk.

\begin{align*}
    & \text{He looked} \quad \text{happily} \quad \text{at} \quad \text{the} \quad \text{piece} \quad \text{of} \quad \text{chocolate} \quad \text{cake} \quad \text{on} \quad \text{his} \quad \text{desk.} \\
    & \text{V} \quad \text{Adv}
\end{align*}

17. **Transitive Verb**: a verb that is followed by a direct object (DO). Some transitive verbs are also followed by indirect objects (IO).

\begin{align*}
    & \text{Leona gave} \quad \text{Rich} \quad \text{a hug.} \\
    & \text{Transitive verb} \quad \text{IO} \quad \text{DO}
\end{align*}

In this sentence, a hug is what is given. It is the direct receiver of the verb gave. Rich is the indirect receiver of gave. Rich is the recipient of a hug.

18. **Intransitive Verb**: a verb that is not followed by a direct or indirect object.

\begin{align*}
    & \text{I ran} \quad \text{to the store.} \\
    & \text{Intransitive verb}
\end{align*}

Some intransitive verbs have corresponding transitive equivalents.

\begin{align*}
    & \text{I ran} \quad \text{the store} \quad \text{for} \quad \text{my parents.} \\
    & \text{Transitive verb} \quad \text{DO}
\end{align*}

19. **Helping Verb**: a verb which helps the main verb of a sentence but does not carry the core verb meaning of the sentence. The helping verbs in English are: HAVE, BE, DO, and the modals shall, will, can, must, may, should, would, could, and might. HAVE, BE, and DO can also stand alone as main verbs. The modals cannot stand alone as main verbs.

\begin{align*}
    & \text{I have} \quad \text{eaten.} \\
    & \text{Helping verb}
\end{align*}

\begin{align*}
    & \text{I have} \quad \text{a new car.} \\
    & \text{Main verb}
\end{align*}

20. **Agreement**: a correct match between two sentence parts.

Expression of Quantity + Noun: expressions of quantity must agree in number with the nouns they modify.

Article + Noun: articles must agree in number and type (definite or indefinite) with the nouns they come before.

Pronoun + Noun: pronouns must agree in number, form, and gender with the nouns they replace or refer to.

Subject + Verb: subjects and verbs in the same sentence must agree in number and person.
Although this basic subject-verb agreement rule is not complex, there are several special rules.

**SPECIAL SUBJECT-VERB AGREEMENT RULES**

A. Phrases and clauses which come between the subject and the verb do not change the number of the subject.

   The picture of his classmates **pleases** him.

B. Some pronouns take singular verbs even though the pronouns may seem plural in meaning. These pronouns include:

   anybody  nobody  somebody  everybody  each
   anyone   no one   someone   everyone  either
   anything  nothing   something  everything  neither

   **Everybody** likes this pie.

C. When subjects are joined by *either/or, neither/nor, or not only/but also*, the verb agrees with the closer subject.

   *Not only* the teacher *but also* the students are going to the conference.

D. When subjects are joined by *and or by both/and*, they take a plural verb.

   *Both* Anne and Fred are coming tonight.

E. *None, all, some, any, most, majority, and other similar expressions* can take either a singular or plural verb depending on the noun that comes after them.

   *None of the* sugar **was** eaten.

   *None of the* students **were** pleased.

F. *Several, both, many, and few* are plural words which need plural verbs.

   *Few were* present at the last meeting.

G. *A number of requires a plural verb. The number of requires a singular verb.*

   *A number of* my friends **were** here last night.

   *The number of* classes **has been reduced**.

H. In sentences beginning with *it*, the verb should be singular.

   *It is* his problems at work that are bothering him.

I. In sentences beginning with *there or here*, the verb agrees with the real subject, which comes after the verb.

   *Here are the pictures you wanted.*
J. A pair of, a flock of, a herd of, and other expressions indicating groups of things or animals take singular verbs even though nouns used with them will be plural.

   A pair of swans mates for life.

K. The verbs in relative clauses agree with the nouns that their head relative words replace.

   The professor and the student, who were working together, wrote this article.

L. Some nouns which look plural are really singular and take singular verbs. These words include:

   news, politics, and some other abstract nouns

   mathematics, physics, linguistics, and any other academic subjects that end in -s

   Linguistics is his major.

M. Some nouns which look singular are really plural and take plural verbs. These nouns include those for which the singular and the plural form are the same. Some of these nouns are:

   fish    deer    species    series

   Plural: The magazine series are all located in the reference section of the library.

   Singular: This television series is a popular one.

N. Expressions showing quantities of time, money, weight, and volume look plural but take singular verbs.

   Three days is enough time to finish this project.

   Five dollars is too much to pay for this notebook.

O. Nouns which refer to a country or a nationality can be singular or plural. When one of these words refers to a language, it is singular. When one of these words refers to the people of a country, it is plural.

   French is a difficult language.

   The French are interesting people.

21. Active and Passive Sentence Pairs: two sentences which are nearly the same in meaning but which are formed differently.

   Active: Charles broke the window.

   Passive 1: The window was broken by Charles.

   Passive 2: The window was broken.
In forming the passive:

1. The direct object of the active sentence becomes the subject of the passive sentence.
2. The subject of the passive sentence becomes the object of the preposition by (Passive 1) or is deleted (Passive 2).
3. The verb of the passive sentence is formed by:
   a. putting the helping verb BE in the same form as the verb in the active sentence, and
   b. adding the past participle of the main verb.

Active: *broke*—past form of main verb
Passive: *was broken*—past form of the verb BE and Past Participle of main verb

**NOTE:** Only verbs that have objects (transitive verbs) can become passive.

<table>
<thead>
<tr>
<th>ACTIVE</th>
<th>PASSIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Simple Pres.</strong></td>
<td><strong>PASSIVE</strong></td>
</tr>
<tr>
<td>The dog eats the bone.</td>
<td>The bone is eaten by the dog.</td>
</tr>
<tr>
<td><strong>Simple Past</strong></td>
<td></td>
</tr>
<tr>
<td>The dog ate the bone.</td>
<td>The bone was eaten by the dog.</td>
</tr>
<tr>
<td><strong>Simple Future</strong></td>
<td></td>
</tr>
<tr>
<td>The dog will eat the bone.</td>
<td>The bone will be eaten by the dog.</td>
</tr>
<tr>
<td><strong>Pres. Cont.</strong></td>
<td></td>
</tr>
<tr>
<td>The dog is eating the bone.</td>
<td>The bone is being eaten by the dog.</td>
</tr>
<tr>
<td><strong>Past Cont.</strong></td>
<td></td>
</tr>
<tr>
<td>The dog was eating the bone.</td>
<td>The bone was being eaten by the dog.</td>
</tr>
<tr>
<td><strong>Present Perf.</strong></td>
<td></td>
</tr>
<tr>
<td>The dog has eaten the bone.</td>
<td>The bone has been eaten by the dog.</td>
</tr>
<tr>
<td><strong>Past Perf.</strong></td>
<td></td>
</tr>
<tr>
<td>The dog had eaten the bone.</td>
<td>The bone had been eaten by the dog.</td>
</tr>
<tr>
<td><strong>Future Perf.</strong></td>
<td></td>
</tr>
<tr>
<td>The dog will have eaten the bone.</td>
<td>The bone will have been eaten by the dog.</td>
</tr>
</tbody>
</table>

**NOTE:** The future continuous, present perfect continuous, past perfect continuous, and future perfect continuous are not usually used in the passive.

22. **Modal or Modal-like Verb:** Modals are helping verbs which often express a speaker’s attitude or mood. Modals are also used to express probability. Modals are not followed by -s in the third person singular form. Modals are immediately followed by the base form of a verb.

Incorrect: He can* do it.
He can* to do it.

Correct: He can do it.

Modal-like verbs are two-word or three-word helping verbs which have very similar meanings to modals. However, modal-like verbs are different in form from modals. Below is a chart showing English modals and their modal-like equivalents.
### MODALS

<table>
<thead>
<tr>
<th>MODALS</th>
<th>MODAL-LIKE VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>may</td>
<td>be able to</td>
</tr>
<tr>
<td>might</td>
<td>be able to</td>
</tr>
<tr>
<td>can</td>
<td>be able to</td>
</tr>
<tr>
<td>could</td>
<td>be able to</td>
</tr>
<tr>
<td>shall</td>
<td>be to/ought to/had better/be supposed to</td>
</tr>
<tr>
<td>should</td>
<td>used to</td>
</tr>
<tr>
<td>would</td>
<td>have to/have got to</td>
</tr>
<tr>
<td>must</td>
<td>be going to</td>
</tr>
<tr>
<td>will</td>
<td>would like to</td>
</tr>
<tr>
<td></td>
<td>would rather</td>
</tr>
</tbody>
</table>

He can do it. = He is able to do it.

23. **Phrase:** a group of related words that do not include both a subject and a verb. Phrases cannot stand alone as sentences.

- **Noun phrase:** The big beautiful dog is mine.  
  *Noun phrase*

- **Prepositional phrase:** The book is on the table.  
  *Prep. phrase*

24. **Preposition:** a word that joins with a noun structure object to form a prepositional phrase. Below is a list of common English prepositions.

### COMMON PREPOSITIONS

```
<table>
<thead>
<tr>
<th>about</th>
<th>between</th>
<th>out</th>
</tr>
</thead>
<tbody>
<tr>
<td>above</td>
<td>beyond</td>
<td>over</td>
</tr>
<tr>
<td>across</td>
<td>by</td>
<td>since</td>
</tr>
<tr>
<td>after</td>
<td>despite</td>
<td>through</td>
</tr>
<tr>
<td>against</td>
<td>down</td>
<td>throughout</td>
</tr>
<tr>
<td>along</td>
<td>during</td>
<td>to</td>
</tr>
<tr>
<td>among</td>
<td>except (for)</td>
<td>toward(s)</td>
</tr>
<tr>
<td>around</td>
<td>for</td>
<td>under</td>
</tr>
<tr>
<td>as</td>
<td>from</td>
<td>unlike</td>
</tr>
<tr>
<td>at</td>
<td>in</td>
<td>until</td>
</tr>
<tr>
<td>before</td>
<td>into</td>
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<td>behind</td>
<td>like</td>
<td>upon</td>
</tr>
<tr>
<td>below</td>
<td>near</td>
<td>with</td>
</tr>
<tr>
<td>beneath</td>
<td>of</td>
<td>within</td>
</tr>
<tr>
<td>beside</td>
<td>off</td>
<td>without</td>
</tr>
<tr>
<td>besides</td>
<td>on</td>
<td></td>
</tr>
</tbody>
</table>
```
Some prepositions are composed of two or more words. These prepositions are called multiple word prepositions. Below is a list of common multiple word prepositions.

**COMMON MULTIPLE WORD PREPOSITIONS**

| according to | in contrast to/with |
| ahead of | in favor of |
| along with | in front of |
| as a consequence of | in spite of |
| as a result of | instead of |
| aside from | in the event of |
| away from | next to |
| because of | on account of |
| by means of | on behalf of |
| contrary to | on the top of |
| due to | owing to |
| for fear of | prior to |
| for the benefit of | regardless of |
| for the purpose of | subsequent to |
| in addition to | together with |
| in back of | with reference to |
| in case of | with regard to |
| in comparison with | with respect to |
| in connection with | with the exception of |

Some prepositions combine with verbs. There are hundreds of such combinations. These combinations are sometimes called phrasal verbs.

Below is a list of some of the common verb + preposition combinations that exist in English. These combinations have been chosen because they are among the most likely to be found on the TOEFL. Some of these combinations have more meanings than those listed here. The meanings given here are those most likely to be tested on the TOEFL.

<table>
<thead>
<tr>
<th>Combination</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>agree to</td>
<td>be willing to</td>
</tr>
<tr>
<td>agree with</td>
<td>feel the same way as/about</td>
</tr>
<tr>
<td>approve of</td>
<td>have a favorable opinion of</td>
</tr>
<tr>
<td>bring about</td>
<td>cause</td>
</tr>
<tr>
<td>bring on</td>
<td>result in</td>
</tr>
<tr>
<td>bring up</td>
<td>raise for discussion</td>
</tr>
<tr>
<td>call on</td>
<td>ask (someone) to do</td>
</tr>
<tr>
<td>call off</td>
<td>cancel</td>
</tr>
<tr>
<td>call up</td>
<td>telephone</td>
</tr>
<tr>
<td>come out</td>
<td>be published</td>
</tr>
<tr>
<td>come up</td>
<td>arise</td>
</tr>
<tr>
<td>consist of</td>
<td>be made of</td>
</tr>
<tr>
<td>consult with</td>
<td>get the opinion of</td>
</tr>
<tr>
<td>count on</td>
<td>depend on; rely on</td>
</tr>
<tr>
<td>depend on</td>
<td>rely on; count on</td>
</tr>
<tr>
<td>differ from</td>
<td>be unlike</td>
</tr>
<tr>
<td>do without</td>
<td>sacrifice</td>
</tr>
<tr>
<td>get over</td>
<td>recover from</td>
</tr>
<tr>
<td>get up</td>
<td>wake up</td>
</tr>
<tr>
<td>give out</td>
<td>distribute</td>
</tr>
<tr>
<td>give up</td>
<td>surrender</td>
</tr>
<tr>
<td>hand in</td>
<td>submit</td>
</tr>
<tr>
<td>keep on</td>
<td>continue</td>
</tr>
<tr>
<td>keep up</td>
<td>continue; maintain</td>
</tr>
<tr>
<td>listen to</td>
<td>pay attention to the sound of</td>
</tr>
<tr>
<td>look after</td>
<td>take care of</td>
</tr>
<tr>
<td>look over</td>
<td>review</td>
</tr>
<tr>
<td>look up</td>
<td>search for (in a book)</td>
</tr>
<tr>
<td>make out</td>
<td>understand</td>
</tr>
<tr>
<td>make up</td>
<td>invent; reconcile with</td>
</tr>
<tr>
<td>object to</td>
<td>oppose by arguing against</td>
</tr>
<tr>
<td>pass out</td>
<td>distribute</td>
</tr>
<tr>
<td>pass up</td>
<td>fail to take advantage of</td>
</tr>
<tr>
<td>pick up</td>
<td>gather or collect</td>
</tr>
<tr>
<td>prepare for</td>
<td>get ready for; study for</td>
</tr>
<tr>
<td>put off</td>
<td>postpone</td>
</tr>
<tr>
<td>put out</td>
<td>extinguish</td>
</tr>
<tr>
<td>recover from</td>
<td>get well</td>
</tr>
<tr>
<td>refer to</td>
<td>call or direct attention to</td>
</tr>
<tr>
<td>rely on</td>
<td>count on; depend on</td>
</tr>
<tr>
<td>reply to</td>
<td>answer</td>
</tr>
<tr>
<td>respond to</td>
<td>answer</td>
</tr>
<tr>
<td>succeed in</td>
<td>be successful at</td>
</tr>
<tr>
<td>take over</td>
<td>assume control</td>
</tr>
<tr>
<td>take up</td>
<td>consider; discuss</td>
</tr>
<tr>
<td>think about</td>
<td>consider</td>
</tr>
<tr>
<td>think of</td>
<td>have an opinion about</td>
</tr>
<tr>
<td>turn down</td>
<td>reject</td>
</tr>
<tr>
<td>worry about</td>
<td>have concern or anxiety about</td>
</tr>
</tbody>
</table>
Some prepositions combine with adjectives. There are hundreds of these combinations as well. Those most commonly tested on the TOEFL are listed below.

<table>
<thead>
<tr>
<th>COMMON ADJECTIVE + PREPOSITION COMBINATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>associated with</td>
</tr>
<tr>
<td>aware of</td>
</tr>
<tr>
<td>based on</td>
</tr>
<tr>
<td>capable of</td>
</tr>
<tr>
<td>committed to</td>
</tr>
<tr>
<td>composed of</td>
</tr>
<tr>
<td>confined to</td>
</tr>
<tr>
<td>confused at/about</td>
</tr>
<tr>
<td>conscious of</td>
</tr>
<tr>
<td>dedicated to</td>
</tr>
<tr>
<td>different from</td>
</tr>
<tr>
<td>equal to</td>
</tr>
<tr>
<td>fond of</td>
</tr>
<tr>
<td>(un)impressed by</td>
</tr>
<tr>
<td>inferior to</td>
</tr>
<tr>
<td>interested in</td>
</tr>
<tr>
<td>(un)known for</td>
</tr>
<tr>
<td>(dis)pleased with</td>
</tr>
<tr>
<td>puzzled at/by</td>
</tr>
<tr>
<td>qualified for</td>
</tr>
<tr>
<td>(un)related to</td>
</tr>
<tr>
<td>(dis)satisfied with</td>
</tr>
<tr>
<td>similar to</td>
</tr>
<tr>
<td>superior to</td>
</tr>
<tr>
<td>surprised by/at</td>
</tr>
</tbody>
</table>

25. **Prepositional Phrase**: a phrase consisting of a preposition and an object. The object in a prepositional phrase can be one of the noun structures listed in the chart below.

Noun (phrase): I sat by my mother.

Pronoun: I sat by her.

Gerund: She entertains herself by reading.

Noun Clause: I could tell from what you said that you are not interested in this book.

**NOTE**: Infinitives cannot function as objects of prepositions.

Prepositional phrases can act as adjectives in a sentence.

The book on the table is mine.
In this sentence, the prepositional phrase on the table describes the noun book. It is therefore acting as an adjective.

Prepositional phrases can act as adverbs in a sentence.

I put the book on the table.
In this sentence, the prepositional phrase on the table modifies the verb put. It is therefore acting as an adverb.

26. **Clause**: a group of related words containing a subject and a finite verb. There are two types of clauses in English: main clauses and subordinate clauses. A main clause can stand alone as a sentence. A subordinate clause cannot.

After I finished my homework, I watched television.

*After* is a subordinate clause; *I finished my homework* and *I watched television* are main clauses.

412 Grammar Appendix
27. Main Clause: a clause which can stand alone as a sentence. Main clauses can be joined together by the conjunctions and, but, or, for, so, and yet. When this happens, a comma is usually placed just before the conjunction.

\[
\text{The livingroom is red, and the kitchen is yellow.}
\]

\[
\begin{array}{ll}
S & V \\
\text{Main clause} & \text{Main clause} \\
\end{array}
\]

Main clauses can also be joined together by clause markers such as however, nevertheless, in addition, on the other hand, furthermore, and moreover. When this happens in the questions on the TOEFL, a semicolon is placed just before the clause marker.

\[
\text{John likes the color of the kitchen; however,}
\]

\[
\begin{array}{ll}
S & V \\
\text{Main clause} & \\
\end{array}
\]

\[
\text{he does not like the color of the livingroom.}
\]

\[
\begin{array}{ll}
S & V \\
\text{Main clause} & \\
\end{array}
\]

Below is a chart of common main clause markers. These clause markers are listed according to their meanings.

<table>
<thead>
<tr>
<th>COMMON MAIN CLAUSE MARKERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preceded by a</td>
</tr>
<tr>
<td>Comma (,)</td>
</tr>
<tr>
<td>Addition</td>
</tr>
<tr>
<td>and</td>
</tr>
<tr>
<td>Contrast</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Cause</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Effect</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Condition</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Time</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Comparison</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Example</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
28. **Noun Clause:** a subordinate clause which functions as a subject, object, or complement in a sentence.

Noun clauses begin with the clause marker *that* or with one of the following question-word clause markers: *how, how many, how much, what, when, where, why, who, whom, whose, or which.* For stress, the word *ever* is sometimes added to a question-word that begins a noun clause.

*That* he wanted to go didn’t surprise me.

*Noun clause subject*

I don’t know *who she is.*

*Noun clause object*

He can become *whatever he wants to become.*

*Noun clause complement*

In some sentences, the clause marker of a noun clause is also the subject of the noun clause.

I don’t know *who is coming.*

*S*

When a noun clause that begins with *that* is functioning as the object of a sentence, *that* may be deleted.

I thought *that* he was coming.

I thought he was coming.

29. **Adverb Clause:** a subordinate clause which functions as an adverb in a sentence. An adverb clause begins with a clause marker. Below is a chart of the most frequently used English clause markers for adverb clauses. These clause markers are listed according to their meanings. Some clause markers have more than one meaning.

<table>
<thead>
<tr>
<th>Time</th>
<th>Cause/Effect</th>
<th>Comparison</th>
<th>Condition</th>
<th>Contrast</th>
<th>Manner</th>
</tr>
</thead>
<tbody>
<tr>
<td>after as</td>
<td>because</td>
<td>as</td>
<td>even if</td>
<td>although</td>
<td>as if</td>
</tr>
<tr>
<td>as long as</td>
<td>in order that</td>
<td>than</td>
<td>if</td>
<td>even though</td>
<td>as though</td>
</tr>
<tr>
<td>as soon as</td>
<td>since</td>
<td></td>
<td>in case</td>
<td>in spite of</td>
<td>the fact that</td>
</tr>
<tr>
<td>before</td>
<td>so that</td>
<td></td>
<td>in the event</td>
<td>though</td>
<td></td>
</tr>
<tr>
<td>by the time</td>
<td>whereas</td>
<td></td>
<td>once</td>
<td></td>
<td></td>
</tr>
<tr>
<td>now that</td>
<td></td>
<td></td>
<td>only if</td>
<td>whereas</td>
<td></td>
</tr>
<tr>
<td>once</td>
<td></td>
<td></td>
<td>provided that</td>
<td>while</td>
<td></td>
</tr>
<tr>
<td>since</td>
<td></td>
<td></td>
<td>unless</td>
<td></td>
<td></td>
</tr>
<tr>
<td>so long as</td>
<td></td>
<td></td>
<td>whether or not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>until</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>when</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>whenever</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>while</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
We will go out together after he comes.
Clause marker of time

Even though he is tired, he must continue working.
Clause marker of contrast

NOTE: When an adverb clause comes at the beginning of a sentence, it is followed by a comma. You can use the comma to help you know when an adverb clause is needed in a TOEFL question.

30. Adjective Clause: a subordinate clause which functions as an adjective in a sentence. Adjective clauses come immediately after the nouns they modify and describe, define, identify, or give further information about these nouns. Adjective clauses are sometimes called relative clauses.

Adjective clauses begin with one of the following clause markers, which are often called relative pronouns: who, whose, whom, which, and that. Sometimes the question words when, where, and why are also used to begin relative clauses. For stress, the word ever is sometimes added to a relative pronoun or to when, where, or why.

The different relative pronouns have different meanings. Some are used to refer to people. Others are used to refer to things. Some are used as subjects. Others are used as objects or to show possession. The following chart classifies relative pronouns according to their meaning and function in a sentence.

<table>
<thead>
<tr>
<th>RELATIVE PRONOUNS</th>
<th>Referring to People</th>
<th>Referring to Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>who, that</td>
<td>which, that</td>
</tr>
<tr>
<td>Object</td>
<td>who, whom, that</td>
<td>which, that</td>
</tr>
<tr>
<td>Possessive</td>
<td>whose</td>
<td>whose (rarely)</td>
</tr>
</tbody>
</table>

The woman who lives next door is very friendly.
Subject

The woman who I saw next door is very friendly.
Object

The woman whose picture I saw in the paper is my neighbor.
Possessive

A preposition is never followed by who or that.

whom

The boy about whom this story is written is my cousin.

When commas are necessary in an adjective clause, the pronoun that may not be used.

which

Carbon, that is an element, is one of the building blocks of life.

Relative pronouns functioning as objects are often deleted.

The woman that I met yesterday is very friendly.
The woman I met yesterday is very friendly.
31. **-ING or -ED Modifying Phrase:** an adjective phrase formed by deleting certain elements of a full adjective or adverb clause.

There are two ways to create -ing and -ed modifying phrases from adjective and adverb clauses:

A. Delete the subject of the clause and the BE form of the verb:

Adjective clause:
- The man who is playing the piano is my husband.
- The man playing the piano is my husband.

Adverb clause:
- While he was playing the piano, he sang a song.
- While playing the piano, he sang a song.

B. If there is no BE form of the verb in the clause, you can sometimes delete the subject and change the verb to its -ing form:

Adjective clause:
- The book, which consists of six chapters, is short.
- The book consisting of six chapters, is short.

Adverb clause:
- After he read the book, he fell asleep.
- After reading the book, he fell asleep.

An adverb clause can only be changed to a modifying -ing or -ed phrase when the subject of the adverb clause and the subject of the main clause are the same. An -ing or -ed modifying phrase made from an adverb clause must modify the subject of the main clause.

Example where no change is possible:
- While John was writing, I was playing the piano.

32. **Gerund:** the -ing form of a verb used as a noun. A gerund can function as the subject, object, or complement in a sentence. A gerund is frequently used as the object of a preposition.

Swimming is fun.
*Subject*

I like **swimming**.
*Object*

Unlike **swimming**, golf is boring.
*O of prep*

My favorite sport is **swimming**.
*Complement*
Some verbs are followed by gerunds, not by infinitives. Below is a list of some of the more common verbs followed by gerunds.

<table>
<thead>
<tr>
<th>VERBS COMMONLY FOLLOWED BY GERUNDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>admit</td>
</tr>
<tr>
<td>anticipate</td>
</tr>
<tr>
<td>appreciate</td>
</tr>
<tr>
<td>avoid</td>
</tr>
<tr>
<td>complete</td>
</tr>
<tr>
<td>consider</td>
</tr>
<tr>
<td>delay</td>
</tr>
<tr>
<td>deny</td>
</tr>
<tr>
<td>discuss</td>
</tr>
</tbody>
</table>

33. **Infinitive**: to + the base form of a verb used as a noun, adjective, or adverb. Infinitives and infinitive phrases used as nouns can function as subjects, objects, or complements. HOWEVER, INFINITIVES CANNOT FUNCTION AS OBJECTS OF PREPOSITIONS.

- **To be here** is a pleasure.
  
  *Subject*

- I like **to be here**.
  
  *Object*

- My wish is **to be here**.
  
  *Complement*

- He is a good friend **to have**.
  
  *Adjective*

- I was sorry **to see** him leave.
  
  *Adverb*

- You need flour **to make** bread.
  
  *Adverb*

Infinitives often have the meaning of *in order to*, as in the last sample sentence above. This sentence could be rewritten, *In order to make bread, you need flour.*
Some verbs are followed by infinitives, not by gerunds. Below is a list of some of the more common verbs that are followed by infinitives.

<table>
<thead>
<tr>
<th>VERBS COMMONLY FOLLOWED BY INFINITIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>afford</td>
</tr>
<tr>
<td>agree</td>
</tr>
<tr>
<td>allow*</td>
</tr>
<tr>
<td>appear</td>
</tr>
<tr>
<td>arrange</td>
</tr>
<tr>
<td>ask</td>
</tr>
<tr>
<td>beg</td>
</tr>
<tr>
<td>care</td>
</tr>
<tr>
<td>cause*</td>
</tr>
<tr>
<td>challenge*</td>
</tr>
<tr>
<td>claim</td>
</tr>
<tr>
<td>consent</td>
</tr>
<tr>
<td>convince*</td>
</tr>
<tr>
<td>dare</td>
</tr>
<tr>
<td>decide</td>
</tr>
<tr>
<td>demand</td>
</tr>
<tr>
<td>deserve</td>
</tr>
<tr>
<td>encourage*</td>
</tr>
</tbody>
</table>

*NOTE: These verbs are normally followed by a (pro)noun plus infinitive combination (e.g., She warned us to be careful).

Some adjectives are commonly followed by infinitives and not by gerunds. Below is a list of some of the more common adjectives that are followed by infinitives.

<table>
<thead>
<tr>
<th>ADJECTIVES COMMONLY FOLLOWED BY INFINITIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid</td>
</tr>
<tr>
<td>amazed</td>
</tr>
<tr>
<td>anxious</td>
</tr>
<tr>
<td>ashamed</td>
</tr>
<tr>
<td>astonished</td>
</tr>
<tr>
<td>careful</td>
</tr>
<tr>
<td>content</td>
</tr>
<tr>
<td>delighted</td>
</tr>
<tr>
<td>determined</td>
</tr>
<tr>
<td>disappointed</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
34. **Conditional Sentence:** a sentence which expresses a condition. There are several different types of conditional sentences.

Factual conditionals express events that do happen when certain conditions described in the *if* clause are met.

If you heat water, it boils.

*Condition*   *Event*

In this type of conditional sentence, *if* can often be replaced by *when* and the meaning of the sentence does not change.

Future conditionals express events that will or may happen in the future if certain conditions described in the *if* clause are met.

If you eat your peas, I will give you some dessert.

*Condition*   *Future event*

Hypothetical conditionals express events that are unlikely to occur (but possible) if certain conditions described in the *if* clause are met.

If you ate your peas, I would give you some dessert.

*Condition*   *Possible event*

(unlikely to be met)

Counterfactual conditionals express events that are untrue because the condition in the *if* clause cannot be met.

If George Washington had been here, he would have known what to do.

*Impossible condition*   *Impossible event*

In hypothetical and counterfactual conditionals, it is sometimes possible to delete the *if* and keep the same conditional meaning. When this happens, the subject and the verb of the sentence are inverted and, in hypothetical conditionals, the verb *were* or *should* is introduced.

If you ate your peas, I would give you some dessert.

Were you to eat your peas, I would give you some dessert.

If George Washington had been here, he would have known what to do.

Had George Washington been here, he would have known what to do.

35. **Confusing Words and Expressions:** words and expressions which sound alike and/or which have similar functions in English sentences, but which are not interchangeable (cannot be substituted for one another).

**NOTE:** Not all meanings of the confusing words and expressions listed below are given. Only those meanings most frequently tested on the TOEFL are discussed.
ACCEPT (verb) / EXCEPT (preposition)  The verb to ACCEPT means to agree to or to concede to. The preposition EXCEPT means besides or but and is followed by an object.

He accepted his defeat with dignity.
Everything except the salad is ready to eat.

ADVICE (noun) / ADVISE (verb)  The noun ADVICE means counsel or guidance. The verb to ADVISE means to give counsel or advice.

Her advice was that I find someone else to help me.
Teachers must advise their students on academic matters.

AFFECT (verb) / EFFECT (noun or verb)  The verb to AFFECT means to influence or to modify. The verb to EFFECT means to bring about or to cause. The noun EFFECT means the result.

The writing of Ray Bradbury has affected me deeply.
They effected a change in the government by voting for a new president.
The effects of sunlight are many and varied.

ALIKE (adjective) / (UN)LIKE (preposition)  ALIKE is an adjective used to show similarity between two or more noun structures. It usually follows the noun structures it describes. (UN)LIKE means not like and is a preposition which must be followed by an object.

My brother and my sister are very much alike.
Like my brother, my sister enjoys playing chess.

ALMOST (adverb) / MOST (adjective)  The adverb ALMOST means approximately or nearly, and is used to modify verbs, adjectives, and other adverbs. The adjective MOST means the greatest number or part, and is used to describe noun structures.

Almost all of the students will come to class tomorrow.
Most students like this class.

ALREADY (adverb) / ALL READY (adjective)  The adverb ALREADY means previously or prior to another time, and is used to describe verbs, adjectives, or other adverbs. The adjective ALL READY means completely prepared and is used to describe noun structures.

AMONG (preposition) / BETWEEN (preposition)  AMONG shows a relationship between three or more noun structures. BETWEEN shows a relationship between two noun structures.

We will divide the work evenly among Jack, Jane, and John.
We will divide the work evenly between Jack and Jane.

AMOUNT (noun) / NUMBER (noun) / QUANTITY (noun)  AMOUNT and QUANTITY refer to uncountable nouns. NUMBER refers to countable nouns.

A great amount of work is yet to be done.
A number of students want to stay here during spring break.
A great quantity of work is yet to be done.
AND (conjunction) / ALSO (adverb)  The conjunction AND is used to connect words, phrases, or clauses. ALSO is an adverb meaning in addition.

John and Sarah will be here tomorrow.
John will be here tomorrow. Sarah will also be here.

ANOTHER (adjective) / OTHER (adjective) / OTHERS (pronoun)  The adjective ANOTHER is used with single, countable, and indefinite nouns. OTHER is used with singular, plural, and uncountable definite nouns. OTHERS is a plural pronoun (not found with a noun).

I would like another piece of pie.
Please show me some other shoes.
Jack and Fred are here. Where are the others?

AS (preposition) / LIKE (preposition)  AS means in the role of or in the capacity of. LIKE means similar to. Both of these words are prepositions and must be followed by objects.

He was happy as the king of his country. (He was really a king.)
He ate like a king. (He ate in a fashion similar to that of a king, but he was not actually a king himself.)

BASE (noun) / BASIS (noun)  BASE means footing, foundation, or support. BASIS means evidence or reason.

The basis for your argument is faulty.
The computer sits on a sturdy base.

BESIDE (preposition) / BESIDES (adverb/preposition)  The preposition BESIDE means next to. BESIDES means in addition to or moreover, and can be an adverb describing verbs, adverbs, adjectives, or sometimes entire sentences. It can also be a preposition followed by an object.

They have a small cabin beside the lake.
They have four children here besides the three that are at home.

COSTUME (noun) / CUSTOM (noun)  COSTUME means clothing. CUSTOM means traditional practice.

Her Halloween costume was very elaborate.
It is a custom in this country to eat turkey on Thanksgiving Day.

DESCENT (noun) / DECENT (adjective)  The noun DESCENT means downward motion. The adjective DECENT means respectable or suitable, and is used to describe noun structures.

The descent into the Grand Canyon takes several hours.
It is difficult to find a decent place to work in this library.

DO (verb) / MAKE (verb)  DO often means to complete or to perform. MAKE often means to create, to construct, or to produce.

I make all of my own clothes.
She did her homework at the last minute.
ESPECIALLY (adverb) / SPECIAL (adjective)  The adverb ESPECIALLY means particularly and is used to describe verbs, adjectives, or other adverbs. The adjective SPECIAL means distinctive, extraordinary, or unique, and is used to describe noun structures.

Today, his birthday, is a very special day.
She felt especially uncomfortable discussing her salary.

FARTHER (adjective) / FURTHER (adjective or adverb)  Both FARTHER and FURTHER can be used to refer to distance. Only FURTHER can be used to refer to time, degree, or quantity.

Montana is farther/further from Vermont than it seems.
We will provide you with further instructions later.

FIRST (adjective, noun) / FORMER (adjective, noun)  FIRST refers to the initial or beginning noun structure in a group of three or more noun structures. FORMER refers to the initial or first in a set of two noun structures.

The first of her three children was a boy.
I have seen both Peter and Paul, but I have only met the former.

FORMALLY (adverb) / FORMERLY (adverb)  FORMALLY means in a formal manner. FORMERLY means previously or before (in time).

She was formally admitted to the Honor Society last night.
Formerly we lived in Billings; now, we live in Burlington.

HAD BETTER (verb) / WOULD RATHER (verb)  HAD BETTER is used to express obligation or advisability. WOULD RATHER is used to express preference.

We had better leave now, or we will be late for class.
We would rather not be late for class.

HARD (adjective, adverb) / HARDLY (adverb)  The adjective HARD often means difficult. It also often means rigid, the opposite of soft. The adverb HARD means diligently. It follows the verb it describes. The adverb HARDLY means barely or scarcely. It usually comes before the verb it describes.

This book is too hard for me to understand.
I hardly saw him at Christmas.
He tried hard to come home for Christmas.

IMAGINARY (adjective) / IMAGINATIVE (adjective)  IMAGINARY means not real. IMAGINATIVE means showing great imagination, creative.

Unicorns, leprechauns, and trolls are imaginary creatures.
This imaginative writer has created a wonderful fantasy story.

IT'S (pronoun + verb) / ITS (possessive adjective)  IT'S is the pronoun it plus the verb is or the verb has. ITS is the third person singular possessive adjective, used when the noun it refers to has no female or male gender.

The dog wagged its tail happily when it saw its master.
It's time to go now, isn't it?
LATER (adjective, adverb) / LATTER (adjective, pronoun) / LAST (adjective)  LATER is the comparative form of the adjective or adverb late. It refers to a time in the future or following a previous time. LATTER refers to the second of two noun structures and can function as an adjective or as a pronoun. It is usually preceded by the. LAST is an adjective referring to the final noun structure in a group.

He arrived later than I did.
I like both Nancy and Jack, but I spend more time with the latter.
The last time I saw her, she was thinking of moving to France.

LAY (verb) / LIE (verb)  To LAY means to put or to place and can be followed by a direct object. To LIE often means to repose. In this meaning, to LIE cannot be followed by an object. These two verbs are confusing because some of their principal parts are the same form.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Form</th>
<th>Past Participle</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>lay</td>
<td>laid</td>
<td>laid</td>
<td>laying</td>
</tr>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
<td>lying</td>
</tr>
</tbody>
</table>

Yesterday, he laid his hat on the table. (to lay)
Yesterday, he lay in bed all day. (to lie)

LIE (verb) / LIE (verb)  To LIE can have two meanings. It can mean to repose or it can mean not to tell the truth. Some of the principal parts for these two meanings are different.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Form</th>
<th>Past Participle</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>lie</td>
<td>lay</td>
<td>lain</td>
<td>lying</td>
</tr>
<tr>
<td>(repose)</td>
<td>lied</td>
<td>lied</td>
<td>lying</td>
</tr>
<tr>
<td>lie (not tell truth)</td>
<td>lied</td>
<td>lied</td>
<td>lying</td>
</tr>
</tbody>
</table>

Yesterday, he lay in bed all day.
Yesterday, he lied to me about the money.

LOOSE (adjective) / LOSE (verb)  The adjective LOOSE means not tight. The verb LOSE means to misplace or to be defeated.

His belt was so loose that it fell off.
I hope I don’t lose this money.

MAYBE (adverb) / MAY BE (modal + BE)  The adverb MAYBE means possibly or perhaps. MAY BE functions as the verb in a sentence and expresses what might or will possibly exist.

Maybe we should put more coal on the fire.
She may be the only person I know who owns a Ferrari.

NEAR (adverb, preposition) / NEARLY (adverb)  NEAR means not too far, close by. It most often functions to describe verbs or as a preposition followed by an object. The adverb NEARLY means almost. It describes verbs, adjectives, or other adverbs.

She lives near, and he lives far.
I nearly missed my meeting today.

NO (adjective) / NOT (adverb) / NONE (pronoun)  The adjective NO makes a noun structure negative. The adverb NOT makes a verb negative. NONE is a negative pronoun.

There were no cookies in the jar.
He is not jogging this week because it is too hot outdoors.
I wanted a cookie, but there were none.
ON THE CONTRARY / ON THE OTHER (HAND)  ON THE CONTRARY is a clause marker used to contradict something which has been said or thought before. ON THE OTHER (HAND) is the second part of the two part clause marker on the one hand . . . on the other (hand).

He is not feeling tired today; on the contrary, he is feeling quite well. On the one hand, I feel like going out tonight; on the other, I feel like curling up by the fire.

PASSED (verb) / PAST (adjective, noun, preposition)  PASSED is the past tense form of to pass, which means to elapse or to go by. When PAST means a time before the present, it can describe noun structures or be a noun alone. When PAST means by or in front of, it is a preposition followed by an object.

Time passed slowly.
In the past, we used to eat dinner early.
(noun)
She walked calmly past the barking dog.
(preposition)

QUIET (adjective) / QUITE (adverb)  The adjective QUIET means not noisy and is used to describe noun structures. The adverb QUITE means very or fairly, and is used to intensify the meaning of an adjective or sometimes of an adverb or verb.

The quiet little boy sat in the back of the room.
He is really quite interested in studying engineering.

RAISE (verb) / RISE (verb)  To RAISE means to lift and can be followed by a direct object. To RISE means to go up or to ascend, and cannot be followed by a direct object.

If you have a question, please raise your hand.
Warm air rises.

REMEMBER (verb) / REMIND (verb)  To REMEMBER means to recall or to think about again. To REMIND means to cause someone to remember.

I cannot remember her name.
Please remind John to call me at 5:00.

SENSIBLE (adjective) / SENSITIVE (adjective)  SENSIBLE means reasonable or wise. SENSITIVE means touchy, sympathetic, or easily affected by outside influences.

A sensible diet includes lots of fresh fruits and vegetables.
Plants are very sensitive to light.

SET (verb) / SIT (verb)  To SET means to put or to place, and can be followed by a direct object. To SIT means to be seated and cannot be followed by an object. The principal parts of these two verbs are similar and can be confusing.

<table>
<thead>
<tr>
<th>Base Form</th>
<th>Past Form</th>
<th>Past Participle</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>set</td>
<td>set</td>
<td>set</td>
<td>setting</td>
</tr>
<tr>
<td>sit</td>
<td>sat</td>
<td>sat</td>
<td>sitting</td>
</tr>
</tbody>
</table>

Please set the books on the table.
I usually sit in the seat next to John’s.
SO ... THAT / SUCH ... THAT Both of these expressions are used to intensify a cause and effect meaning. However, SO ... THAT is used with an adjective or an adverb, while SUCH ... THAT is used with a modified noun.

He was so happy that he could hardly contain himself.
This is such a good book that I can't stop reading it.

THAN (conjunction) / THEN (adverb) The conjunction THAN is used in forming comparatives. The adverb THEN expresses a time after another time.

Clara is taller than Wade.
We filled out the proper forms; then, we waited for our refund.

THEIR (adjective) / THEY'RE (pronoun + verb) / THERE (adverb) THEIR is the possessive third person plural adjective. THEY'RE is the pronoun they plus the verb are. THERE is an adverb meaning in that place. THERE is also used to begin sentences in which the subject has been moved to the end of the sentence.

They put their minds and muscle into finishing the task.
We will wait and see if they're coming.
I left the oranges on the table over there.

THOROUGH (adjective) / THROUGH (preposition) The adjective THOROUGH means complete. The preposition THROUGH often means from one point or place to another on the other side and is followed by an object.

She did a thorough job investigating the issue.
She walked through the house to the garden.

TO (preposition) / TOO (adverb) / TWO (adjective) The preposition TO has several meanings. It is followed by an object. The adverb TOO indicates an excessive amount and describes an adjective or another adverb. The adjective TWO is a number.

Maria went to the bank.
This book is too difficult for me.
There are two people waiting to see you.

TOO (adverb) / VERY (adverb) TOO implies a negative result. VERY does not imply a negative result.

This door is too heavy to open.
(It is impossible to open the door.)

This door is very heavy, but we must open it.
(It is possible to open the door.)

WHO'S (pronoun + verb) / WHOSE (relative pronoun) WHO'S is the pronoun who plus the verb is or has. WHOSE is a possessive relative pronoun.

Who's coming to the picnic on Saturday?
I am not sure whose coat this is.

YOUR (possessive adjective) / YOU'RE (pronoun + verb) YOUR is the second person singular or plural possessive adjective. YOU'RE is the pronoun you plus the verb are.

When you received your award, we were all very proud of you.
You shouldn't feel bad that you're not able to come.
VOCABULARY APPENDIX

☑ VOCABULARY CHECKPOINTS

Following is a list of Vocabulary Checkpoints covered in the Vocabulary Appendix Checkpoint Study. If the Diagnostic Test on pages 19–41 indicated that Vocabulary was your weak area, you should carefully complete these checkpoints. You should also review the Vocabulary Appendix charts.

One of the most important things you can do for success on the Reading Comprehension Section of the TOEFL is to work systematically on vocabulary development. To develop your vocabulary, work on the following Vocabulary Checkpoints and Vocabulary Checkpoint Tests.

V✓1. Read Widely and Concentrate on Vocabulary ........................................... 427
V✓2. Use Special ESL Vocabulary and Idiom Textbooks ...................................... 428
V✓3. Make and Use Vocabulary Flash Cards .......................................................... 430
V✓4. Practice with Adverbs with Related Meanings ............................................... 432
V✓5. Practice with Adjectives with Related Meanings .......................................... 444
V✓6. Practice Checkpoint Test One for V✓5 ........................................................ 443
V✓5. Practice with Adjectives with Related Meanings .......................................... 444
V✓6. Practice Checkpoint Test Two for V✓5 ........................................................ 450
V✓6. Predict Meaning Using Latin and Greek Roots ............................................ 451
V✓7. Predict Meaning Using Prefixes ................................................................. 456
V✓8. Predict Meaning Using Suffixes ..................................................................... 461
V✓9. Practice Checkpoint Test Three for V✓6, V✓7, and V✓8 ............................... 470
V✓10. Make and Study Word Form Charts .......................................................... 472
V✓10. Make and Study Word Category Charts ..................................................... 475
Read Widely and Concentrate on Vocabulary

The TOEFL tests your ability to quickly recognize vocabulary words similar in meaning to words in the reading passages.

You have only 20 to 30 seconds to answer the question about the meaning of a word in the context of the passage and to select the word closest in meaning from the four choices. This means you need to develop a large recognition vocabulary in English. The words in your recognition vocabulary are those that you recognize and understand when you read or listen but do not necessarily use in your writing or speech. In order to be successful on the TOEFL Vocabulary Section, you should have a vocabulary of about 5,000 to 10,000 words in English, including both general and academic words.

Developing your vocabulary does not happen quickly, and trying to learn word lists a few weeks before you take the TOEFL won’t help you very much. The best way to acquire a large vocabulary is to read a lot of English books and magazines. You should establish a reading program for yourself and read regularly in English. Read general and formal English in special topic magazines, academic textbooks, and magazine sections of newspapers. Read informal English in popular magazines, newspapers, novels, short stories, and plays which contain vocabulary of daily routines and idioms. You should try to read as much authentic English as possible since words tested on the TOEFL come from authentic English materials. Authentic English is English written for native speakers and not adapted or simplified for special ESL textbooks or study materials.

Read academic textbooks in English for upper secondary or first-year American college courses: textbooks in history, geography, chemistry, biology, natural science, psychology, economics, business, physics, geology, astronomy, art, and literature. The introductory chapters in these textbooks are especially useful for new vocabulary. Read these first. Most libraries have copies of course books in these areas.

Read magazine and newspaper articles about art, architecture, music, dance, religion, theater, film, medicine, current events, and famous people.


While you are reading a text for the first time, concentrate on understanding the meaning (see Reading Appendix #1). However, to increase your English vocabulary you should read the text a second time and pay special attention to new words and their meanings. Use an English/English dictionary to look up new words. Use a thesaurus to find words with related meanings, synonyms, and antonyms. Record the meanings of all new words and review them often. See Vocabulary Checkpoints 3, 9, and 10 in the Vocabulary Appendix, for ways to work with new words you find in your reading. Always find the meanings of words used in The Heinemann TOEFL Preparation Course and The Heinemann TOEFL Practice Tests. These words are especially common on the TOEFL.
EXERCISE 1A: Intensive Reading for New Vocabulary

Read the following passage QUICKLY for general understanding. Then, read the passage a second time and circle words that you don’t know and cannot guess from the context of the passage. The words you circle will be used in the exercises for V✓3.

The trail west lasted long indeed. From the Missouri River to the West Coast, it ran 2,000-odd zigzag miles with constant detours for pasture or water. But the distance in miles mattered less than the distance in time. It usually took about four and a half months to reach the Far West, and the trip became a race against the seasons, in which sure timing made the difference between success and failure.

Late April or early May was the best time to get rolling, though the departure date had to be calculated with care. If a wagon train started too early in the spring, there would not be enough grass on the prairie to graze the livestock. Then animals would start to sicken, slowing up the train and causing alterations of schedule that might bring trouble later. On the other hand, a train that pushed off after other trains were already on the trail found campsites marked by trampled grass and fouled water holes.

Worse still, an emigrant company that dallied too long could get trapped at the far end of the journey by early winter blizzards in the coastal mountains. Obviously it was important to get to the departure point on the Missouri at the right moment, and keep pretty close to schedule.

BEFORE THE TOEFL

- Read widely in many areas and concentrate on words and their meanings.
- Use a good English/English dictionary and an English thesaurus.

V✓2 Use Special ESL Vocabulary and Idiom Textbooks

The following textbooks and reference books offer special help in vocabulary and idiom study. Use them as part of your general language preparation, as well as for study for the TOEFL.

BEFORE THE TOEFL

- Establish a regular program of vocabulary study.

Exercises 2A–2C are examples of vocabulary exercise types commonly found in vocabulary and idiom textbooks.

EXERCISE 2A: Sample Vocabulary Exercise

Put a plus sign (+) if the person mentioned is happy. Put a minus sign (−) if the person is sad.

1. Martin was offered a job at both companies that he interviewed with. He’s on top of the world.

2. Sandra has to study all weekend and can’t go to the party. She’s really down in the dumps.

3. Ken found the wallet he had lost last week. Now he feels like a million bucks.

EXERCISE 2B: Sample Vocabulary Exercise

The following group of words contains one word that does not logically fit with the others. Cross out that word and write the general category the rest of the words belong to.

1. prosperous wealthy bankrupt well-to-do rich

   all the words describe a good economic position

2. mountain valley mesa river delta

3. solitude isolation propensity seclusion

EXERCISE 2C: Sample Vocabulary Exercise

Complete each sentence with the correct vocabulary word.

diligent adept innate

1. The thief was ______ at finding ways to enter locked cars.

2. Martin rarely gets lost because of his ______ sense of direction.

3. Joan mastered the violin after hours of ______ practice.
Make and Use Vocabulary Flash Cards

In order to develop your vocabulary in English, you need to regularly review the new words that you find in your reading.

One good way to review new vocabulary is to make sets of vocabulary flash cards. To do this, use any firm, blank cards. Use three-by-five-inch note cards if available. Make and use vocabulary flash cards in the following way:

1. On one side of the card write the new word or phrase; on the bottom of this side put the different forms of the word. (See V9 for practice with word forms.)
2. On the back side of the card write synonyms or related words and a sentence in English illustrating the use of the word in context.
3. Organize your words in some meaningful way, and set aside several times a week to review them. Look at the new word and recall a synonym, or use the word in a sentence.
4. Put the words that you know in one pile and those that you don’t know in another. Review more often those that you don’t know.
5. If you find the new word in another sentence in your reading, put the new sentence on the card to help you in your review.
6. Some students prefer to include the native language equivalent of the new word on the flash card. If you do use the native language word or phrase, note it on the bottom of the back side of the card. Concentrate on the information you put down in English.

NOTE: Some students write words in lists in a notebook; however, most students agree that it is much easier to use and review vocabulary flash cards. You can’t separate a list into those words that you know and those you don’t know as you can with flash cards.

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<th>BEFORE THE TOEFL</th>
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</table>

Studying vocabulary flash cards helps you to learn new words that will help you to answer the vocabulary in context questions in the Reading Comprehension Section of the TOEFL.

- Make and use vocabulary flash cards.
EXERCISE 3A: Making Vocabulary Flash Cards

Sample words used for this exercise are found in the reading for Exercise 1A in V✓1. Study the model vocabulary flash card and use it as an example for your own flash cards. The word *detours* appears in the sample reading comprehension passage on page 428.

Front

<table>
<thead>
<tr>
<th>New word</th>
<th>Part of speech</th>
<th>Other word form(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>detours</em> (noun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>detour</em> (verb)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Back

<table>
<thead>
<tr>
<th>Short definition</th>
<th>Related situation or words</th>
<th>Sample sentences</th>
</tr>
</thead>
<tbody>
<tr>
<td>A change of a planned route; a temporary route, often because the main way is not usable.</td>
<td>Usually used in situations of travel or transportation.</td>
<td>The detour through the center of the city delayed us over an hour. (noun) Because of the repairs to the old bridge, we had to detour ten miles out of our way. (verb)</td>
</tr>
</tbody>
</table>

native language equivalent (optional)
EXERCISE 3B: Practice Making Vocabulary Flash Cards

Make flash cards for each of the words below. Use a dictionary to help you.

1. prairie (found in the reading passage on page 428)
2. fouled (found in the reading passage on page 428)
3. blizzards (found in the reading passage on page 428)

Complete several more flash cards for other new words from the reading in Exercise 1A for VV1. As you work with other reading passages during your preparation for the TOEFL, make and use vocabulary flash cards.

VV4 Practice with Adverbs with Related Meanings

An adverb is a word which functions to modify a verb, an adjective, or another adverb. Adverbs are often formed by adding the ending -ly to adjectives.

quick → quickly
The child ran quickly to the door.

Learning the meaning of adverbs will help you to identify synonyms on the Vocabulary Section of the TOEFL and to read the passages in the Reading Comprehension Section with more understanding.

There are several types of adverbs that are commonly tested on the TOEFL Vocabulary Section:

- adverbs that limit
- adverbs of speed
- adverbs that reflect how often
- adverbs that show how well something is done
- adverbs of degree and effort
- adverbs that show in what way something was done

< BEFORE THE TOEFL

- Learn the meanings of adverbs of different types.

The following lists of adverbs and related exercises will give you practice in building your vocabulary with adverbs.

Adverbs that limit

<table>
<thead>
<tr>
<th>Group A</th>
<th>Group B</th>
<th>Group C</th>
</tr>
</thead>
<tbody>
<tr>
<td>almost</td>
<td>scarcely</td>
<td>rather</td>
</tr>
<tr>
<td>practically</td>
<td>hardly</td>
<td>roughly</td>
</tr>
<tr>
<td>virtually</td>
<td>barely</td>
<td></td>
</tr>
<tr>
<td>essentially</td>
<td>just</td>
<td></td>
</tr>
<tr>
<td></td>
<td>merely</td>
<td></td>
</tr>
</tbody>
</table>

432 Vocabulary Appendix
EXERCISE 4A:  Adverbs that Limit

Study the following explanations and model sentences. Pay attention to the meaning of each adverb.

 почти, практически  a limited amount, a little bit; not completely but somewhat; just about, nearly.

She saved **almost** no money last year.
She saved **practically** no money last year.

The actress won **practically** all the awards.
The actress won **almost** all the awards.

**virtually, essentially**  almost completely; almost entirely; for the most part.

The accident victims escaped **virtually** unharmed.
The accident victims escaped **essentially** unharmed.

Jon and Will are doing **essentially** the same experiment.
Jon and Will are doing **virtually** the same experiment.

**scarcely**  emphasizes a narrow margin, below satisfactory performance; very little ability or possibility; barely, hardly; a negative word and often followed by *any* or *enough*.

The child can **scarcely** read.
John didn’t study and **scarcely** passed the test.
We had **scarcely** enough food to feed the family.
There was **scarcely** any light in the old tunnel.

**hardly**  with great effort; with little likelihood, almost not at all; emphasizes the difficulty involved; barely or scarcely; a negative word.

It was snowing so much that we could **hardly** see the road.
I could **hardly** stand because I was very tired.
It is **hardly** possible to save money when you are in school.

**barely**  only meeting the minimum condition; emphasizes the narrow margin of achieving or having something; scarcely or hardly; a negative word.

I have **barely** any money.
We had **barely** arrived when the movie began.
I have **barely** enough money to pay the tuition.
It is **barely** 11:00. We can’t eat lunch yet.

**just**  immediate past; only; the minimal amount possible.

She **just** finished the test.
I have **just** one more test to take.
Don’t come to the review session; **just** study at home.

**merely**  used to limit an extreme condition; and nothing more; simply.

I didn’t break the glass, I **merely** dropped it.
I wasn’t worried about missing the bus. I **merely** walked to school.
The child can’t talk yet. She’s **merely** a baby.
She did not mean to forget you; it was **merely** an oversight.
rather somewhat, a little bit.

I am rather broke.
She is rather shy.
It is rather cloudy today.

roughly approximately, used with numbers.

I have roughly one dollar in coins.
The scientists have completed roughly two dozen experiments.
Mary wears roughly a size ten dress.

EXERCISE 4B: Practice with Adverbs that Limit

Fill in each blank with the appropriate adverb from the choices given. Use each word only once.

1. almost/merely/rather

She is _______ pretty.

She was _______ late, not absent.

2. practically/barely/rather

I can’t leave yet. Work finishes at 5:30 and it is _______ 5:00.

We can go home soon. Our work is _______ completed.

3. merely/hardly/virtually

I don’t think we should cancel the picnic. The sun is coming out and it is _______ raining.

We’ll never get to shore. The wind has died; there’s _______ no breeze.

4. rather/practically/just

Don’t bother to clean up. _______ lock the door.

Take a sweater. It is _______ cold today.

5. merely/roughly/almost

I didn’t mean to insult him. I _______ said he was overweight.

There was so much traffic that we _______ missed the plane.

6. scarcely/virtually/roughly

I’m not really sure. I think there are _______ 200 people invited to the reception. It’s sure to be crowded.

I give up! This job is _______ impossible.
7. rather/just/essentially
   Because of the fire, the house was __________ destroyed. They have to rebuild everything.
   The concert had __________ started when we arrived. We didn’t miss much at all.

8. almost/hardly/roughly
   Please wait for me. I have __________ finished the assignment.
   Don’t bother waiting. I’ve __________ begun.

9. practically/rather/barely
   Joan was in such a hurry that she __________ ran through the store.
   It was __________ impolite of her to eat and run.

10. barely/rather/virtually
    We were sitting so far from the speaker that we could __________ hear the talk.
    I didn’t buy the dress because it was __________ expensive.

11. practically/merely/scarcely
    The temperature in the room was so cold that I could __________ see my breath in the air.
    The survivors had been missing for twenty days and were __________ alive when they were rescued.

Adverbs of speed

- quickly: with speed or promptness; in a short time
- hastily: in a hurry; speedily; too quickly to be careful
- promptly: without delay; in a timely manner; at once
- slowly: with little speed; unhurriedly; taking a long time
- lethargically: drowsily; without energy; with apathy or dullness
- tardily: late; not prompt or on time

EXERCISE 4C: Adverbs of Speed

The following pairs of words show opposite meaning. Study the sentences which illustrate the meaning.

quickly/slowly
   Tom wanted to get to the football game on time, so he did his work carefully but quickly.
   Sally was not in a hurry to reach the library, so she walked slowly and window-shopped along the way.
hastily/lethargically
When Martha found that her mother was coming to visit in an hour, she hastily cleaned the house, not bothering to polish the silver.
The children seemed tired and sleepy as they lethargically put their toys away.
promptly/tardily
The two sisters are quite different. Elena always tries to be on time and arrives for class promptly at 8:30.
Nelly, however, arrives at about 8:40 and always enters the class tardily.

EXERCISE 4D: Practice with Adverbs of Speed
Fill in each blank with an appropriate adverb from those listed in Exercise 4C. Use each adverb only once.

1. Try to do your exercises _promptly_ after class so that you don’t forget information the teacher gave you.

2. Not having time for conversation, Joan _____________ greeted her friends and rushed on, hardly hearing what they said.

3. The snow and ice make driving _____________ an important aspect of winter travel.

4. The tennis player took the ball, concentrated for a moment, and _____________ stepped up to the line to serve.

5. Since I lost your address, I’m afraid that you will receive this note somewhat _____________.

6. Awakening in the spring after a long hibernation, bears move about _____________ for several hours.

Adverbs that reflect how often

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>constantly</td>
<td>continually; without pause</td>
</tr>
<tr>
<td>steadily</td>
<td>continuing forward in an even, regular manner</td>
</tr>
<tr>
<td>regularly</td>
<td>in evenly spaced intervals; habitually</td>
</tr>
<tr>
<td>intermittently</td>
<td>sporadically; recurrently; irregularly</td>
</tr>
<tr>
<td>occasionally</td>
<td>once in a while; not often; infrequently</td>
</tr>
<tr>
<td>periodically</td>
<td>routinely; at fixed intervals or times</td>
</tr>
<tr>
<td>annually</td>
<td>once a year</td>
</tr>
<tr>
<td>daily</td>
<td>once a day</td>
</tr>
<tr>
<td>weekly</td>
<td>once a week</td>
</tr>
</tbody>
</table>
EXERCISE 4E: Adverbs that Reflect How Often

Study the frequency of occurrence of the following groups of adverbs.

constantly:  

steadily:  

regularly:  

occasionally:  

intermittently:  

periodically:

<table>
<thead>
<tr>
<th></th>
<th>2:00</th>
<th>6:00</th>
<th>8:00</th>
<th>10:00</th>
<th>12:00</th>
</tr>
</thead>
<tbody>
<tr>
<td>daily:</td>
<td>Mon</td>
<td>Tues</td>
<td>Wed</td>
<td>Thur</td>
<td>Fri</td>
</tr>
<tr>
<td>weekly:</td>
<td>Mon</td>
<td>Mon</td>
<td>Mon</td>
<td>Mon</td>
<td>Mon</td>
</tr>
</tbody>
</table>

EXERCISE 4F: Practice with Adverbs that Reflect How Often

Fill in each blank with the best adverb from the list above. Use each adverb only once. Note the words in bold print for clues.

1. **We didn't see him every day; he only stopped in occasionally.**

2. Although the team had no long runs, they progressed sisterly down the field. **Slowly but surely,** they approached the goal line.

3. It is hard for the secretary to get much work done because the telephone rings one after another. **She never gets a minute to herself.**

4. The accountant visits the office once a year; she checks the books annually.

5. The doctor ordered the overweight man to take long walks every day. He needed to exercise daily.

6. The captain went on the deck intermittently to talk to the passengers. He thought it was important to be available to them at certain times during the day.

7. The rain showers occurred periodically throughout the day. **No one knew when to expect another downpour.**

8. In order to be in top condition a horse needs to be exercised constantly, not just when it seems convenient.

9. The news program is broadcast every Saturday. It can be viewed daily on Channel 6.
Adverbs that show how well something is done

correctly  conscientiously  deftly
effectively  concisely  erroneously
efficiently  precisely  sloppily

EXERCISE 4G:  Adverbs that Show How Well Something is Done

Study the adverbs and short definitions. Then, read the sentences which illustrate the meaning.

correctly  without errors
   If you don’t read the directions correctly, you might make a mistake in assembling the model.

effectively  meeting a need
   You should see a drop in the fever within a few hours after taking this medicine; it works very effectively.

efficiently  without waste
   The furnace heats more efficiently if the damper is properly regulated. You use less fuel and have a more constant temperature.

conscientiously  thoughtfully, with care
   Before leaving the office every day the manager conscientiously checks for messages, turns off the lights, and locks the door.

concisely  briefly and clearly
   Sylvan impressed his boss by concisely describing the nature of the problem in just a few minutes.

precisely  to the point, accurately
   The chef cooks the dishes precisely as the recipes direct, and the results are always the same.

deftly  skillfully
   The young gymnast continued her routine, deftly executing the movements to the applause of the crowd.

erroneously  incorrectly
   John erroneously turned on the hot water instead of the cold and burned his hand badly.

sloppily  without care, carelessly
   Compositions that are written sloppily and handed in without being proofread will always receive low grades.
EXERCISE 4H: Practice with Adverbs that Show How Well Something Is Done

Read the following situations and fill in each blank with an appropriate adverb from the list above. Use each adverb only once.

1. This letter should be shorter and to the point. It should be ________ written.

2. These craftsmen do an excellent job on woodwork. Their tableware is ________ carved.

3. Martina never takes a day off and always arrives at work on time. She does her job very ________ .

4. I can’t accept this application. Be more careful. This is ________ done.

5. The correct date for the meeting is February 22. It was ________ printed in the newspaper as February 20.

6. Marty does all his shopping and household errands on one day and drives to town only once a week. He plans his week very ________ .

7. Spelling is a very exact skill. You have to think very ________ .

8. We have planted trees and constructed a canopy. This ________ shades our outdoor patio.

9. Marcia received the highest grade in the class. She answered all of the questions ________ .

Adverbs of degree and effort

- ultimately
- urgently
- marginally
- more and more
- enormously
- assuredly
- mildly
- laconically

finally; in the end
with great need; very seriously
barely
increasingly
immensely; tremendously
certainly; positively
somewhat; moderately
briefly; concisely

EXERCISE 4I: Adverbs of Degree and Effort

Read the following sentences and study the meaning of the adverbs.

1. It was his greed that ________ ended the thief’s career.

2. After the earthquake, medical supplies were ________ needed.

3. Taking orders in advance didn’t help much; it was only ________ useful in marketing the product.

4. As different criteria were added to the selection process, the decision became ________ difficult.
5. Thanks so much for your advice. You’ve been enormously helpful.

6. Traveling by air is assuredly the fastest mode of transportation.

7. Because of the advance preparations for the storm, the homes in our area were only mildly affected.

8. Even though the newscaster spoke laconically on the topic and did not elaborate much, the broadcast was quite informative.

EXERCISE 4J: Practice with Adverbs of Degree and Effort

Match each adverb on the left with a word or phrase of similar meaning on the right.

___ 1. ultimately  
___ 2. urgently  
___ 3. marginally  
___ 4. more and more  
___ 5. enormously  
___ 6. assuredly  
___ 7. mildly  
___ 8. laconically

A. to a limited extent
B. tremendously, very much
C. not seriously
D. finally
E. concisely, briefly
F. increasingly
G. certainly
H. compellingly

Adverbs that show in what way something was done

<table>
<thead>
<tr>
<th>Adverb</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>frankly</td>
<td>directly, in a straightforward manner</td>
</tr>
<tr>
<td>explicitly</td>
<td>in an exact and detailed way</td>
</tr>
<tr>
<td>peculiarly</td>
<td>oddly, strangely</td>
</tr>
<tr>
<td>impartially</td>
<td>without favor</td>
</tr>
<tr>
<td>typically</td>
<td>in the usual manner</td>
</tr>
<tr>
<td>readily</td>
<td>without hesitation</td>
</tr>
<tr>
<td>willingly</td>
<td>with pleasure</td>
</tr>
</tbody>
</table>

EXERCISE 4K: Adverbs that Show in What Way Something was Done

Read the following sentences and study the meaning of the adverbs.

1. People who speak frankly are often criticized for their lack of tact.

2. The photograph of the demonstration depicted the scene explicitly; nothing was left to the imagination.

3. The peculiarly acrid smell in the basement caused the man to check for hot electrical wires.

4. The judge was known for making her decisions impartially even though her personal views might differ.
5. Driving in the city is always difficult. During our last trip to the city we got stuck in the typically congested rush hour traffic.

6. The director puts telephone numbers of major clients in a file on her desk where they are readily available.

7. Children willingly get up early on Christmas Day, anticipating the gifts waiting for them under the tree.

**EXERCISE 4L: Practice with Adverbs that Show in What Way Something was Done**

Read the following situations and then fill in each short rejoinder using an appropriate adverb from the list above.

1. The neighbors were glad to be able to help the family rebuild the barn after the fire.
   
   They helped ___willingly___.

2. The cook arranged her spices and ingredients so that they were close at hand and convenient for her to use.

   The spices and ingredients were __________ found.

3. The ambassador did not beat around the bush but came right to the point and stated things clearly.

   The ambassador spoke __________.

4. The patient wandered through the halls at all hours and talked constantly about her money.

   The disease made her act __________.

5. The teacher always reads the composition without looking at the name of the writer. Then he gives a grade.

   The teacher grades the compositions __________.

6. James first read the directions. Then he carefully followed each step of the instructions.

   He followed the directions __________.

7. The children put on raincoats and rubber boots before they left the classroom for recess.

   They were dressed for the __________ rainy weather that occurs in New England during the spring.
EXERCISE 4M: Practice with Adverbs of Different Types

Work QUICKLY to select the adverb with a similar meaning. Circle the correct answer.

1. normally
   (A) summarily
   (B) evidently
   (C) typically
   (D) actually

2. frankly
   (A) modestly
   (B) faithfully
   (C) directly
   (D) indiscreetly

3. carefully
   (A) impishly
   (B) conscientiously
   (C) provisionally
   (D) solitarily

4. essentially
   (A) barely
   (B) totally
   (C) basically
   (D) dismally

5. unquestionably
   (A) assuredly
   (B) perplexedly
   (C) jointly
   (D) marginally

6. merely
   (A) delicately
   (B) quite
   (C) usually
   (D) just

7. skillfully
   (A) faintly
   (B) quickly
   (C) deftly
   (D) playfully

8. constantly
   (A) intermittently
   (B) continually
   (C) variably
   (D) attentively

9. hastily
   (A) flexibly
   (B) accurately
   (C) laconically
   (D) speedily

10. steadily
    (A) traditionally
    (B) incessantly
    (C) markedly
    (D) forcefully

11. laconically
    (A) concisely
    (B) collectively
    (C) dangerously
    (D) unlikely

12. rather
    (A) sometimes
    (B) often
    (C) somewhat
    (D) practically
Vocabulary Checkpoint Test One for V✓4

Allow yourself no more than eight minutes to complete this checkpoint test. Check your answers in the Answer Key.

Read the following passage. Circle the answer to each question.

Questions 1–6

In 1814 Francis Cabot Lowell built the country’s first water-powered cotton mill on farmland near Pawtucket Falls in northeastern Massachusetts. Because water from the falls was readily available, more and more mills were built, and within two decades the area had become one of the foremost industrial centers in America. For over a century and a half, tens of thousands of immigrant workers have worked diligently in the mills of Lowell, Massachusetts. Many of them settled in a one-acre neighborhood, today called “the Acre,” which became a gateway for generations of immigrants searching optimistically for work and a better way of life. Although chronically plagued by crime and violence, the gateway still beckons. Family by family, block by block, each ethnic group steadily adds its own restaurants, markets, and schools to the Acre’s evolving mosaic. Gradually, each ethnic group has found that hard work pays. Many of Massachusetts’ most esteemed educators, government officials, and politicians have come from Lowell’s Little Acre.

1. The word “readily” in line 3 is closest in meaning to
   (A) somewhat
   (B) easily
   (C) occasionally
   (D) marginally

2. The word “diligently” in line 6 is closest in meaning to
   (A) industriously
   (B) quickly
   (C) laconically
   (D) merely

3. The word “optimistically” in line 8 is closest in meaning to
   (A) carefully
   (B) assiduously
   (C) lethargically
   (D) hopefully

4. The word “chronically” in line 9 is closest in meaning to
   (A) normally
   (B) consistently
   (C) tragically
   (D) adamantly

5. The word “steadily” in line 11 is closest in meaning to
   (A) regularly
   (B) brilliantly
   (C) periodically
   (D) nonchalantly

6. The word “Gradually” in line 12 is closest in meaning to
   (A) Luckily
   (B) Suddenly
   (C) Concisely
   (D) Over time
Practice with Adjectives with Related Meanings

Adjectives are descriptive words that modify nouns and noun structures.

Picasso was a famous painter.

Adjectives are often formed by adding adjective suffixes or word endings to nouns and verbs. (See V7/10 for an extensive list of adjective-forming suffixes.)

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective suffix</th>
<th>New word</th>
</tr>
</thead>
<tbody>
<tr>
<td>hero</td>
<td>-ic</td>
<td>heroic</td>
</tr>
<tr>
<td>operation</td>
<td>-al</td>
<td>operational</td>
</tr>
<tr>
<td>Verb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>investigate</td>
<td>-ive</td>
<td>investigative</td>
</tr>
<tr>
<td>desire</td>
<td>-able</td>
<td>desirable</td>
</tr>
</tbody>
</table>

Learning the meanings of adjectives will help you to quickly identify synonyms on the Vocabulary Section of the TOEFL. Knowing adjectives which have related meanings will also help you to read the TOEFL Reading Comprehension passages with better understanding. The following lists of adjectives and related exercises will give you practice in working on building your vocabulary with adjectives.

BEFORE THE TOEFL

- Learn the meanings of adjectives.

EXERCISE 5A: Adjectives with Related Meanings

Study the following list of pairs of adjectives with opposite meanings and the sentences which illustrate their meaning.

Learn the synonyms as well as the adjectives in italics.

adequate/deficient energetic/listless
assured/insecure innocent/guilty
bold/cautious lively/dull
capable/inept robust/weak
competent/incompetent meek/assertive
eager/indifferent zealous/apathetic

adequate: enough; sufficient
deficient: lacking; not enough

The school supervisors provided the children with adequate supervision during recess.

They also made sure that the classrooms were not deficient in instructional materials.

assured: poised
deficient: uncertain

The lawyer appeared confident and assured as she defended her client.

The defendant, however, looked puzzled and insecure as he took the stand.
bold    daring; presumptuous
cautious   fearful; wary

The officer’s bold plan included a midnight raid.
The more cautious general favored a traditional attack.

capable   expert; adept
inept     inexpert; unskilled

The boy showed that he was capable of sailing by skillfully navigating the boat into the harbor.
The youngsters were enthusiastic about boating, but they were inept at rigging the sails and required the captain’s help.

competent qualified; skilled
incompetent unqualified; inexperienced

If you are not a competent bookkeeper, please do not apply for the job at the bank.
The previous clerk was so incompetent at simple arithmetic that he could not make correct change for a sale.

eager     avid; enthusiastic
indifferent apathetic; nonchalant

Being eager to see the newest movie, we arrived at the theater quite early.
No one was indifferent to the story; even the adults were smiling.

energetic active; vigorous
listless  torpid; lethargic

We had the energetic support of the whole team, who worked around the clock to meet the deadline.

By the next morning everyone was tired and listless and not prepared for a full day of work.

innocent   guiltless; inculpable
guilty     blamable; culpable

Since there was no evidence to support the charge, the man was presumed innocent.

Another suspect admitted he was guilty and confessed to the crime.

lively    active; spirited
dull      monotonous; boring

The lively discussion continued far into the night.
Joan much preferred that to a dull evening at home alone.

robust    vigorous; healthy
weak      frail; powerless

The athlete had been training for three months and his robust good health was obvious.
At the end of the race several runners were too weak to cross the finish line.
meek          submissive; acquiescent
assertive    domineering; willful

The role of women in the eighteenth century was to be meek and subservient to their husbands.

On the other hand, women today are less submissive and more assertive both at home and at their jobs.

zealous       enthusiastic; fervent
apathetic     indifferent; unresponsive

Only the most zealous skiers were on the mountain in the subzero temperatures.

It is hard to be apathetic about the sport when there is such breathtaking scenery and beautiful weather.

EXERCISE 5B: Practice with Adjectives with Related Meanings

Match each adjective on the left with a word of similar meaning on the right.

___ 1. robust          A. fervent
___ 2. meek             B. lethargic
___ 3. deficient         C. vigorous
___ 4. competent         D. lacking
___ 5. listless           E. daring
___ 6. bold              F. submissive
___ 7. dull              G. monotonous
___ 8. eager             H. apathetic
___ 9. zealous            I. unskilled
___10. inept             J. qualified
___11. cautious          K. avid
___12. indifferent       L. wary

EXERCISE 5C: Practice with Adjectives of Positive and Negative Attributes

Read each sentence and decide if the adjective in italics expresses a positive or negative attribute. Use a plus sign (+) for positive words and a minus sign (−) for negative words. If you do not know the word, use the context of the sentence to help you.

After you complete the exercise, use your dictionary to find more precise meanings of new words. Then, make a vocabulary flash card with the new word and its synonyms.

polite     belligerent    dismal     vivacious
forlorn    callous       benign     coy
jealous     reliable      jovial     enraged
optimistic  altruistic   apprehensive humble
1. Being a polite young man, Tom opened the door for the teacher.

2. The child was close to tears as she stood in the middle of the store, looking lost and forlorn.

3. Although Marty had a perfectly good doll, she was jealous of her sister, whose doll was bigger and newer.

4. The group was optimistic about the next day’s weather and packed bathing suits for the trip to the beach.

5. The drunken man was in a belligerent mood and wanted to fight with anyone he met.

6. Those who are raised in the midst of civil war seem to be more callous to destruction than others more fortunate.

7. Hank was highly recommended as a hardworking and reliable employee.

8. The family gave money for a new orphanage and has been involved in other altruistic endeavors.

9. The sight of the smoldering remains of the factory was a dismal reminder of the previous night’s fire.

10. The old man’s benign behavior with animals made him a favorite with the neighborhood kids as well.

11. Telling funny stories and singing silly songs make our annual campout a jovial affair.
12. Because the appointment had been cancelled twice before, Jane was apprehensive about calling again.

   apprehensive

13. Her vivacious spirit and warm smile endeared my aunt to all of us.

   vivacious

14. Her coy manner made her seem even more attractive to the young men at the party, but alienated the young women.

   coy

15. After being shot in the shoulder the enraged bear attacked the campers.

   enraged

16. The scientist accepted his award with no more than a humble thank-you.

   humble

EXERCISE 5D: Practice with Adjectives and Their Synonyms

Match the adjective on the left with a synonym on the right.

Group A

1. polite
   A. discouraging
2. forlorn
   B. charitable
3. vivacious
   C. courteous
4. optimistic
   D. lonesome
5. dismal
   E. flirtatious
6. coy
   F. lively
7. enraged
   G. very angry
8. altruistic
   H. hopeful

Group B

1. reliable
   A. cautious
2. humble
   B. spirited
3. benign
   C. aggressive
4. jovial
   D. trustworthy
5. jealous
   E. unpretentious
6. callous
   F. insensitive
7. apprehensive
   G. kind
8. belligerent
   H. envious
EXERCISE 5E:  Practice with Adjectives of Amount
Put the following adjectives of amount into two groups: small and large.

ample, copious, sparse, miniscule, abundant, lavish, scant, profuse, meager, scarce

Small

Large

ample

EXERCISE 5F:  Practice with Adjectives of Size
Put the following adjectives of size into two groups: small and large.

diminutive, bulky, gigantic, huge, stunted, immense, massive, microscopic, portly, miniature, petite, slight, prodigious, dainty, vast, voluminous, puny

Small

diminutive

Large

EXERCISE 5G:  Practice with Adjectives of Smell and Taste
Match the following smells and tastes with their sources.

1. smelly
2. bitter
3. scented
4. savory
5. fragrant
6. putrid
7. tangy
8. acrid
9. rotten
10. spicy
11. tasty
12. bland

A. medicine
B. sauce
C. old sneakers
D. perfume

A. smoke
B. a soft drink
C. decaying meat
D. flowers

A. curry
B. unsalted crackers
C. garbage
D. cake
Predict Meaning Using Latin and Greek Roots

The knowledge of Latin and Greek roots of English words is very important to building a large vocabulary and developing vocabulary skills. A root is the basic part of a word to which prefixes and suffixes can be added to form many other words. The root of a word gives its basic meaning. Knowing just twenty-five roots can help you to figure out the basic meaning of hundreds of other English words.

<table>
<thead>
<tr>
<th>Latin root</th>
<th>Area of meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>belli</td>
<td>war</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English words</th>
<th>English meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>belligerent</td>
<td>ready to fight</td>
</tr>
<tr>
<td>rebellion</td>
<td>armed resistance to authority</td>
</tr>
<tr>
<td>bellicose</td>
<td>warlike</td>
</tr>
</tbody>
</table>

Knowing the meaning of the roots of English words is an especially important vocabulary building aid if your language is not based on Latin and Greek roots, as is English. If you do not know a word in English, knowing its root can help you to predict its probable meaning. (See V79, Make and Study Word Form Charts, for practice forming words from Latin and Greek roots.)

BEFORE THE TOEFL

- Learn the most common roots of English words.

Use the list of Latin and Greek roots below to become familiar with roots and their areas of meaning. Practice alone or with a friend to work with the example words in this list.

Here are several ways to practice with the following roots, their areas of meaning, and the example words.

1. Cover the root column. Look at the example words and the area of meaning. Circle the root in each example word.
2. Cover the area of meaning column. Look at the root and example words. Write down the area of meaning on a separate paper.
3. Cover the example words. Look at the root and area of meaning. Write down several words that contain the root. If you think of words that are not listed, add them to the example word column.
4. Find a reading passage in another book or use the sentences from exercises in Sections One and Two in this book. Make a list of words that are new for you and try to guess the meaning of each word by analyzing the root of the word. Use your dictionary to confirm your guess.

<table>
<thead>
<tr>
<th>ROOT</th>
<th>AREA OF MEANING</th>
<th>EXAMPLE WORDS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group 1</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>act</td>
<td>do</td>
<td>action, react</td>
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<td>field</td>
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<td>ROOT</td>
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<td>Group 2</td>
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<td>life</td>
<td>biography, biology, biopsy</td>
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<td>cum</td>
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<td>cumulative, accumulate</td>
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<td>Group 3</td>
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<td>dem</td>
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<td>generation, genocide, progeny</td>
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<td>Group 4</td>
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<td>gnos</td>
<td>know</td>
<td>agnostic, diagnostic, prognosis</td>
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<td>grad, gress</td>
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<td>man</td>
<td>homicide, homage</td>
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<td>iatr</td>
<td>medical care</td>
<td>psychiatry, podiatry</td>
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<td>law</td>
<td>justice, justify</td>
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<td>labor, laboratory, collaborate</td>
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<td>break down</td>
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<td>memory, remember, commemorate</td>
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<td>submit, remit, transmission</td>
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<td>remove, movement</td>
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<td>natal, native, innate</td>
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<td>new</td>
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<td>nomen, nym</td>
<td>name</td>
<td>nomenclature, pseudonym</td>
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<td>eye</td>
<td>oculist, binocular</td>
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<td>ortho</td>
<td>straight, right</td>
<td>orthodontist, orthodox</td>
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<td>phil</td>
<td>love</td>
<td>philosophy, philanthropist</td>
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<td>ROOT</td>
<td>AREA OF MEANING</td>
<td>EXAMPLE WORDS</td>
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<td>fold</td>
<td>complex, implication, perplex</td>
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<td>pon, pos</td>
<td>put, place</td>
<td>opponent, postpone, disposal</td>
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<td>pop</td>
<td>people</td>
<td>populace, population, popular</td>
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<td>carry</td>
<td>transport, import, porter</td>
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<td>urge</td>
<td>compulsory, expulsion, repulse</td>
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<td>put</td>
<td>think</td>
<td>reputation, computer, deputy</td>
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<td>describe, description</td>
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<td>feel</td>
<td>sensation, sensitive, dissent</td>
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<td>breath</td>
<td>respiration, conspire, inspire</td>
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<td>stand</td>
<td>status, stationary, stagnant</td>
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<td>struct</td>
<td>build</td>
<td>structure, instruct</td>
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<td>tact, tang</td>
<td>touch</td>
<td>tangible, tactile, intact</td>
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<tr>
<td>tain</td>
<td>hold</td>
<td>detain, container</td>
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<tr>
<td><strong>GROUP 9</strong></td>
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<td>ten</td>
<td>have, hold</td>
<td>tenure, tenacious, intent</td>
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<td>terr</td>
<td>land</td>
<td>terrain, territory, terrace</td>
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<td>the</td>
<td>god</td>
<td>theology, atheism, monotheism</td>
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<td>heat</td>
<td>hypothermia, thermostat</td>
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<td>tract</td>
<td>pull, drag</td>
<td>tractor, traction, intractable</td>
</tr>
<tr>
<td>urb</td>
<td>city</td>
<td>urban, suburb, urbane</td>
</tr>
<tr>
<td>vene, vent</td>
<td>come</td>
<td>convention, advent, convene</td>
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<tr>
<td>vict, vinc</td>
<td>conquer</td>
<td>victim, conviction</td>
</tr>
<tr>
<td>vid</td>
<td>see</td>
<td>video, evidence, provide</td>
</tr>
<tr>
<td>viv, vit</td>
<td>live</td>
<td>vivid, vitality</td>
</tr>
</tbody>
</table>

**EXERCISE 6A: Practice with Roots**

Give the meaning for each root. Then, give some English word(s) of your own containing the root. Use the list of example words on page 451–453 if you need help.

1. mem  
   **mindful**  
   memoir, memorable, remembrance
2. agro
3. aqua
4. bio
5. cert
6. chron
7. dem
8. greg
EXERCISE 6B: Practice Using Roots to Predict Meaning

Work QUICKLY to select the word that has a similar meaning to the word given. Circle the best choice. Then, circle the root you find in the given word.

1. circumvent
   (A) retrieve
   (B) bypass
   (C) locate
   (D) insist

2. convincingly
   (A) persuasively
   (B) rebelliously
   (C) exclusively
   (D) appropriately

3. collaborate
   (A) evaluate
   (B) assign
   (C) invent
   (D) cooperate

4. concede
   (A) yield
   (B) advance
   (C) devise
   (D) insist

5. stationary
   (A) fixed
   (B) entirely
   (C) divided
   (D) essential

6. repulsive
   (A) isolated
   (B) rival
   (C) disgusting
   (D) normal

7. neonatal
   (A) innovative
   (B) newborn
   (C) showy
   (D) damp

8. ridicule
   (A) mature
   (B) incline
   (C) humiliate
   (D) notice

9. urbanized
   (A) light
   (B) certified
   (C) analyzed
   (D) proven

10. reputable
    (A) trustworthy
     (B) conspicuous
     (C) illuminated
     (D) manual

11. demographic
    (A) suspicious
     (B) intelligible
     (C) population
     (D) negligent

12. synchronized
    (A) calibrated
     (B) paralyzed
     (C) restricted
     (D) mandatory
EXERCISE 6C: Practice Using Roots to Predict Word Meaning in Sentences

Allow yourself four minutes to complete this exercise.
Work quickly to choose the word that is closest in meaning to the underlined word in the sentence. Circle the best choice.

1. Drought, floods, and invasions of insects are all factors which affect an agrarian society.
   (A) an impoverished
   (B) a utilitarian
   (C) an agricultural
   (D) a populated

2. After hatching the eggs, the female of the species seems to lose interest in her progeny.
   (A) mate
   (B) nest
   (C) offspring
   (D) welfare

3. The instructions in the letter asked for remittance by mail.
   (A) compensation
   (B) reduction
   (C) acceptance
   (D) inquiry

4. The gregarious nature of the politician made him a popular campaigner.
   (A) sincere
   (B) convincing
   (C) astute
   (D) sociable

5. The terms of the loan dictate the amount of payment per month.
   (A) submit
   (B) decree
   (C) reject
   (D) total

6. Rebellion of any sort is likely to be an unpleasant way to initiate change.
   (A) Consensus
   (B) Insurrection
   (C) Mitigation
   (D) Realignment

7. A yearly physical examination is required for most sports to certify the players’ health.
   (A) check
   (B) support
   (C) verify
   (D) acknowledge

8. Most American families allocate one quarter of their income for housing.
   (A) budget
   (B) earn
   (C) generate
   (D) invest

9. The child reminded us all of our youth in some intangible way.
   (A) joyous
   (B) preposterous
   (C) elusive
   (D) remarkable

10. An aqueous substance leaked from the battered package.
    (A) A repulsive
    (B) A squeamish
    (C) A rubbery
    (D) A watery
Predict Meaning Using Prefixes

A prefix is a part of a word that is attached before the word root and changes the meaning of the word.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>im-</td>
<td>not</td>
<td>possible</td>
</tr>
</tbody>
</table>

New word: impossible
New meaning: not possible

Prefixes in English have areas of meanings, and knowing prefixes will help you to add more words to your vocabulary. Although there are many prefixes, knowing the most important ones should be part of your preparation for the TOEFL.

BEFORE THE TOEFL

- Learn the most common prefixes in English.

Use the following lists of prefixes in English to become familiar with each prefix, its area of meaning, and some example words.

Study the words in Column A. Complete Exercises 7A and 7B to fill in Column B.

<table>
<thead>
<tr>
<th>Prefixes for negation</th>
<th>Column A Example word</th>
<th>Column B Example word of your own</th>
</tr>
</thead>
<tbody>
<tr>
<td>a-</td>
<td>not</td>
<td>amoral</td>
</tr>
<tr>
<td>dis-</td>
<td>not</td>
<td>disassociate</td>
</tr>
<tr>
<td>il-</td>
<td>not</td>
<td>illiterate</td>
</tr>
<tr>
<td>im-</td>
<td>not</td>
<td>impossible</td>
</tr>
<tr>
<td>in-</td>
<td>not</td>
<td>inactive</td>
</tr>
<tr>
<td>ir-</td>
<td>not</td>
<td>irrational</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
<td>misgiving</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonexistent</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unintentional</td>
</tr>
</tbody>
</table>

Prefixes for number and size

demi- half  demitasse
hemi- half  hemisphere
semi- half  semicircle
mon-, mono- one monologue
uni- one  unification
proto- first prototypical

456 Vocabulary Appendix
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>olig-</td>
<td>few</td>
<td>oligarchy</td>
</tr>
<tr>
<td>poly-</td>
<td>many</td>
<td>polygamy</td>
</tr>
<tr>
<td>bi-, bin-</td>
<td>two</td>
<td>bilingual</td>
</tr>
<tr>
<td>tri-</td>
<td>three</td>
<td>trimester</td>
</tr>
<tr>
<td>dec-, deci-</td>
<td>ten</td>
<td>decade</td>
</tr>
<tr>
<td>cent-, hect-</td>
<td>hundred</td>
<td>centennial</td>
</tr>
<tr>
<td>myria-</td>
<td>ten thousand</td>
<td>myriameter</td>
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</table>

**Prefixes for very small**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>micro-</td>
<td>small</td>
<td>microscope</td>
</tr>
<tr>
<td>milli-</td>
<td>thousandth</td>
<td>milligram</td>
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</table>

**Prefixes for very large**

<table>
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<th>Word</th>
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</thead>
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<tr>
<td>macro-</td>
<td>large</td>
<td>macroeconomics</td>
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<tr>
<td>mege-</td>
<td>large</td>
<td>megalomania</td>
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<tr>
<td>magni-</td>
<td>great</td>
<td>magnificent</td>
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</table>

**Prefixes for time**

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<th>Meaning</th>
<th>Word</th>
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<tr>
<td>ante-</td>
<td>before</td>
<td>antebellum</td>
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<tr>
<td>pre-</td>
<td>before</td>
<td>preindustrial</td>
</tr>
<tr>
<td>pro-</td>
<td>before</td>
<td>progeny</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>regain</td>
</tr>
<tr>
<td>after-</td>
<td>after</td>
<td>aftertaste</td>
</tr>
<tr>
<td>epi-</td>
<td>after</td>
<td>epilogue</td>
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<tr>
<td>post-</td>
<td>after</td>
<td>postpone</td>
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**Prefixes for where**

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<th>Word</th>
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</thead>
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<td>to, toward</td>
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<td>ad-</td>
<td>to, toward</td>
<td>addiction</td>
</tr>
<tr>
<td>af-</td>
<td>to, toward</td>
<td>affirm</td>
</tr>
<tr>
<td>ag-</td>
<td>to, toward</td>
<td>aggressive</td>
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<tr>
<td>an-</td>
<td>to, toward</td>
<td>annotate</td>
</tr>
<tr>
<td>by-</td>
<td>near</td>
<td>bystander</td>
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<tr>
<td>Prefix</td>
<td>Meaning</td>
<td>Example</td>
</tr>
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<td>--------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>pene-</td>
<td>almost</td>
<td>peninsula</td>
</tr>
<tr>
<td>ultra-</td>
<td>beyond</td>
<td>ultramodern</td>
</tr>
<tr>
<td>under-</td>
<td>less than</td>
<td>underweight</td>
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</table>

Prefixes for relationship of together or separate

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<th>Meaning</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td>auto-</td>
<td>self</td>
<td>autocratic</td>
</tr>
<tr>
<td>self-</td>
<td>self</td>
<td>self-sufficient</td>
</tr>
<tr>
<td>ab-</td>
<td>away from</td>
<td>abdicate</td>
</tr>
<tr>
<td>col-</td>
<td>with</td>
<td>colleague</td>
</tr>
<tr>
<td>com-</td>
<td>with</td>
<td>commune</td>
</tr>
<tr>
<td>con-</td>
<td>with</td>
<td>connect</td>
</tr>
<tr>
<td>co-</td>
<td>together</td>
<td>coordinate</td>
</tr>
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<td>sym-</td>
<td>together</td>
<td>symphony</td>
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<tr>
<td>syn-</td>
<td>together</td>
<td>synthesis</td>
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</table>

Prefixes that make a judgment

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<th>Example</th>
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</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>antisocial</td>
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<tr>
<td>contra-</td>
<td>against</td>
<td>contraception</td>
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<tr>
<td>dys-</td>
<td>bad</td>
<td>dysfunction</td>
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<td>mal-</td>
<td>bad</td>
<td>maladjusted</td>
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<td>mis-</td>
<td>wrong</td>
<td>misfortune</td>
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<tr>
<td>bene-</td>
<td>good</td>
<td>benefactor</td>
</tr>
<tr>
<td>eu-</td>
<td>good</td>
<td>euphoria</td>
</tr>
<tr>
<td>pro-</td>
<td>for</td>
<td>pro-education</td>
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</table>

Other prefixes

<table>
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<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambi-</td>
<td>both</td>
<td>ambivalent</td>
</tr>
<tr>
<td>amphi-</td>
<td>around</td>
<td>amphitheater</td>
</tr>
<tr>
<td>be-</td>
<td>make</td>
<td>befriend</td>
</tr>
<tr>
<td>hetero-</td>
<td>different</td>
<td>heterodox</td>
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<td>homogeneous</td>
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<td>meta-</td>
<td>change</td>
<td>metabolism</td>
</tr>
<tr>
<td>neo-</td>
<td>new</td>
<td>neoclassicism</td>
</tr>
<tr>
<td>pseudo-</td>
<td>false</td>
<td>pseudonym</td>
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</table>
EXERCISE 7A: Practice with Prefixes

Each of the following listed words has a prefix. Put each word into one of the given groups according to the meaning of the prefix. Look up in your dictionary any words that you don’t know.

Then, write each word on one of the blank lines in Column B of the lists of prefixes on pages 456–459. If you can, add a word of your own in Column B, too.

The first list of words has been done for you.

1. afterthought, unimportant, epitaph, indecisive, postpone, illegal

   Negative                  After
   unimportant               afterthought
   indecisive                epitaph
   illegal                   postpone

2. symphony, adhere, ascend, annex, cooperate, access, synthesis

   Where (to, toward)       Together

3. immigrate, antiwar, preamble, contradict, prologue, intrastate, antecedent, introvert, retroactive, recall

   Where (into, inside)    Judgment (against)
    
   Time (before)           Where (back)

4. universe, hyperactive, myriad, transcontinental, megaphone, monarch, diameter, outnumber, ultrasensitive, circumvent magnificent

   Large                    Too much, excessive

   Through, across           One
EXERCISE 7B:  More Practice with Prefixes

Give the meaning of each prefix in the following list. Then, give a sample word for each prefix. Use your dictionary if necessary. Add this word to the list of example words in Column B, pages 456–459.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. un-</td>
<td>not</td>
<td>unpopular</td>
</tr>
<tr>
<td>2. poly-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. bi-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. cent-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. macro-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. neo-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. re-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. mis-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. hemi-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. micro-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. deci-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. homo-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13. under-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. ante-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15. inter-</td>
<td></td>
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</tr>
</tbody>
</table>

V✔️8  Predict Meaning Using Suffixes

A suffix is a part of an English word that attaches to the end of the word. Suffixes change the part of speech of a word, as well as marking general areas of meaning. Knowledge of English suffixes will help you to identify the part of speech of a word in a sentence and to predict its probable area of meaning.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>accuracy</td>
<td>X</td>
<td>accurate</td>
<td>accurately</td>
</tr>
<tr>
<td>instruction</td>
<td></td>
<td>instructional</td>
<td>instructively</td>
</tr>
<tr>
<td>agreement</td>
<td></td>
<td>agree</td>
<td>agreeably</td>
</tr>
<tr>
<td>satisfaction</td>
<td></td>
<td>satisfy</td>
<td>satisfactorily</td>
</tr>
<tr>
<td>west</td>
<td>X</td>
<td>western</td>
<td>westward</td>
</tr>
</tbody>
</table>

BEFORE THE TOEFL

- Learn the forms and meanings of English suffixes.

See ✔️20 for more information on forming nouns, verbs, adjectives, and adverbs by adding suffixes. You will get more practice using suffixes by completing the Word Form Charts for ✔️10, pages 475–480 and Vocabulary Appendix #2, pages 481–483.
Use the following lists of suffixes to become familiar with suffixes, their area of meaning, and example words.

Noun Suffixes

The following suffixes are added to nouns to show:

The one who practices
- -ian        magician
- -ist        socialist, biologist

The one who works with
- -man        cameraman
- -wright     playwright

Art or skill
- -ship       showmanship, craftsmanship

Females
- -erne        comedienne, equestrienne
- -ess, -stress, -tress
- -ette        usherette, majorette
- -ine         heroine
- -ine         aviatrix

A trade or occupation
- -ant, - -ent
- -eer        applicant, occupant, correspondent
- -er, - -or
- -ery        engineer
- -sity       teacher, mentor
- -ite         surgery, robbery
- -ite         socialite
- -ry          dentistry, husbandry

An action or process
- -ade        blockade, parade
- -age
- -ation      marriage, pilgrimage
- -ation      vacation, visitation
- -cy
- -ism         accuracy, truancy
- -ism         baptism, heroism
- -ment        amusement, agreement
- -ment        tenure, seizure, failure
- -ure

A product or thing
- -ade        orangeade
- -ary, - -ry
- -ment        mastery, jewelry
- -ment        adornment, instrument
- -mony        harmony, matrimony

Material
- -ing

Place for
- -arium      aquarium, planetarium
- -ary        infirmary, library
- -arium      sanatorium, auditorium
- -ory        laboratory, observatory
Small things
- cle, icicle
- cule, molecule, minuscule
- et, bonnet, sonnet
- ette, kitchenette, cigarette
- let, owlet, pamphlet
- ling, duckling, fledgling

The study of
- ology, biology, physiology

Scientific or social systems
- ics, physics, statistics

Surgical removal of
- ectomy, tonsillectomy, appendectomy

Inflammation of
- itis, tonsillitis, appendicitis

State or quality of
- ance, -ence, admittance, dependence
-ancy, -ency, buoyancy, insurgency
- ation, -ation, demonstration, registration
- cy, infancy, primacy
- dom, freedom, kingdom
- ery, -ry, treachery
- hood, boyhood
- ion, companion, passion
- ism, socialism, feudalism, racism
- ity, brevity, inequity
- ization, -ization, commercialization, civilization
- ment, advertisement, enjoyment
- ness, happiness, friendliness, rashness
- or, horror, terror, stupor
- ship, friendship, hardship
- sion, dimension, apprehension
- th, length, width, warmth
- tion, partition, confirmation
- tude, rectitude, attitude
- ty, felicity, obscurity

Adjective Suffixes
The following suffixes are added to nouns and verbs to form adjectives which mean:

Full of
- ful, joyful, hopeful
- ose, verbose, grandiose
- ous, anxious, joyous
- ulent, turbulent

Lacking or without
- less, hopeless, joyless
Relating to
-al, -an
-ary
-esque
-etic
-ial
-ian
-ic
-ical
-ine
-ish
-like
-ly
-oid
-ular

natural, urban
honorary
picturesque
pathetic
congenial
agrarian
barbaric
identical
bovine
childish
lifelike
comely, sisterly
celluloid
popular

Made of
-en
earthen, flaxen

Capable of
-able, -ible
fixable, desirable, intelligible

Inclined to
-acious
tenacious
-ant, -ent
observant, prudent
-ative
talkative
-capable of
capable of
-ive
responsive
-some
quarrelsome

State or quality of
-ate
temperate
-id
lucid, splendid
-ile
hostile, docile
-ious
ambitious
-und
moribund
-uous
sensuous
-y
wealthy, sunny

Adverb Suffixes

The following suffixes attach to adjectives and nouns to form adverbs of:

Manner
-ily (spelling change)
happily, speedily
-ly
quickly, jointly
-ways
sideways
-wise
clockwise

Extent
-ly
urgently, extremely
Verb Suffixes
The following suffixes form verbs with the meanings:

To make
  –ate  liberate, activate
  –en  brighten, broaden
  –fy  nullify, satisfy
  –ize  popularize, generalize

Action or process
  –ade  invade
  –age  scrimmage, pillage
  –er  badger, deliver
  –ish  flourish, nourish
  –ure  endure, censure

Repeated action
  –ble  fumble, mumble, stumble

These English suffixes should be reviewed often as you fill in the Word Form Charts in V9. If you are not sure of a form, use your dictionary.

EXERCISE 8A: Practice with Suffixes
Identify each suffix listed below as a noun, verb, adjective, or adverb suffix. Then, give a sample word for each suffix.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Part of Speech</th>
<th>Example Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. –ment</td>
<td>noun</td>
<td>disagreement</td>
</tr>
<tr>
<td>2. –ic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. –ant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. –ize</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. –ary</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. –ish</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. –acious</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. –ily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. –fy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. –wise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. –ular</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. –cy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 8B: More Practice with Suffixes

Match the phrase on the left with the appropriate word from the column on the right. Use the lists on pages 462–465 if you need help.

___ 1. Inflammation of the appendix  
   A. powerless
___ 2. Material for covering a roof  
   B. arrogantly
___ 3. Diminutive: dining furniture set  
   C. roofing
___ 4. Capable of being broken  
   D. appendicitis
___ 5. Someone who works in biology  
   E. dinette
___ 6. Related to riding horses  
   F. biologist
___ 7. Without power  
   G. breakable
___ 8. In an arrogant manner  
   H. equestrian

EXERCISE 8C: More Practice with Suffixes

Use the suffix given for the phrase to find the correct word. Write the word in the blank. Use the lists on pages 462–465 if you need help.

1. A woman who acts on stage  
   -tress
2. Having many clouds  
   -y
3. To make dark  
   -en
4. The quality of having ambition  
   -ious
5. To make popular  
   -ize
6. Place for scientific experiments  
   -ory
7. To repeatedly fall when walking  
   -ble
8. Anxious; without rest  
   -less

EXERCISE 8D: More Practice with Suffixes

Give the correct word for the phrase. Use the lists on pages 462–465 if you need help.

1. Something that makes you worry is
2. A person who writes plays
3. Time of life as an infant
4. The state of being friends
5. Full of wishes
6. A person who practices medicine
7. Having a lot of wind
8. A drink of lemons, sugar, and water
EXERCISE 8E: Practice Using Roots, Prefixes, and Suffixes to Predict Word Meaning

When working with roots, prefixes, and suffixes, follow these steps:

A. Separate the word into prefixes, roots, and suffixes and give the area of meaning for each. Refer to your lists of roots, prefixes, and suffixes in V✓6, V✓7, and V✓8. Identify the part of speech by noting the suffix.
B. Write your predicted meaning of the word based on your knowledge of the roots, prefixes, and suffixes.
C. Use your dictionary to look up the specific meaning of the word and write it below your predicted meaning.
D. Use the word in a sentence of your own.

1. philanthropist
   A. phil        anthr        opist      Noun
      (love) (human) (person)
   B. Predicted meaning: A person who loves humankind.
   C. Dictionary definition: A person who shows affection for humankind, especially by giving money, property, or doing work for the needy and poor.
   D. The philanthropist Andrew Carnegie gave millions of dollars to establish libraries.

2. manufacture
   A. 
   B. 
   C. 
   D. 

3. induction
   A. 
   B. 
   C. 
   D. 

4. activate
   A. 
   B. 
   C. 
   D. 

Vocabulary Appendix 467
5. optician
A.
B.
C.
D.

6. prediction
A.
B.
C.
D.

7. urban
A.
B.
C.
D.

8. autograph
A.
B.
C.
D.

9. popular
A.
B.
C.
D.

10. transportation
A.
B.
C.
D.
EXERCISE 8F: Practice Using Roots, Prefixes, and Suffixes to Predict Word Meaning in Sentences

Allow yourself four minutes to complete this exercise. Circle the letter of the word that is closest in meaning to the underlined word or phrase in the context of the sentence.

1. The chairman introduced the speaker with a few laudatory remarks.
   (A) explanatory
   (B) complimentary
   (C) brief
   (D) introductory

2. The river of molten lava flowing steadily toward the town was an awesome sight.
   (A) a heartwarming
   (B) an encouraging
   (C) an astonishing
   (D) an amusing

3. Businesses sometimes establish firms in foreign countries to circumvent local restrictions.
   (A) avoid
   (B) compensate for
   (C) adjust to
   (D) comply with

4. The American author Mark Twain was popular in part because of his gift as a humorous public speaker.
   (A) a sincere
   (B) an amusing
   (C) an interesting
   (D) a provocative

5. The senator’s aide was reprimanded because of his outspoken criticism of the proposed legislation.
   (A) unusual
   (B) unjustified
   (C) straightforward
   (D) clever

6. The harpsichord was antecedent to the pianoforte as an early musical instrument.
   (A) prior to
   (B) reminiscent of
   (C) insidious to
   (D) imitative of

7. The decision to increase the degree requirements was seen as contradictory to the program’s stated goals.
   (A) supportive of
   (B) complimentary to
   (C) germane to
   (D) inconsistent with

8. Remains of nuts and seeds indicated that a family of squirrels had been recent occupants of the attic eaves.
   (A) visitors to
   (B) inhabitants of
   (C) assailants of
   (D) protectors of

9. Female members of one African tribe wear neck rings not only as an adornment but also as signification of their status as married.
   (A) a requirement
   (B) a precaution
   (C) a decoration
   (D) a peculiarity

10. The professor pointed out that much important information can be found in the prologue of a play.
    (A) contents
    (B) introductory remarks
    (C) appendix
    (D) bibliography
Vocabulary Checkpoint Test Three for V✔️6, V✔️7, and V✔️8

Allow yourself no more than ten minutes to complete this checkpoint test. Check your answers in the Answer Key.

Read the following passage. Circle the answer to each question.

Questions 1–12

Roosevelt, as a public personality, was a spontaneous, optimistic, pleasure-loving ruler who dismayed his assistants by the gay and apparently heedless abandon with which he seemed to delight in pursuing two or more totally incompatible policies, and astonished them even more by the swiftness and ease with which he managed to throw off the cares of office during the darkest and most dangerous moments. Churchill, too, loved pleasure, and he too lacked neither gaiety nor a capacity for exuberant self-expression together with the habit of blithely cutting Gordian knots in a manner which often upset his experts; but he was not a frivolous man. His nature possessed a dimension of depth—and a corresponding sense of tragic possibilities, which Roosevelt’s lighthearted genius instinctively passed by.

Roosevelt played the game of politics with virtuosity, and both his successes and his failures were carried off in splendid style; his performance seemed to flow with effortless skill. Churchill was acquainted with darkness as well as light. Like all inhabitants and even transient visitors of inner worlds, he gave evidence of seasons of agonized brooding and slow recovery. Roosevelt might have spoken of sweat and blood, but when Churchill offered his people tears, he spoke a word which might have been uttered by Lincoln or Massini or Cromwell but not Roosevelt, great-hearted, generous, and perceptive as he was.

1. The phrase “a public personality” in line 1 is closest in meaning to
   (A) a well-known person
   (B) a reserved person
   (C) a vital person
   (D) a philosopher

2. The word “optimistic” in line 1 is closest in meaning to
   (A) insensitive
   (B) confident
   (C) well-read
   (D) unusual

3. The word “heedless” in line 2 is closest in meaning to
   (A) careful
   (B) obedient
   (C) wise
   (D) unmindful

4. The word “incompatible” in line 4 is closest in meaning to
   (A) rude
   (B) negligent
   (C) contradictory
   (D) simple

5. The word “capacity” in line 7 is closest in meaning to
   (A) ability
   (B) dislike
   (C) thoroughness
   (D) interest

6. The word “upset” in line 8 is closest in meaning to
   (A) confused
   (B) dismayed
   (C) alerted
   (D) showed up
7. The word “frivolous” in line 9 is closest in meaning to
   (A) friendly
   (B) rich
   (C) superficial
   (D) intelligent

8. The word “instinctively” in line 11 is closest in meaning to
   (A) naturally
   (B) carelessly
   (C) possibly
   (D) generously

9. The word “virtuosity” in line 12 is closest in meaning to
   (A) menace
   (B) truthfulness
   (C) expertise
   (D) amusement

10. The word “effortless” in line 14 is closest in meaning to
    (A) precise
    (B) without caution
    (C) with difficulty
    (D) easy

11. The word “transient” in line 15 is closest in meaning to
    (A) temporary
    (B) militant
    (C) innocuous
    (D) belligerent

12. The word “perceptive” in line 19 is closest in meaning to
    (A) insightful
    (B) misunderstood
    (C) deceitful
    (D) good-natured
Make and Study Word Form Charts

A word form chart is a chart in which a word with the same root is listed according to its part of speech in English. The forms of a word that are listed in a word form chart are noun, verb, adjective, and adverb. These word forms are created in English by adding suffixes to the root of a word.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>conservation</td>
<td>conserve</td>
<td>conservative</td>
<td>conservatively</td>
</tr>
</tbody>
</table>

A word form chart is a useful study aid for building your vocabulary. It will give you at a glance a review of different forms of words with similar meanings. Word form charts require that you understand the forms and meanings of English suffixes that change the part of speech of a word. Review V8 for information and practice with English suffixes.

Word form charts will help you to increase your ability to identify different forms of words and to predict their probable meaning. Knowledge of word forms is tested in the Written Expression part of Section Two of the TOEFL. Refer to G20–G22, pages 202–209 for information on word forms as they are tested in TOEFL Section Two. In the Reading Comprehension part of TOEFL Section Three, knowing different forms of words and their meanings will help you to read faster with comprehension. In the Test of Written English, the ability to use words in different forms will allow you to write more precisely and in more detail.

A word form chart is provided in the Vocabulary Appendix for you to photocopy. Make word form charts to use with the word category charts that you will learn about in V10. Practice with word forms using these charts. Look up new words in your English dictionary to find the different forms of the word, and fill out the word form charts. Review the charts often and practice recalling the different forms of the words.

Use word form charts as you work with vocabulary in The Heinemann TOEFL Preparation Course and The Heinemann TOEFL Practice Tests. Make additional charts yourself based on your outside reading for further study with word forms.

**BEFORE THE TOEFL**

- Use word form charts to build your vocabulary.

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**EXERCISE 9A: Word Forms and Their Functions**

Study the following information about word forms and functions.

1. Verbs in English often function as adjectives when the suffixes –ed, –d, –en, and –ing are added to the verb stem.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past Participle</th>
<th>Adjective Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>mystify</td>
<td>mystified</td>
<td>a mystified look</td>
</tr>
<tr>
<td>decorate</td>
<td>decorated</td>
<td>a decorated cake</td>
</tr>
<tr>
<td>break</td>
<td>broken</td>
<td>a broken cup</td>
</tr>
<tr>
<td>linger</td>
<td>lingering</td>
<td>a lingering headache</td>
</tr>
</tbody>
</table>

Irregular past participle forms are also used for this adjective function.

The slain policeman was given the city’s highest honor.

See Grammar Appendix, #14, pages 401–403 for a list of irregular verb forms.
2. Nouns in English form plurals by adding the suffixes \(-s\), \(-es\), \(-ies\), \(-i\), and \(-a\). Note the form of the noun plural as you fill out the word form charts below and in the Vocabulary Appendix.

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>cup</td>
<td>cups</td>
</tr>
<tr>
<td>dish</td>
<td>dishes</td>
</tr>
<tr>
<td>baby</td>
<td>babies</td>
</tr>
<tr>
<td>stimulus</td>
<td>stimuli</td>
</tr>
<tr>
<td>medium</td>
<td>media</td>
</tr>
</tbody>
</table>

See Grammar Appendix, #4, page 394 for rules on noun plurals and irregular noun plural forms.

3. Noun forms in English often function as adjectives: \textit{guest}

Noun: The distinguished \textit{guest} was seated at the head table.
Adjective: The \textit{guest} list was prepared weeks ahead of the dinner.

The meaning is similar in both functions.
On the word form charts below and in the Vocabulary Appendix, the word appears in the noun function.

4. Gerunds are nouns formed by adding the suffix \textit{–ing} to verb stems.

Verb: \textit{ship}
Gerund: \textit{shipping}

\textit{Shipping} is an important component of the manufacturing industry.

Gerunds need not be added to word form charts, but you need to remember their function and meaning.

5. Many words in English have the same form for different functions.

The word \textit{ship} could function as a noun:

I traveled by \textit{ship}.

or a verb:

The company will \textit{ship} the necessary parts.

The function of the word form depends on its use in the sentence. However, most times there will be a similar or related meaning of the words. Being aware of this change of function but keeping in mind the relationship of meaning will help you to read with better understanding. Add the same word form to different functions on word form charts as you complete them.

6. In English different forms of a word may have the same function.

Nouns: \textit{ship} We traveled by \textit{ship}.

\textit{shipment} We received the \textit{shipment} of parts.

\textit{shipper} The major \textit{shipper} of the parts is located in Boston.

Add the different forms of a word with the same function to the word form charts as you complete them.
EXERCISE 9B:  Making Word Form Charts

Study the sample word form chart for *air transportation* to learn how to make a word form chart.

**Sample Word Form Chart:  Air Transportation**

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>convenience</td>
<td>X</td>
<td>convenient</td>
<td>conveniently</td>
</tr>
<tr>
<td>aviation</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>aviator</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>aviatrix</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>airliner</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>airline</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>reservation</td>
<td>reserve</td>
<td>reserved</td>
<td>X</td>
</tr>
<tr>
<td>flight</td>
<td>fly</td>
<td>flying</td>
<td>X</td>
</tr>
<tr>
<td>departure</td>
<td>depart</td>
<td>departing</td>
<td>X</td>
</tr>
<tr>
<td>arrival</td>
<td>arrive</td>
<td>arriving</td>
<td>X</td>
</tr>
<tr>
<td>terminal</td>
<td>X</td>
<td></td>
<td>terminal</td>
</tr>
<tr>
<td>termination</td>
<td>terminate</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>confirmation</td>
<td>confirm</td>
<td>confirmed</td>
<td>X</td>
</tr>
<tr>
<td>assignment</td>
<td>assign</td>
<td>assigned</td>
<td>X</td>
</tr>
<tr>
<td>security</td>
<td>secure</td>
<td>X</td>
<td>securely</td>
</tr>
<tr>
<td>mechanics</td>
<td>mechanize</td>
<td>mechanical</td>
<td>mechanically</td>
</tr>
<tr>
<td>fuel</td>
<td>fuel</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>control</td>
<td>control</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>landing</td>
<td>land</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>board</td>
<td>board</td>
<td>boarding</td>
<td>X</td>
</tr>
<tr>
<td>turbulence</td>
<td>X</td>
<td>turbulent</td>
<td>turbulently</td>
</tr>
<tr>
<td>schedule</td>
<td>schedule</td>
<td>scheduled</td>
<td>X</td>
</tr>
<tr>
<td>reschedule</td>
<td>rescheduling</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>bump</td>
<td>bump</td>
<td>bumped, bumpy</td>
<td>X</td>
</tr>
<tr>
<td>overbook</td>
<td>overbook</td>
<td>overbooked</td>
<td>X</td>
</tr>
<tr>
<td>delay</td>
<td>delay</td>
<td>delayed</td>
<td>X</td>
</tr>
<tr>
<td>loss</td>
<td>lose</td>
<td>lost</td>
<td>X</td>
</tr>
<tr>
<td>connection</td>
<td>connect</td>
<td>connecting</td>
<td>X</td>
</tr>
</tbody>
</table>

**NOTE:** You will practice with an additional word form chart in Exercise 10E.
Make and Study Word Category Charts

In order to develop the ability to recognize words quickly and easily, it is helpful to put words into a chart that shows their relationship. A word category chart is a chart that groups words from a general topic area into related categories. The Vocabulary Appendix provides word category charts for the topics most commonly tested in the TOEFL.

Developing and using word category charts will be helpful for both the Vocabulary Section and the Reading Comprehension Section of the TOEFL. Other sections of the TOEFL that test your knowledge and use of vocabulary are the Listening Comprehension Section and the Test of Written English. In addition, the word category charts will be useful preparation for any future study in English. A wide vocabulary in English is necessary for academic and professional success.

To use word category charts effectively as you study and read, do these four things:
1. Add more words and categories to the lists in the Vocabulary Appendix.
2. Use your dictionary and thesaurus to find the meaning of new words.
3. Make new flash cards to practice quick recall of the words.
4. Use the new words. Write sentences and short compositions in which the new words are used.

The following word category charts with related word form charts appear in the Vocabulary Appendix. The topics for the charts are selected to give you practice in areas often included in the Reading Comprehension Section of the TOEFL. Complete the word category charts and exercises for additional practice in vocabulary development after studying V10.

- Business
- Arts and Literature
- Natural Science and Biology
- Health and Medicine
- Social Studies and History
- Geography
- Science
- Descriptive Words

BEFORE THE TOEFL

- Use word category charts to systematically study vocabulary.
EXERCISE 10A: Using a Word Category Chart

Below is a sample word category chart for words related to air transportation. Study this chart and note how it can be used as a study aid.

**Word Category Chart: Air Transportation**

<table>
<thead>
<tr>
<th>Transport</th>
<th>Other terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>airplane</td>
<td>aviation</td>
</tr>
<tr>
<td>jet</td>
<td>airlines</td>
</tr>
<tr>
<td>airliner</td>
<td>travel</td>
</tr>
<tr>
<td>shuttle</td>
<td>fly</td>
</tr>
<tr>
<td></td>
<td>flight</td>
</tr>
<tr>
<td></td>
<td>arrival</td>
</tr>
<tr>
<td></td>
<td>departure</td>
</tr>
<tr>
<td></td>
<td>takeoff</td>
</tr>
<tr>
<td></td>
<td>landing</td>
</tr>
<tr>
<td></td>
<td>fueling</td>
</tr>
<tr>
<td></td>
<td>altitude</td>
</tr>
<tr>
<td></td>
<td>outbound</td>
</tr>
<tr>
<td></td>
<td>incoming</td>
</tr>
<tr>
<td></td>
<td>radar</td>
</tr>
<tr>
<td></td>
<td>schedule</td>
</tr>
<tr>
<td></td>
<td>carry-on</td>
</tr>
<tr>
<td></td>
<td>baggage</td>
</tr>
<tr>
<td></td>
<td>luggage</td>
</tr>
<tr>
<td></td>
<td>seat assignment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>People</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>pilot</td>
<td>reserve</td>
</tr>
<tr>
<td>copilot</td>
<td>confirm</td>
</tr>
<tr>
<td>stewardess</td>
<td>reschedule</td>
</tr>
<tr>
<td>steward</td>
<td>check the bags</td>
</tr>
<tr>
<td>flight attendant</td>
<td>board</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Places</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>airport</td>
<td></td>
</tr>
<tr>
<td>terminal</td>
<td></td>
</tr>
<tr>
<td>ticket counter</td>
<td></td>
</tr>
<tr>
<td>runway</td>
<td></td>
</tr>
<tr>
<td>gate</td>
<td></td>
</tr>
<tr>
<td>baggage claim area</td>
<td></td>
</tr>
<tr>
<td>landing strip</td>
<td></td>
</tr>
<tr>
<td>airfield</td>
<td></td>
</tr>
<tr>
<td>control tower</td>
<td></td>
</tr>
<tr>
<td>security system</td>
<td></td>
</tr>
</tbody>
</table>

**Possible problems**

- missing the flight
- missing the connections
- losing the baggage
- overbooking
- delays
- crashing
- being bumped
- rough weather
- turbulence
- the expense

**Advantages**

- fast
- comfortable
EXERCISE 10B: More Practice with Word Category Charts

Add more words to the categories on the blanks provided in Exercise 10A. You can also add more categories. In Exercise 10A, the category Activities has been added to the original chart. You add the category Advantages and words for that category in the space provided in Exercise 10A.

EXERCISE 10C: Practice Using Words from the Word Category Chart

Fill in the blanks with words from the word category for *air transportation*.

Traveling by air is one of the major conveniences of the twentieth century. The whole field of ____________ is geared to meet our needs for safe, efficient, and fast transportation. After a recent trip on a major ____________, a passenger wrote the following account:

I began preparations for my trip early by calling the airline and making ____________ . A few days later, I received my ticket telling me my ____________ number and the times of ____________ from my city and ____________ at my destination. I was advised to arrive at the airline ____________ an hour before takeoff in order to ____________ for my flight, receive my seat ____________, and ____________ my baggage. It is important not to be late or you might ____________ the flight. On the day of my flight, I went to the ticket ____________ where I was directed to the waiting area of the ____________ from which my airplane would depart. As I entered this area, I was checked through the ____________ system. While I was waiting, I noticed how busy everyone was. The ____________ were checking the plane for last minute repairs, and a large truck was ____________ the plane with gasoline to make it ready for takeoff.

People in the ____________ tower of the airport have a lot of responsibility. These ____________ must supervise incoming and ____________ flights and carefully monitor ____________ and takeoffs. They must be sure that the ____________ are clear and that weather conditions are relayed to the ____________ of the airplanes using the ____________.

When my flight was called, I ____________ the airplane. I was pleasantly greeted by the ____________ and offered reading material and, after take-off, drinks and food. The weather was good, and there was no air ____________ to cause us worry or discomfort. Although my flight was trouble free, during the holidays air travel becomes more hectic. Often airlines sell too many tickets for a flight and are then ____________. Some unlucky passengers will be ____________ and asked to reschedule on a later flight. Bad weather might also cause a later takeoff, and this ____________ often results in missed ____________ at the next stop. One of the most annoying aspects of air travel at holiday season is the possibility of ____________, your luggage. I always try to carry on with me enough clothing for several days. On the whole, however, air travel is worth the expense. It is fast, safe, and usually reliable.
EXERCISE 10D: More Practice with Word Category Charts

The following word category chart for music is partially completed. Study the chart to recognize the categories listed. Then, read the list of music words that follows the chart and add these words to the appropriate categories in the spaces provided.

**NOTE:** Words followed by an asterisk (*) are included in the word form chart for music in Exercise 10E.

### Word Category Chart: Music

<table>
<thead>
<tr>
<th>Types of music</th>
<th>Types of performances</th>
</tr>
</thead>
<tbody>
<tr>
<td>blues</td>
<td>a cantata</td>
</tr>
<tr>
<td>country western</td>
<td>a concert</td>
</tr>
<tr>
<td>heavy metal</td>
<td></td>
</tr>
<tr>
<td>hymns</td>
<td></td>
</tr>
<tr>
<td>modern</td>
<td></td>
</tr>
<tr>
<td>ragtime</td>
<td></td>
</tr>
<tr>
<td>reggae</td>
<td></td>
</tr>
<tr>
<td>spirituals</td>
<td></td>
</tr>
<tr>
<td>symphony*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Musical instruments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a violin</td>
<td></td>
</tr>
<tr>
<td>a viola</td>
<td></td>
</tr>
<tr>
<td>drums*</td>
<td></td>
</tr>
<tr>
<td>a flute</td>
<td></td>
</tr>
<tr>
<td>a saxophone</td>
<td></td>
</tr>
<tr>
<td>a trumpet</td>
<td></td>
</tr>
<tr>
<td>a French horn</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Musical groups</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a marching band</td>
<td></td>
</tr>
<tr>
<td>a dance band</td>
<td></td>
</tr>
<tr>
<td>a concert artist: solo</td>
<td></td>
</tr>
<tr>
<td>an ensemble</td>
<td></td>
</tr>
<tr>
<td>small groups: duet, trio, quartet</td>
<td></td>
</tr>
<tr>
<td>a chorus*</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes of musicians</th>
<th>Musical activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>talented*</td>
<td>play</td>
</tr>
<tr>
<td>gifted*</td>
<td>practice</td>
</tr>
<tr>
<td>dedicated*</td>
<td>audition*</td>
</tr>
<tr>
<td>recognized*</td>
<td>accompany*</td>
</tr>
<tr>
<td>praised*</td>
<td></td>
</tr>
</tbody>
</table>

---

478 Vocabulary Appendix
Musical features
melody*
tone*

Types of voice
alto
bass
contralto

Places of performance
a music hall
a recital hall
a club
a performing arts center
a theater*
a coffeehouse

Other terms
lyrics of a song
a score of music
a tune

Add the following words to the categories for music in the chart. Use your dictionary if you don’t know the meaning of the word.

an oboe*
a concert hall
a soprano
classical
a musical
jazz
rehearse*
a harp
rhythm*
an opera house
rock
debut*
a recital

EXERCISE 10E: More Practice with Word Form Charts

The following word form chart for music has been partially filled in. Words followed by an asterisk in the word category chart for music, Exercise 10D, page 478, have been placed in the word form chart according to their different parts of speech. Fill in each blank space with the appropriate form of the word given. If there is no blank line, then there isn’t a word for that part of speech. Use your dictionary if you need help.
<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>hymn, hymnal</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>symphony</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>chorus</td>
<td>X</td>
<td>choral</td>
<td></td>
</tr>
<tr>
<td>orchestra</td>
<td>orchestrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>audition</td>
<td>accompany</td>
<td></td>
<td></td>
</tr>
<tr>
<td>accompanist</td>
<td>rehearse</td>
<td></td>
<td></td>
</tr>
<tr>
<td>debut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sing</td>
<td>X</td>
<td>singable</td>
<td>X</td>
</tr>
<tr>
<td>gift</td>
<td></td>
<td>talented</td>
<td>X</td>
</tr>
<tr>
<td>dedicate</td>
<td></td>
<td>gifted</td>
<td>X</td>
</tr>
<tr>
<td>recognize</td>
<td></td>
<td>dedicated</td>
<td>X</td>
</tr>
<tr>
<td>praise</td>
<td></td>
<td>recognized</td>
<td>X</td>
</tr>
<tr>
<td>melody</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tone</td>
<td></td>
<td>atonal</td>
<td></td>
</tr>
<tr>
<td>harmony</td>
<td></td>
<td>harmonic/harmonious</td>
<td></td>
</tr>
<tr>
<td>rhythm</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>piano, pianist</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>oboe, oboist</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>drum, drummer</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>theater</td>
<td>X</td>
<td>theatrical</td>
<td></td>
</tr>
</tbody>
</table>

The word category charts in this section will give you more practice working with vocabulary. A Word Form Chart is provided for you to photocopy and to use as you work with the Word Category Charts. As you continue your preparation for the TOEFL through study and outside reading, use the charts in the Vocabulary Appendix to record and practice with new words.

1. Word Category Charts

See V10 for introductory study of word category charts. The following word category charts are found in the Vocabulary Appendix.

- Word Category Chart One: Business ........................................... 481
- Word Category Chart Two: Arts and Literature .......................... 484
- Word Category Chart Three: Natural Science and Biology ............ 485
- Word Category Chart Four: Health and Medicine ......................... 486
- Word Category Chart Five: Social Studies and History ............... 487
- Word Category Chart Six: Geography ........................................ 488
- Word Category Chart Seven: Science ........................................ 489
- Word Category Chart Eight: Descriptive Words ......................... 490
Ways to Work with Word Category Charts

1. Look up words that you don’t know or are not sure about in a dictionary. Make vocabulary flash cards for more practice.
2. Look up the words in a thesaurus to find synonyms and related words. Make vocabulary flash cards for more practice.
3. Regularly review the vocabulary flash card sets that you develop from the word category charts. Regular practice will improve your quick recall of words and meanings.
4. Read more in the topic areas of the word category charts. Add new words to the word category charts from your own personal study and reading. Create your own word category charts. Use the sentences and readings in The Heinemann TOEFL Preparation Course and The Heinemann TOEFL Practice Tests as a source of new words.
5. As you study the word category charts in the Vocabulary Appendix, use the words from the charts in short sentences, paragraphs, and compositions. Become more familiar with the topics.
6. Transfer the new words to the word form charts and add their different forms.

2. Word Form Charts

See V9 for introductory study of word form charts. Make photocopies of the Word Form Chart on page 474. Read about ways to work with word form charts before you begin to work with the charts.

Ways to Work with Word Form Charts

1. Some words in the word category charts have an asterisk (*) after them. These words often occur in different forms in reading passages. Place these words in their different forms in the word form charts.
2. As you do outside reading in the topic areas of the word category charts and add new words to these charts, add them to the word form charts.
3. Create your own word form charts for new categories of words.

Word Category Chart One:  Business

<table>
<thead>
<tr>
<th>Basic Concepts</th>
<th>profit</th>
<th>bonds</th>
<th>regulation*</th>
</tr>
</thead>
<tbody>
<tr>
<td>budget</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>buy*</td>
<td>risks</td>
<td>collateral</td>
<td>revenue</td>
</tr>
<tr>
<td>economics</td>
<td>sell*</td>
<td>deregulation*</td>
<td>stocks</td>
</tr>
<tr>
<td>(micro and macro)</td>
<td>speculation*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>demand</td>
<td>supply</td>
<td>dividends</td>
<td></td>
</tr>
<tr>
<td>manufacturing*</td>
<td>trade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>marketing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Finance and Money</th>
<th>interest</th>
<th>investment*</th>
<th>default</th>
</tr>
</thead>
<tbody>
<tr>
<td>capital</td>
<td></td>
<td></td>
<td>liabilities*</td>
</tr>
<tr>
<td>capitalism</td>
<td></td>
<td></td>
<td>loans, short-term</td>
</tr>
<tr>
<td>income</td>
<td></td>
<td>prime rate</td>
<td>and long-term</td>
</tr>
<tr>
<td>(net and gross)</td>
<td></td>
<td>principal</td>
<td></td>
</tr>
</tbody>
</table>

| demand curve            |          | compensation* |         |
|                        |          | earnings      |         |
|                        |          | salaries      |         |
|                        |          | wages         |         |
| assets                  |          | market price  |         |
| capital gain            |          | default       |         |
| cash flow               |          | liabilities*  |         |
| credit                  |          | loans, short-term |         |
| debt                    |          | and long-term |         |
### Types of Business Arrangements
- corporation* 
- franchise
- merger*
- monopoly
- partnership*
- shareholder
- sole proprietorship*
- stock
- stockholder
- venture

### Accounting
- balance sheet
- income
- leases
- mortgage*
- payable
- receivable

### Manufacturing
- assembly line
- inventory
- mass production
- mechanization*
- merchandise
- production*

### Marketing
- advertising*
- brand
- discount stores
- distribution*
- media
- pricing*
- product*
- promotion*
- publicity*
- retail*
- supermarkets
- trademark
- wholesale*

### People and Relationships
- collective bargaining
- delegation*
- employee*
- employer*
- entrepreneur*
- labor
- labor unions
- manager*
- morale
- motivation*
- profit sharing
- shareholder
- staff
- stockholder
- strikes

### Trade
- flexible exchange
- gross national product (GNP)
- international trade
- investment*
- quotas
- tariffs
- trade balance
Make eight photocopies of this word form chart to use with the eight Word Category Charts on pages 490-492.

Word Form Chart: ______________________

<table>
<thead>
<tr>
<th>NOUN</th>
<th>VERB</th>
<th>ADJECTIVE</th>
<th>ADVERB</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>abstract</td>
<td>anthology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>artist*</td>
<td>author</td>
<td></td>
<td></td>
</tr>
<tr>
<td>design*</td>
<td>characters*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drawing*</td>
<td>fiction*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hue</td>
<td>genre</td>
<td></td>
<td></td>
</tr>
<tr>
<td>impressionism*</td>
<td>mystery*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>oil painting</td>
<td>nonfiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>painter*</td>
<td>novel</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>plot</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>poetry*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>prose</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>protagonist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>publish*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>romance*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>saga</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>science fiction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>setting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>short story</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>style*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>writer*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>ballerina</td>
</tr>
<tr>
<td>ballet</td>
</tr>
<tr>
<td>choreography*</td>
</tr>
<tr>
<td>company</td>
</tr>
<tr>
<td>debut</td>
</tr>
<tr>
<td>folk dance</td>
</tr>
<tr>
<td>modern dance</td>
</tr>
<tr>
<td>movement</td>
</tr>
<tr>
<td>stage*</td>
</tr>
<tr>
<td>step</td>
</tr>
<tr>
<td>technique</td>
</tr>
<tr>
<td>troupe</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Film</th>
</tr>
</thead>
<tbody>
<tr>
<td>actor*</td>
</tr>
<tr>
<td>cameraman*</td>
</tr>
<tr>
<td>cinema*</td>
</tr>
<tr>
<td>director*</td>
</tr>
<tr>
<td>drama*</td>
</tr>
<tr>
<td>epic</td>
</tr>
<tr>
<td>musical</td>
</tr>
<tr>
<td>producer*</td>
</tr>
<tr>
<td>script</td>
</tr>
<tr>
<td>set*</td>
</tr>
<tr>
<td>stage</td>
</tr>
<tr>
<td>theater*</td>
</tr>
</tbody>
</table>
Word Category Chart Three:  Natural Science and Biology

Words marked with an (*) should be used in the Word Form Chart for Natural Science and Biology.

<table>
<thead>
<tr>
<th>Basic Concepts</th>
<th>Substances</th>
<th>Genetics</th>
<th>Plants</th>
<th>Other Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>adapt*</td>
<td>fossil*</td>
<td>mineral</td>
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<td>nutrient</td>
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<td>phase</td>
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<td>recycle</td>
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</tbody>
</table>

| Cells                |                  |                     |                   |                     |
| cyclic*              | neuron           |                     |                   |                     |
| hybrid*              | nucleus          |                     |                   |                     |
| mutation*            | virus*           |                     |                   |                     |

| Life Forms           |                  |                     |                   |                     |
| algae               | plankton         |                     |                   |                     |
| amphibian           | primate          |                     |                   |                     |
| larva               | vertebrate       |                     |                   |                     |
| mammal              |                  |                     |                   |                     |

| Elements             |                  |                     |                   |                     |
| carbon              | oxygen*          |                     |                   |                     |
| carbon dioxide      |                  |                     |                   |                     |
### Basic Concepts

<table>
<thead>
<tr>
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<th>Metabolism</th>
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### Disease

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<td>carcinogen*</td>
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<td>germ</td>
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### Other Words

<table>
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### Basic Concepts
- abolish
- aborigine
- acculturate
- authority
- civilization
- compromise
- emigration
- exile
- expedition
- humanitarian
- immigrate
- invention
- metropolitan
- rural
- settlement
- territories
- traditional
- urban

### Past
- ancestor
- artifact
- barbarian
- colony
- feudal
- frontier
- heritage
- legend
- medieval
- nobility
- pioneer
- primitive

### Government
- administration
- ally
- amendment
- bureaucracy
- candidate
- debate
- delegation
- dictator
- govern
- judicial
- jury
- legal
- majority
- mandate
- minority
- monarchy
- nationalism
- nomination
- oligarchy
- oppression
- petition
- politics
- prohibit
- ratify
- reform
- represent
- revolt
- rotation
- sanction
- sovereignty
- treaty
- tyranny
- unanimous

### Trade
- barter
- blockade
- boycott
- capitalism
- charter
- competition
- craftsman
- embargo
- export
- import
- mass production
- mineral
- natural resources
- ore
- petroleum
- ration
- refinery
- renewable
- reserves
- statistics
- textile

### Issues
- bias
- ecology
- environment
- ghetto
- illiteracy
- overpopulation
- pollution
- population density
- prejudice
- propaganda
- slum
- smog
- tenement
- wilderness
### Word Category Chart Six: Geography

Words marked with an (*) should be used in the Word Form Chart for Geography.

#### Basic Concepts
- **boundary**
- **capital**
- **climate**
- **country**
- **culture**
- **demographer**
- **equinox**
- **fossil**
- **globe**
- **nation**
- **topography**
- **wilderness**

#### Agriculture
- **crop**
- **harvest**
- **horticulture**
- **irrigation**
- **plant**
- **terracing**

#### Conditions
- **arable**
- **arid**
- **coniferous**
- **deciduous**
- **desert**
- **erosion**
- **fertile**
- **jungle**
- **tropics**

#### Land and Land Forms
- **archipelago**
- **canyon**
- **coastal**
- **delta**
- **elevation**
- **estuary**
- **glacier**
- **grassland**
- **iceberg**
- **icecap**
- **island**
- **isthmus**
- **landlocked**
- **meadow**
- **mesa**
- **oasis**
- **peninsula**
- **plain**
- **plateau**
- **polar region**
- **prairie**
- **reef**
- **savannah**
- **steppe**
- **tundra**

#### Water and Bodies of Water
- **aqueduct**
- **bay**
- **bayou**
- **canal**
- **fiord**
- **geyser**
- **gulf**
- **harbor**
- **hydroelectric**
- **lakefront**
- **marine**
- **maritime**
- **oceanic**
- **reservoir**
- **strait**
- **tidewater**

#### Natural Disasters
- **cyclone**
- **drought**
- **earthquake**
- **flood**
- **monsoon**
- **typhoon**
- **volcano**

#### Weather
- **blizzard**
- **condensation**
- **convection**
- **evaporation**
- **front**
- **frontal system**
- **precipitation**
- **storm**

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### Word Category Chart Eight: Descriptive Words

All words in this chart should be used in Word Form Chart Eight.

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<td>jealous</td>
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<td>sporting</td>
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### Expressions and Gestures

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<td>Squint</td>
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### Anger

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### Hostility

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490  Vocabulary Appendix
Gloom and Sadness
abandoned  grim
alienated  hindered
bewildered  humiliated
constrained  impatient
debased  moody
dejected  obsolete
depressed  offended
desolate  perplexed
discouraged  rejected
dismal  silly
downcast  strained
forlorn  suspicious
futile  weary
grief  worthless

---

Love, Joy, and Concern
altruistic  jovial
benevolent  jubilant
benign  just
bliss  kindly
calm  lenient
charming  mellow
comical  moral
congenial  obliging
considerate  optimistic
contented  patient
courteous  polite
ecstatic  proud
elated  receptive
empathetic  reliable
enthusiastic  relieved
exuberant  splendid
fit  superb
generous  thoughtful
gratified  vivacious
hospitalable  witty
inspired  worthy

---

Fear and Anxiety
agitate  jealous
alarmed  nervous
anxious  overwhelmed
apprehensive  restless
ashful  scared
desperate  shy
dreading  strained
embarrassed  tense
fearful  timid
frantic  uneasy
hesitant  worried
intimidated

---

Inability and Inadequacy
ashamed  incapable
cowardly  incompetent
crippled  inept
deficient  inferior
demoralized  meek
disabled  trivial
exhausted  unfit
fragile  unqualified
frail  vulnerable

---

Quantity
ample  profuse
copious  scant
death  scarcity
lavish  sparing
meager  sparse
paucity  sufficient

---

Vocabulary Appendix 491
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The Reading Appendix is meant to supplement the Reading Checkpoints included in this text. The Reading Appendix includes:

1. A Good Overall Reading Strategy
   This section discusses active reading through the procedure of Survey, Question, Read, Review, Recall (SQ3R). Active reading and SQ3R practice good reading skills and strategies that should be used in the Reading Comprehension Section of the TOEFL.

2. More Information About Topic, Main Idea, Title, Purpose and Organization, Reference Words, Details and Factual Information, Making Inferences, and the Attitude of the Author and the Tone of the Passage
   This section provides useful tips on question types on the TOEFL and on aspects of the reading passage that will be asked about on the TOEFL.

3. Vocabulary Words that Express Organizational Patterns and the Author’s Purpose.
   This list of vocabulary words is introduced in practice exercises in R✓3. These words are important for good writing and should be studied as you prepare for the TOEFL Test of Written English.

A Good Overall Reading Strategy
Active reading is a good overall strategy that will help you to be successful on the Reading Comprehension Section of the TOEFL. Active reading means that you, as a reader, interact with the text, a procedure referred to as “SQ3R.” SQ3R stands for survey, question, read, review, and recall. On the TOEFL, the steps survey, question, and read will help you to answer the questions that follow the short reading passages. During the TOEFL itself, you will not have time to use the steps of review and recall; however, these two steps are very valuable as background skills for taking the TOEFL and for future academic success.

BEFORE THE TOEFL

- Survey, Question, Read, Review, and Recall are the steps of the active reading strategy that will help you when you are reading for information.

Learning to use SQ3R for active reading will help you to make the most efficient use of your time as you prepare for the Reading Comprehension Section of the TOEFL. The exercises below will help you to understand the SQ3R procedure.

NOTE: Check your answers for each exercise with the SQ3R Answer Key on page 499 of the Reading Appendix before you do the next exercise. In this way you will use correct information for all the exercises.
EXERCISE C: Learning to Question when Reading a Passage

As you read the passage for the first time using the survey procedure, think about the information. You should be asking yourself questions about the information. These questions should be about the main points of the passage, about relationships between points the author has made, and about the author's point of view in the passage. Using logical reasoning and predicting what information might follow a point the author makes will help readers question effectively and read with a purpose. Good readers question automatically as they read and are often not conscious that it is a separate step in active reading.

On the TOEFL, the questions that you must answer are already prepared for you, and your purpose is to read to answer them.

In order to practice questioning, think about Paragraph One in Exercise B above, and decide what questions the author of the passage is answering with the information given.

Your questions for Paragraph One might ask about:
1. the function of magazines (their purpose);
2. the number of magazines in circulation;
3. the types of magazines, what they look like, and how often they are published;
4. the range of circulation of magazines;
5. the people who read magazines; and
6. the reasons people read magazines.

EXERCISE D: Practice with Questions When Reading a Passage

Write questions about the information in Paragraph Two, Exercise B.
EXERCISE E:  Reading Carefully for Information in a Passage

Careful reading means reading to find information. This information could be factual, implied, or about the relationship between different pieces of information. You use careful reading when you need to remember information and answer questions.

After you have completed surveying a passage and formulating questions about the key points, you should go back to the passage and read it again. Careful reading involves finding answers to your questions about the passage. When you read carefully, you will use the skills of skimming and scanning. You should read carefully for factual information, implied information, and information about the author's purpose, attitude, and point of view about the topic. Specifically, you should read to confirm the major points made in the passage and look for the author's support for these points. Read to establish relationships between points of information. Use logical reasoning and your knowledge of vocabulary to understand the meaning of the passage.

Practice careful reading on the TOEFL to answer the questions about the reading passages.

NOTE: Because of the time factor on a TOEFL, you must read carefully but quickly. You will not have time for thoughtful reflection about the information as you would in normal reading situations. Therefore, as you prepare for the Reading Comprehension Section of the TOEFL, you must learn to read not only carefully, but quickly in order to finish the test.

After reading Paragraph One carefully, your answers to the questions you made might look like this:

1. communicate ideas, information, and attitudes
2. thousands of magazines
3. elaborate and in color, small, published monthly and quarterly
4. circulation in the millions to a small circulation
5. the general public and special interest groups
6. inform, entertain, advertise and influence

EXERCISE F:  Practice Reading Carefully for Information in a Passage

Read Paragraph Two, Exercise B, carefully and answer your questions from Exercise D

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EXERCISE G:  Learning About Review in Active Reading of a Passage

The review stage of active reading is meant to help the reader remember and apply the information found in the reading passage. When you review your understanding of the information in the passage, you paraphrase the information. Paraphrasing means to restate the information in your own words. You use this skill when you write about information you have read, as in essay answers to course examinations. Another way to review information is to apply it to solving a problem or answering a related question. Reviewing reading material will be very important as a procedure for future academic work you might do.

In the Reading Comprehension Section of the TOEFL there is no time for review. You must move immediately to the next reading passage in the test. However, on the TOEFL Test of Written English, the strategies of paraphrase and restatement of information will be very helpful to you in answering the essay question.

To understand how you might review the information in Paragraph One, Exercise B, read the paraphrase below.

Magazines help Americans share ideas, information, and attitudes. There are thousands of magazines. Some are elaborately printed in color and published every month and are bought by millions of people. Others are published every four months and reach only a small number of interested readers. However, the smaller special interest magazine may also have a big influence within its field.

EXERCISE H:  Practice Reviewing a Reading Passage through Paraphrasing

Write a paraphrase restating the main points of Paragraph Two, Exercise B.

The last step of active reading, which is called recall, usually takes place in the form of a test on the information in the passage or an essay about the passage that is completed without having the passage in front of you. The TOEFL does not require this step of active reading.

Use the strategy SQ3R to read actively.

Use the steps SQ3R in the Reading Comprehension Section of the TOEFL.
EXERCISE I: Practice Using the SQ3R Strategy

Allow yourself six minutes to read the passage. Circle each correct answer.

Much communication of ideas, information, and attitudes among American people is carried on through magazines. Thousands of periodicals fall within this category. They range from the slick-paper, four-color monthly with circulation in the millions down to the small, special interest quarterly that, though virtually unknown to the general public, may have very strong influence within its field.

The magazine exists to inform, entertain, and influence its readers editorially and put before them advertising messages of national or regional scope. Magazines never appear more frequently than once a week; thus their writers and editors have more time to dig into issues and situations than do those on daily newspapers, and consequently they have a better opportunity to bring events into focus and interpret their meaning.

1. What is the main idea of this passage?
   (A) Magazines are more expensive than newspapers.
   (B) Magazines have a special role in communication.
   (C) Magazines carry advertisements.
   (D) Magazines give us information.

2. According to the passage, a small, special interest quarterly
   (A) is usually well known to many people
   (B) can't compete with larger well-circulated magazines
   (C) may exert great influence on those who read it
   (D) is produced in color

3. The word “periodicals” in line 3 means
   (A) communication
   (B) magazines
   (C) information
   (D) newspapers

4. The passage lists all of the following as functions of magazines EXCEPT
   (A) shape our attitudes
   (B) interpret events and issues
   (C) bring us information
   (D) provide daily news

5. The author states in the passage that magazines are published
   (A) at the most once a week
   (B) every month
   (C) every four months
   (D) whenever writers have enough information

6. We can infer all of the following from the passage about newspapers EXCEPT that
   (A) newspapers are published more often than magazines
   (B) newspaper writers don't have time to do in-depth stories
   (C) newspaper articles and magazine stories would be different
   (D) newspapers don't usually carry advertisements
Answer Key for SQ3R Exercises

Exercise B
A. Magazines
B. Magazines have a special role in communication.
C. inform, entertain, influence editorially, advertising, appear, dig into issues, daily newspapers, bring events into focus, interpret meaning
D. though virtually unknown, thus, more ... than do, consequently

Exercise D
1. What is the purpose of magazines?
2. What is the scope of magazine advertisements?
3. How often do magazines appear?
4. What advantage over newspaper writers and editors do magazine writers and editors have?
5. How do magazine writers and editors use this advantage?

Exercise F
1. To inform, entertain, influence its readers and present advertisements
2. From regional to national
3. Never more than once a week
4. More time to dig into issues
5. They bring events into focus and interpret their meaning

Exercise H
Magazines inform and entertain us; they also influence us and bring us advertisements. Magazines are never published more than once a week, and this allows magazine writers and editors the time to go into depth on issues and situations. They can clarify these issues for us and offer an interpretation of their meaning. Newspapers can't do this in-depth coverage.

Exercise I
1. B
2. C
3. B
4. D
5. A
6. D
1. Vocabulary Expressing Patterns of Organization and the Author’s Purpose

To express opinions
... thinks  seem (seemed) to be
It seems that  appear (appeared) to be
In ... opinion  seemingly
To ...  In ... view
... consider  From ... point of view
... claims that  According to ...

To express chronological order
now, today, nowadays
when
before, after, while, during
between ... and ...
in (date)
later, earlier, formerly
at the turn of the century
prior to, previous to, previously
simultaneously, simultaneous with, at the same time as, in the (1900s)
next, then, subsequently
afterwards
derive from, originate
source of, beginning of, origin of

To express a generalization
generally, generally speaking, in general
on the whole
all, every, never, always
To express support for a generalization
for example, for instance, in this instance
to illustrate, let me illustrate, as an illustration
as follows
as proof, let me cite as proof
in substantiation, to substantiate
in practice
according to statistics
from the data, based on the data

To classify
main kinds of, major kinds of, basic kinds of
fundamental, important, significant
minor, unimportant, insignificant
dissimilar, contradictory, opposing, contrasting
clearly distinguishable, easily distinguished
uncontestable differences/similarities
divide, classify
kinds, methods, parts, divisions
categories, classes, classifications
types, sources, origins, bases
qualities, aspects, attributes, characteristics, factors

To compare
similar to, similarly
like, alike, likewise
correspond to, correspondingly
resemble, resemblance
almost the same as, at the same rate as
as . . . so, in like manner
to have . . . in common
to be parallel in . . .

To contrast
differ from
however, otherwise
still
nevertheless
even so
dissimilarly, different from
less than, more than, faster than
in contrast, unlike, in opposition
on the contrary, on the other hand
although, while
the reverse of, mutually exclusive
less vital than, less crucial for

To express cause and effect
so, thus, consequently
therefore, accordingly, as a result
for this reason
hence, because, thus
because of, owing to, due to, since
have an effect on
. . . results in . . .
. . . is the cause of . . .
. . . follows from . . .
as a consequence
such a . . . that, so . . . that
. . . makes . . . possible by . . .
reversible, irreversible

To predict
probable result(s)
project (v), projected, projection
It is likely that
foresee, foretell, forecast, foreseeable
most likely consequences
inevitable outcome
the next step
the future implications of . . .
assume, presumption

To define
in definition
in other words
to clarify, in clarification
to explain, in explanation
by . . . is meant
to paraphrase

To refute
untrue, false, falsity, fallacious
in error, erroneous
oppose, in opposition
partially true
inconsistent, lacks consistency
bias, prejudice
2. Handwriting Guide

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz
1. Diagnostic Test Scoring Instructions

Follow the steps below to score your Diagnostic Test.

A. Use the Diagnostic Test Answer Key to check your answers.
B. Mark a C next to each answer that you get correct.
C. Add up the number of Cs for each section.
D. Divide the number of Cs for each section by the total number of questions in that section to get your section percentage score.

\[
\frac{\text{Cs in Section One}}{50} = \text{Section One Score}
\]

\[
\frac{\text{Cs in Section Two}}{40} = \text{Section Two Score}
\]

\[
\frac{\text{Cs in Section Three}}{50} = \text{Section Three Score}
\]

The section which receives the lowest percentage score is your weakest area. You should give special attention to this area as you work through the text.

E. For more specific information about which structures in Section Two are your weakest, you can refer to the Answer Key. The answer for each Section Two Diagnostic Test question is coded to a specific Grammar Checkpoint covered in the Grammar Checkpoint Study which begins on page 133. As you work through the Grammar Checkpoint Study, you should give special attention to the checkpoints you missed on the Diagnostic Test.

F. For more specific information about weak areas in Section Three, you can refer to the Answer Key. The answer for each Section Three test question is coded to a specific Reading Checkpoint covered in the Reading Checkpoint Study which begins on page 247. As you work through the Reading Checkpoint Study, you should give special attention to the checkpoints you missed on the Diagnostic Test.
Sample Diagnostic Test Scoring
A student named Mika has just finished taking the Diagnostic Test. She has counted her number correct (Cs) in each section. These are her results:

Section One = 27Cs  
Section Two = 29Cs  
Section Three = 37Cs

To determine her percentage scores, Mika divides each of these scores by the number of questions in each section.

Section One  \[
\frac{27}{50} = 54\%
\]

Section Two  \[
\frac{29}{40} = 75\%
\]

Section Three  \[
\frac{37}{50} = 74\%
\]

From these percentage scores, Mika can see that Listening Comprehension is her weakest area of TOEFL language proficiency. She will therefore give special attention to study of the Listening Comprehension Section of this book.

However, Mika can also see that she has some weakness in Reading Comprehension as well. In addition, although grammar is her strongest area, she missed several questions on this section as well.

Mika decides to find out more specific information about the questions she missed on Section Two of the Diagnostic Test. To do this, she checks the Answer Key. There she finds the numbers of the questions she missed, and, next to each number, a reference to the checkpoint that was tested with that question. She will give special attention to these checkpoints when she completes the Grammar Checkpoint Study in the course book.

Mika also decides to find out more specific information about the questions she missed on the Reading Comprehension part of the Diagnostic Test. To do this, she checks the Answer Key. There she finds the numbers of the questions she missed, and, next to each number, a reference to the Reading Checkpoint that was tested with that question. She will give special attention to these checkpoints when she completes the Reading Checkpoint Study in the course book.

On the basis of the information she has found out, Mika decides to begin her TOEFL study with Section One, Listening Comprehension. She will then complete Section Three, Reading Comprehension, followed by Section Two, Structure and Written Expression.
2. TOEFL Score Conversion Tables

Use TOEFL Score Conversion Table 1 below to estimate your TOEFL scores for each section on the Diagnostic, Section, and Complete Practice Tests in this book.

<table>
<thead>
<tr>
<th>Number Correct (Cs)</th>
<th>Converted Score Section 1</th>
<th>Converted Score Section 2</th>
<th>Converted Score Section 3</th>
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Use TOEFL Score Conversion Table 2 below to estimate your Total TOEFL score for the tests in this book.

### SCORE CONVERSION TABLE 2

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<th>Section One</th>
<th>Section Two</th>
<th>Section Three</th>
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<td>Converted Score</td>
<td>Converted Score</td>
<td>Converted Score</td>
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<tr>
<td>+</td>
<td>+</td>
<td>X 10 = Your Score</td>
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</tbody>
</table>

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Sample Score Conversion

Mika, the student discussed above, had the following section scores:

- **Section One**
  - Number Correct = 27
  - Converted Score = 47

Using Score Conversion Table 1, she finds that her converted Section One score is 47.

- **Section Two**
  - Number Correct = 29
  - Converted Score = 54

Using Score Conversion Table 1, she finds that her converted Section Two score is 54.

- **Section Three**
  - Number Correct = 37
  - Converted Score = 53

Using Score Conversion Table 1, she finds that her converted Section Three score is 53.

Using Score Conversion Table 2, she can estimate her total TOEFL score for the Diagnostic Test.

\[
\frac{47 + 54 + 53}{3} = 51.3 \times 10 = 513
\]

Mika’s estimated TOEFL score for the Diagnostic Test is 513.

---

3. **Answer Sheets**

On the following pages, you will find:

- Diagnostic Test Answer Sheet
- Section Tests Answer Sheet
- Complete Practice TOEFL Test One Answer Sheet
- Complete Practice TOEFL Test Two Answer Sheet
- Test of Written English Practice Tests Answer Sheets

Remove these answer sheets from this section of the book and use them when taking the tests for which they are designed.

When marking the Diagnostic, Section, and Complete Practice TOEFL Answer Sheets, make sure that you use a pencil to completely fill in the answer circle that corresponds to the answer you choose. On the actual TOEFL test, you must use a No. 2 pencil.

Example 1: [A] [B] [C] [D]

Example 2: [A] [B] [C] [D]

If you need to change an answer, make sure you completely erase the answer you do not want before you fill in the circle that corresponds to the answer that you do want.
## Diagnostic Test Answer Sheet

### NAME (print):

Choose only one answer for each question. Carefully and completely fill in the oval corresponding to the answer you choose so that the letter inside the oval cannot be seen. Completely cross any other marks you may have made. Choose only one answer for each question.

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<tr>
<th>SECTION 1</th>
<th>SECTION 2</th>
<th>SECTION 3</th>
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This sheet may be photocopied and used within the class.
Section Tests Answer Sheet

Choose only one answer for each question. Carefully and completely fill in the oval corresponding to the answer you choose so that the letter inside the oval cannot be seen. Completely erase any other marks you may have made. Choose only one answer for each question.

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This sheet may be photocopied and used within the class.
TWE Answer Sheet (front)

Name ___________________________ Topic ___________________________

Begin your essay here. If you need more space, use the other side.
TWE Answer Sheet (back)

Note: Photocopy 7 times

Continuation of essay
NOTE: The first time an idiom appears in the listening comprehension tapescripts, it is indicated by **bold italics**. See page 16 and pages 51–53 in the *Preparation Course* book for a further discussion of idioms in the Listening Comprehension Section of the TOEFL test. See Listening Appendix, pages 390–392, for a glossary of all idioms used in the listening comprehension tests and exercises in the *Preparation Course* book.
Section 1
Listening Comprehension

Part A

1. M: Pat decided not to work this summer after all.
   W: I was afraid of that.
   Q: What does the woman mean?

2. M: I didn’t understand today’s chemistry lesson very well.
   W: Neither did I.
   Q: What does the woman mean?

3. W: How do you like the soup?
   M: Kind of thick, isn’t it?
   Q: What does the man say about the soup?

4. W: I only slept three hours last night.
   M: I’d say you should take it easy today.
   Q: What is the man suggesting to the woman?

5. W: Where can I have this tire fixed?
   M: Isn’t there a service station nearby?
   Q: What does the man imply?

6. W: Would you like me to turn on the lights?
   M: I can see just fine, thanks.
   Q: What does the man imply?

7. W: Do you think I’ll be able to find the book I need for math class?
   M: If they’re not all sold out!
   Q: What does the man mean?

8. W: Has Susan told you about her trip overseas?
   M: Only a hundred times!
   Q: What does the man mean?

9. M: What should I do with this pile of books?
   W: Oh, just leave them on the circulation desk, and we’ll shelve them in the morning.
   Q: What are the speakers doing?

10. M: Do you think Mr. Grant will give Ben a raise?
    W: Not on your life!
    Q: What does the woman mean?

11. M: Excuse me. Can you tell me where the nearest bank is?
    W: Try asking at the gas station on the corner.
    Q: What can we assume about the woman?

    W: Oh, so you did send for them after all!
    Q: What had the woman assumed?

13. M: This movie has the best plot of any I’ve seen in years!
    W: Too bad the same can’t be said of the acting.
    Q: What does the woman mean?

14. M: If the rain doesn’t stop soon, we could be in for some flooding!
    W: I’ll say!
    Q: What does the woman mean?

15. M: Since when do you study sixteen hours a day?
    W: Since I saw my final grades from last semester!
    Q: What can we assume about the woman?

16. M: Their flight will arrive on time, won’t it?
    W: The weather report doesn’t sound too good.
    Q: What does the woman mean?

17. W: Good news! I bought us tickets to the jazz concert on Wednesday night!
    M: Oh, no. Not that one!
    Q: What does the man mean?

18. M: George sure seems excited about playing on the basketball team!
    W: I wish he felt the same about his studies.
    Q: What does the man imply about George?

19. W: Would you mind taking a picture of me with my parents?
    M: Where do you want to stand?
    Q: What can be inferred about the man?

20. M: Too much is going on today, and I’m starting to get confused!
    W: I can see that! You’ve lost your car keys three times already!
    Q: What does the woman mean?
21. M: Did you hear about the extra paper we have to write for Dr. O'Dowd's class?
W: I sure did. What a drag!
Q: What does the woman say about the paper?

22. W: I've been waiting to see the doctor for over an hour now. What's going on?
M: He had an emergency call this morning, and he still hasn't caught up on his appointments.
Q: What does the man mean?

23. W: I'm going to go shopping this afternoon.
M: Stop in at the music store. They're having a big sale.
Q: What does the man mean?

24. W1: Shall we order a pizza, or do you want to go out and get something?
W2: Let's go try that new restaurant near the campus.
Q: What do both women want to do?

25. M: Let's not forget to roll up the car windows.
W: It's not supposed to rain, you know.
Q: What does the woman mean?

26. W: Professor Smith wasn't supposed to be tough.
M: But she certainly turned out to be, didn't she?
Q: What does the man think about Professor Smith?

27. M: I can't remember how long our final paper is supposed to be.
W: Twenty-five pages. But the professor said not to worry if it's a little shorter than that.
Q: What did the professor tell the students?

W: If I were you, I'd steer clear of him.
Q: What does the woman suggest the man do?

29. W: What was the graduation ceremony like?
M: I thought it would never end!
Q: What does the man mean?

30. M: Do you think Mary would like some more coffee?
W: Well, her cup is empty.
Q: What does the woman imply about Mary?

Part B

Questions 31 through 34. Listen to the following conversation.

M: What can I do for you?
W: Well, I've broken my glasses, and I wondered if you could fix them here for me.
M: Well, let me have a look at them. They're broken pretty badly, actually. I don't think they can be repaired.
W: I was afraid of that. Well, I suppose I should choose new frames then.
M: Yes, that would probably be the best idea. Have you looked at any of ours yet?
W: Yes, a little, but I haven't seen anything I liked so far.
M: Well, if you don't see anything you like here in the office, we can always order frames for you from one of our catalogues.
W: I suppose so. But, if I find frames I think I like in one of your catalogues, am I obligated to buy them after you order them? I mean, what if I don't like them once I actually try them on?
M: That's no problem. If you aren't satisfied with the frames we order, we just send them back to the company we ordered from, and you can try again.
W: OK. Well, let's have a look.

31. Where does this conversation take place?
32. What does the woman want?
33. What does the man advise the woman to do?
34. According to the man, if the woman doesn't find what she wants in the store, what can she do?
Questions 35 through 37. Listen to a conversation between two students about selecting courses.

W: Have you chosen your options for interdisciplinary studies yet? I’ve just turned mine in to the Registrar’s office, but the deadline is tomorrow by 4:00 P.M.

M: What do you mean? I’ve already preregistered for that course. We did it together, remember?

W: Yes, but did you select your options? The course is one semester, but you have to take four different mini-courses within that time.

M: That’s news to me. But it sounds interesting. Where do I find a list of the choices?

W: I got mine in the mail a week after I preregistered for the course. Why don’t you come to the library with me, and I’ll make you a copy. There are ten different options and a required reading list.

M: OK, thanks, if it’s not too much bother. What are you going to take for the first four weeks?

W: Well, there’s really no choice for the first four weeks. Everyone attends the interdisciplinary lecture series Tuesday afternoons and study-discussion groups on Thursdays. This is to give us all the same basic information. But in the second session I want to take art history, then literature in the last session.

M: Well, I’m really glad you mentioned this. I need to get that list and make some decisions. You’ve probably started reading already, right?

W: As a matter of fact, that’s why I’m on my way to the library.

Questions 38 through 42. Listen to a talk given by the leader of a hiking club.

Part C

Before we ask how many of you will be going on the Wilderness Survival Hike, I’d like to review the guidelines for winter safety. If you ever get lost in the woods, the first thing you should do is sit down and collect your wits. Make a camp and prepare a signal and wait for rescue to come to you.

Once you are situated, there are other things you can do to cope while stranded in the wilderness. First of all, try to locate a source of water. You can go a month if necessary without food, but only about seven days without a drink. Anytime your lips feel dry, you need water. However, never eat snow to quench your thirst. It will counter dehydration, but in melting the snow your body loses precious heat, and the deadly effects of hypothermia are accelerated.

You can fight hypothermia in other ways, too. Even if the temperature is in the fifties, uncontrolled loss of body heat can be fatal. Cover your head, and thus reduce your heat loss by half.

Dress as warmly and with as many layers as possible. Get out of the wind and stay dry. Keep active, but avoid perspiring—water conducts heat away from your body 240 times faster than air does.

We’ve covered water and warmth; now let’s consider food in the wilderness. Don’t eat potentially dangerous plants. These include all types of mushrooms and other fungi, beans, and bulbs. Also, any wild berries that are either red or white should be avoided. As a precaution, be sure you have packed plenty of packets of dehydrated food to tide you over in an emergency.

OK. We don’t anticipate anyone getting lost, as you are all going out with experienced guides. Let’s see a show of hands of those of you who plan to join us on the hike.

38. According to the speaker, what is the first thing to do if you get lost?

39. What’s the greatest danger of eating snow to satisfy your thirst?

40. According to the speaker, what is the best way to reduce body heat loss by half?

41. Why does the speaker feel that the hikers shouldn’t worry too much about the upcoming hike?

42. How will the speaker know who wants to join the hike?
Questions 43 through 46. Listen to a lecture given in a marine biology class.

Imagine a frigid world filled with creatures that shine with an eerie green or blue or red light in a landscape of eternal darkness. It may sound like a scene from science fiction, but this place actually exists in every ocean on earth. It’s called the “midwater,” and it is by far the largest and most mysterious wilderness on the planet.

Scientists tell us that we know little about this enormous environment for one simple reason. It’s hard to get to it. During the past few years, scientists have begun to use small submarines with spotlights and cameras to explore the midwater. Using these devices, they have found many plants and animals that have never been seen before.

The most abundant animals in the midwater are the jellies. These are jellyfish and their relatives. The most interesting jellies are tiny animals that join and form huge chains, sometimes reaching more than a hundred feet in length. Some other kinds of fish also call the midwater home, including such fierce hunters as the dragonfish and the devilfish, which come equipped with razor sharp teeth and huge stomachs.

Perhaps the most remarkable discovery about the animals of the midwater is that nearly all of them produce their own light, as a firefly does. Scientists think that some animals glow, or bioluminesce, to attract a mate, others to find prey, and still others to scare away predators. Yet many creatures produce light only at certain times and for no clear reason. The explanation for this behavior remains one of the many puzzles of the midwater that future scientists must solve.

43. Where can the midwater be found?
44. According to the speaker, why are the small jellies interesting?
45. According to the speaker, why do we know so little about the midwater?
46. According to the speaker, what is one characteristic of midwater animals that is not yet completely explained?

Questions 47 through 50. Listen to a science professor talk about gold.

For at least six thousand years, people have been fascinated by gold. They have used it in pottery, jewelry, religious objects, clothing, and even medicine. In ancient times it was also molded into magnificent death masks for kings and other royalty.

Gold has been valued through the centuries because of its beauty and indestructibility. It does not tarnish or discolor, and it resists corrosion. Gold is also quite soft and easy to work with. It can be hammered into very thin sheets—so thin that light shines through them. These sheets are used for decorative lettering and other artistic purposes. Many churches and government buildings have domes covered with thin layers of gold. This not only makes the domes highly resistant to weathering, it also gives the buildings an aura of beauty and richness. Dentists also appreciate the softness of gold. They use it to make fillings for teeth.

Today, gold is widely used in the electronics industry, partly because it conducts electricity so well. It is indispensable in pocket calculators, computers, telephones, televisions, missiles, and spacecraft. Glass coated with a thin layer of gold is also used in skyscrapers to reflect summer sun and to retain winter heat. The use of gold in one building in Canada lowered air-conditioning costs by forty percent.

The discovery of gold in California in 1849 encouraged the westward expansion of the United States. Large gold discoveries in other countries have also resulted in new settlements and increased exploration. Gold has even brought development to the Arctic Circle where the most northerly gold mine in the world exists. This mine yields $100 million in gold annually. Gold exploration continues all over the world. Who knows where the next rich source of gold may be found?

47. According to the speaker, why has gold been continuously popular for 6,000 years?
48. Why does the softness of gold make it so useful?
49. According to the speaker, what purpose does gold serve in the construction of skyscrapers?
50. According to the speaker, what often happens to an area after gold is discovered?
EXERCISE 1C  page 50
1. You can find Jane at the library preparing for the exam.
2. I wasn’t able to eat the rest of my dinner.
3. We tried to make the climb.
5. Jim is a very talented painter.
6. She put the change in her purse.

EXERCISE 2C  page 53
1. M: What’s bothering you?
   W: Oh, nothing important, I guess. It’s just that I’ve been trying to get a hold of Janet for weeks, and I can’t seem to reach her.
   Q: What does the woman mean?
2. M: Would you like to go for a drive?
   W: I’d better not. I’m expecting John to stop by this afternoon.
   Q: What does the woman say about John?
3. W: Who was that on the phone? The Olsens?
   M: Yeah. They’re afraid they can’t make it to the dinner tonight.
   Q: What does the man say about the Olsens?
4. M: Did you and your family enjoy your vacation?
   W: Our plans to go skiing fell through when it began to rain.
   Q: What does the woman say about herself and her family?
5. W: Did you see anything you liked?
   M: Well, that diamond necklace really caught my eye!
   Q: What does the man mean?
6. M: Are you enjoying your new bike?
   W: To be honest with you, I don’t really care for it that much.
   Q: What does the woman mean?

EXERCISE 3B  page 55
1. The sky was clear when we left the house.
2. We should all band together and protest the president’s decision.
3. They’ll park the car under that tree.
4. Following his illness, Jack was very weak.
5. Mark’s major is economics.
6. This vase is a copy of one that was found in the ancient Native American ruins in Arizona.
8. I see your point better now that you have explained it to me.
9. The history course that I’m taking meets twice a week.
10. From the way they’re looking at each other, it’s plain to me that they’re in love.
11. They took a trip down the river.
12. Karen will show me how to use the computer to write my paper.
EXERCISE 3C  page 56
1. I'll need to write a check for this.
2. He discovered a beautiful spring at the foot of the hill.
3. Clara would like to make up the work she missed as soon as possible.
4. Andrew called you last night, but no one answered.
5. Only the rich can eat at this restaurant.
6. My associate has been helping John with a difficult project.

EXERCISE 4A  page 58
1. The pest bothered her, and she didn't know what to do about it.
2. He said it was gold.
3. We watched the crystal wine glasses carefully.
4. They enjoyed eating the yam very much.
5. They breed prize-winning sheepdogs.
6. That doesn't seem fair!
7. The whale surprised us.
8. Did you look for it in the vest?
9. Mary put her fan away.
10. While she was folding the chairs, she hurt her back.
11. Mrs. Smith was tense, so she didn't win the race.

EXERCISE 4B  page 58
1. Last week I saw her for the fourth time this year.
2. I wish they'd spend their thirtieth anniversary here with us.
3. It took six days to drive to Los Angeles.
4. This is the one hundred and fortieth year of professional basketball.
5. Fifty children came running around the corner.
6. I can't help wondering who won second place.
7. The thirteen members of the executive board made this decision.
8. There were two hundred and sixty new students at the meeting.
9. Her new address is seventy thirteen Maple Street.
10. The fifty-first person to call this number will win a prize.
11. I have fourteen friends in Chicago.

EXERCISE 4C  page 59
1. A. I like your new coat.
   B. My bike's down the road.
2. A. The music in this country is expressive.
   B. On the contrary, this is excessive.
3. A. I use it to cream the butter.
   B. I used to clean for my mother.
4. A. The corporation chief disapproved of the explanation.
   B. The cooperation of the chief fulfilled our expectations.
5. A. Today I had to work awhile after school.
   B. Every day I walk a mile by the pool.
6. A. Grandmother made a big steak last night.
   B. Our mother made a mistake yesterday.
7. A. The sensitive child gave his mother a rose.
   B. The sensible man covers his nose in the cold.
8. A. The light of the candle was behind you.
   B. The bright sun at an angle can blind you.
9. A. My sunny room faces west.
   B. My son's new room is the best.
10. A. He was last seen eating pie and apples at the lake.
    B. We make a fast and easy pineapple cake.
11. A. The young man returned later on.
    B. John can turn the light on.

EXERCISE 4D  page 60
1. M: The concert was really crowded last night. How did you manage to find a place to sit?
W: Well, it wasn't easy. We ended up taking a seat on the floor.
Q: What does the woman say?
2. W: It's too bad that Frank and George didn't do better yesterday.
M: Yes, but they should still feel proud. They did their best to win the race.
Q: What does the man say about Frank and George?
3. W: Shall we ask Dave if he wants to join
   Larry's softball team?
M: Larry and Dave don't really get
   along very well.
Q: What does the man mean?
4. M: I was surprised that there wasn't any
   chalk in the room this morning.
W: The teacher finally opened a drawer
   and found some.
Q: What does the woman mean?
5. W: Can I borrow your history book for a
   few days?
M: I can lend it to you tomorrow, but I'll
   need it back on Thursday.
Q: What does the man say to the woman?
6. M: I really envy people who can get an
   early start on the day.
W: Me, too! My eighteen-year-old cousin
   gets up every morning at precisely
   6:50 A.M. I wish I could do that!
Q: What does the woman say?
7. M: Where is Anne?
W: She's at the neighbor's borrowing a
   rake.
Q: What does the woman mean?
8. W: What does Professor McConnell do
   to relax?
M: Well, I often see her working in the
   garden on Sundays.
Q: What does the man say about
   Professor McConnell?
9. M: Do you see your family much?
W: I haven't lately. My aunt and I
   traveled together a lot before I
   turned forty, but that was some
   time ago.
Q: What does the woman say about
   her aunt?
10. W: Angela has been here for a long time
    now, hasn't she?
M: Yes. She'd like a promotion this year.
Q: What does the man say about
    Angela?
11. M: What happened to Bill?
W: He said goodbye at the door.
Q: What does the woman mean?

EXERCISE 5A  page 62
1. How lovely she looks in that dress!
2. What an easy test!
3. What a quiet library this is!

4. How busy you are!
5. What a great idea!
6. How awful I feel!

EXERCISE 5B  page 63
1. A: What do you mean?
   B: What do you mean!
2. A: Has this been difficult!
   B: Has this been difficult?
3. A: I can't believe he's a thief.
   B: I can't believe he's a thief!
4. A: What are you doing that for?
   B: What are you doing that for!
5. A: I'm tired.
   B: I'm tired!
6. A: Doesn't this poetry inspire you?
   B: Doesn't this poetry inspire you!

EXERCISE 5C  page 63
1. We need a new tire!
2. Have you ever seen this many
   people before?
3. Rita could be in France by now.
4. Hasn't the seminar been good?
5. What could he want?
6. She likes raw fish.

EXERCISE 5D  page 63
1. W: Wasn't it nice to see Clara yesterday?
   M: Yes, but . . . how tired she looks!
   Q: What does the man say about Clara?
2. M: Aren't you glad it's time to go home?
   W: Yeah! What a day!
   Q: What does the woman say?
3. M: I guess it's time to get back to work.
   W: But, hasn't vacation been great!
   Q: What does the woman say?
4. W: Hello, Randy? This is Jane. I'm at the
    airport, but I'll get a cab and be
    right over.
   M: Great! I can't wait to see you!
   Q: What does Randy tell Jane?
5. W: What do you think of the new
    basketball coach?
   M: Is he tall!
   Q: What does the man say?
6. W: How do you like our new house?
   M: How well-built it is!
   Q: What does the man mean?
EXERCISE 6A  page 65
1. Mary likes Bob?
2. Snow falls in Wyoming during ten months of the year.
3. The cat has a mouse?
4. Living in the northeast is less expensive than living in the south?
5. Andrea has two extra tickets to tonight’s show.
6. My family likes to be together at Christmas.

EXERCISE 6B  page 66
1. The dog is sleeping next to the fire, isn’t he?
2. The accident was a terrible tragedy, wasn’t it.
3. Greg’s boss is a compassionate man, isn’t he?
4. Nancy is a teacher like her mother, isn’t she.
5. This is the best season of the year, isn’t it.
6. Mary is coming at around 8:00, isn’t she?
7. You’re the man I saw at the bus station, aren’t you?
8. He’s the one who showed us the factory, isn’t he.
9. Your typewriter needs a new ribbon, doesn’t it?
10. You’re going to finish this project on time, aren’t you?
11. Willie lives with his mother, doesn’t he.

EXERCISE 6C  page 66
1. M: Hello, Mrs. Smith, I’m Craig Rearic. Do you remember me?
W: You’re the man who delivered the package, aren’t you.
Q: What does the woman mean?
2. W: Glen lent me everything I need for the course.
M: You borrowed his books?
Q: What does the man want to know?
3. M: Should we invite Peter to join us at the concert?
W: He likes classical music, doesn’t he?
Q: What does the woman mean?
4. W: We should be arriving around 5:00.
M: It only takes three hours to drive from here to Boston?
Q: What does the man want to know?
5. M: I’d like to go fishing in Canada next week.
W: You’re going to begin your new job next week, aren’t you?
Q: What question is the woman asking?
6. W: The doctor says Carolyn’s niece will be just fine.
M: The child was taken to the doctor?
Q: What does the man want to know?

EXERCISE 7A  page 69
1. No one answered my newspaper ad.
2. Mrs. Wilson should not drive at night.
3. That town is nowhere on my map.
4. Please leave nothing in your room.
5. None of the questions was difficult.
6. There were no seats left.
7. We never speak English in that class.
8. The children aren’t late all the time.
9. Not one of the suitcases arrived with the flight.
10. We won’t stay home tonight.
11. Nothing seems to be wrong.

EXERCISE 7C  page 70
1. I have barely enough gas to get to school.
2. We rarely ever agree.
3. I seldom eat meat these days.
4. I can hardly imagine her traveling alone.
5. It was snowing so hard that we could scarcely see the road.
6. He’s barely five years old.
7. They seldom go out at night.
8. The girl was scarcely sixteen when she got married.
9. There’s scarcely any snow on the mountain.
10. I hardly spoke to John at the party.
11. She rarely works on weekends.

EXERCISE 7D  page 71
1. I don’t dislike reading Shakespeare’s plays.
2. A scientist cannot be unobservant.
3. Disloyalty is not something people admire.
4. Babies shouldn’t drink impure water.
5. An unmotivated player won’t win the game.
6. That idea isn’t completely unrealistic.
EXERCISE 7E  page 71
1. M: How did Carl feel about the low grade he got in chemistry?
   W: Oh, he said he wasn’t too upset about it.
   Q: What does the woman mean?
2. W: Clyde sees his mother and father a lot, doesn’t he?
   M: As a matter of fact, he rarely visits his parents.
   Q: What does the man say about Clyde?
3. M: Daniel has just been notified that he’s won a scholarship to graduate school!
   W: Nothing could be more surprising than this news.
   Q: What does the woman mean?
4. W: What do you think the chances are that we can beat Central High School in the football championship?
   M: Well … it isn’t unlikely that we will win that game.
   Q: What does the man mean?
5. M: Andrew will join us for dinner tonight after all.
   W: I thought he wasn’t feeling well.
   Q: What does the woman mean?
6. W: I was hoping that the news we recently heard about the depletion of the ozone layer wasn’t true after all.
   M: No such luck. The scientist who was studying this question didn’t misinterpret the results of his experiment.
   Q: What does the man mean?

EXERCISE 8B  page 76
1. We’ve been waiting for the bus for over an hour.
2. Once you get your paper done, let’s go out to a movie.
3. Nancy got married and quit her job.
4. We were asked to bring our pictures to the party next week.
5. Marsha got her class schedule a few days ago.
6. Before he eats, he should finish his homework.
7. I used to know all the scenes in that movie.
8. I sent them the information before they requested it.
9. She’s moving into the dormitory on the first of the month.
10. Every weekend she does her laundry at Joan’s.
11. Irene used to be a professor, but now she sells real estate.

EXERCISE 9A  page 80
1. If I had had a week’s vacation, I would have gone to New York.
2. If people try hard enough, there can be peace on earth.
3. If you buy this car, you will be happy.
4. If I were you, I wouldn’t talk so loudly.
5. I wish I could buy you that diamond ring.
6. If I had your experience, I would be more confident in my abilities.
7. Greg would help you if you asked him.
8. If it were Christmastime, we would be with our families.
9. He wishes he could be a child again.
10. If you had been home before midnight, I wouldn’t have been so worried about you.
11. If you mix white paint and black paint, you get gray paint.
12. If Jane calls, please tell her I can be reached at my office.
13. I wish summer would get here.
14. If we'd been more careful, we wouldn't have broken the vase.
15. If you finished your housework, your mother would be very happy.
16. Beatrice would be relieved if we called her.
17. If they stop now, they won't finish their work on time.
18. I wish I had some money.
19. If I were in your shoes, I would be very scared.
20. Mark would have gone out with us if he hadn't had so much work to do.
21. She would have a lot more success in her profession if she weren't so lazy.
22. If we finish this soon, we'll be ahead of schedule.

EXERCISE 9B  page 80
1. John is responsible for this mess.
2. Claire was angry, so she spoke to the director.
3. As a result of his efforts, all the children have toys for Christmas.
4. This unfortunate circumstance is due to procrastination.
5. Malicious rumors caused her to have a nervous breakdown.
6. Static electricity results from dry air.
7. Because the clerk was impolite, I left without buying the merchandise I picked out.
8. Disorganization creates confusion.
9. Her insecurity stems from an unhappy childhood.
10. I won the lottery last week; because of this, I don't have to work any more!
11. This wonderful weather will result in heavy traffic to the lake.
12. Because everyone works until 5:00, the stores are empty until then.
13. Poor economic conditions can give rise to unemployment.
14. Eyestrain sometimes results from overuse of computers.
15. I'm not interested in buying a new car, so please don't try to sell me one.
16. My family lives in Montana; consequently, I go there to visit quite often.

EXERCISE 9C  page 81
1. M: Say, did you ever find your watch?
   W: If I had found it, I would have worn it today.
   Q: What does the woman mean?
2. W: What's the matter?
   M: Nothing, really. I just wish John had come with us to the party.
   Q: What does the man mean?
3. M: What should we do in case of an emergency?
   W: If anyone needs to reach me, they can call me at home.
   Q: What does the woman mean?
4. W: What seems to be causing Jane's heart problem?
   M: She feels that it is due to stress.
   Q: What does the man mean?
5. M: You guys are awfully late!
   W: If we hadn't gotten lost, we would have been here about an hour ago.
   Q: What does the woman mean?
   M: I wish I weren't so old.
   Q: What does the man mean?

EXERCISE 10A  page 82
1. We watched Sally in the play.
2. Greg has Kathy cut his hair.
3. Paul was pleased by Susan's progress.
4. William was nominated for the award by his classmates.
5. Mother made us clean our rooms before we went out.
6. Pat wrote a long letter to John about their mother.
7. Mike is respected by his colleagues and friends.
8. I saw her shopping on Church Street yesterday.
9. Tony brings the mail to Larry every afternoon.
10. I took care of Mark's apartment while he was on vacation.
11. George let Jack borrow his car for the weekend.
EXERCISE 10B  page 83
1. Greg got Nancy to pick up the cake.
2. Harry asked to have his new car delivered on Tuesday.
3. Karen was informed that she could start her new job next week.
4. I’ll have my car fixed as soon as I have enough money.
5. The hiker was given help by several park employees.
6. I saw her chopping wood.

EXERCISE 11B  page 86
1. M: Shall we go to a movie tonight?
   W: No, let’s stay home and watch TV.
2. W: I hope you’ll still accept my final paper.
   M: Well, it is three days late, but I guess I can still take it.
3. M: How does that one feel?
   W: Well, it’s a little loose, and the sleeves are too long.
4. W: How long has it been since your last appointment?
   M: Actually, I only come in when I have a toothache.
5. W: Where can I find a book about the history of California?
   M: Let me help you look for one in the card catalogue.
6. W: Do I have any broken bones?
   M: Hmm. No, I don’t think so, but let’s order an X-ray just in case.
7. W: Have you had your coffee break yet?
   M: Not yet, I’ve been too busy at my desk. And, you?
8. M: Can I bring you anything else?
   W: Just a cup of coffee and the check, please.
9. W: Before we hang up, can I ask you a favor?
   M: Sure. What is it?
10. W: Please fasten your seat belt, sir.
   M: OK, but could you please bring me a glass of water before we take off?
11. M: Your assignment for tomorrow is to write an essay about the poem we read for today.
   W: How long do you want the essay to be?

EXERCISE 11C  page 87
1. The aircraft is now ready for boarding.
2. Everything on this menu is too expensive for me.
3. Please open your books to page 45, so we can begin today’s lesson.
4. I’d like to withdraw fifty dollars from my savings account, please.
5. If you turn your engine off, I’ll check your oil for you.
6. I’m looking forward to moving out of here into a bigger place.
7. The price of meat has certainly gone up a lot lately.
8. She's feeling better now and can have visitors during visiting hours.
9. I need to send this special delivery, please.
10. I missed my flight to Dallas, so I'll have to spend the night here.
11. I'll need to see some identification before I can cash that check.

EXERCISE 11D  page 87
1. M: My throat is sore, and I have a bad cough.
   W: Well, let's take your temperature and see if you have a fever.
   Q: What is the woman's job?
2. W: Would you like to check these books out?
   M: Yes, please. And, how long can I keep them?
   Q: Where does this conversation probably take place?
3. M: My baggage doesn't seem to be arriving with everyone else's.
   W: Don't worry. I'm sure it'll turn up shortly.
   Q: What does the woman mean?
4. M: What did you want to see me about?
   W: I'd like to know what assignments I missed when I was absent from your class.
   Q: Who is the man?
5. W: Do we have enough gas to get to Chicago?
   M: No problem. We only have another 50 miles to go, and the gas tank is still half full.
   Q: Where does this conversation most probably take place?
6. M: Would you like to try on another coat?
   W: No, thank you. I'll take this one.
   Q: What does the woman mean?

EXERCISE 12B  page 90
1. M: Shall we go to a movie tonight?
   W: No, let's stay home and watch TV.
2. W: I hope you'll still accept my final paper.
   M: Well, it is three days late, but I guess I can still take it.

EXERCISE 13A  page 94
1. Can you tell me where the nearest bank is?
2. Would it be OK with you if I used your car tonight?
3. Could you please mail this letter for me?
4. Would you like me to carry your suitcase for you?
5. Why don't you try starting this assignment over?
6. What do you think of the new math teacher?
7. How about going to New York with me this weekend?
8. How about driving Patty to New York for me this weekend?
9. Do you know who placed that ad in the newspaper?
10. You really should wear a hat in this weather.
11. Let’s visit Sally this afternoon.
12. May I go with John to the library?
13. May I have some clean silverware, please.
14. How do you feel about his comments?
15. Have you read his most recent novel?
16. Can I help you with that?

EXERCISE 13B page 95
1. M: I thought the concert was great. What did you think?
   W: I’ve heard better.
2. W: Is there anything I can get you?
   M: My head aches and I have a sore throat. I need some aspirin.
3. W: That suit really looks nice on you.
   M: Thanks. I like it, too.
4. W: I can’t decide which dress to buy.
   M: Shouldn’t you try them both on first?
5. W: Have you heard about Carol’s trip to Canada yet?
   M: About a million times!
6. M: Did you send your check in with your application? And did you sign all of the forms?
   W: I took care of everything.
7. M: Larry will be leaving for California next week.
   W: WHAT?
8. M: How about going out to dinner tomorrow night?
   W: I have too much work to do.
9. M: This soup is way too cold.
   W: Mine is hot enough.
10. W: So, George is coming, after all!
    M: Right!
    W: Great idea!
12. W: What’s the matter?
    M: I’m in big trouble at work!
13. W: Do you think that Professor Larson will postpone the test?
    M: You must be joking!
14. M: Clara certainly seems happy these days.
    W: I’ll say she does.
15. M: Do you think Hank and Lisa will come and visit us?
    W: Not in a million years!
16. M: Do you mind if I sit here?
    W: No problem.

EXERCISE 13C page 95
1. W: What would you say to a game of chess?
   M: Super idea!
   Q: What does the man mean?
2. M: I want to read this novel, but I never seem to have the time.
   W: Why not do it over the lunch hour?
   Q: What does the woman suggest that the man do?
3. W: Wasn’t that a terrible TV show!
   M: I didn’t think it was so bad.
   Q: What does the man mean?
4. W: Did you check the price on that stereo again?
   M: It was reduced after all.
   Q: What had the man assumed at first?
5. M: How do you like your new job?
   W: Well, I work eight days a week!
   Q: What does the woman mean?
6. W: Do you mind if I open the window?
   M: It’s pretty cold outside.
   Q: What does the man mean?

LV 14

EXERCISE 14B page 99
1. M: I think John is doing a great job on his latest sculpture.
   W: Everyone seems to like it.
   Q: What is most likely John’s profession?
2. W: How about a short walk after dinner?
   M: Sure. Why not?
   Q: What are the man and woman going to do?
3. W: Why don’t we go home now.
   M: Good idea. I’m beat.
   Q: How does the man feel?
4. M: Where would you like your new bookcases?
   W: Next to the nice cabinet you built the last time you were here.
   Q: What is the man’s job?
5. M: The illustrations in this book are excellent!
   W: Too bad the same can’t be said for the story itself.
   Q: What does the woman think about the book?
6. W: I’d love to own a car like that one!
   M: Why don’t you take it for a spin?
   Q: What does the man think the woman should do?
7. W: Pass the salt, please.
M: Right away.
Q: What is the woman probably doing?
8. M: Are you going to be in the library for a long time?
W: Until I can get this paper finished.
Q: What is the woman going to do?
9. W: I need a new hairstyle that is comfortable in hot weather.
M: Shall I give you a short cut and a curl?
Q: Where does this conversation probably take place?
10. M: Are you enjoying the spicy food?
W: Of course!
Q: What does the woman think about the food?
11. W: I don’t think I’ll ever understand this math!
M: Would you like some help with it?
Q: What will the man probably do next?

Mini-Dialogue Checkpoint Test for L✓1 through L✓14 page 99

Directions: In this checkpoint test you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your test book and choose the best answer. Then, circle the letter that corresponds to the answer you have chosen.

Now let us begin this checkpoint test with question number 1.

1. W: You’ll need to come back for a complete physical checkup in six months.
M: All right. I’ll make an appointment with your receptionist.
Q: What is the woman’s profession?
2. M: I don’t like this house very much.
W: Neither do I.
Q: What does the woman mean?
3. W: Larry will lend you the book you wanted.
M: Oh, so he did find it after all!
Q: What had the man assumed at first?
4. M: Peter stopped by to see you before he left.
W: I must have just missed him.
Q: What does the woman mean?
5. W: Tom, did you type up that report?
M: Well, actually, I got Frank to do it.
Q: What does Tom say about the report?
6. M: Did you like the dessert?
W: Like it! It’s the best I’ve ever had!
Q: What does the woman mean?
7. W: Do you know your account number?
M: I’m sorry, I don’t. Can I withdraw some money without it?
Q: Where does this conversation probably take place?
8. W: If we’re both going to be gone for an entire week, we should let Judy know.
M: Bob, too.
Q: What does the man mean?
9. M: Are you going to buy a new bike this year?
W: If I can get a decent job!
Q: What does the woman mean?
10. M: I only slept for three hours last night.
W: Still worrying about final exams coming up next week?
Q: What does the woman imply?
11. M: So, Jane, you bought a used car after all!
W: Yes, and you were right. I’ve only had it a week, and it’s already broken down twice.
Q: What do we learn from this conversation?
12. W: Do you think Paul would proofread my paper for me?
M: I haven’t seen him today.
Q: What can we assume about Paul?
13. W: What do you think of this music?
M: It’s kind of loud, don’t you think?
Q: What is the man’s opinion of the music?
14. W: Did you have a doctor look at your knee?
M: Yes, Coach, and he said I could run in the race.
Q: Who is the man?
15. M: I think there will be 200 people at the wedding.
W: Did you take my family into account, too?
Q: What is the woman asking?
EXERCISE 16A page 111

1. W: Have you checked the bookstore again to see if the chemistry textbook has arrived?
M: Yes. I went there earlier this morning, and it still wasn’t in.

2. W: So, Larry, have you decided where you’re going to spend your vacation?
M: As a matter of fact, I have. I’m leaving for the state of Idaho tomorrow.

3. W: Mark, you play tennis, don’t you?
M: A little bit, why?

4. M: Professor Manson, could I talk to you for a minute?
W: Yes, but only for a minute. I’m late for class.

5. W: Excuse me. Is this the line for the movie?
M: Yes, and I’ve been waiting for over half an hour. I’m afraid this is a very popular show. I’ve heard it’s great.

6. W: Did you know that, in the future, we’ll all have our own personal computers?
M: I find that hard to believe. They’re so expensive!

7. M: I’m starving. Should we eat before we start studying?
W: Good idea. Let’s order a pizza and have it delivered here to my apartment.

8. M: Marsha, you’re a chess fan, aren’t you? Did you hear about the new computerized version you can play by yourself?
W: Sounds interesting! Tell me more!

9. M: I’m sorry, but I’ll have to ask you not to talk so loud. This section of the library is a quiet section.
W: Oh, sorry. I didn’t realize that. I guess I’m not familiar with all of the library rules.

10. W: I’m sorry, but the X-ray shows that you’ve got a broken leg. We’re going to have to set it and put it in a cast.
M: Really? And, I was hoping to do some skiing this winter.

11. M: I just read an interesting article about the mating habits of freshwater salmon.
W: Are they different from other fish?

EXERCISE 16B page 113

1. W: Right now we’re entering the newest and most impressive area of our zoo—the Elephant Walk. Elephants are the largest of all land animals, and their sheer size is enough to make them one of the most popular zoo attractions.

2. W: Today we are going to begin our discussion of early English settlements in North America.

3. M: Hi. I’m Hank Snow, the president of the Student Environmental Awareness Committee. I’d like to thank you all for coming down to the clubhouse today to talk about raising the level of environmental awareness on campus.

4. W: Today, I’d like to talk to you about photosynthesis—the process by which green plants produce their food.

5. M: Before we begin our tour of the factory, let me tell you a little bit about how ice cream is made.

6. W: Hello, class. I’m Jean Andrews, Dr. Nelson’s secretary. Doctor Nelson just called to say that he is ill today and has to cancel class. He’d like me to give you some information about tomorrow’s test, though.

7. M: As you probably know, Anatomy 401 is a course designed primarily for medical students. Material in this class will be covered at an accelerated rate, and you will be expected to pass a written exam each week.

8. W: Once you have decided to buy one of our dogs, you have to decide whether you want a pure-bred dog or a mix. Let me explain some of the differences to you.

9. M: It’s always a pleasure for us juniors and seniors to talk to new students about campus life. I’d like to start by talking a little bit about some of the athletic facilities you can take advantage of here.

10. M: Now that I’ve talked to you about the fun of playing football, I’d like to discuss some of the difficulties. I want you to know the all the facts before you decide whether or not to try out for the team.
11. W: I hope you have all had a chance to read the novel that I assigned at the beginning of last week. Now it's time to begin analyzing it. Before we do so, let me give you a bit of background on the author of this masterpiece.

Q: According to the speaker, what do most people think of spiders?

8. M: OK. Let's meet at 7:30 tomorrow in the music practice room.

W: Right. It might not take us too much longer to get ready for Friday night's concert.

Q: Where will these two people meet tomorrow?

9. W: Please leave your completed exam papers with the department secretary. Oh, and if you have any further questions, you can come and see me in my office. I'll be there from now until 5:30.

Q: To whom should the students give their exams?

10. W: And there are other colorful women figures in American history. Calamity Jane, a spirited woman who lived in the Wild West during the gold boom of the 1870s, claimed to have been a Pony Express rider and an army scout.

Q: When was the gold boom?

11. M: Do you think I should call the admissions office now?

W: It's only 7:30.

Q: What does the man want to do?

EXERCISE 17A  page 116

1. M: After this thirteenth president came Franklin Pierce, the fourteenth president of the United States. He was born in New Hampshire in 1804. He was an inexperienced president whose term of office was marked by hasty decisions.

Q: When was Franklin Pierce born?

2. M: But, the chemistry exam is next Tuesday. That's only four days from now.

W: Oh, that's right. I guess we won't be going skiing this weekend after all.

Q: When will the chemistry exam take place?

3. M: There are about 70 species of cockroach in the United States. These running, flat-bodied insects like to lurk in dark kitchens waiting to contaminate our food and spread disease.

Q: How many species of cockroach are there in the United States?

4. M: OK. So, you don't want to go to a play on Friday night. What would you like to do this weekend?

W: Oh, go camping or hiking or ... well anything, as long as we can breathe some fresh air!

Q: What does the man ask the woman?

5. W: As you just saw in the film, Sylvia Plath's life was marked by tragedy and misfortune. Now let's take a look at one of her novels.

Q: What did the class just finish doing?

6. W: Well, thank you for inviting me, but I won't be able to join you because I simply can't afford such an extravagant expense.

M: Oh, that's too bad. We were looking forward to your company this evening.

Q: Why can't the woman go with the man?

7. W: Most people hate spiders, but our lives would actually be a lot less pleasant if they weren't around.

Q: What does the man imply about cockroaches?
4. M: OK. So, you don’t want to go to a play on Friday night. What would you like to do this weekend?
   W: Oh, go camping or hiking or . . . well anything, as long as we can breathe some fresh air!
   Q: What do we learn about the woman from this conversation?

5. W: As you just saw in the film, Sylvia Plath’s life was marked by tragedy and misfortune. Now let’s take a look at one of her novels.
   Q: What can we assume about Sylvia Plath?

6. W: Well, thank you for inviting me, but I won’t be able to join you because I simply can’t afford such an extravagant expense.
   M: Oh, that’s too bad. We were looking forward to your company this evening.
   Q: What is probably true about the man’s plans for the evening?

7. W: Most people hate spiders, but our lives would actually be a lot less pleasant if they weren’t around.
   Q: What can we assume that the speaker thinks about spiders?

8. M: OK. Let’s meet at 7:30 tomorrow in the music practice room.
   W: Right. It might not take us too much longer to get ready for Friday night’s concert.
   Q: What will these two people most likely be doing on Friday night?

9. W: Please leave your completed exam papers with the department secretary. Oh, and if you have any further questions, you can come and see me in my office. I’ll be there from now until 5:30.
   Q: What is the woman probably going to do next?

10. W: And there are other colorful women figures in American history. Calamity Jane, a spirited woman who lived in the Wild West during the gold boom of the 1870s, claimed to have been a Pony Express rider and an army scout.
    Q: What can we assume about Calamity Jane?

11. M: Do you think I should call the admissions office now?
    W: It’s only 7:30.
    Q: What can we assume that the woman thinks the man should do?

**EXERCISE 17C  page 117**

**Note:** It is important that only 12 seconds be allowed between each question in order for the time limits in this exercise to be like those on the TOEFL.

**Questions 1 through 6. Listen to the following conversation between two students.**

   W: Have you checked the bookstore again to see if the chemistry textbook has arrived?
   M: Yes. I went there earlier this morning, and it still wasn’t in.
   W: That’s going to cause us some problems, isn’t it? I mean, Professor Jenkins asked us to buy the text right away and read the first two chapters for our next class meeting.
   M: I wouldn’t worry about it. Someone will let him know that the book isn’t available yet. Then I’m sure he won’t hold us responsible for the reading assignment.
   W: I hope not. I still wish the book would arrive, though. I really don’t look forward to having too many chapters to read at one time. If the book doesn’t get here soon, we’ll have six or seven chapters to read at once!
   M: You sure are worried about this, aren’t you! Relax! Professor Jenkins will be fair about all of this, I’m sure. Besides, the first few chapters should be easy reading. They’ll just be a review of basic chemistry concepts that we’ve already studied a hundred times.
   W: Maybe they’ll be review for you, but I’ve never studied chemistry before! I think I’m going to head back over to the bookstore and see if the book has come in since you checked.
   M: Go ahead. I’m going over to the student center to relax a little in front of the television set. I don’t see any point in worrying about things we can’t change.
Questions 7 through 11. Listen to the following conversation between two friends.

W: So, Larry, have you decided where you’re going to spend your vacation?
M: As a matter of fact, I have. I’m leaving for the state of Idaho tomorrow.
W: Idaho! But, that’s so far away! Why would you ever want to go there?
M: Well, to do some fishing for one thing. Idaho has some of the best trout and sturgeon fishing in the United States. But fishing’s not the only thing I want to do there. I also want to visit some of the strange natural wonders of Idaho.
W: Like what, for example?
M: Well, there’s a place there called Craters of the Moon. It’s the site of a dead volcano. I guess when you go there, you really do feel like you’re on the moon. There are huge craters and lava fields to look at. Then, in another part of the state, there are caves whose walls are thick with ice that never melts and other caves where the water is so hot that it is used for heating homes. I want to go see those things.
W: Wow! It sounds like a trip to Idaho might be worth it after all. I hope you have a good time!
M: Thanks. I’m sure I will. Speaking of time, I’d better start packing!

Questions 1 through 5. Listen to the following talk given on a tour.

W: Right now, we’re entering the newest and most impressive area of our zoo, the Elephant Walk. Elephants are the largest of all land animals, and their sheer size is enough to make them one of the most popular zoo attractions. There are two basic kinds of elephants—African elephants and Indian elephants—and we have some of each here for you to see. They are not difficult to tell apart. The Indian elephants have smaller ears. They also have highly arched backs. African elephants have large ears and are sway-backed—that is, their backs curve down in the middle instead of up.

Male elephants are always larger than females, and they weigh quite a bit more. A full-grown male elephant can weigh up to 22,000 pounds, although the majority weigh around 11,000 pounds.

Males are called bulls, females are called cows, and baby elephants are referred to as calves. When it is born, an elephant calf is three feet tall, weighs about 200 pounds, and is covered with hair.

When you’ve finished visiting with our elephants, let me know, and we’ll move on. Our next stop is the lion’s den.

1. What is the main topic of this talk?
2. What is the speaker’s job?
3. According to the speaker, what does sway-backed mean?
4. What is the average weight of an adult male elephant?
5. What will the speaker probably do next?
Questions 6 through 11. Listen to a talk given in a university course.

M: Today we are going to begin our discussion of early English settlements in North America. The first English settlement, established in 1584, was on Roanoke Island. Soon after colonists settled there, exploration of the area convinced them that they should move the colony farther north to the Chesapeake Bay area as soon as possible. John White, then governor, left for England to secure much needed supplies for this move in August 1587, but because of the war with Spain, White could not return to Roanoke until 1590. What he found when he got back continues to puzzle historians even today. The village was deserted. Carved on a tree were the letters C-R-O, and the village had been converted into a fortress. White and his men found a sign marked C-R-O-A-T-O-A-N, Croatoan, the name of a nearby island, but no other clues. White, believing he would find his family on Croatoan Island, prepared to search for them. But, a storm drove his ship far off the coast, and he was forced to return to England without making contact.

The colonists of Roanoke were never found, nor was any sign of them uncovered. A search was continued until 1619, when they were given up as the “Lost Colony.” The fate of the colonists remains one of America’s greatest mysteries. Their efforts were not, however, a complete failure. The records of their experience did much to teach later colonists and pave the way for a successful settlement in Jamestown in 1607. We’ll talk more about Jamestown in our next class.

10. According to the speaker, why was this attempt at colonization not a complete failure?

11. What will the next lecture probably be about?

Longer Dialogues and Short Talks
Checkpoint Test for LV11 through LV17 page 119

Directions: In this Checkpoint Test, you will hear several short talks and longer conversations. After each of them, you will hear several questions. The talks and conversations and the questions about them will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. Then, circle the letter that corresponds to the answer you have chosen.

Answer all questions on the basis of what is stated or implied in the talk or conversation.

Now, let us begin this Checkpoint Test with question number 1.

Questions 1 through 5. Listen to a conversation between two students.

W: How was your flight, Wayne?

M: Well, we were delayed several times because of bad weather. I made it back, but I was 12 hours late, so no one was waiting to pick me up.

W: Oh, that’s awful! How did you get home?

M: I finally took a cab.

W: I’m sorry you had such a bad trip. Did anything else happen?

M: Well, my luggage still hasn’t arrived.

W: Oh, I’ve had lost luggage several times, too, but it’s always been found again. Did you file a lost baggage claim with the airline?

M: I was so tired when I got in that I didn’t take the time.

W: You really should file a claim. And it’s better to do it in person. Would you like me to give you a ride back out to the airport?

M: That would be great, if you don’t mind. Maybe my luggage is there by now. If it’s not, I’ll file a claim for it.
W: OK. Do you have your luggage claim tickets? You’ll need those to fill out your claim form.

M: Yes. They’re right here in my pocket.

1. What is the main subject of this conversation?

2. How did the man finally get home?

3. What has happened to the woman several times?

4. Why didn’t the man file a lost baggage claim when he arrived?

5. What are the man and woman probably going to do next?

Questions 6 through 10. Listen to a talk about forest fires given in a botany class.

Forest fires have a devastating effect on trees. Often, as would be expected, trees are killed during a forest fire. 120 degrees centigrade for one or more hours is, for most trees, enough to cause fatal injury. Some trees, however, like the redwoods, have extremely thick bark and can take higher temperatures for a longer duration before the inner layers of their tree trunks are damaged. Trees with thick bark are not always killed in a fire.

Bark thickness is only one of many factors affecting a tree’s susceptibility to fire. A tree’s leaf type is also important in determining fire damage. Trees with a lot of large leaves burn hotter than trees with only a few small leaves.

A tree’s rooting habit is also important. Trees whose roots grow close to the surface are more vulnerable to fire damage. These trees may be killed by a ground fire even if a fire does not develop in the treetops.

The tops of trees are called their crowns, and fires that take place in treetops are called crown fires. Crown fires are very common and are especially dangerous for trees that carry most of their leaves at the top.

As you can see, there are a number of factors that contribute to a tree’s ability to withstand fire. No tree, however, can survive a serious hot fire that burns for more than a few hours.

6. What would be a good title for this talk?

7. What fire temperature causes fatal injury to most trees?

8. Why do redwoods sometimes survive forest fires?

9. What does the speaker say about trees with roots growing close to the surface of the ground?

10. According to the speaker, what is a crown?

Questions 11 through 15. Listen to a conversation between a student and a drama coach.

W: Tony, you’ve done a lot of acting haven’t you?

M: Well, I enjoyed it in high school, but I really haven’t done much since then. Why?

W: Well, the Campus Drama Club is looking for some men to act in our next play. So far, only women have signed up for the tryouts, and there are three male parts.

M: Really? What kind of play is it, and who’s the playwright?

W: Well, a student here at the university wrote it, and it’s a comedy. It should be a lot of fun. Why don’t you try out?

M: I don’t know. I have a very heavy class schedule this semester. I don’t really think I would have time.

W: Oh, come on. It’s a short play. We only plan to have rehearsals once or twice a week. All of us are busy, but we all need a little relaxation once in a while, too, you know.

M: Well, let me see how this first week of classes goes. Then, if I don’t feel too much pressure, I’ll give it a try.

W: Oh, I’m sure you’ll have time. I’ll expect to see you at 6:30 next Friday night in the Arts Center for the tryouts. We’re meeting in room 132. We have a part that would be perfect for you!

11. Why does the woman want Tony to try out for the play?

12. Why isn’t Tony sure he wants to try out?

13. Who wrote the play?

14. How often will the actors meet for rehearsals?

15. What does Tony want to do?
Questions 16 through 20. Listen to an instructor talk to his class about a television program.

M: To enhance our study of the Mayans and the Aztecs, I thought I would ask you to watch a television program that'll be shown this coming Wednesday night. It'll be on from 8:00 to 11:00 P.M. on channel three.

Wednesday night's program is the second part of a three-part series called "500 Nations," and it was written and produced by Kevin Costner. The entire series documents the existence of 500 nations of native peoples in North America, Central America, and the Caribbean before the first European contact. The part that I want you to watch is devoted to the rise and the fall of the Anasazi of the southwestern United States and the Mayan, Toltec, and Aztec empires of Central America.

The computer animation in this program is extremely impressive. The key cities of all of these empires are recreated just as they would have looked at their height, and virtual reality and other special effects like sounds, music, and voices make you feel like you are really right there with the ancient native peoples.

If you are not able to watch this special, please notify me. I've been given permission to reproduce it for this class, so I'll be taping it on my video recorder. I'd be more than happy to lend my copy of it to you to watch.

16. What is the main purpose of the television program that the teacher wants his students to watch?

17. When will the program be shown?

18. What does the instructor find extremely impressive about this program?

19. What should a student do if she or he cannot watch the program?

20. What does the instructor offer to do?
**Listening Comprehension Section Test Tapescript**

**Section 1**

**Listening Comprehension**

**Part A**

1. **W:** I really enjoyed that article.
   **M:** Me, too.
   **Q:** What does the man mean?

2. **W:** How is Grace doing at her new job?
   **M:** I haven’t heard from her lately.
   **Q:** What does the man imply about Grace?

3. **W:** Excuse me. Where can I find the milk?
   **M:** It’s in the dairy section, next to the cheese.
   **Q:** Where does this conversation probably take place?

4. **M:** I heard you’re not feeling well.
   **W:** I just seem to be going from bad to worse.
   **Q:** What does the woman mean?

5. **M:** Isn’t this a gorgeous painting!
   **W:** No kidding!
   **Q:** What does the woman mean?

6. **W:** I need to study for my history midterm.
   **M:** Shouldn’t you study for your English test, too?
   **Q:** What does the man suggest?

7. **M:** What’s the matter, Mary? Are you having trouble with your lab experiment?
   **W:** I’m at the end of my rope!
   **Q:** How does Mary feel?

8. **W:** Professor Carvallas, would it be possible for me to take my exam a few days ahead of schedule?
   **M:** Sure thing.
   **Q:** What does Professor Carvallas mean?

9. **W:** Did you ever make that phone call?
   **M:** Actually, I got Janice to do it.
   **Q:** What does the man mean?

10. **W:** When will Karen finish her thesis?
    **M:** I don’t know. She keeps putting it off.
    **Q:** What does the man say about Karen?

11. **M:** I went skiing yesterday.
    **W:** Oh, so there was snow after all!
    **Q:** What had the woman assumed?

12. **M:** I’m not sure where the cafeteria is.
    **W:** It’s not far. Why don’t we walk over there together?
    **Q:** What is the woman suggesting?

13. **W:** Do you mind if I borrow your dictionary?
    **M:** Jane has it right now.
    **Q:** What can be inferred from the man’s response?

14. **W:** Can you hear the birds singing?
    **M:** I could if the traffic weren’t so heavy.
    **Q:** What does the man mean?

15. **W:** Have you ever visited Yellowstone National Park?
    **M:** Visited! I used to be a tour guide there!
    **Q:** What does the man mean?

16. **M:** Susan certainly looks tired today.
    **W:** She was up all night working on her term paper.
    **Q:** What does the woman say about Susan?

17. **M:** Aren’t you ready yet? The movie starts in ten minutes!
    **W:** I thought we were going out tomorrow night!
    **Q:** What does the woman mean?

18. **W:** I don’t have enough money to pay for these books now. Can you send me a bill?
    **M:** We don’t do that anymore.
    **Q:** What does the man mean?

19. **M:** So, what did you think of Jack’s new car?
    **W:** It was in the shop being repaired while I was visiting him.
    **Q:** What does the woman imply?

20. **M:** Aren’t our rooms ready to move into yet?
    **W:** The cleaning crew is just gearing up!
    **Q:** What does the woman mean?
21. M: Who can I ask to type my final paper?
W: What about Clara? She doesn't seem to be too busy these days.
Q: What does the woman mean?
22. M: I'm afraid I'll have to get a job next semester. I can't afford my rent anymore.
W: Have you thought about looking for a less expensive apartment?
Q: What does the woman suggest the man do?
23. W: The project I'm working on will take several months to finish.
M: Good thing it's not due until May!
Q: What does the man mean?
24. M: Karen missed the test today.
W: I heard. What I need to know is when she can make it up.
Q: What does the woman mean?
25. M: Have you read that novel I lent you?
W: I can't seem to get into it.
Q: What does the woman mean?
26. M: I can hardly see to drive, the sun is so bright.
W: All you need is a good pair of sunglasses.
Q: What does the woman imply?
27. M: Listen to that wind!
W: The paper said it should die down by this evening.
Q: What does the woman mean?
W: You mean this one? Oh, that's my new dictionary. All English majors had to buy one.
Q: What can be inferred about the woman?
29. M: Look, we know you're busy, but you come late to every meeting!
W: I'm so sorry! I didn't realize that it bothered you all so much.
Q: What will the woman probably do?
30. W: Didn't Sharon go to the meeting with you last week?
M: Even if she hadn't had other things to do, I wouldn't have bothered her to go to that one.
Q: What does the man mean?

Part B

Questions 31 through 34. Listen to a conversation between two friends.

M: Yesterday a man came and tested the water in my apartment. He told me that it was "hard" and that I should have it "softened." What did he mean by that?
W: Well, hard water is water that has a lot of minerals in it.
M: So, what? What difference does that make? Is it dangerous to my health?
W: Not usually. But hard water reduces the cleaning power of some kinds of soap. The minerals in hard water react with soap to form a substance that sticks to your clothes and can make them turn gray or yellow.
M: No wonder my socks are gray! How do I "soften" my water?
W: Well, one thing you can do is add a mineral-dissolving powder to your washing machine every time you wash. But that takes a lot of time, and it gets expensive. A better idea is to buy a machine called a water softener that softens all the water in your house at one time. Most people prefer to do this. Don't forget—you're using hard water every time you shower or wash dishes, too. It can leave a residue on your skin, in your hair, and on your dishes.
M: In that case, I guess I really should buy a water softener for my apartment. Do you know where I can get one or how much they cost?
W: I'll bet the man who tested your water yesterday knows that information.
M: You're right. He probably does. Can I borrow your phone to give him a call?

31. What is the main topic of this conversation?

32. In this conversation, what does hard mean?

33. According to the woman, what is the best solution to the man's problem?

34. What will the man probably do next?
Questions 35 through 38. Listen to a telephone conversation between a student and her friend.

M: Hello.
W: Hi, Rick. This is Amanda.
M: Oh, Hi, Amanda. Nice to hear from you. What's up?
W: Well, I called to let you know when my last day of school is here at Ivy College and to ask you if I could still take you up on your offer to take me to the airport that day to catch my flight home.
M: I'd be happy to help you out if I can, but what are your travel plans?
W: Well, my last exam is on June 13. My plane leaves at 11:00 that night. I guess I should leave here sometime around 9:00 or so if I could.
M: Let's see... What day of the week is that?
W: It's Friday. Friday the thirteenth. I hope you're not superstitious!
M: What do you mean?
W: Some people think it's bad luck to do anything important on Friday the thirteenth—like driving around in cars and things like that.
M: Oh, I don't pay any attention to superstitions. Hmm. Let me look at my calendar... I'll be flying back from a conference in Chicago early that evening. I should be able to come and get you, but I might not be able to make it until a little after 9:00, depending on when my plane arrives. It might be closer to 9:30. Will that be too late?
W: No. That should be all right, I think. My flight does leave pretty late, and the airport isn't far from here. If you come at 9:30, I'll also have time to go out for dinner with some friends and finish my packing without feeling too rushed.
M: OK. By the way, how much stuff do you have? Should I bring my car, or should I borrow my Dad's van?
W: It would probably be easier to fit everything into a van. Your car is pretty small. Do you think your Dad would mind lending you his van, though?
M: I don't think so. He doesn't use it much anymore. We only need it once in a while for doing things like—well—like helping friends like you move stuff around!
W: Great! Thanks a lot, Rick. I'll see you Friday evening!
M: Right. See you then. Bye.

35. What is the main topic of this conversation?
36. Why does Amanda think Rick might not want to help her out?
37. Why does Rick think he might be a little late?
38. How does Rick feel about borrowing his father’s van?

Part C

Questions 39 through 42. Listen to a biology professor give an introductory lecture to his students.

You are about to begin a course in biology, the study of life. The focus of this course will be the study of different kinds of organisms, or living things. In the first part of the course you'll learn to categorize the major groups of organisms that exist today. To do this, you'll learn about the physical characteristics which set one type of organism apart from others.

However, biology is more than just a study which describes the many differences among living things. There are nearly two million known kinds of living organisms. You could not possibly learn about all or even most of them in a one-semester course like this one. Therefore, during the second part of this course, your study of life will focus on the similarities among organisms. These similarities most often involve the life processes of organisms—their activities and functions. By studying these processes, you will see that there are certain features common to all living things. In this way, by the time you complete this course with me, you will have a good understanding of what is meant by the word "life."

39. According to the speaker, what is an organism?
40. What will students learn to do during the first part of the course?
Questions 43 through 46. Listen to a talk given by a college running coach.

I'm glad to see that so many of you have turned out for the cross-country running team. Before we start our first practice, though, there are some things I want you to know. Running long distances is not an easy undertaking. You are going to need months of training to gradually build up your stamina and strength for this sport. This is going to mean demanding workouts for three hours a day, in all kinds of weather. We will be working out every morning before school and after school and on Saturday mornings as well, when we don't have a race. Sunday will be your day of rest, but I will recommend that you do some light weight lifting and muscle workouts on your own on Sunday, too, so you don't lose any muscle tone.

Most of our races will take place on Saturday mornings. That means that we'll sometimes be traveling long distances by bus on Friday nights to get to where the races take place. We'll often get back home late on Saturday nights. So, if you don't want to give up your weekend social life for a while, the cross-country running team is not for you.

I hope you're still interested in being a member of the team after hearing about some of the sacrifices you'll have to make. I felt that it was important for you to know what will be expected of you. If you're still as interested in running as I am, then let's get started!

43. What is the purpose of this talk?
44. What does the speaker recommend that team members do on Sundays?
45. What does the speaker say about weekend social activities?
46. What will probably happen next?

Questions 47 through 50. Listen to a college professor speaking to an art history class.

Winslow Homer was an American artist who lived from 1836 to 1910. He became famous primarily for his dramatic paintings of the sea.

Homer was born in Boston, and as a young man he became apprenticed to a lithographer. He later became a magazine illustrator, and during the American Civil War, he was hired by a magazine called Harper's Weekly to illustrate battlefield scenes. He also began painting with oils at that time and depicted rural American life in all of its simplicity and plainness. The country people in Homer's paintings have a charm and, at the same time, a heroic quality that make them very appealing.

After a trip to a coastal town in England in 1881 and 1882, Homer turned his attention to the sea. When he returned to America, he settled in a town on the coast of Maine, and there he completed many of his paintings of the sea. These paintings often have a strong romantic quality and are well known for their drama and subtle use of light.

During the late 1800s, Homer became fascinated with what he considered to be the particularly American struggle between humanity and the forces of nature. This struggle was clearly depicted in his paintings of the sea. His fishermen and ship captains were not so much individuals as they were symbols of the courage and strength found in the men who made their living on the sea. Just as the people in his paintings had a universal quality, so did the sea itself. The sea in his paintings often has a quality of violence, or near-violence. In his painting entitled The Gulf Stream, we see a young Black man, alone on a small boat in a rough sea, surrounded by sharks. He will clearly face a struggle for survival. It seems unlikely that he can win.

Homer's paintings of the sea are romantic yet highly realistic. During his years on the coast of Maine, he was able to paint many of the changing moods of the Atlantic Ocean. It was here that he perfected his ability to portray drama in art and developed his use of transparent liquids to convey a strong sense of light.

47. What kinds of paintings is Winslow Homer most famous for?
48. What characterized Homer's paintings of American country people?
49. What is portrayed in the painting called The Gulf Stream?
50. For what purpose did Homer use transparent liquids?
Section 1  
Listening Comprehension

Part A

1. M: Would you like me to read you the instructions again?
W: Yes, please. I'm lost.
Q: What does the woman mean?

2. W: It only took me a few days to write my literature paper.
M: Really? It's been a month, and I still haven't finished mine.
Q: What does the man mean?

3. M: Do you think smoking is allowed here?
W: Well, I don't see any ashtrays around.
Q: What does the woman imply?

4. M: Do you think you'll be able to find time for a vacation this term?
W: Are you kidding! With all the work I have to do.
Q: What does the woman mean?

5. W: Can I get you some more pie?
M: More? I've already had two pieces!
Q: What does the man say about the pie?

6. M: I'll talk to Bill when he comes in to work today.
W: That is, if he comes in!
Q: What is the woman saying about Bill?

7. M: The concert wasn't too long for you, was it?
W: Too long? I could have stayed forever!
Q: What does the woman mean?

8. M: Do you think I should call the college about my application?
W: I don't see how it could hurt.
Q: What does the woman mean?

9. M: Could you please fill my car with unleaded and check the oil?
W: Certainly. And, while I'm at it, I'll wash your windshield.
Q: What is the woman's job?

10. M: Dan can't figure out how to set up his computer.
W: Shouldn't he read the instruction booklet?
Q: What does the woman think Dan should do?

11. M: I wonder where Jane is.
W: I think she's still tied up on the phone.
Q: What does the woman say about Jane?

12. W: I'd like to take you up on that invitation to dinner on Saturday night.
M: Great. Then you will be in town!
Q: What had the man assumed at first?

13. W: Did Susan make it to all four classes today?
M: Only to three, as far as I know.
Q: What does the man think?

14. M: Do you think we should water the garden?
W: Water the garden? It's been pouring for the past three days!
Q: What does the woman mean?

15. W: Fred said the two of you are going to do a photography project together.
M: Yes. And, what a treat for me! Fred's the best photographer I know!
Q: What does the man mean?

16. M: You're going to join us for dinner tonight, aren't you?
W: Sorry. I have a chemistry test to take first thing in the morning.
Q: What does the woman mean?

17. W: I've got some good news. Laura will be coming home from the hospital tomorrow.
M: It's good to know she's finally feeling better.
Q: What does the man imply about Laura?

18. M: I hear that Pamela didn't get that job.
W: Yeah. I guess she just didn't measure up to the other applicants.
Q: What does the woman say about Pamela?

19. W: I'm going to give my mother this beautiful bracelet for her birthday.
M: Just like that? In that plain package? Don't you need to wrap it first and put a ribbon on it?
Q: What does the man suggest the woman do?

20. W: I need to request an extension on the deadline for my project. I simply won't have time to finish it by Friday.
M: I'd be happy to talk to you about it, but I don't know how much extra time I can allow.
Q: What does the man mean?
21. M: Do you think there's anyone around who could take me to the airport?
W: Did you check with Susan? She has a car.
Q: What does the woman suggest the man do?

22. M: I hear the meeting has been postponed until next Monday.
W: Great . . . I was supposed to start my vacation at the end of this week.
Q: What does the woman mean?

23. W: Would you like to meet at the library?
M: That's as good a place as any, I guess.
Q: What does the man mean?

24. W1: Have they hired Larry yet?
W2: I think they're still checking his references.
Q: What can be inferred about Larry?

25. M: I'm going out to get some soup. Can I bring you back anything?
W: Hmmm. I might like a can of soda. Thanks for the offer.
Q: What does the woman want the man to do?

26. W: This is the best meal I've had in a long time!
M: Oh, really? I would have expected the food in this restaurant to be too spicy for you.
Q: What does the man imply?

27. W: Greg really sticks close to home, doesn't he?
M: Like glue. And, he never calls anyone, either.
Q: What does the man mean?

28. M: Did you understand what the professor meant?
W: It was way over my head.
Q: What does the woman mean?

29. W: I understand the ski trip scheduled for this weekend has been canceled.
M: Too bad. I was looking forward to it.
Q: What does the man mean?

30. W: Are you sure all of Ben's friends have been invited to his birthday party?
M: I'll go over the guest list one more time.
Q: What is the man going to do?

Questions 31 through 34. Listen to a conversation about a college club.

M: Did you hear about the special meeting of the club tomorrow afternoon?
W: I saw a notice on the bulletin board, but what's it about?
M: Well, the club has agreed to raise money for the American Heart Association, and we need to organize our fundraisers for the year.
W: Hmmm. That sounds like a lot of work, but it's a worthy cause, so I'll try to help. What are the ideas for making money?

M: Some of us want to have a dance marathon—you know how that works, don't you?
W: You mean get pledges of money per hour for the number of hours that you dance? Isn't there an easier way? I don't have that much energy.

M: Well, there's also going to be a raffle. Maybe you could help with that.
W: That's a great idea. My aunt has a travel agency, and maybe she'd provide airline tickets to Florida for spring break as a prize. That would sell a lot of tickets.

M: After this rain and snow, I'd buy a dozen myself!

31. How did the woman know that there was a meeting?
32. Why will the woman participate?
33. What will the woman do for the club?
34. Why did the man say he would buy a raffle ticket?

Questions 35 through 37. Listen to the following conversation between two students who are having lunch together.

M: Hello, there. You're late. Let's try finding a place in the dining room.
W: Sorry, but, well, a few of us were selected to stay after Professor Keene's lecture to take a self-assessment quiz. His talk this morning was about pessimism and optimism, and he asked us to complete the survey.
M: Well, what did you learn? Is there really such a thing as bad or good luck?

W: Yes, in a sense. For example, pessimists tend to unconsciously set life goals for themselves which will be extremely difficult to achieve. So, in a way, they invite failure. An optimist is usually more realistic about this.

M: Did Professor Keene mention why a pessimist might have such a dismal outlook on the world?

W: There are a couple of reasons. First, environment has a lot to do with it; experiencing repeated failure in the formative years will likely produce a pessimist. But what interested me most was the relationship a pessimist has with his or her conscience.

M: You mean that little voice inside that tells me what's what?

W: Uh-huh. Optimists look at conscience as a source of strength and guidance, and act on its promptings. Pessimists, on the other hand, usually reject the demands of conscience and see it as an alien, even an evil threat.

M: Interesting. So, how did you do in the self-assessment survey?

W: Oh, those things never turn out right for me anyway! You just can't trust them. It looks like rain, doesn't it?

35. Why did the woman arrive late?

36. According to the conversation, in what way does environment influence a person's outlook?

37. What was said about the role of conscience for pessimists and optimists?

Part C

Questions 38 through 41. Listen to this talk about Samuel P. Langley.

I'd like to welcome you all to our aeronautics collection. Here we house over 3,000 items of historical significance to the development of aeronautics in the United States. The exhibit you see here in front of you is our Samuel P. Langley exhibit. Langley was an astronomer, physicist, and airplane designer whose turn-of-the-century experiments in mechanical flight provided groundwork for later airplane engineers. Although he was unsuccessful in designing an aircraft capable of carrying a passenger, the data obtained in his experiments with unmanned flight were of historical importance. One of the pilotless flying machines that Langley produced was a steam-driven airplane that flew successfully over the Potomac River for a distance of 4,200 feet.

The United States Postal Service recently honored Langley's memory with the issue of the Langley commemorative airmail stamp. This stamp's design illustrates one of Langley's inventions, the unmanned Aerodrome #5, which was the first American heavier-than-air flying machine to make a free flight of any significant length. In the next room, we can take a look at a model of this invention.

38. Where does this talk most probably take place?

39. Why is Samuel Langley important?

40. What appears on the commemorative stamp discussed by the speaker?

41. What will the speaker probably do next?

Questions 42 through 46. Listen to this talk about birds which navigate over oceans.

Birds which fly the oceans are truly remarkable. Birds which fly over land and along the shore use landmarks to navigate, and they orient themselves before and after they cross large bodies of water. Oceanic birds, on the other hand, can turn, spin, and wheel out over the ocean for days at a time, far from any land, and still seem to know exactly where they are. The assumption is that they use the stars and some innate magnetic sense to guide them to their destinations. No one knows for sure.

The shearwater is a bird of the ocean and an expert long-distance flyer. The story is told about a young shearwater which was taken from its home in Great Britain, enclosed in a box, flown on an airplane to Boston, Massachusetts, and raised there. Twelve nights after it was released, it was back in its home in Great Britain.

Many species of birds spend most of their time far out at sea and return to land only to breed. These birds include albatrosses, penguins, petrels, and shearwaters. Penguins are the only birds of this group which are not expert long-distance flyers. In fact, penguins cannot fly at all. They swim long distances and remain at sea for months at a time.
The greatest traveler of all, the Arctic tern, winters in the Antarctic and travels about 17,700 kilometers to its breeding grounds in the Arctic. It goes from one of the earth's poles to the other and then back again, each year, without losing its way.

With all of our sophisticated technology and scientific understanding, it seems hard to believe that we have not learned how the ocean birds navigate. Perhaps we will learn one day—or perhaps this is one of nature's mysteries which we will never understand.

42. According to the speaker, how are shorebirds different from oceanic birds?

43. How do experts believe that oceanic birds navigate?

44. What is the significance of the story about the shearwater taken from its home in Great Britain?

45. In which university class would this talk most likely take place?

46. What can we infer about the speaker's attitude toward nature's mysteries?

Questions 47 through 50. Listen to a psychology professor's talk about the effects on personality of birth order.

Many efforts have been made over the years to study differences among the first, second, and last child in a family as well as the characteristics of only children—that is, children who have no brothers or sisters. No exact conclusions can be drawn about any particular child on the basis of these studies, but some interesting differences emerge when large groups of people are compared on the basis of birth order. Here are some of the findings.

First-born children tend to be high achievers. For example, in a recent analysis of National Merit Scholarship finalists, nearly sixty percent were first-born. Of the first twenty-three astronauts to go on U.S. space missions, twenty-one were either first-born or only children. These are particularly interesting statistics when you consider that first-born children are outnumbered by later-born children in the U.S. population by nearly two to one.

Middle children, according to some observers, have the most comfortable position in the family. Although they lack the authority most parents convey to the oldest in the family, they are also free from the pressure of being the youngest. They tend to be more oriented toward their siblings than the first child is and therefore are less concerned about winning their parents' approval.

The youngest child gets almost as much attention from the parents as the first-born or only child does. However, youngest children do not sense as much pressure to achieve. They are usually the most babied members of the family since they get attention from older siblings as well as parents.

Oldest children tend to be more serious and responsible than later-born children even though they are no brighter. Also, first-born children are quite sensitive—they get their feelings hurt more easily. They also tend more toward being perfectionists than do their younger siblings.

Second-born children tend to be more easy-going and friendly than their older siblings. They win more popularity contests and have a higher sociability rating. Youngest-born children have the highest sociability rating of all.

First-born and only children, from a very early age, become extremely sensitive to their parents' rules and expectations. They measure themselves by adult standards, whereas younger children tend to push for earlier independence from parental rules. Oldest children also tend to be more traditional and religious than their younger siblings.

Parents who are aware of these tendencies can take steps to help their first-born children to be more playful and flexible, and they can ask for more responsibility from their younger children. But even parents who are sensitive to these patterns often don't entirely eliminate the influence of birth order. Do any of these birth order characteristics apply to you?

47. What conclusion does the speaker draw from the fact that birth order differences seem to exist?

48. What does the speaker say about parents' ability to counteract the effects of birth order?

49. Why does the speaker say that middle children often have the most comfortable spot in the family?

50. What significance does the speaker give to the fact that first-born children are outnumbered in the U.S. population by nearly two to one?
Section 1
Listening Comprehension

Part A

1. M: Would you like to take a break now?
   W: Oh, let’s keep working. We’re almost finished.
   Q: What does the woman want to do?

2. M: Pete can’t seem to find his keys.
   W: Has he looked in the car?
   Q: What does the woman imply?

3. W: I’ll have to study all weekend this weekend.
   M: Not again!
   Q: What does the man imply?

4. W: This is the most fun I’ve had in a long time!
   M: Oh, really! I didn’t think you liked rock concerts!
   Q: What does the man mean?

5. W: Look at this jacket! I spilled tea all over it!
   M: Relax! We can drop it off at the dry cleaner’s on our way home.
   Q: What does the man mean?

6. M: Weren’t you the only French major to pass the proficiency exam?
   W: Not exactly! Most everyone did!
   Q: What does the woman mean?

7. M: They’ve just notified Randy that he’s been accepted at State University.
   W: Great! That must really be a load off of his mind!
   Q: What does the woman say about Randy?

8. W: When do you want to start moving into your new office?
   M: Well, this week’s out for me.
   Q: What does the man mean?

9. M: Have you called the travel agent yet about getting us our tickets?
   W: I got Frank to do that. He has more free time than I do.
   Q: What does the woman mean?

10. M: I’m on my way to pick up some coffee. Can I get you some, too?
    W: Hmmmm. I think I’ve already had enough for today. I guess I’ll pass.
    Q: What will the woman probably do?

11. W: Pam sure has a lot of friends, doesn’t she!
    M: Tons! And they’re always there when she needs them, too.
    Q: What does the man imply?

12. M: The students are all here. We can leave for the class outing now, can’t we?
    W: Well, not quite. The bus driver hasn’t arrived yet.
    Q: What does the woman mean?

13. W: I’m not sure I can finish my paper by this Friday. Can I turn it in next week?
    M: I used to accept late papers, but not anymore.
    Q: What does the man mean?

14. W: Would you mind returning my backpack? I’m going hiking this weekend, and I’ll need to use it.
    M: Well... uhm... I’m not exactly sure how to put this, but... when I was adjusting it, one of the straps came off.
    Q: What is the man’s problem?

15. W1: Did you hear all the noise coming from next door again last night?
    W2: I sure did. Do you think we should complain to the landlord?
    Q: What problem do the women have?

16. W: Did you know that Frank got a scholarship for next year?
    M: So he did apply after all.
    Q: What had the man assumed about Frank?

17. W: I’ve invited Ted over on Saturday night. I thought we could have a formal dinner.
    M: With the house in the shape it’s in? We’d better give it a good going over.
    Q: What does the man suggest?

18. M: Just look at that beautiful snow!
    W: Beautiful for people like you who ski, maybe!
    Q: What does the woman mean?

19. M: We’re out of computer paper. If you want to print anything out, you’ll have to come back tomorrow.
    W: But, my paper’s due in an hour!
    Q: What does the woman mean?
20. M: Frank is going to start writing his book this summer.  
W: Can he do that and work full time?  
Q: What does the woman imply about Frank?  

21. W: Why is it that whenever I try to call you the line is busy?  
M: I have a new roommate, and he likes to talk to his friends.  
Q: What does the man imply about his roommate?  

22. M: Dot says she’s going to tour both Chicago and Los Angeles in the next three days!  
W: She’s got to be crazy! No one in their right mind could do all of that!  
Q: What does the woman imply about Dot?  

23. W: Karen didn’t get home until midnight last night.  
M: She’s really a night owl, isn’t she?  
Q: What does the man say about Karen?  

W:Hmm. I’ve been sort of fed up with movies recently. They all seem so violent.  
Q: What does the woman mean?  

25. M: What’s going on with Tim? Hasn’t he finished his thesis yet?  
W: He’s just getting it going.  
Q: What does the woman say about Tim?  

26. M: Linda certainly is doing well in her Spanish class.  
W: If only the same could be said for chemistry.  
Q: What does the woman imply about Linda?  

27. M: You know so much about cars. You must spend a lot of time working on them.  
W: More than I like, actually.  
Q: What does the woman say about cars?  

28. M: Have you seen George lately?  
W: I’ve lost touch with him.  
Q: What does the woman say about George?  

29. W: Are you up for a swim?  
M: I just checked the weather report. It’s supposed to be cold.  
Q: What does the man imply?  

30. M: Janet doesn’t look too well.  
W: I’m sure she’s fine. She’s just been working late a lot this week.  
Q: What does the woman mean?  

Part B

Questions 31 through 34. Listen to a telephone conversation between two students.  

W: Hello. Kathy Larson here.  
M: Hey, Kathy! It’s Mark.  
W: Oh, hi Mark! How’s it going?  
M: Well, I just finished a long paper for my world history class, and I feel like celebrating a little bit. I was wondering what you were planning on doing this afternoon.  
W: Why? What’s going on this afternoon?  
M: I wanted to go see the new adventure movie at the Cinema Nine downtown.  
W: Well...  
M: The matinee starts at 2:15. It’s supposed to be terrific! Packed with action and special effects!  
W: Actually, Mark, I was hoping to go to Asheville this afternoon to see a new exhibit at the Folklore Museum. I took a course on integrating folktales in the classroom last semester, and I really got interested in the topic. The exhibit this month just happens to be all about the art of storytelling and the folktales of various peoples.  
M: So you would rather sit and listen to folktales than go to a movie? I would think that the movie would have a lot more action and excitement.  
W: This isn’t an exhibit where you just sit and listen. The exhibit is made up of replicas of a country store, a kitchen, a child’s bedroom, and a campfire setting. You walk through and stop at each and, at each stop, you listen to stories told on tape. The section featuring stories told around the campfire by children is rumored to be fantastic! Would you like to come with me?  
M: Mmmmm. I don’t think that’s for me. Thanks anyway.  
W: Okay, maybe some other time then. I hope you enjoy the movie. I’ll see you at school!
31. What was Mark doing before he called Kathy?
32. Why did Mark call Kathy?
33. Why is Kathy interested in folktales?
34. Why didn’t Mark accept Kathy’s invitation?

Questions 35 through 37. Listen to a conversation between two students about jobs.

M: Gosh. I’ve got to go—I’m almost late for work!
W: Where do you work?
M: At the Lincoln Inn—and I’m supposed to be there by 2:00.
W: What do you do there?
M: I work in the kitchen. I make salads, and sometimes I help the baker.
W: Oh, I’m so jealous! I’ve been looking for a job for weeks! Is the pay there very good?
M: Well, not really. I wouldn’t mind making more, actually. But, well, what I’m earning is better than nothing, and I should get some good references if I continue doing a good job!
W: Could you ask them if they need any more help? I’m a pretty good cook, and I waited tables last summer at the beach in New Jersey.
M: Sure, I’ll ask. But, I don’t think they need anyone right now. What days do you want to work?
W: Anytime, although I prefer weekends. During the week I can only work after classes.
M: If they don’t have anything for you right now, would you be interested in a summer job?
W: Yeah, I guess so. But, I’ll be desperate by then if I haven’t found anything! I’ll keep my fingers crossed. And, thanks for your willingness to help.
M: No problem. But, neither one of us will have a job if I don’t get going. My boss hates it when her employees are late for work. See ya later!

35. What does the man think about his rate of pay?
36. Why is the woman jealous?
37. Why doesn’t the man think he’ll be able to help the woman?

Part C

Questions 38 through 42. Listen to a talk given in a university class.

Cars weren’t always put together on a moving assembly line. In fact, it wasn’t until 1913 that Henry Ford began to assemble Model T Fords on a conveyor belt that moved the partially built cars past a long line of workers who each repeated one or two tasks over and over until the cars were completed. Before the assembly line, workers built automobiles one at a time. The process was slow, especially since the workers often had to handcraft the parts as they went along.

The biggest problem with the old system was that the cars were so expensive to make that most people couldn’t afford them.

Today, fully automated assembly lines exist in nearly every industry. But what are the downsides? First and foremost is the boredom that so many people experience when they repeat one or two small tasks all day long.

A number of innovative steps have been taken to make work on an assembly line more interesting, and in the process, improve the quality and productivity of the line. For example, workers in many plants have been given responsibility for quality control. If they see something in the product that doesn’t look right, they can pull a rope which halts the entire line until the problem is fixed.

Another innovation which has improved job satisfaction is the organization of teams in which workers can perform a number of tasks, rather than one set task. Some plants now have “craft stations” where a team of workers may spend up to thirty minutes on dozens of separate tasks.

Henry Ford might not agree with some of these innovations, but he certainly was pleased by the first result of his new assembly line; he cut the cost of his cars by half and, for the first time, large numbers of people could afford to buy them.

38. How were cars built before the assembly line?
39. What course would this talk be most appropriate for?
40. What were some of the problems traditionally associated with assembly lines?
41. What can we infer from this talk about the connection between employee satisfaction and productivity?

42. According to the speaker, what did the early assembly line do for Henry Ford’s business?

Questions 43 through 46. Listen to an American literature professor give an introductory lecture on a famous American author.

Ernest Hemingway is one of America’s most beloved twentieth-century authors. He was born in 1899. During World War One he served as a volunteer ambulance driver in Italy, and he later served in the Italian infantry. Hemingway was badly wounded in 1918.

Hemingway’s wartime experiences had a considerable influence on his writing. In fact, most of his novels focus on the need for physical and psychological strength to cope with difficulty and often violence. He was quite disillusioned by the war and became a leader of a group of young writers living in Europe who were known as the “lost generation.”

Hemingway was fascinated by the sport of bullfighting and described it in many of his novels and short stories. He also hunted big game in Africa, such as elephants, buffalos, lions, and tigers. He described his experiences as a hunter in a nonfiction book entitled The Green Hills of Africa.

Like Hemingway himself, his fictional heroes presented a tough, masculine image. Yet, his strong men had to courageously accept their fate. In The Old Man and the Sea, one of Hemingway’s most renowned short novels, an old fisherman struggles for hours to bring in a huge and beautiful fish—only to have the fish eaten by sharks.

Toward the end of Hemingway’s life, he became sick, both physically and mentally. This man, who had written so eloquently about facing adversity with courage and grace, committed suicide in 1961.

43. According to the speaker, what effect did Hemingway’s war experiences have on his writing?

44. What did Hemingway describe in his book called The Green Hills of Africa?

45. According to the speaker, how was Hemingway’s own image similar to that of many of his fictional characters?

46. What irony does the speaker imply about Hemingway’s suicide?

Questions 47 through 50. Listen to this talk about pests and pesticides given in an environmental science class.

We know that insecticides kill not only pests, but beneficial insects as well. We want beneficial insects—or beneficials, for short—in our gardens because they eat the pests that eat our plants. When we kill our beneficials, we make it easier for the pests to survive. In fact, without a substantial supply of beneficials, pest control for gardens is temporary at best.

Many beneficial insects are sold at garden centers and by mail. But most gardens are already alive with native beneficials such as ladybugs, suffrage flies, and parasitic wasps. With proper design of the garden and good gardening practices, these beneficials can be encouraged to stay in the garden, multiply, and eat pests.

Beneficial insects require lots of energy to search for prey. When pests are scarce, beneficials rely on pollen, a source of protein, and plant nectar, a source of carbohydrates, for energy. Certain plants should be planted in the garden specifically to attract beneficials. These are plants which produce large quantities of pollen and nectar.

In the garden, beneficial insects generally prefer one of two environments. Some, such as ground spiders and beetles, look for food on the ground. Others look for prey in the leaves or flowers of garden plants high above the ground. Since it requires lots of energy to maneuver through garden plants, these high-flying beneficials are the ones most attracted to the nectar and pollen-producing plants.

Beneficials are also distinguishable by their eating habits. Some, known as specialists, are choosy about what they eat. Others eat all sorts of pests. These generalists are important because when a particular pest is scarce, there are others to eat. A garden should have both specialists and generalists.

47. According to the speaker, why is it undesirable to use insecticides on a garden?

48. According to the speaker, how does growing the right plants help reduce pests?

49. What are the two different environments in which beneficials search for prey?

50. In this talk, what are specialists and generalists?
Diagnostic Test Answer Key

Section 1 1
Listening Comprehension
page 20

Part A
7. A 17. A 27. D

Part B
31. B 35. D
32. C 36. B
33. B 37. D
34. D

Part C
38. B 45. C
39. A 46. A
40. B 47. B
41. D 48. A
42. B 49. C
43. B 50. C
44. D

Section 2 2
Structure and Written Expression
page 27

1. B RV14
2. C GV27
3. B GV15
4. B GV24
5. D GV19
6. C GV26
7. B GV10
8. D GV1
9. A GV28
10. A GV17
11. D GV18
12. B GV25
13. B GV27
14. B GV14
15. C GV2
16. C GV5
17. B GV20 Correction: their
18. D GV3 Correction: few
20. B GV11 Correction: have
21. C GV7 Correction: hadn’t experienced
22. B GV8 Correction: applied
23. A GV30 Correction: Further
24. B GV2 Correction: that they are
25. D GV28 Correction: burrowing
26. A GV13 Correction: As long as
27. A GV9 Correction: have expressed
28. C GV12 Correction: of
29. B GV6 Correction: teeth
30. C GV16 Correction: printed
31. D GV20 Correction: react
32. C GV8 Correction: have
33. C GV22 Correction: infants
34. B GV23 Correction: distributors
35. D GV29 Correction: but they also
36. A GV11 Correction: have settled
37. A GV18 Correction: To assimilate
38. D GV7 Correction: hid
39. D GV4 Correction: an
40. A GV21 Correction: susceptible

Section 3 3
Reading Comprehension
page 32

1. A RV3 Topic and Main Ideas
2. B RV2 Vocabulary in Context
3. B RV6 Facts and Details
4. C RV2 Vocabulary in Context
5. C RV6 Facts and Details
6. C RV5 Referents
7. D RV6 Facts and Details
8. C RV5 Referents
9. A RV2 Vocabulary in Context
10. C RV3 Topic and Main Ideas
11. C RV5 Referents
12. A RV5 Referents
13. B RV6 Facts and Details
14. C RV2 Vocabulary in Context
15. A RV6 Facts and Details
16. C RV7 Inferences
17. B RV2 Vocabulary in Context
18. D ✓3 Topic and Main Ideas
20. A ✓4 Purpose
21. D ✓3 Main Ideas
22. A ✓2 Vocabulary in Context
23. D ✓7 Inferences
24. D ✓6 Facts and Details
25. C ✓6 Facts and Details
26. D ✓2 Vocabulary in Context
27. A ✓7 Inferences
28. B ✓6 Facts and Details
29. C ✓2 Vocabulary in Context
30. A ✓3 Topic and Main Ideas
31. A ✓6 Facts and Details
32. B ✓2 Vocabulary in Context
33. B ✓7 Inferences
34. C ✓7 Inferences
35. B ✓2 Vocabulary in Context
36. C ✓2 Vocabulary in Context
37. B ✓6 Facts and Details
38. A ✓7 Inferences
39. B ✓6 Facts and Details
40. D ✓3 Topic and Main Ideas
41. B ✓2 Vocabulary in Context
42. A ✓2 Vocabulary in Context
43. C ✓2 Vocabulary in Context
44. C ✓5 Referents
45. A ✓6 Facts and Details
46. A ✓6 Facts and Details
47. A ✓2 Vocabulary in Context
48. B ✓6 Facts and Details
49. A ✓7 Inferences
50. C ✓6 Facts and Details
SECTION ONE

Listening Comprehension Answer Key

EXERCISE 1A  page 49

Note: Likely restatements for each of the sentences in Exercise 1A are given. Others may be possible.

1. I will bake a cake for dinner.
2. The laboratory is not open tonight.
3. Students always like this class.
4. I lost the pictures of Denmark.
5. We posted the parcel to Laurie.
6. Harvey was wounded in the accident.
7. The rug in this room is not clean.
8. Gary finished his exam early.
9. I didn’t really grasp the talk.
10. The instructor of this course demands a lot of work.
11. Rick has been unhealthy a lot recently.

EXERCISE 1B  page 50

1. (A) Jane is at the library studying for the test.
   (B) Jane thinks the library is a good place to study.
   (C) Jane took the exam in the library.
   (D) We should go to the library to find Jane.

What the spoken sentence will probably be about: Jane studying at the library for a test

2. (A) I didn’t have time to eat.
   (B) I needed some dinner.
   (C) I couldn’t eat all of my dinner.
   (D) Please let me eat the rest of my dinner.

What the spoken sentence will probably be about: I eating dinner

3. (A) We attempted the ascent.
   (B) We tried to solve the crime.
   (C) The climb was easy for us.
   (D) We tried to climb over the wall.

What the spoken sentence will probably be about: An attempt to climb something

4. (A) Clarence just got some gifts that are cheap.
   (B) Clarence gave Judy a costly present.
   (C) Judy’s gift for Clarence was expensive.
   (D) Judy doesn’t like expensive presents.

What the spoken sentence will probably be about: Clarence and Judy giving gifts—the price of the gifts

5. (A) Jim knows a talented painter.
   (B) Jim gave his painting to the gallery.
   (C) Jim is a gifted artist.
   (D) Jim has many paintings.

What the spoken sentence will probably be about: Jim, paintings, and talent

6. (A) She moved her purse.
   (B) She needed some change.
   (C) I paid her for the purse.
   (D) The money is in her bag.

What the spoken sentence will probably be about: She, her purse, money

EXERCISE 1C  page 50

1. A
2. C
3. A
4. B
5. C
6. D
EXERCISE 2A page 52
1. B 7. A
2. B 8. A
3. A 9. A
6. A

EXERCISE 2B page 52
1. I 7. I
2. I 8. L
3. L 9. I
4. I 10. L
5. L 11. I
6. L

EXERCISE 2C page 53
1. C 7. C
2. B 8. A
4. A 10. A
5. D 11. B
6. C

EXERCISE 3A page 55
Note: Several possible meanings are given for each word. See a dictionary for more possible meanings.
1. month, day, and year
go out with
an appointment
a sweet fruit
2. not heavy
easy
pale
a glow
3. honest
fair
hardly
fitting
4. a carton
to package
to fight
a compartment
5. evil
bad
to signify
the arithmetic average
6. to complete
to glaze or coat
the end
to fulfill

EXERCISE 3B page 55
1. A 7. D
2. C 8. B
3. C 9. D
5. A 11. A

EXERCISE 3C page 56
1. D
2. A
3. D
4. B
5. A
6. C

EXERCISE 4A page 58
1. pest 5. breed 9. fan
2. gold 6. fair 10. folding
3. watched 7. whale 11. tense
4. yam 8. vest

EXERCISE 4B page 58
1. 4th 7. 13
2. 30th 8. 260
3. 6 9. 7013
4. 140th 10. 51st
5. 50 11. 14
6. 2nd

EXERCISE 4C page 59
1. I like My bike
coat road
2. In this country On the contrary
expressive excessive
3. use it used to
cream the butter clean for my mother
4. corporation chief cooperation of the chef
explanation expectations
5. Today Every day
work a while walk a mile
school pool
6. Grandmother Our mother
a big steak a mistake
7. sensitive sensible
rose nose cold
8. light  bright  
    candle  angle
    behind  you  blind  you

9. sunny room  son's new room
   west  best

10. He  We
    last  fast
    eating  easy
    pie and apples  pineapple
    lake  cake

11. young man  John can
     returned  turn
     later on  light on

EXERCISE 4D  page 60
1. D  7. C
2. C  8. B
3. D  9. D
4. B  10. A
5. A  11. D
6. B

EXERCISE 5A  page 62
Note: Likely restatements for each of the
sentences in Exercise 5A are given. Others
may be possible.

1. How lovely she looks in that dress!
   She looks very lovely in that dress.

2. What an easy test!
   This test was very easy.

3. What a quiet library this is!
   This is a very quiet library.

4. How busy you are!
   You are very busy.

5. What a great idea!
   This is a great idea.

6. How awful I feel!
   I feel awful.

EXERCISE 5B  page 63
1. A. ?
   B. !
2. A. !
   B. ?
3. A. .
   B. !
4. A. ?
   B. !
5. A. .
   B. !
6. A. ?
   B. !

EXERCISE 5C  page 63
1. !
2. ?
3. .
4. ?
5. !
6. .

EXERCISE 5D  page 63
1. A
2. B
3. C
4. C
5. A
6. D

EXERCISE 6A  page 65
1. Q
2. S
3. Q
4. Q
5. S
6. S

EXERCISE 6B  page 66
1. A  7. A
2. B  8. B
3. A  9. A
4. B  10. A
6. A

EXERCISE 6C  page 66
1. B
2. C
3. C
4. C
5. A
6. D
EXERCISE 7A  page 69
Note: Likely restatements for each of the sentences in Exercise 7A are given. Others may be possible.
1. I didn’t get any calls about my ad./There weren’t any responses to my ad.
2. Mrs. Wilson should drive only during the day.
3. My map doesn’t show that town./I can’t find that town on my map.
4. Please take everything out of your room./Please don’t leave anything in your room.
5. All of the questions were easy.
6. All of the seats were taken./All of the seats were occupied.
7. We always speak another language in that class./English isn’t spoken in that class.
8. Sometimes the children are on time/are not late.
9. None of the luggage came on the flight./The flight arrived, but not the luggage./Nobody got their luggage when the plan landed.
10. We will go out tonight.
11. Everything seems to be all right/OK.

EXERCISE 7B  page 70
1. illegal
2. dislike/unlike
3. devalue
4. disloyal
5. impure
6. infrequent
7. dishonest
8. irreverent
9. illegitimate
10. imperfect
11. unobservant
12. unmotivated
13. decontaminate
14. intolerant
15. undecided
16. disobey
17. unrealistic
18. inhuman
19. impatient
20. misjudge
21. nonsense

EXERCISE 7C  page 70
Note: Likely restatements for each of the sentences in Exercise 7C are given. Others may be possible.
1. I have the minimum amount of gas I need to get to school./I almost don’t have enough gas to get to school.
2. We often disagree./We almost always disagree.
3. I eat very little meat these days./I don’t eat much meat at all these days.
4. It is hard for me/It’s not easy for me to imagine her traveling alone.
5. Because it was snowing, we could see the road only a little./It was very difficult to see the road because it was snowing so hard.
6. He just became five years old./He had his fifth birthday very recently.
7. They almost never go out at night./They usually stay at home at night.
8. The girl married soon after she had her sixteenth birthday./The girl got married right after her sixteenth birthday.
9. There is almost no snow on the mountain.
10. I didn’t speak to John much at the party./I only talked to John for a short time at the party.
11. She almost never works on weekends.

EXERCISE 7D  page 71
Note: There may be more than one possible restatement for each of the sentences in Exercise 7D. Those given here are the most likely ones.
1. Reading Shakespeare’s plays is something I don’t mind doing./It doesn’t bother me to read Shakespeare’s plays.
2. A scientist must be observant./Scientists must carefully observe things.
3. People respect loyalty in others./People do not admire disloyalty.
4. Babies should drink pure water./Unsterilized water isn’t good for infants.
5. A motivated player will win the game./If a player expects to win the game, he must be motivated./A player must be motivated to win the game.
6. Parts of that idea are realistic./That isn’t a completely bad idea.

EXERCISE 7E  page 71
1. D
2. D
3. B
4. C
5. A
6. B
EXERCISE 8A  page 75
5. B       11. A      17. A

EXERCISE 8B  page 76
1. C       5. A       9. A

EXERCISE 9A  page 80
1. F       9. T       17. F
2. T       10. F      18. T
4. T       12. T      20. T
7. F       15. F
8. F       16. F

EXERCISE 9B  page 80
5. C       11. R
6. R       12. C

EXERCISE 9C  page 81
1. A
2. C
3. C
4. B
5. B
6. D

EXERCISE 10A  page 82
1. Sally
2. Kathy
3. Susan
4. William's classmates
5. we
6. John
7. Mike's colleagues and friends
8. I
9. Tony
10. Mark
11. George

EXERCISE 10B  page 83
1. C
2. C
3. D
4. A
5. B
6. C

EXERCISE 11A  page 85
1. Where: apartment
    Key Words: stay home
2. Where: a classroom
    Key Words: accept my final paper
3. Where: clothing store
    Key Words: it's a little loose, sleeves are too long
4. Where: dentist's office
    Key Words: appointment, toothache
5. Where: library
    Key Words: book, card catalogue
6. Where: doctor's office
    Key Words: broken bones, X-ray
7. Where: business office
    Key Words: coffee break, busy at my desk
8. Where: restaurant
    Key Words: bring, cup of coffee, check
9. Where: on the telephone
    Key Words: hang up
10. Where: airplane
    Key Words: seat belt, take off
11. Where: classroom
    Key Words: assignment, essay
EXERCISE 11B  page 86
1. First Speaker: friend
   Second Speaker: friend
2. First Speaker: student
   Second Speaker: professor
3. First Speaker: salesperson
   Second Speaker: client
4. First Speaker: dentist
   Second Speaker: patient
5. First Speaker: library user
   Second Speaker: librarian
6. First Speaker: patient
   Second Speaker: doctor
7. First Speaker: co-worker
   Second Speaker: co-worker
8. First Speaker: restaurant server
   Second Speaker: client
9. First Speaker: friend
   Second Speaker: friend
10. First Speaker: flight attendant
    Second Speaker: client
11. First Speaker: professor
    Second Speaker: student

EXERCISE 11C  page 87
1. Where: airport
   Key Words: aircraft, boarding
2. Where: restaurant
   Key Words: menu, expensive
3. Where: classroom
   Key Words: open your books, today’s lesson
4. Where: bank
   Key Words: withdraw, fifty dollars, savings account
5. Where: gas station
   Key Words: engine, check your oil
6. Where: apartment
   Key Words: moving out, bigger place
7. Where: grocery store
   Key Words: price of meat
8. Where: hospital
   Key Words: feeling better, visitors, visiting hours
9. Where: post office
   Key Words: send, special delivery
10. Where: airport
    Key Words: missed, flight
11. Where: bank
    Key Words: identification, cash, check

EXERCISE 11D  page 87
1. B
2. A
3. A
4. B
5. C
6. D

L✓12

EXERCISE 12A  page 88
Note: Suggested topics are given. These are topics that are likely to be found on the TOEFL. Other topics are possible.
1. the price of shoes
   trying on a pair of shoes
   the client’s shoe size
   choosing a shoe style
2. the score
   an interesting play
   one of the players
   a coach or coaches
3. an experiment
   equipment in the lab
   the condition of the lab
   writing a lab report
4. a special project
   a late paper or project
   a problem the student is having in class
   courses the professor teaches
5. the weather
   swimming
   getting a suntan
   enjoying their vacation
6. a bad connection
   how to make a long distance call
   the price of a phone call
   finding out a phone number
7. a speeding ticket
   getting or giving directions
   car trouble
   an accident
8. getting a shot
   an injury
   medication
   the doctor’s visit
9. how good/bad the movie is
   the price of the movie
   the noise in the theater
   the time the movie is supposed to start
10. how to find books
   how to check books out
   where to find reference materials
   where to find newspapers and magazines

11. cooking dinner
    doing the dishes
    how good/bad the food is
    a favorite recipe

EXERCISE 12B  page 90
1. what to do in the evening/going to a
movie or staying home
2. turning in (accepting) a late paper
3. trying on clothing (that is too big)
4. an overdue dental appointment/how
often the man goes to the dentist
5. locating a book in a library/finding a
book about the history of California
6. discussing an injury/the woman's injury—
having the woman's injury X-rayed
7. taking a coffee break/when to take
coffee breaks—taking coffee breaks on
a busy day
8. offering/ordering coffee and the bill at the
end of a meal
9. discussing a favor
10. taking off in an airplane—fastening seat
    belts and getting beverages before taking
    off in an airplane
11. an essay assignment/ the length of an
    assigned essay

EXECISE 13A  page 94
1. D  requesting information
2. E  requesting permission
3. F  requesting that someone do
      something
4. B  offering to do something
5. A  giving advice
6. C  requesting an opinion
7. G  suggesting speaker and listener do
      something together
8. F  requesting that someone do
      something
9. D  requesting information
10. A  giving advice
11. G  suggesting speaker and listener do
       something together
12. E  requesting permission
13. F  requesting that someone do
       something
14. C  requesting an opinion
15. D  requesting information
16. B  offering to do something

EXERCISE 13B  page 95
1. A  7. A  13. A
5. B  11. A

EXERCISE 13C  page 95
1. C
2. B
3. A
4. D
5. C
6. B

EXERCISE 14A  page 97
Suggested questions are given. Others
are possible.
1. What is probably the woman's/man's job?
   What is most likely the woman's/
   man's profession?  
2. What are the man and woman going
do to?
   What will the man and the woman
   probably do next?
3. How does the woman/man feel?
4. What is probably the woman's/man's job?
   What does the woman/man do for
   a living?  
5. What is the man's/woman's opinion of
   the book?
   What does the woman/man think about
   the book?
6. What does the man advise the woman
to do?
   What does the man think the woman
   should do?
7. What is the woman/man doing?
8. What does the man think the woman
   should do?
   What is the woman going to do?
9. Where does this conversation probably
take place?
10. What does the woman mean?
    What does the woman think about
    the food?
11. What is the man going to do?
    What will the man probably do next?
EXERCISE 14B  page 99
1. A Spoken question: What is most likely John’s profession?
2. B Spoken question: What are the man and woman going to do?
3. C Spoken question: How does the man feel?
4. A Spoken question: What is the man’s job?
5. B Spoken question: What does the woman think about the book?
6. D Spoken question: What does the man think the woman should do?
7. A Spoken question: What is the woman probably doing?
8. D Spoken question: What is the woman going to do?
9. C Spoken question: Where does this conversation probably take place?
10. C Spoken question: What does the woman think about the food?
11. C Spoken question: What will the man probably do next?

Mini-Dialogue Checkpoint Test for L✓1 through L✓14  page 99
5. B 10. A 15. D

L✓15

EXERCISE 15A  page 107
1. 1
2. 2
3. 1
4. 1
5. 1
6. 2
7. Possible topic: A chemistry book/
    A chemistry class

EXERCISE 15B  page 108
1. What is the main topic for this talk?
2. What is the speaker’s job?
3. According to the speaker, what does the term X mean?
4. How much does an elephant weigh?
5. What will the speaker probably do next?
6. Possible topic: Elephants (in a zoo)

EXERCISE 15C  page 109
1. What would be a good title for this passage?

Note: This question should be easy to predict because all of the major words in the answer choices are capitalized. English titles are capitalized in this way.
2. In what course was this talk most probably given?
3. What is the name of the settlement being discussed?
4. What happened to the settlers?
5. Why was this colony a success?
6. What will the next lecture probably be about?
7. Possible topic: American history/Colonists settling in America/Colonists getting lost

EXERCISE 15D  page 110
Note: Suggested questions and question parts are given. Others are possible. Question parts that are less certain are in parentheses. Students should, however, be able to predict all parts that are not in parentheses.

1. What (is the main topic of this conversation)?
2. Why (isn’t the woman happy)?
   Why (is the woman surprised about what the man is doing)?
   What (does the woman think)?
3. Why (is the man leaving)?
4. What (will the woman/man see)?
5. What is the man going to do now?
   What will the man probably do next?
6. Possible topic: A man taking a vacation

L✓16

EXERCISE 16A  page 111
1. Who: two students
   Where: on a college campus
   What: a textbook that they need for chemistry class

2. Who: two friends
   Where: ?
   What: the man’s vacation (in Idaho)

3. Who: two friends
   Where: ?
   What: tennis
EXERCISE 16B page 113

1. Who: a tour guide
   Where: a zoo
   What: elephants
2. Who: a professor
   Where: a (history) class
   What: English settlements in North America
3. Who: Hank Snow—president of the Student Environmental Awareness Committee
   Where: clubhouse
   What: environmental awareness on campus
4. Who: professor
   Where: science class
   What: photosynthesis
5. Who: a tour guide
   Where: an ice cream factory
   What: how ice cream is made

EXERCISE 17A page 116

1. B 7. A
2. A 8. A
5. A 11. B
6. A

EXERCISE 17B page 116

1. A 7. A
2. B 8. B
4. A 10. A
5. B 11. A
6. A

EXERCISE 17C page 117

1. C

Explanation: Question 1 is an inference question about the main idea of the conversation.

The key words and expressions bookstore, chemistry textbook, book (which is repeated several times throughout the dialogue), and reading help you infer the answer to this question.
2. A Explanation: Question 2 is an inference question.
   Both the woman and the man use the pronouns we and us when discussing the class they attend and the professor they have. Thus, you can infer that they are taking the class together. Answer (B) is incorrect because the woman states that she has never studied chemistry before. Answer (C) is incorrect because the speakers are talking about their professor, not about their students. Answer (D) is incorrect because only the man states that he has been to the bookstore today. The woman states that she will go to the bookstore. She has not been there yet.

3. D Explanation: Question 3 is an inference question.
   The woman does not state that she cannot read well or that she doesn’t have time to study; nor is her concern about the content of today’s lesson. All of her worries are related to the fact that the book she needs to study is not available in the bookstore.

4. A Explanation: Question 4 is an inference question.
   From the man’s statements, Then I'm sure he won’t hold us responsible for the reading assignment, and Professor Jenkins will be fair about all of this. I’m sure, you can infer that he feels that the professor is a fair teacher.

5. C Explanation: Question 5 is an inference question.
   From the man’s statement, ... the first few chapters should be easy reading, you can infer that answer choice (A) is not the correct answer to this question. From his statements indicating that he thinks Professor Jenkins is a fair professor, you can infer that answer choice (B) is not the correct answer. Because he does not offer to join the woman in a trip to the bookstore, you can infer that answer choice (D) is not the correct answer. The man’s statement, I don’t see any point in worrying about things we can’t change, implies that he does not get worried easily. Thus, answer choice (C) is the correct answer to this question.

6. D Explanation: Question 6 is an inference question.
   The woman states that she intends to go to the bookstore to look for the chemistry book. Thus, you can infer that going to the bookstore is probably what she will do next.

7. A Explanation: Question 7 is an inference question involving the main idea of the conversation.
   Answer choice (B) is too broad to be the correct answer to the question. Answer choices (C) and (D) are both discussed in the conversation and are thus too narrow to be the main idea. Answer (A) is the correct answer to this question. Several things to do and see in Idaho are discussed in the conversation.

8. D Explanation: Question 8 is an inference question.
   The woman’s exclamation, But, that’s so far away! helps you infer the answer to this question.

   In response to the woman’s question, Why would you ever want to go there?, the man answers that he wants to do some fishing and that he wants to visit some of the strange natural wonders of Idaho. Thus, answer (B) is the correct answer to this question.

10. B Explanation: Question 10 is a fact question.
    The answer to this question can be found in the man’s description of the Craters of the Moon: It’s the site of a dead volcano.

    The last thing that the man says to the woman is that he needs to start packing. Thus, you can infer that answer (B) is the correct answer to this question.
1. B
Explanation: Question 1 is a main idea question which involves facts and inferences about those facts.
Answer (A) is too broad to be the main idea. The speaker only discusses one zoo exhibit, the Elephant Walk. Answer choices (C) and (D) are too specific to be the main idea. Both of these topics are discussed in the talk. Thus, answer (B) is the correct answer to this question.

2. C
Explanation: Question 2 is an inference question.
The key phrase, . . . we’re entering the newest and most impressive area of our zoo . . . , and the speaker’s last sentences, When you’ve finished visiting with our elephants, let me know, and we’ll move on. Our next stop is the lion’s den help you infer the answer to this question.

3. C
Explanation: Question 3 is a fact question—a definition.
The speaker defines the term sway-backed as curved down in the middle instead of up. Thus, answer (C) is the correct answer to this question.

4. A
Explanation: Question 4 is a fact question.
The speaker states that the majority of adult male elephants weigh around 11,000 pounds.

5. B
Explanation: Question 5 is an inference question.
The speaker’s statement, When you’ve finished visiting with our elephants, let me know, and we’ll move on helps you infer the answer to this question. The speaker intends to wait awhile, allowing zoo visitors to view the elephants.

6. A
Explanation: Question 6 is an inference question involving the main idea of the talk.
Answer (B) is to be the topic of the next talk, so it is not the correct answer to this question. Answer (C) and answer (D) are specific details discussed in the talk, but they do not reflect the main idea. Answer (A) is the correct answer to this question. The lost colonists of Roanoke Island are the main topic of the talk.

7. B
Explanation: Question 7 is an inference question.
Because this talk is about American history, you can infer that it takes place in a history class. The dates, 1584, 1587, 1590, 1619, and 1607 as well as the general topic of the talk help you make this inference.

8. D
Explanation: Question 8 is a fact question.
The speaker states, in his second sentence, that the first English settlement in North America was on Roanoke Island.

9. C
Explanation: Question 9 is a fact question.
The speaker states, The colonists of Roanoke were never found . . . .

10. D
Explanation: Question 10 is a fact question.
The speaker states that the tragedy of the Roanoke colonists was not a complete failure because, The records of their experience did much to teach later colonists . . . .

11. C
Explanation: Question 11 is an inference question.
The speaker ends the talk by stating that he intends to discuss Jamestown in his next lecture. You can thus easily infer that answer (C) is the correct answer to this question.

Longer Dialogues and Short Talks
Checkpoint Test for TV11 Through TV17

3. A  10. A  17. A
7. D  14. A

560 Listening Comprehension Answer Key
## Listening Comprehension Section Test

### Section 1
Listening Comprehension

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page 122

### Part A

| 7. D | 17. C | 27. A |

### Part B

| 31. B | 35. B |
| 32. A | 36. A |
| 33. B | 37. C |
| 34. D | 38. C |

### Part C

| 39. D | 45. B |
| 40. A | 46. A |
| 41. A | 47. D |
| 42. B | 48. A |
| 43. C | 49. B |
| 44. B | 50. C |
**Exercises 2A**  page 141

Note: Suggested corrections are given. Other corrections may be possible for some items.

I  1. Last year **bought** a new computer.

C  2. When **he** was sick, **he** took him some chicken soup.

I  3. **These curtains** need to be pressed.

I  4. **Clearing** away the dead leaves to plant a garden.

I  5. **My brother's** best friend is staying with us this weekend.

C  6. Last weekend **we** played basketball together at the new gym.

I  7. **This can** contains more coffee than the other one does.

I  8. The party last **night** was a lot of fun.

C  9. **We** enjoyed our vacation even though it was very short.

I  10. **I hope** that **I** will do well on my next Spanish exam.

I  11. When **graduates**, **my roommate** will give me his stereo.

I  12. **The airplane** that **he** flies **it** is a small one.

**Exercises 2B**  page 142

1. B  Needed: **The verb**

2. A  Needed: **The subject and the verb**

3. D  Needed: **The verb**

4. B  Needed: **The verb**

5. C  Needed: **The subject and the verb**

6. C  Needed: **The subject and the verb**

**Exercises 2C**  page 143

1. A  Wrong: **Missing verb**
   Correction: I was not

2. C  Wrong: **Missing subject (in the subordinate clause)**
   Correction: which they find
3. B Wrong: Repeated subject  
   Correction: lives
4. A Wrong: Repeated verb  
   Correction: makes
5. A Wrong: Unnecessary clause marker  
   Correction: are
6. A Wrong: Missing verb  
   Correction: was sad

EXERCISE 3A page 145
1. too many cars
   several cars
   a few cars
   a little cars
   some cars
   less cars than joe does
2. too much advice to their children
   several advice to their children
   a few advice to their children
   a little advice to their children
   some advice to their children
   less advice to their children than fathers do

EXERCISE 3B page 145
1. B Correction: many
2. B Correction: a few of
3. B Correction: a number of
4. A Correction: less
5. A Correction: many
6. B Correction: much/most

EXERCISE 3C page 145
7. Karen's portfolio provided me with a clear indication of her qualifications.
8. Marilyn is a very talented artist whose works are being displayed in an art gallery on First Avenue.
9. The post office is a very busy place during the holiday season, when well-wishers send cards and packages to their families and friends.
10. An honest person always returns borrowed things.
11. Craig bought his new camera at a discount store.
12. Charles has the oldest car in the parking lot.

EXERCISE 4B page 148
1. A Correction: Under the table
2. A Correction: Happiness
3. B Correction: an
4. B Correction: the computer
5. D Correction: crime
6. C Correction: the

EXERCISE 4A page 148
1. After an hour of waiting patiently, Larry left the doctor's office without seeing the doctor.
2. They don't have much money, so they can't buy a house.
3. The lion is generally considered to be a ferocious animal.
4. Many dogs are bred for a specific purpose.
5. He tried to tell truth about the accident, but he was too upset to remember all of the details.
6. The man in the corner, who is the new director of the library, is her husband.

EXERCISE 5A page 150
1. their 9. they
2. him 10. His, mine
3. himself 11. them
4. hers 12. us
5. them 13. yourself
6. themselves 14. she
7. its 15. myself
8. he

EXERCISE 5B page 151
1. B Correction: its
2. B Correction: his
3. C Correction: their
4. A Correction: he
5. A Correction: she
6. B Correction: themselves
EXERCISE 6  page 153
1. D  Correction: dollars
2. B  Correction: magnificent costumes
3. C  Correction: months
4. B  Correction: seconds
5. B  Correction: thousands of
6. A  Correction: territorial creature
7. B  Correction: six-year-old
8. A  Correction: five-man
9. A  Correction: popular bicycle
10. B  Correction: clear
11. B  Correction: hot bath

Grammar Checkpoint Test One for Gv1 through Gv6  page 154
1. C  Gv5  Correction: his
2. D  Gv4  Correction: an aroma
3. D  Gv5  Correction: their
4. B  Gv6  Correction: physical changes
5. C  Gv4  Correction: measurement
6. D  Gv3  Correction: thousand
7. A  Gv3  Correction: less
8. B  Gv1
9. A  Gv2
10. A  Gv1
11. D  Gv2

EXERCISE 7A  page 157

EXERCISE 7B  page 157
1. A  5. A
2. B  6. B
3. B  7. A
4. A  8. A

EXERCISE 8A  page 160
C  1. Carla had not seen snow before coming to New York.
I  2. They have lived here since 1942.
I  3. Yesterday we went shopping for a new motorcycle.
I  4. The children of today have used computers to bring them the information they want.
I  5. In the early part of last week, Americans everywhere went to the polls to vote.
C  6. Recently, the weather has been very unpredictable.
I  7. We thought that our original plan was a good one, but we modify it had a great deal over the past few weeks.
I  8. I have just arrived when he called.
C  9. I have just received his message; I will call him in a few minutes.
I  10. Although we sometimes go to a restaurant, we usually eat at home.
C  11. We celebrate Halloween every year on October 31.
I  12. We have been worried about our project for several months.

564  Structure and Written Expression Answer Key
EXERCISE 8B page 161
1. B Correction: is now studying
2. A Correction: have found
3. B Correction: has become
4. A Correction: feel
5. B Correction: was
6. A Correction: go

EXERCISE 9A page 163
1. have been sold/were sold
2. was repaired/had been repaired
3. was determined
4. are grown
5. are called on/have been called on
6. are thought
7. was produced
8. was favored/had been favored
9. was withdrawn
10. was broken
11. are given/were given/will be given

EXERCISE 9B page 164
1. C Needed: The active form of the verb
2. C Needed: The passive form of the verb
3. A Needed: The passive form of the verb
4. D Needed: The passive form of the verb
5. D Needed: The passive form of the verb
6. B Needed: The active form of the verb

EXERCISE 10A page 167
1. B Needed: A modal-like verb
2. D Needed: A modal passive
3. B Needed: A modal
4. A Needed: A modal passive
5. C Needed: A modal passive
6. C Needed: A modal-like verb

EXERCISE 10B page 168
1. B Correction: can fly
2. B Correction: is going to be
3. A Correction: been able to
4. A Correction: is supposed to
5. B Correction: can be found
6. A Correction: give

Grammar Checkpoint Test Two for
G✓7 through G✓11 page 171
1. B G✓11 Correction: aid
2. A G✓7 Correction: built
3. B G✓8 Correction: became
4. B G✓9 Correction: was given
5. D G✓8 Correction: have found
6. A G✓11 Correction: is
7. A G✓7 Correction: dominated
8. C G✓10
9. B G✓9 (and G✓2)
10. D G✓11 (and G✓2 and G✓9)
11. C G✓10 (and G✓2)

EXERCISE 12A page 174
1. Please look after my things while I am in the doctor’s examining room.
2. We must think about our arguments before we take up our concerns with the president.
3. Prior yesterday, I thought we had a good working atmosphere in this office.
4. I think Carla’s answer is different from yours.
5. Marion was pleased with the work the children had done on their own.
6. In spite of recent setbacks, employees of this company shouldn’t have to give up any benefits.
7. The color yellow, in contrast to the color blue, is associated with warmth and sunshine.
8. The students enjoy going downtown on Saturday afternoons.

9. Regardless of how you feel today, you should have your sore shoulder looked by a doctor.

10. While we were on our way to my mother's house, she was preparing for our arrival.

11. The dog sat under the table during the dinner.

EXERCISE 12B  page 174
1. B Correction: from
2. B Correction: similar to those
3. A Correction: According to my science professor
4. A Correction: together with his teachers
5. D Correction: on Friday afternoon/Friday afternoon
6. C Correction: being in a warm country

EXERCISE 13A  page 177
1. Lawrence likes pumpkin pie; however, but I prefer mince pie.
2. They may want to go to New York this weekend; on the other hand/on other hand, they may prefer to stay home.
3. Flower gardens are beautiful, however, but they are a lot of work.
4. We would like to give you this card, in addition and we all want to congratulate you on your great success.
5. During the storm, the lights went out; moreover and the telephone lines were damaged.
6. Maria didn’t receive her check; as result, as a result she has no money for the weekend.

EXERCISE 13B  page 177
Adjective clauses

1. The man that spoke to was in a hurry.
2. The person to whom this gift will be given is my mother.
3. The police officer that stopped me gave me a ticket for speeding.
4. I don't understand the assignment that the professor gave us for next Monday.
5. Crystal, which is used in making fine glassware, contains lead.
6. My sister, who lives in Cincinnati, is coming to my house next week.

Noun clauses

7. I would like to know what you are thinking about.
8. I would also like to know how much this costs.
9. From what I understand, the meeting has been cancelled.
10. His idea is that we should all go to the movie together.
11. That they want to leave work early doesn’t surprise me.

Adverb clauses

12. Jack chews gum because it helps him concentrate.
13. Although he was very sad, Bill acted as if as though nothing had happened.
14. If Frank had not helped me study, I would never have passed my exam.
15. I won’t come unless you want me to. Although/Even though/
16. Though I don’t really want to babysit tonight, I will do it anyway.

EXERCISE 13C  page 178
1. B Correction: which
2. A Correction: What
3. B Correction: and
4. B Correction: to whom
5. A Correction: Even though
6. B Correction: that/which
7. A Correction: in addition
8. A Correction: In spite of the fact that
9. A Correction: who
10. A Correction: as a result
11. A Correction: whose
EXERCISE 14A  page 182
1. ADJ C 5. MC 9. ADV C
2. PREP P 6. PREP P 10. ADV C
3. NC 7. MC 11. ADJ C
4. PREP P 8. ADJ C

EXERCISE 14B  page 183
1. Student life was chaotic during the 1960s.
2. What worries me the most is your health.
3. As he said in his letter, he will be home next week.
4. The three people who they were here early were Joyce, Lee, and Tom.
5. Marcia cannot come with us because she has a play rehearsal tonight.
6. I cannot tell you how you should budget your time.

EXERCISE 14C  page 183
4. B 8. A

EXERCISE 15A  page 186
1. Last week, an old friend came to see me.
2. Lobster, my favorite food, is served fresh at this restaurant.
3. Ethan Allen, he was a famous American revolutionary, lived in Vermont.
4. Born on June 22, 1973, my son is Charles will be twenty-three years old on his next birthday.
5. Old Maid, a favorite children's game, is played with cards.

EXERCISE 15B  page 186
1. B 3. D 5. C

Grammar Checkpoint Test Three for G12 through G15  page 187
1. A G15
2. B G14
3. C G14
4. C G15
5. B G12
6. C G14
7. D G15
8. A G14 Correction: during
9. A G12 Correction: in
10. B G13 Correction: which
11. A G13 Correction: though

Structure and Written Expression Answer Key  567
EXERCISE 16  page 189
1. exciting  7. Working
2. boring  8. polished
3. Tired  9. startled
4. annoying  10. embarrassed
5. burning  11. visiting
6. involved

EXERCISE 17A  page 191
1. While reading, the light went out.
2. Anyone wanting tickets should get in line.
3. There are eight children in the family living on B Street.
4. Hoping to see her father, the little girl visited the factory. The factory was visited by the little girl.
5. We were frightened by the man standing in the corner.
6. Since moving to Miami, the weather has been beautiful.
7. When buying a car, you must shop carefully.
8. I didn’t understand the instructions given by the teaching assistant.
9. Hoping to get business, local merchants sponsored a sale. A sale was sponsored by local merchants.
10. How many of the papers given to you yesterday have you corrected?
11. After losing his wallet three times, Mark lost his keychain, too. Mark’s keychain was lost, too.

EXERCISE 17B  page 192
7. A  Correction: to remove
8. A  Correction: baking
9. A  Correction: to be
10. A  Correction: to complete
11. B  Correction: to stay

EXERCISE 18E  page 197

G✓19

EXERCISE 19A  page 199
1. It is  7. It is
2. There are  8. It is
3. It is  9. There is
4. It is  10. It is
5. There is  11. It is
6. There are

EXERCISE 19B  page 200
1. A  3. D  5. A

Grammar Checkpoint Test Four for
G✓16 through G✓19  page 200

1. D  G✓19 (and G✓14)
2. C  G✓17
3. A  G✓18
4. C  G✓19
5. C  G✓17
6. B  G✓18
7. D  G✓17
8. B  G✓16  Correction: unemployed
9. B  G✓18  Correction: for opening/to open
10. B  G✓18 and G✓19  Correction: to avoid
11. C  G✓16  Correction: leading

G✓20

EXERCISE 20A  page 204

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<th>ADVERB</th>
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EXERCISE 20B  page 204

EXERCISE 20C  page 205
1. Adv, see
2. Adj, (redwood) tree
3. Adj, people
4. Adj, income
5. Adv, watched
6. Adv, surprised

EXERCISE 20D  page 205
1. D  Correction: practical
2. C  Correction: easily
3. B  Correction: vigorous
4. C  Correction: failed
5. B  Correction: resource
6. C  Correction: rare
7. B  Correction: success
8. A  Correction: carefully
9. A  Correction: developed/were developing
10. D  Correction: rain
11. A  Correction: respond

G✓21

EXERCISE 21  page 207
1. sleepy  7. angry
2. sleepily  8. heavily
3. quiet  9. wonderful
4. cheerfully  10. loudly
5. comfortable  11. brightly
6. carefully

G✓22

EXERCISE 22  page 208
1. I  Correction: director
2. C
3. C
4. I  Correction: engineering
5. I  Correction: carpenter
6. I  Correction: creator
7. I  Correction: planners
8. C
9. I  Correction: science
10. I  Correction: architect
11. C
EXERCISE 23  page 210
1. B  Correction: station
2. A  Correction: defector
3. B  Correction: stable
4. A  Correction: politician
5. B  Correction: a special
6. A  Correction: classified

EXERCISE 24  page 212

EXERCISE 24A  page 213
1. B  Correction: the highest
2. A  Correction: more independent than
3. A  Correction: as fast as
4. A  Correction: than
5. B  Correction: most exhausted
6. A  Correction: most easily understood

EXERCISE 24B  page 213
1. This cake is the sweeter I have ever eaten.
2. The books that I am reading for history class are the most interesting by far than the ones I'm reading for science.
3. We bought the heaviest coats that we could find.
4. I would like to read the shortest article of them all.
5. Mabel wanted to buy Victor the best new watch she could find.
6. This record album is not as interesting as the one you gave me to listen to last week.
7. My brother is the tallest person in our family.
8. Greg's understanding of computers is better than mine.
9. The color that absorbs sunlight the most easily of all is black.
10. This stereo is the most expensive of the two that we have looked at today.
11. Tonight's concert was much more enjoyable than last night's play.

EXERCISE 24C  page 213
1. D  Needed: Comparative degree
2. A  Needed: Superlative degree
3. C  Needed: Comparative degree
4. C  Needed: Comparative degree
5. B  Needed: Equative degree
6. A  Needed: Equative degree

EXERCISE 25A  page 217
1. Carol gave a book to Robin for his birthday.
2. Many animals are hurt by cars each year.
3. Bob is finishing his math homework.
4. Although Nancy is a good friend, she sometimes makes me angry.
5. Over the past few weeks, Mark has developed a new opinion of biology.
6. Of the six days of vacation that we had for Thanksgiving, only three days remain.

EXERCISE 25B  page 217
2. C  4. D  6. A

EXERCISE 25C  page 217
1. Marion is not sure who she wants to ask to her party.
2. Wherever she goes, he goes.
3. Only Angela can tell you what the recipe is for this wonderful pie.
4. Carlos is not sure how long he will stay in the United States.

5. As the fall progresses, there are fewer hours every day when the sun shines.

6. When he's baking, bread should not be disturbed.

7. I would like to know when she plans to finish all of this work by tomorrow is a mystery to me.

8. It is not easy to decide exactly how we should proceed with this project.

9. Maybe they should try to figure out what the baby wants.

10. I have not been able to find the place she lives.

EXERCISE 26B page 220
1. A 3. A 5. D
2. D 4. B 6. A

EXERCISE 27A page 223
1. So tired was he that he couldn't keep his eyes open.
2. Scarcely had I opened the door when the cat ran out.
3. Not only did he suffer from a cut on his forehead, but he also had several bruises on his left arm.
4. Only once had Harold met Maude before they fell in love.
5. Kate left the concert early, and so did John.
6. In the basement were three old baseball bats and a glove.
7. Only in Dr. Krankshaw's class do we have a quiz every day.
8. Nowhere can I find the hat I want to wear to the party.

EXERCISE 27B page 223
1. Had I found the book, I would have given it to you.
2. Had Jane been more careful, she wouldn't have hurt herself.
3. Were Alexander here, he would help me with this homework.
4. Had the fire fighters not gotten here in time, the house would have burned down.
5. Should they ever change their minds, tell them to call me.
6. My father would settle this problem for me, were he here.

EXERCISE 27C page 224
1. A 3. A 5. D

EXERCISE 28A page 227
1. There are dishes to do, floors to mop, and that garbage should be emptied.
2. The waitress brought me a plate of beans, a spoon, and she gave me a napkin.
3. On weekends, they enjoy hiking, riding, and to ride horseback.
4. After our trip, we were tired but happy.
5. Jake suggested that we take his car or walking to the auditorium.
6. I need to write a short but it should be effective response to his letter.
EXERCISE 28B  page 227

1. I think I have more work to do tonight than you do.
2. The carrots in this soup are those in tastier than that soup.
3. This house is bigger than the one we had before.
4. Reading a good book can be as much fun as watching a movie.
5. Paper sandwich bags are as good as plastic ones.
6. Tonight's menu will be the same as last night.

EXERCISE 28C  page 227
1. A Correction: hunting
2. B Correction: jumping
3. B Correction: than you do than you
to that in my country
4. A Correction: to life in my country
5. B Correction: tomorrow
6. A Correction: than the shoes in that store than those in that store

EXERCISE 28D  page 228
2. A 4. D 6. A

EXERCISE 29A  page 231
1. A Wrong: Word order
   Correction: will she
2. B Wrong: Parallel structure
   Correction: water
3. B Wrong: The form of a paired expression
   Correction: nor
4. B Wrong: Subject-verb agreement
   Correction: is making
5. A Wrong: Parallel structure
   Correction: help not only
6. A Wrong: Subject-verb agreement
   Correction: is

EXERCISE 29B  page 232

EXERCISE 30A  page 233
1. basis 12. very
2. Further 13. lying
3. effects 14. accept
4. so 15. especially
5. as 16. whose
6. No 17. custom
7. and 18. most
8. like 19. there
9. on the other 20. already
10. do 21. first
11. others

EXERCISE 30B  page 234
1. A Correction: lay
2. B Correction: sit
3. A Correction: Among
4. B Correction: amount
5. A Correction: may be
6. A Correction: past
7. A Correction: Besides
8. B Correction: hard
9. B Correction: quiet
10. A Correction: remember
11. A Correction: imaginative

Grammar Checkpoint Test Six for Gv25 through Gv30  page 235

1. C Gv29
2. A Gv25
3. A Gv27
4. D Gv25
5. D Gv26
6. B Gv27
7. C Gv28
8. A Gv30 Correction: effects
9. C Gv28 Correction: bent
10. C Gv29 Correction: or
11. A Gv30 Correction: so
Section 2
Structure and Written Expression

1. D G✓19
2. D G✓10
3. A G✓1
4. C G✓17
5. C G✓27
6. B G✓15
7. B G✓24
8. A G✓26
9. A G✓17
10. A G✓14
11. C G✓25
12. C G✓14
13. C G✓27
14. D G✓18
15. B G✓28
16. A G✓2 Correction: Once they have
17. A G✓20 Correction: Moisture
18. D G✓28 Correction: cater to
20. C G✓5 Correction: their
22. C G✓6 Correction: eleven
   thousand feet
23. C G✓29 Correction: or
24. A G✓8 Correction: depend on/are
depending on
25. A G✓21 Correction: helpful
26. D G✓5 Correction: it produces
27. C G✓9 Correction: is ridden
28. C G✓11 Correction: has
29. B G✓23 Correction: tragic
30. B G✓29 Correction: lack
31. A G✓11 Correction: feel
32. B G✓18 Correction: to assess
33. C G✓12 Correction: depends on
34. A G✓22 Correction: creator
35. A G✓7 Correction: set
36. A G✓13 Correction: which
37. A G✓16 Correction: cooked
38. A G✓20 Correction: destructive
39. C G✓24 Correction: more
40. A G✓3 Correction: many of which
EXERCISE 1A  page 249

EXERCISE 1B  page 249
1. three
2. the Western Hemisphere
3. the early 20th century
4. the United States

EXERCISE 1C  page 250
1. A  2. C  3. D

EXERCISE 1D  page 250
1. shrimp and fish
2. picking off parasites and cleaning injured areas
3. small fish (wrasses)
4. They have long snouts, tweezer-like teeth, and bright coloration.
5. their bright coloration

EXERCISE 1E  page 251
1. A  3. A  5. A
2. B  4. C

EXERCISE 1F  page 252
1. because they move up and down quickly
2. 50 to 100
3. the Hudson Bay region
4. electricity

EXERCISE 2A  page 255
Possible answer.
1. baby swans
   Explanation: The word although introduces a contrast between small goslings in the first clause, and adult swans in the second clause. The adjectives small and adult contrast, as do goslings and swans. We deduce that goslings are small swans, most likely baby swans.

2. generated or produced
   Explanation: The signal words just as and so indicate a comparison of similarity. The parallel structure of the sentence allows you to figure out that brought forth is a synonym of spawned: Just as x brought forth... so y spawned...

3. ordinary, commonplace, routine
   Explanation: The second clause in this sentence gives information that contrasts with information in the first clause, signaled by the words Not all and the majority. We deduce that what producers, directors, or Hollywood starlets do is in contrast to mundane tasks. In addition, the signal words such as introduce examples of mundane tasks: typing and filing.

4. chewed
   Explanation: The second sentence illustrates the effect of grasshoppers eating wood. The appearance of the boards and fences is a result of the grasshoppers gnawing on them. We deduce that the words eat and gnawed are similar in meaning.

5. fancy, special
   Explanation: The descriptive words in this sentence (extravagant, endless source, gowns ornamented with furs and jewels) establish a shared meaning of "expensive" or "lavish." We deduce that the word coveted also shares this meaning.

6. strong, sharp
   Explanation: The second clause in this sentence gives further information about the first clause. The distinctive smells of the market are illustrated as the pungent aroma of spices and coffee.

7. force, assault, attack
   Explanation: The second clause gives further information about the first. The signal word such indicates that aggression defines the situation described in the first clause.

8. part of the ear
   Explanation: The parentheses signal that a thin membrane is a definition of eardrum. The form of the definition is an appositive.
9. substances

   Explanation: The first sentence is a definition of sound waves that mentions what makes sound possible (solids, liquids, and gases). The second sentence elaborates on the definition and restates solids, liquids, and gases as matter.

10. pure, drinkable

   Explanation: The dash indicates that a further explanation of potable water is given. The word purity helps us deduce that potable water is pure water which we can drink.

11. chubby, fat

   Explanation: The phrase rather than indicates a contrast between tall and thin and plump.

12. harmless

   Explanation: The signal word Unlike indicates a contrast between the garden snake and vipers. Vipers are poisonous and dangerous; in contrast garden snakes are innocuous.

13. developing

   Explanation: The signal word too indicates a similarity between conditions changing and life forms changing. Additional information is that as life forms change, they evolve new characteristics to survive. We deduce that evolve is similar in meaning to change for the better.

14. solitary, alone

   Explanation: The second sentence gives further information about the first. The phrases rarely went out and almost never entertained friends illustrate conditions of Emily Dickenson’s secluded life.

15. in a friendly way, sociably, amiably

   Explanation: The phrases cracking jokes and telling stories are examples of how the young men spoke.

16. creatures or organisms that live in the ice

   Explanation: The commas set off an appositive that defines ice worms.

17. a fruit

   Explanation: The series of words share the common characteristic of naming fruit.

18. rough, churning

   Explanation: The series of adjectives share the common characteristic of describing bad weather.

19. self-activating character

   Explanation: The commas set off and the signal word or introduces an appositive that defines autorhythmicity.

20. separated, hostile, alienated

   Explanation: The second sentence gives an example of a result of families being tragically divided during the Civil War. We deduce from the parallel relationship of families (were) often tragically divided and brothers (to be) estranged that tragically divided and estranged share a similar meaning.

EXERCISE 2B  page 257

1. a. sufficient
   1. b. specific
   1. c. useful
   1. d. foodstuffs
   1. e. derive from
   1. f. ancient

2. a. types
   2. b. wide
   2. c. over
   2. d. particular
   2. e. major

3. a. combination
   3. b. beyond
   3. c. people
   3. d. sort
   3. e. components

EXERCISE 2C  page 259

1. B, A
2. B, A
3. B
4. C
5. B
6. D
7. A
8. B
9. C
10. A
11. D
12. C

EXERCISE 3A  page 264

1. B
2. A
3. D
4. B
5. A

EXERCISE 3B  page 265

1. D
2. D
3. MI
4. MI
5. D
T
MI
D
T
MI
D

Reading Comprehension Answer Key  575
EXERCISE 3C  page 266
EXERCISE 3D  page 267

Explanation:

Question 1: Topic
The choices for the question require you to distinguish between general and specific concepts and to identify key words.

The best answer is (A). If a passage discusses the cougar throughout, that is most likely the topic of the passage.

Analysis of the reading passage on page 267 shows that the word cougar is repeated exactly in lines 1 and 7, is referred to by the pronoun it in line 3, and is referred to with the general category word cat in line 7. Choices (B) and (C) are too general to be the topic of the passage. Choice (D) is mentioned in the passage only as a supporting detail.

Notice the repetition of the key word cougar in the passage:

Sometimes called puma, panther, or mountain lion, the agile cougar has a greater natural range than any other mammal in the Western Hemisphere except humans. However, long viewed as a threat to livestock, it has been intensively hunted since the arrival of European colonists to the Americas and was almost extinct by the early twentieth century. While protective measures have been implemented in the United States, humans continue to destroy the cougar's habitat, further endangering this solitary cat.

The topic of a TOEFL passage may often be more specific than just one word or phrase and will include a controlling idea.

Question 2: Main Idea
The answer choices require you to distinguish between true and untrue statements. Answer choice (B) is the only statement that is true according to the passage (the last sentence). Answer choice (A) is false according to line 5, (The cougar) . . . was almost extinct by the early twentieth century, and lines 6 and 7 . . . humans continue to destroy the cougar's habitat, further endangering this solitary cat.

Answer choice (C) is false according to line 2, . . . has a greater natural range . . . , and answer choice (D) is false because throughout the passage the main idea is that humans have caused the cougar to become endangered.

Question 3: Vocabulary in Context
We infer from the sentence that the cougar has been intensively hunted because it was thought to be a threat to livestock. We deduce that being a threat to livestock is a negative assumption; answer choice (B) danger is the only answer choice that includes a negative meaning.

EXERCISE 3E  page 267

Explanation:

Question 1: Topic
The choices for the question require you to 1) distinguish between general and specific concepts, 2) identify a paraphrase of the key words, and 3) understand the organization of the passage.

The best answer is (C). Answer choice (A) is too general. In this case the topic of the passage is not just marine life, which is mentioned throughout the passage, but must be narrowed to include cleaning symbiosis in marine life. The concept of cleaning symbiosis is related to marine life throughout the passage as the process of some marine creatures cleaning others is described. Words and phrases such as picking off, cleaning injured areas, while being inspected, and cleaners, are used to carry the controlling idea of cleaning symbiosis throughout the passage. In the answer choices, this process was rephrased as (C) how certain sea creatures clean others. This choice contains the words sea creatures, a synonym for marine creatures, and the key word clean. The word how correctly indicates that a process was explained in the passage. Answer choice (B) is incorrect because it uses the word why. Answer choice (D) is too specific to be the topic of this passage.

Notice in the passage below, the key words and phrases in italic type are central to the concept of sea life. The underlined words and phrases are central to the concept of the process of cleaning symbiosis.
In marine habitats, a number of small creatures are involved in a “cleaning symbiosis.” At least six species of small shrimp, frequently brightly colored, crawl over fish, picking off parasites and cleaning injured areas. This is not an accidental occurrence, because fish are observed to congregate around these shrimp and stay motionless while being inspected. Several species of small fish (wrasses) are also cleaners, nearly all of them having appropriate adaptations such as long snouts, tweezer-like teeth, and bright coloration. Conspicuous coloration probably communicates that these animals are not prey.

Surveying just the words in italic type and the underlined words will give the reader a good idea of the topic of this passage.

In a longer reading passage, the topic of the whole passage may be stated as a general concept, while each paragraph of the passage will discuss a different aspect of the general topic.

Question 2: Main Idea
Answer choice (B) is the only answer choice that is true according to the passage; this statement is also the main idea of the passage. Answer choices (A), (C), and (D) are not stated in the passage.

Question 3: Vocabulary in Context
In line 7, the word adaptations is followed by the signal word such as, which introduces examples of adaptations. We deduce from the examples that the wrasses of these fish have changed in order to allow them to clean other fish. Answer choice (C) modifications is correct in the context of this sentence.

Question 4: Vocabulary in Context
In line 9, the phrase these animals refers to the brightly colored wrasses. We infer that bright and conspicuous share the same meaning, and that the bright color of the fish signals to other fish not to eat them. Answer choice (D) Noticeable includes the concept of attracting attention because of some feature and is correct in the context of this sentence.

EXERCISE 3F  page 268


Explanation:

Question 1: Topic
The correct answer to this question is (B) The northern lights. Although several aspects of the northern lights are discussed in each of the three paragraphs of the passage, the common feature in all three paragraphs is the northern lights, which is the general topic for the whole passage. When answering a topic question, eliminate those answer choices which are too specific.

Question 2: Main Idea
Answer choice (D) is correct because it is the most general of the answer choices. Answer choices (A), (B), and (C) are too limited to be the topic of paragraph 2.

Question 3: Vocabulary in Context
We infer that A huge, luminous arc describes the northern lights mentioned in line 1. Words that cue the meaning of luminous include the following: spectacles in line 2; lights up the night in line 3; and brilliant rays of light in line 4. The shared meaning of these words has to do with light that can be seen. Answer choice (A) shining is correct in the context of the passage.

EXERCISE 3G  page 269


Explanation:

Question 1: Topic
The correct answer to this question is (C) Coral reefs. Answer choice (A) is mentioned in the passage as descriptive information. Answer choice (B) is mentioned as a comparison to coral reefs, and answer choice (D) is too broad to be the topic of this passage. All three paragraphs in the passage are about coral reefs, the topic of the passage.
Question 2: Main Idea
A central idea in the passage is that ecosystems of coral reefs depend on sunlight. We can deduce that the deepest parts of the ocean will not have sunlight and that answer choice (D) is correct because it is not true. Answer choices (A), (B), and (C) are true according to the passage.

Question 3: Vocabulary in Context
The passage states that clownfish are poor swimmers and that they find protective cover with sea anemones. From this information, we can deduce that clownfish don’t go far away from protection. Answer choice (C) wander is correct in the context of the phrase seldom stray far from.

EXERCISE 4A page 272
5. F  10. I

EXERCISE 4B page 273
1. a classification
2. chronological order
3. a comparison
4. a contrast
5. cause and effect
6. a process
7. further definition

EXERCISE 4C page 274
1. C
2. A

Explanation:
Question 1: Purpose
The correct answer is (C). Answer choices (A) and (B) are incorrect because they relate to supporting information the author uses to lead up to the main point. Answer choice (D) is too general. Answer choice (C) is correct because it restates the main point of the passage and contains the key words continued endangerment.

EXERCISE 4D page 274
1. A
2. B

Explanation:
Question 2: Specific Purpose
The correct answer to this question is (A). The answer choices for this question require you to understand the main purpose of the passage, the cougar is an endangered animal, and to see the relation between the fact the cougar was almost extinct by the early twentieth century and the additional facts supporting the cougar’s endangerment.

EXERCISE 4E page 274
1. B
2. B

Explanation:
Question 1: Purpose
Answer choices to this question require you to 1) identify information that is not true and 2) distinguish between the overall purpose of the passage and the purpose of parts of the passage.
The correct answer is (B). Answer choice (A) is not true. The fact that scientists do not know the exact cause or nature of the northern lights was mentioned, but there was no intent to discredit scientists.
Answer choices (C) and (D) are about parts of the passage, not the passage as a whole. Answer choice (B) uses the phrase general characteristics to cover the information in the whole passage and is therefore the correct answer.

Question 2: Specific Purpose
The correct answer is (B). In Paragraph 1, the author describes the physical appearance of the northern lights. This reference to "merry dancers" is used to help the reader envision the movement of the lights. Answer choice (A) is incorrect because it does not describe the lights. Answer choice (C) is incorrect because it is not the point of this paragraph, and answer choice (D) is not true.

EXERCISE 4F  page 275

Explanation:

Question 1: Purpose
The correct answer to this question is (C). The use of dates and time phrases, such as as far back as and not until, throughout the passage signal that the organizational pattern is chronological. Answer choice (A) is not true; the facts are organized in a sequence of time. Answer choice (B) is incorrect because the popularity of the potato is not the main point. Answer choice (D) is not correct because the use of the potato is not described other than for food.

Question 2: Organization
The correct answer to this question is (C). Answer choice (A) is not true; the potato, not agriculture, is discussed. Answer choice (B) is incorrect because there is no intention to convince us, but rather intention to inform us. Answer choice (D) is a detail within the passage, not the main purpose. Answer choice (C) is correct because it correctly states the purpose of the passage is to give information about the potato over a long period of time—the history of the potato.

Question 3: Specific Purpose
The correct answer to this question is (A). By mentioning the Irish famine, the author gives an example. The Irish depended on the potato as a major source of food, and when the crop failed, many people had no food and died. Answer choice (B) is incorrect because not all vegetable diseases lead to famine. The disease would not have had such a terrible effect, as a famine, if Ireland had not depended entirely on the potato as its source of food. Answer choice (C) is not correct because there is no cause and effect in the famine in Ireland and the potato arriving in the United States. Answer choice (D) is incorrect because it is too broad to be the reason the Irish famine was mentioned in the passage.

Question 4: Vocabulary in Context
The sentence contrasts the recognition of the great food value of the potato (a practical feature) with its recognition as a curiosity. We infer that a curiosity is not a functional feature of the potato. Answer choice (C) novelty is correct in the context of the sentence.

Reading Comprehension Checkpoint Test
One for RV1 through RV4  page 276
5. D  10. A  15. D

RV5

EXERCISE 5A  page 280
1. chimpanzee food
2. insects—termites, ants, and caterpillars
3. chimpanzees
4. sticks
5. sticks
6. ape
7. stick
8. stick
9. termites
10. the process of using the stick to get termites
11. termite gathering

Reading Comprehension Answer Key  579
EXERCISE 5B  page 281
1. This work—her first collection of poems
2. This science—biophysics
3. those—features
   The latter—ostrich
4. his—the authority
   Such behavior—decide who was
deserving of rewards and who of
punishment
5. one—candy canes
6. they—group
   This dilemma—the change in the
weather and loss of the shelter
7. it—young horse
   One—rider

EXERCISE 5C  page 282
1. A  3. C
2. B  4. D

Explanation:

Question 1: Reference Words
The correct answer is (A). You can
determine that answer choices (B) and (D)
are incorrect because they are mentioned
after the reference word and are illogical
for the meaning of the passage. Answer
choice (C) is incorrect because the preamble
is modified by the words this draft.

Question 2: Reference Words
The correct answer is (B) because Thomas
Jefferson is the name immediately before
the reference word.

Question 3: Reference Words
The correct answer is (C). In this case, the
referent is an idea. The idea of putting
through a definite program of reforms occurs
immediately before the reference word and
is the correct meaning for the reference
word.

Question 4: Reference Words
The correct answer is (D). The position of
the names is immediately before the
reference word, and the meaning of the
sentence is correct when substituting
Edmund Pendleton and Robert Nicholas
Carter for the reference word.

EXERCISE 6A  page 285
1. lines 2–4  4. lines 11–14
2. lines 4–7  5. lines 15–17
3. lines 9–10  6. lines 18–22

EXERCISE 6B  page 286
1. five
2. more accurate standards of time-keeping
devices have been increasing, such as the
atomic clock
3. the stable oscillation of the cesium atoms
4. it divides time evenly for all of us
5. that under different circumstances, time
feels like it passes unevenly
6. when we are doing something that we
don’t particularly enjoy; when we are
doing something pleasant
7. different

EXERCISE 6C  page 286

EXERCISE 6D  page 287
2. D  4. D

Explanation:

Question 1: Facts and Details
The correct answer to this question is (C).
The question asks which are the most
numerous inhabitants of the soil. This
question can be answered by scanning the
passage for a restatement of this key
phrase, found in lines 4 and 5. Of all the soil-
dwelling creatures, the most abundant are...
restates the question. Reading carefully,
you find the answer is mites and springtails.

Question 2: Facts and Details
The correct answer to this question is (D).
To answer this question, you must scan
the answer choices for the facts you are
looking for. Then you must scan the
passage to verify the facts. Answer choice
(A) is found in line 7: make new soil is
restated as convert into fresh soil. Answer
choice (B) is found in line 5: resemble
insects is restated as insect-like creatures.
Answer choice (C) is found in line 11: they
form the lower end of the food chain is
restated as anchor one end of the food chain
that extends to higher forms... These three
facts are true, so you know that (D) must
be the correct answer. The word hibernating is found in line 15 and does not pertain to mites and springtails.

Question 3: Facts and Details
The correct answer to this question is (C). You need to know that predators eat the prey. You must scan the passage to find examples of predator and prey. Line 12 states such as moles that feed on earthworms . . . which is the correct answer choice.

Question 4: Facts and Details
The correct answer to this question is (D). You need to know that living underground during the winter means hibernating in dens. You must scan the passage to find where hibernating is mentioned. Lines 15 and 16 state that Hibernating . . . and salamanders . . . when they burrow to winter dens. Shrews are not mentioned as hibernating animals. Foxes excavate shallow dens . . . but the passage doesn’t mention where squirrels spend the winter.

Question 5: Facts and Details
The correct answer to this question is (B). The question asks about the contribution of animals to their habitat. You need to understand that the habitat is the soil. Of the answer choices, only (B) they work the soil answers the question. Answer choices (A) and (C) do not directly benefit the soil. Answer choice (D) is not true for all the animals.

EXERCISE 6E page 288
2. C 4. C

Explanation:

Question 1: Facts and Details
The correct answer to this question is (D). Scanning the passage for the key words in the answer choices verifies that all are true except (D). The word versatility appears in line 15. Reading that sentence carefully you find . . . communication with primates are a far cry from the versatility and grace of human speech. Primates is a restatement of chimpanzees; a far cry from means not similar to; communication is restated human speech.

Question 2: Facts and Details
The correct answer to this question is (C). The question asks about the reason that chimpanzees learn symbolic language in certain situations: is due to. In lines 5 and 6, you find Chimpanzees seem to have a natural talent for learning symbolic language under controlled conditions. This is a restatement of the question: in certain situations is restated under controlled conditions. Answer choices (A) and (B) are facts about chimpanzee language, but they do not give a reason for this ability.

Answer choice (D) is an example of the use of symbolic language under controlled conditions, not a reason.

Question 3: Facts and Details
The correct answer to this question is (A). The question asks about Washoe. You must scan lines 7–10. Reading these lines, you find that answer choice (A) is a restatement of After more than a year Washoe could associate particular signs with activities . . . Answer choice (B) is incorrect; the passage states using no less than 175 sign language gestures, which means at least that many.

Answer choices (C) and (D) are not true according to the passage.

Question 4: Facts and Details
The correct answer to this question is (C). The question asks about Sarah. You must scan lines 11–13 . . . to the extent that she obeyed sequences of written instructions given with the symbols is a restatement of (C) her obedience to instructions given in the symbol language, and is the correct answer.

Answer choices (A), (B), and (D) are not true according to the passage.

Question 5: Facts and Details
The correct answer to this question is (B). The answer is found in line 1. Answer choice (A) is refuted in line 2. Answer choices (C) and (D) are not true according to the passage.

EXERCISE 7A page 290
1. A, C 6. A, B, D
3. A, D 8. A, B, C
5. A, C, D 10. A, C, D
EXERCISE 7B  page 293
2. B 6. A 10. A
3. A 7. A

EXERCISE 7C  page 294
1. B 3. C
2. B 4. B

Explanation:

Question 1: Making an Inference
The correct answer to this question is (B). The question is asking what is NOT true about the brown recluse. The brown recluse is discussed in lines 7–11. Answer choice (A) is true because lines 7–8 state that there is no effective treatment for a brown recluse’s bite. Answer choice (C) is true because lines 9–10 state is found predominantly in the South. Answer choice (D) is true because line 9 states because of a violin line marking on its upper body. Answer choice (B) is not true because you can infer that something so deadly should not be handled at all.

Question 2: Making an Inference
The correct answer to this question is (B). The question asks about morphine, which is discussed in line 6. Line 5 states that The black widow’s bite is excruciatingly painful. Line 6 states that . . . even morphine won’t knock out the pain. You need to know that knock out the pain means reduce the pain. You can then conclude that most times morphine will be effective for pain. Answer choices (A), (C), and (D) are not true according to the passage.

Question 3: Implied Information
The correct answer to this question is (C). The question asks about tarantulas, which are discussed in lines 12–16. Answer choice (A) is not true because line 12 contains the phrase All tarantulas native to the United States; this means that there are tarantulas in the United States, which is not part of the New World tropics. Answer choice (B) is not true because in lines 14–16 the point is made that some tarantulas are dangerous and . . . you get into trouble with tarantulas as pets. Answer choice (D) is not true because it contains the word never. Lines 15–16 state If you don’t know where it came from, don’t handle it. Answer choice (C) is correct because tarantulas are discussed within this passage about spiders and are compared to other spiders.

Question 4: Making an Inference
The correct answer to this question is (B). This must be inferred from the whole passage. Throughout the passage, Crabill is quoted giving information about spiders. You can infer that he knows a lot about them, and is an expert. Answer choice (A) is not logical; answer choice (C) is contradictory to the information in the passage; and answer choice (D) is incorrect because of Crabill’s statement about morphine in line 6.

EXERCISE 7D  page 295
1. A 3. A
2. C 4. C

Explanation:

Question 1: Making a Prediction
The correct answer to this question is (A). Questions about the preceding passage are most often found in the first sentences of the passage. Line 1 states Elements may be the basic building blocks of matter but . . . , which you can infer to be a restatement of the preceding discussion. Answer choices (B), (C), and (D) are all specific points mentioned in the passage; elements and their composition is the main topic, and you can assume that this passage is an extension of a previous discussion of elements.

Question 2: Making an Inference
The correct answer to this question is (C). This question is asking what is NOT true about elements. Answer choice (A) is true because of logical deduction. If The atom is the smallest part of an element . . . (line 10), and elements are the building blocks of matter, then matter is made up of atoms. Answer choice (B) is true because you can generalize this from lines 10 and 11. Answer choice (D) is true because you find in lines 11–13 that billions of atoms are necessary to make up a speck of gold, which can be seen with a microscope. Answer choice (C) cannot be inferred from the information in the passage.
Question 3: Implied Information

The correct answer to this question is (C). You must understand that lenient means less strict. Information in Paragraph two gives other clues: 1983 law and a change in federal rules which allows trucks to carry larger loads. Answer choices (A), (B), and (D) are not true according to the passage.

Question 4: Making a Prediction

The correct answer is (B). The first and last sentences in the passage provide the clues for this prediction.

R✓B

EXERCISE 8A page 298


EXERCISE 8B page 298

1. historical 5. critical
2. advisory 6. approving
3. concerned 7. descriptive
4. explanatory

EXERCISE 8C page 300

1. C
2. B

Explanation:

Question 1: Making an Inference

The correct answer to this question is (B). The inference is based on lines 8–9, which state that . . . trucks cannot cost-effectively haul heavy, bulky commodities like steel or coal. You must know that iron ore is similar to steel and coal in order to make the correct inference.

Question 2: Making an Inference

The correct answer to this question is (D). The information in the passage that leads you to this inference is in lines 6–7. The word drawback and the statement that trucks cannot carry all kinds of cargo lead you to the correct inference. Answer choices (A), (B), and (C) are true as stated in the passage.

Question 1: Attitude of the Author

The correct answer to this question is (C). Key words in the passage that reflect the author’s attitude are positive. Answer choices (B) and (D) describe a negative point of view, so are incorrect. Answer choice (A) is not the best choice because of the number of positive statements the author makes in the passage.

Question 2: Tone of the Passage

The correct answer to this question is (B). Complimentary is a positive descriptive word that describes for the whole passage the author’s attitude. Answer choices (A) and (C) are incorrect because they don’t reflect this positive attitude. Answer choice (D) is incorrect because the passage is not funny.
The key words that reflect an admiring attitude and complimentary tone are in italic print in the passage.

Our forebears had a deep respect for tradition and the accepted way of doing things. It was their complete adherence to rules that enabled them to do many things so well. Because all people helped with the construction of their own house, I assume that building knowledge was passed from generation to generation. Often, in the crudest early implements there can be found a beading or indented decoration worthy of the most sensitive artisan; in the simplest house framing one can see touches in hand-hewn beams that show a knowledge of classic architecture. Ira Allen, brother of Ethan Allen, wrote of Vermont, "I am really at a loss in the classification of the inhabitants here. They are all farmers, and again every farmer is a mechanic in some way or other, as the inclination leads or necessity requires. The hand that guides the plow most frequently constructs it."

EXERCISE 8D page 300

1. C
2. B

Explanation:

Question 1: Attitude of the Author

The correct answer to this question is (C). The key words in the passage that reflect the author's attitude are negative. Answer choice (A) is a positive attitude, so is therefore incorrect. Answer choice (B) does not reflect the intensity of the author's argument in the passage. Answer choice (D) is not correct because the author makes a reasoned argument, not an emotional one. Answer choice (C) correctly reflects the critical point of view of the author about the topic.

Question 2: Tone of the Passage

The correct answer to this question is (B). The criticism of the author also shows concern for the subject. Answer choices (A) and (C) do not reflect the author's strongly expressed opinions. Answer choice (D) would reflect a positive point of view, which is not correct for the passage.

Reading Comprehension Checkpoint Test Two for R✓1 through R✓8 page 301

1. D R✓3 Topic
2. A R✓6 Facts and Details
3. A R✓2 Vocabulary in Context
4. C R✓7 Inferences
5. D R✓5 Referents
6. A R✓6 Facts and Details
7. A R✓5 Referents
8. D R✓7 Inferences
9. C R✓7 Inferences
10. B R✓3 Main Ideas
11. D R✓6 Facts and Details
12. A R✓3 Main Ideas
13. B R✓2 Vocabulary in Context
14. A R✓7 Inferences
15. C R✓7 Inferences
16. B R✓5 Referents
17. A R✓7 Inferences
18. B R✓3 Topic and Main Ideas
19. A R✓2 Vocabulary in Context
20. D R✓6 Facts and Details
21. C R✓7 Inferences
22. A R✓7 Inferences
23. C  R✓✓  Inferences  
24. B  R✓✓  Topic and Main Ideas  
25. C  R✓✓  Inferences  
26. B  R✓✓  Attitude  
27. A  R✓✓  Facts and Details  
28. B  R✓✓  Facts and Details  
29. A  R✓✓  Vocabulary in Context  
30. D  R✓✓  Vocabulary in Context  
31. C  R✓✓  Referents  
32. A  R✓✓  Main Ideas  
33. D  R✓✓  Facts and Details  
34. A  R✓✓  Purpose  
35. B  R✓✓  Vocabulary in Context  
36. B  R✓✓  Facts and Details  
37. B  R✓✓  Vocabulary in Context  
38. A  R✓✓  Tone  
39. C  R✓✓  Facts and Details  
40. C  R✓✓  Topic and Main Ideas  
41. D  R✓✓  Vocabulary in Context  
42. A  R✓✓  Inferences  
43. B  R✓✓  Inferences  
44. A  R✓  Referents  
45. B  R✓✓  Facts and Details  
46. C  R✓✓  Vocabulary in Context  

Reading Comprehension Section Test  

Section 3  
Reading Comprehension  
page 310  

1. A  R✓✓  Topic and Main Ideas  
2. D  R✓✓  Facts and Details  
3. B  R✓✓  Purpose  
4. C  R✓✓  Referents  
5. B  R✓✓  Facts and Details  
6. D  R✓✓  Vocabulary in Context  
7. A  R✓✓  Vocabulary in Context  
8. B  R✓✓  Inferences  
9. A  R✓✓  Organization  
10. C  R✓✓  Attitude  
11. C  R✓✓  Topic and Main Ideas  
12. B  R✓✓  Vocabulary in Context  
13. D  R✓✓  Facts and Details  
14. A  R✓✓  Inferences  
15. D  R✓✓  Vocabulary in Context  
16. C  R✓✓  Facts and Details  
17. B  R✓✓  Referents  
18. B  R✓✓  Vocabulary in Context  
19. B  R✓✓  Attitude  
20. B  R✓✓  Topic and Main Ideas  
21. C  R✓✓  Facts and Details  
22. D  R✓✓  Inferences  
23. C  R✓✓  Vocabulary in Context  
24. A  R✓✓  Inferences  
25. A  R✓✓  Inferences  
26. C  R✓✓  Facts and Details  
27. D  R✓✓  Vocabulary in Context  
28. D  R✓✓  Facts and Details  
29. C  R✓✓  Inferences  
30. C  R✓✓  Topic and Main Ideas  
31. B  R✓✓  Vocabulary in Context  
32. A  R✓✓  Facts and Details  
33. B  R✓✓  Inferences  
34. B  R✓✓  Inferences  
35. A  R✓✓  Vocabulary in Context  
36. B  R✓  Referents  
37. D  R✓  Inferences  
38. D  R✓  Referents  
39. B  R✓✓  Organization  
40. A  R✓✓  Topic and Main Ideas  
41. B  R✓✓  Vocabulary in Context  
42. C  R✓  Referents  
43. B  R✓✓  Facts and Details  
44. C  R✓✓  Facts and Details  
45. A  R✓✓  Vocabulary in Context  
46. C  R✓✓  Inferences  
47. B  R✓✓  Vocabulary in Context  
48. B  R✓✓  Facts and Details  
49. A  R✓✓  Purpose  
50. B  R✓  Attitude
Section 1
Listening Comprehension

Part A

Part B
31. C 35. B
32. C 36. B
33. B 37. A
34. A

Part C
38. D 45. B
39. B 46. B
40. D 47. C
41. A 48. B
42. A 49. C
43. D 50. D
44. C

Section 2
Structure and Written Expression

1. B 2
2. C 30
3. A 18
4. D 24
5. C 26
6. C 1
7. C 15
8. C 19
9. D 17
10. D 14
11. D 14
12. A 14
13. D 2 and 9

Section 3
Reading Comprehension

1. A 3
2. B 6
3. A 7
4. C 2
5. A 5
6. B 7
7. B 7
8. B 2
9. A 6
10. B 7
11. B 4
12. C 6
13. A 7
14. B 7
15. B 6
16. A 2
17. A 7
18. B 7
19. C 4
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Section 1
Listening Comprehension

Part A
7. A 17. C 27. D

Part B
31. D 35. B
32. C 36. A
33. B 37. B
34. B

Part C
38. B 45. C
39. B 46. B
40. A 47. B
41. D 48. B
42. C 49. D
43. A 50. C
44. D

Section 2
Structure and Written Expression

1. D G✓15
2. B G✓10
3. D G✓14
4. A G✓24
5. C G✓1 and G✓25
6. B G✓12 and G✓14
7. D G✓2 and G✓7
8. C G✓17
9. C G✓24
10. B G✓27 and G✓29
11. B G✓17
12. C G✓27
13. C G✓27
14. C G✓18
15. C G✓14
16. A G✓6 Correction: forty-three years
17. D G✓20 Correction: sun
18. A G✓5 and G✓13 Correction: whose
19. A G✓3 Correction: many
20. B G✓20 Correction: loss of
21. D G✓28 Correction: pity
22. A G✓20 Correction: national unity
23. A G✓25 Correction: almost all
24. C G✓20 Correction: partly
25. A G✓6 Correction: camouflage artists
26. C G✓20 Correction: critical
27. C G✓18 and G✓28 Correction: packaging
28. D G✓20 Correction: govern
29. B G✓12 Correction: with her parents
30. D G✓20 Correction: anxious
31. A G✓29 Correction: grow
32. C G✓13 Correction: it
33. B G✓20 Correction: cruel
34. D G✓4 Correction: one of the greatest
35. B G✓24 Correction: the better
36. B G✓12 Correction: depends heavily on
37. B G✓21 Correction: relentless
38. A G✓18 Correction: committing
39. C G✓4 Correction: the earliest known example
40. B G✓13 Correction: it

Section 3
Reading Comprehension

1. B R✓3 Topic and Main Ideas
2. D R✓6 Facts and Details
3. A R✓6 Facts and Details
4. C R✓2 Vocabulary in Context
5. A R✓6 Facts and Details
6. B R✓2 Vocabulary in Context
7. B R✓5 Referents
8. A R✓6 Facts and Details
9. C R✓6 Facts and Details
10. C R✓6 Facts and Details
11. B R✓6 Facts and Details
12. C R✓2 Vocabulary in Context
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Vocabulary Appendix Answer Key

V √ 2

EXERCISE 2A page 429
1. +
2. –
3. +

EXERCISE 2B page 429
1. bankrupt
all the words describe a good economic position
2. river
all the words describe land forms
3. propensity
all the words describe being alone

EXERCISE 2C page 429
1. adept
2. innate
3. diligent

V √ 3

EXERCISE 3B page 432
1. prairie
Front

Prairie (Noun)
prairie (Adj)

Back

An extensive level tract of land covered with coarse grasses.
Early pioneers crossed the prairies of the western US in wagon trains.
Prairie flowers are most beautiful in the spring.

Front

2. foul(ed)

foul (Verb)
foul (Adj)

Back

v: to make offensive or dirty
adj: offensive—a foul smell
(Baseball) an error in the game
a foul ball
The river was fouled by pollution from the factory.

Front

3. blizzards

blizzard (Noun)

Back

An intensive winter storm—winds, snow, and cold temperatures.
Many motorists were stranded when the blizzard made driving impossible.
EXERCISE 4B page 434

1. rather
   merely
2. barely
   practically
3. hardly
   virtually
4. just
   rather
5. merely
   almost
6. roughly
   virtually
7. essentially
   just
8. almost
   hardly
9. practically
   rather
10. barely
    rather
11. practically
    scarcely

EXERCISE 4D page 436

1. promptly
2. hastily
3. slowly
4. quickly
5. tardily
6. lethargically

EXERCISE 4F page 437

1. occasionally
2. steadily
3. constantly
4. annually
5. daily
6. periodically
7. intermittently
8. regularly
9. weekly

EXERCISE 4H page 439

1. concisely
2. deftly
3. conscientiously
4. sloppily
5. erroneously
6. efficiently
7. precisely
8. effectively
9. correctly

EXERCISE 4I page 440

1. D
2. H
3. A
4. F
5. B
6. G
7. C
8. E

EXERCISE 4L page 441

1. willingly
2. readily
3. frankly
4. peculiarly
5. impartially
6. explicitly
7. typically

EXERCISE 4M page 442

1. C
2. C
3. B
4. C
5. A
6. D
7. C
8. B
9. D
10. B
11. A
12. C

Vocabulary Checkpoint Test One for VV4 page 443

1. B
2. A
3. D
4. B
5. A
6. D

VV5

EXERCISE 5B page 446

1. C
2. F
3. D
4. J
5. B
6. E
7. G
8. K
9. A
10. I
11. L
12. H

EXERCISE 5C page 446

1. polite ++
2. forlorn --
3. jealous --
4. optimistic ++
5. belligerent --
6. callous --
7. reliable ++
8. altruistic ++
9. dismal --
10. benign ++
11. jovial ++
12. apprehensive --
13. vivacious ++
14. coy --
15. enraged --
16. humble ++

EXERCISE 5D page 448

Group A

1. C
2. D
3. F
4. H
5. A
6. G
7. G
8. B

Group B

1. D
2. E
3. G
4. B
5. H
6. F
7. A
8. C

EXERCISE 5E page 449

Small
sparse
miniscule
scant
meager
scarce

Large
ample
copious
abundant
lavish
profuse
VOCABULARY APPENDIX ANSWER KEY

EXERCISE 5F page 449
Small
diminutive
stunted
microscopic
miniature
petite
slight
dainty
puny
Large
bulky
gigantic
huge
immense
massive
portly
prodigious
vast
voluminous

EXERCISE 5G page 449
2. A 6. C 10. A

EXERCISE 7A page 460
1. Negative
unimportant
indecisive
illegal
After
epitaph
postpone
2. Where (to or toward)
adhore
ascend
access
annex
Together
synthesis
symphony
cooperate
3. Where
(into, inside)
immigrate
intrastate
introvert
Judgment
(against)
antiwar
contradict
Time (before)
preamble
prologue
antecedent
recall
retroactive
4. Large
magnificent
megaphone
myriad
Too much, excessive
hyperactive
outnumber
ultrasensitive
Through, across
transcontinental
diameter
circumvent
One
universe
monarch

EXERCISE 6A page 453
Suggested words are given. Others are possible.
1. mindful
2. field
3. water
4. life
5. sure
6. time
7. people
8. gather
9. law
10. small
11. move
12. think
13. live
memoir, memorable, memorial
agronomy, agriculture
aquarium, aquatic
biology, biography, biosphere
certain, certify, certainty
chronology, chronic, synchronize
democratic, endemic, demography
congregation, gregarious
just, justice, justification
miniature, minute, minimal
movement, remove, immovable
repute, reputation, computer
vivacious, vivid

EXERCISE 6B page 454
1. B circum
2. A vinc
3. D lab
4. A cede
5. A sta
6. C pul
7. B nat
8. C rid
9. B urban
10. A put
11. C dem
12. A chron
13. A put
14. B urban
15. A diminutive
16. A precise
3. induction
A. induct ion Noun
   (inside) (lead) (a state)
B. The state of being led or taken into something.
C. (1) A form of reasoning by which the conclusion about the whole class is reached by observing the parts of the class.
   (2) The act of installing into an office or organization.

4. activate
A. activ ate Verb
   (action) (to make)
B. The process of making something active.
C. To make active.

5. optician
A. opt ician Noun
   (eyes) (person who works with)
B. A person who works with eyes.
C. A person who makes or sells eyeglasses to correct defects of the eye.

6. prediction
A. pre dict ion Noun
   (before) (speak or tell) (a state)
B. Something told beforehand.
C. The act of telling in advance; prophecy.

7. urban
A. ur ban Adjective
   (city) (relating to)
B. Relating to the city.
C. Of or pertaining to a city or town.

8. autograph
A. auto graph Noun or Verb
   (self) (write)
B. (1) To write yourself. (V)
   (2) Something written yourself. (N)
C. (1) A person’s signature, especially of a famous person. (N)
   (2) To sign one’s own name, as a memento. (V)

9. popular
A. pop ular Adjective
   (people) (relating to)
B. Relating to people.
C. (1) Looked on with favor and affection by most people.
   (2) Pertaining to or originating from a group of persons.

10. transportation
the airline _terminal_ an hour before takeoff in order to _check in_ for my flight, receive my seat _assignment_, and _check_ my baggage. It is important not to be late, or you might _miss_ the flight. On the day of my flight, I went to the ticket _counter_ where I was directed to the waiting area of the _gate_ from which my airplane would depart. As I entered this area, I was checked through the _security_ system. While I was waiting, I noticed how busy everyone was. The _mechanics_ were checking the plane for last minute repairs, and a large truck was _fueling_ the plane with gasoline to make it ready for takeoff.

People in the _control_ tower of the airport have a lot of responsibility. These _air traffic controllers_ must supervise incoming and _outgoing_ flights and carefully monitor _landings_ and takeoffs. They must be sure that the _runways_ are clear and that weather conditions are relayed to the _pilots_ of the airplanes using the _airfield_.

When my flight was called, I _boarded_ the airplane. I was pleasantly greeted by the _flight attendants_ and offered reading material, and, after take-off, drinks, and food. The weather was good, and there was no air _turbulence_ to cause us worry or discomfort. Although my flight was trouble free, during the holidays air travel becomes more hectic. Often airlines sell too many tickets for a flight and are then _overbooked_. Some unlucky passengers will be _bumped_ and asked to reschedule on a later flight. Bad weather might also cause a later takeoff, and this _delay_ often results in missed _connections_ at the next stop. One of the most annoying aspects of air travel at holiday season is the possibility of _losing_ your luggage. I always try to carry on with me enough clothing for several days. On the whole, however, air travel is worth the expense. It is fast, safe, and usually reliable.
Types of performances
a recital
an oratorio
a musical

Musical instruments
a piano         a trombone
a bass          a harp
drums           an oboe
a clarinet

Musical activities
sing
rehearse
debut

Musical features
harmony
rhythm

Places of performance
an opera house
a concert hall

Types of voice
soprano
tenor

EXERCISE 10E  page 479

Noun          Verb
rehearsal     audition
song          praise
harmonize

talent
dedication
recognition

Adjective     Adverb
symphonic    symphonically
orchestral   chorally
melodic      orchestrally
tonal        atonally
rhythmic     theatrically
INDEX

alan/the 146–148, 203, 396–397
abbreviations 254
active sentences 161–164, 407–408
adjectives 151–153, 188–190, 202–206, 400, 444–450
  comparison of 210–214
  compound 152
  + infinitives 418
  + noun 151–152
  order of 151–153
  past participle –ed 188–192
  possessive 149
  present participle –ing 188–192
  with related meanings 444–449
adverbs 202–206, 400, 434–442
  comparison of 210–214
  with related meanings 432–442
after 72–76
agreement 405–407
  noun and expressions of quantity 145
  pronoun and noun (type, number, gender) 149
  subject and verb 168–171
almost 433
a lot of 144–145
already 159
although 176
amount of 144–145
and 177, 225–228
any 144–145
appear 206–207
appositives 184–187, 254
articles 146–148, 203, 396–397
as 73
as a result 175
as . . . as 72–76, 210–215, 225
author, attitude of 297–300
barely 68, 433
be 206–207
be able to 165–168
because 140
become 206–207
before 72–76
be going to 165–168
be supposed to 165–168
both . . . and 229–232
but 177, 225–228
can 165–168
causatives 81–82
causes 77–81
charts
  word category 475–492
  word form 204, 472–474
clauses 179–184, 412–415
  adjective 175, 184, 415
  adverb 175, 414
  with appositives 184–187
  commas in 177
  main 175, 184, 413
  markers in 131, 177–181, 413
  noun 172, 175–176, 414
  with prepositional phrases 179–184
  semicolons in 177
  subordinate 175–184
  beginning with question words 218–220
  word order in 218–220
comparative degree 210–214
comparisons
  of adjectives and adverbs 210–214
  parallel structure in 225–228
complements 135–139, 394
compound adjectives 152
conditionals 77–81, 221–224, 419
conditions 77–81
context
  cues 254
  vocabulary in 259–261
contrast 253
could 165–168
countable/uncountable nouns 144–145, 394–395
dangling modifiers 190
declarative statements 63
definition 253
despite 180
details 265, 283–289
diagnostic test 9–41
due to 79
during 159
either . . . or 229–232
equative degree 210–214
error identification of
  appositives 186
  clause markers 178–179
  prepositional phrases 183
  prepositions 174
  pronouns 151
  subjects and verbs 140–144
<table>
<thead>
<tr>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>subordinate clauses 183</td>
</tr>
<tr>
<td>verb forms 157–158</td>
</tr>
<tr>
<td>verb tenses 161</td>
</tr>
<tr>
<td>word forms 205–206</td>
</tr>
<tr>
<td>word order 219–220</td>
</tr>
<tr>
<td>--er than 210–214, 225</td>
</tr>
<tr>
<td>essays</td>
</tr>
<tr>
<td>practice questions for 336–337</td>
</tr>
<tr>
<td>prewriting 323–327</td>
</tr>
<tr>
<td>scoring 330–335</td>
</tr>
<tr>
<td>writing 327–329</td>
</tr>
<tr>
<td>essentially 433</td>
</tr>
<tr>
<td>even though 176</td>
</tr>
<tr>
<td>example 253</td>
</tr>
<tr>
<td>exclamations 61–63</td>
</tr>
<tr>
<td>expressions</td>
</tr>
<tr>
<td>almost negative 70</td>
</tr>
<tr>
<td>of comparison 225–228</td>
</tr>
<tr>
<td>confusing 232–235, 419–425</td>
</tr>
<tr>
<td>of function 92–93</td>
</tr>
<tr>
<td>idiomatic 52</td>
</tr>
<tr>
<td>key 111</td>
</tr>
<tr>
<td>literal 52</td>
</tr>
<tr>
<td>paired 230–232</td>
</tr>
<tr>
<td>of quantity 145, 397</td>
</tr>
<tr>
<td>fact questions 114–118</td>
</tr>
<tr>
<td>feel 206–207</td>
</tr>
<tr>
<td>few/a few/fewer 144–145</td>
</tr>
<tr>
<td>first lines, clues in 111–114</td>
</tr>
<tr>
<td>for 159, 177</td>
</tr>
<tr>
<td>for example 180</td>
</tr>
<tr>
<td>functions</td>
</tr>
<tr>
<td>language 91–96</td>
</tr>
<tr>
<td>word 202–206</td>
</tr>
<tr>
<td>furthermore 175</td>
</tr>
<tr>
<td>gender 399</td>
</tr>
<tr>
<td>gerunds 171, 192–197</td>
</tr>
<tr>
<td>get 81–83, 206–207</td>
</tr>
<tr>
<td>grammar checkpoints 133</td>
</tr>
<tr>
<td>Greek and Latin roots 451–455</td>
</tr>
<tr>
<td>grow 206–207</td>
</tr>
<tr>
<td>had better 165–168</td>
</tr>
<tr>
<td>hardly 68, 433</td>
</tr>
<tr>
<td>have 81–83</td>
</tr>
<tr>
<td>have got to 165–168</td>
</tr>
<tr>
<td>have to 165–168</td>
</tr>
<tr>
<td>how 140</td>
</tr>
<tr>
<td>however 175, 180</td>
</tr>
<tr>
<td>how long 218–220</td>
</tr>
<tr>
<td>how many 218–220</td>
</tr>
<tr>
<td>how much 218–220</td>
</tr>
<tr>
<td>identifying</td>
</tr>
<tr>
<td>author’s attitude 298–300</td>
</tr>
<tr>
<td>functions 91–96</td>
</tr>
<tr>
<td>main idea 267–269</td>
</tr>
<tr>
<td>organizational patterns 273–275</td>
</tr>
<tr>
<td>tone 298–300</td>
</tr>
<tr>
<td>topics 88–90, 111–114, 267–269</td>
</tr>
<tr>
<td>person 81–87, 111–114</td>
</tr>
<tr>
<td>place 83–87, 111–114</td>
</tr>
<tr>
<td>purpose 274–275</td>
</tr>
<tr>
<td>referents 280</td>
</tr>
<tr>
<td>idioms 51–53, 390–392</td>
</tr>
<tr>
<td>if 77</td>
</tr>
<tr>
<td>in addition 175, 180</td>
</tr>
<tr>
<td>inferences 114–118, 289–296</td>
</tr>
<tr>
<td>infinitives 192–197, 417</td>
</tr>
<tr>
<td>adjectives followed by 418</td>
</tr>
<tr>
<td>verbs followed by 418</td>
</tr>
<tr>
<td>information</td>
</tr>
<tr>
<td>factual 283–289</td>
</tr>
<tr>
<td>implied 294–296</td>
</tr>
<tr>
<td>intonation</td>
</tr>
<tr>
<td>irregular 211</td>
</tr>
<tr>
<td>question 64–67</td>
</tr>
<tr>
<td>tag question 66</td>
</tr>
<tr>
<td>It/There 197–200</td>
</tr>
<tr>
<td>italics 254</td>
</tr>
<tr>
<td>just 433</td>
</tr>
<tr>
<td>key words 47–50, 262–269</td>
</tr>
<tr>
<td>Latin and Greek roots 451–455</td>
</tr>
<tr>
<td>let 81–83</td>
</tr>
<tr>
<td>listening comprehension 42–128</td>
</tr>
<tr>
<td>in longer conversations 101–120</td>
</tr>
<tr>
<td>in mini-dialogues 44</td>
</tr>
<tr>
<td>section test 121–128</td>
</tr>
<tr>
<td>in short talks 101–120</td>
</tr>
<tr>
<td>spoken questions for 45</td>
</tr>
<tr>
<td>strategies for 46</td>
</tr>
<tr>
<td>vocabulary in 43</td>
</tr>
<tr>
<td>literal expressions 52</td>
</tr>
<tr>
<td>little/a little/less 144–145</td>
</tr>
<tr>
<td>locations 85, 87</td>
</tr>
<tr>
<td>look 206–207</td>
</tr>
<tr>
<td>main clause markers 175–179</td>
</tr>
<tr>
<td>main ideas 262–269</td>
</tr>
<tr>
<td>make 81–83</td>
</tr>
<tr>
<td>making inferences 116, 289–296</td>
</tr>
<tr>
<td>many 144–145</td>
</tr>
<tr>
<td>markers</td>
</tr>
<tr>
<td>clause 140</td>
</tr>
<tr>
<td>main clause 175–179</td>
</tr>
<tr>
<td>subordinate clause 175–179</td>
</tr>
<tr>
<td>time 72–76, 158–159</td>
</tr>
<tr>
<td>WII–254</td>
</tr>
<tr>
<td>may 165–168</td>
</tr>
<tr>
<td>merely 433</td>
</tr>
<tr>
<td>might 165–168</td>
</tr>
</tbody>
</table>
Index

mini-dialogues 44–100
checkpoints for 47
strategies for 46
minimal pairs 58
modals 165–167, 408–409
modifiers, dangling 190
more/less... than 210–214, 225
moreover 175
much 144–145
must 165–168
negatives 67–71
almost 70
multiple 71
prefixes indicating 67, 70
neither... nor 229–232
never 77
nevertheless 175, 180
nobody 67
none 144–145
no one 67
nor 177
nothing 67
not only... but also 229–232
noun complements 135–139
nouns 151–153, 394–396
activity 208–209
complements 135–139, 394
countable/uncountable 144–145, 394–395
definite 147
indefinite 147
person 208–209
structure of 137
now 159
nowhere 67
number 399
number of 144–145
object pronouns 149
objects 135–139, 393
once 72–76
or 177, 225–228
ought to 165–168
over the past few 159
paired expressions 229–232
parallelism 254
parallel structure 225–228
participles 155–156
as adjectives 188–190
as modifying phrases 190–192
past (–ed)/present (–ing) functioning as
adjective 188–190
passive sentences 161–164, 407–408
patterns, organizational 269–278
words indicating 272
person 399
personal experience 254
personal pronouns 149–151
phrases 179–184, 409
gerund 172, 416–417
modifying 190–192, 416
noun 137
prepositional 172–174
possessive pronouns 149–151
practically 433
predicting
first lines 111–114
meaning 50, 454–459, 467–469
questions 96–99, 105–110
topics 105–110, 264, 266
using prefixes 456–461
using roots 451–455
using suffixes 461–469
prefixes 67, 70, 451–461
for amount 458–459
for judgment 459
for large 457
for negation 67, 456
for number and size 456–457
for relationship 459
for small 457
for time 457
for where 457–458
prepositional phrases 172–174, 179–184, 412
prepositions 172–174, 409
adjectives + 412
multiple–word 410
verbs + 411
prewriting 323–327
pronouns 398–399
object 149
personal 149–151
possessive 149–151
reflexive 149–151
relative 415
subject 149
punctuation 254
purpose 269–278
verbs used in questions about 271
quantity, expressions of 144–145, 397
question intonation 64–67
questions
fact 83–87, 114–118
inference 83–87
intonation of 64–67
main idea 102–104
predicting 96–99, 105–110
spoken 102–104
structure of 130
types of 245–252
written expression 131–133
rarely 68, 222
rather 434
reading
for details 249
for general meaning 247-249
for information 496
for review 497
surveying in 494
reading comprehension 243-320
checkpoints 247
question types 245-247
strategies 243, 246, 493
vocabulary 243-244
reference words 279-282
referents 280-282
reflexive pronouns 149-151
relative pronouns 415
remain 206-207
results 77-81
roots, Latin and Greek 451-455
roughly 434
scanning 247-252, 285
scarcely 68, 433
scoring an essay 330-335
seem 206-207
seldom 68
sentences
active 161-164
cause and result 78
conditional 77-81, 221-224, 419
counterfactual 79
declarative 63
passive 161-164
statement 63
series 254
several 144-145
shall 165-168
should 165-168
since 159
situation 83-87
skimming 247-252
smell 206-207
so 177
some/any 144-145
sound-alikes 56-60
numbers 58
SQ3R 493-499
strategies for
listening comprehension 46
longer conversations/short talks 104
mini-dialogues 46
reading 493
SQ3R 493-499
structure and written expression 129
structure questions 130
test of written English (TWE) 321

TOEFL
written expression questions 132
subject pronouns 149
subjects 135-159, 140-144, 393
errors in 141
subject-verb
agreement 168-171
word order 221-224
subordinate clause markers 175-179
suffixes 202, 461-469
adjective 463-464
adverb 464
noun 462-463
verb 465
superlative degree 210-214
synonyms, key word 47-50
taste 206-207
tenses, verb 72-76, 155-161
continuous 72, 157, 403
formation of 155-158
marker for 159
meanings of 158-161
perfect 72, 158, 404
present 72
simple future 158, 403
simple past 72, 158, 403
simple present 158, 403
test of written English (TWE) 321-337
checkpoints for 322
essay topics for 322
strategies for 321
the 146-148, 203, 396-397
the . . . -est 210-214
the most/least 210-214
There/It 197-200
time 71-76
markers 72-76, 159
sequences 75
time markers 72-76, 159
time sequences 75
today 159
TOEFL
explanation of 8
practice test one 338-363
practice test two 364-388
questions about 9-11
strategies for 12
tomorrow 159
tone, of passage 297-300
topics 88-90, 105-110, 262-269
identifying 267-269
predicting 105-110, 266
and situations 88-90
turn 206-207
until 72-76
used to 72, 165–168
usually 159
verbs 140–144, 400–405
active 161–164
errors in 141
finite 140
helping 405
+ gerunds 417
+ infinitives 418
intransitive 405
irregular 155, 401–403
linking 206, 404–405
modal 165–167, 408–409
modal-like 164–166, 408–409
passive 161–164
principal parts of 155, 400
of purpose 271–273
tense forms of 155–158, 403–404
time markers with 159
transitive 405

virtually 433
vocabulary 43
of cause and effect 501
checkpoints 426
of chronological order 501
for classifying 501
for comparing 501
in context 244, 252–262
for contrasting 501
for defining 501
flashcards 430–432
for generalizing 501–502
with Latin and Greek roots 451–455
with many meanings 54–56
in minimal pairs 58
negative 69
of opinions 501
patterns of organization of 500–501
for predicting 501
for refuting 501
for short passages 257–258
sound–alike 56–60

WH– marker 254
what 83, 88, 111–114, 218–220
when 218–220
where 83, 88, 111–114, 218–220
which 140
while 72–76
who 83, 88, 111–114, 218–220
why 218–220
will 165–168
wishes 77–81
word category charts 475–492
word form charts 472–474
word forms 202–206
of activity nouns 208–209
in charts 204, 472–492
non-existent 209–210
of person nouns 208–209
after verbs 206–209
word function 202–206
word order
of conditional sentences 221–224
inverted subject–verb 221–224
with question words 218–220
with special expressions 221–224
standard 216–218
subject–verb 221–224
in subordinate clauses 218–220

words
confusing 232–235, 419–425
with many meanings 54–56
in minimal pairs 56–60
negative 69
reference 279–282
signaling relationships 293–294
sound–alike 56–60
would 165–168
would like to 165–168
would rather 165–168
writing an essay 327–329
yesterday 159
yet 159, 177
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