

PART C

Written Expressions

1. Subject-Verb Agreement

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

The boy walks to school.

The boys walk to school.

In the first example the singular subject *boy* requires a singular verb, *walks*. In the second example the plural subject *boys* requires a plural verb, *walk*.

Although this might seem quite simple, there are a few situations on the TOEFL test when subject/verb agreement can be a little tricky. You should be careful of subject/verb agreement in the following situations: (1) after prepositional phrases, (2) after expressions of quantity, (3) after inverted verbs, and (4) after certain words, such as *anybody*, *everything*, *no one*, *something*, *each*, and *every*.

SKILL 20: MAKE VERBS AGREE AFTER PREPOSITIONAL PHRASES

Sometimes prepositional phrases can come between the subject and the verb. If the object of the preposition is singular and the subject is plural, or if the object of the preposition is plural and the subject is singular, there can be confusion in making the subject and verb agree.

The key (to the doors) are* in the drawer.

SINGULAR PLURAL

The keys (to the door) is* in the drawer.

PLURAL SINGULAR

(* indicates an error)

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

SUBJECT/VERB AGREEMENT WITH PREPOSITIONAL PHRASES	
S	V
(prepositional phrase)	
When a <i>prepositional phrase</i> comes between the <i>subject</i> and the <i>verb</i> , be sure that the <i>verb</i> agrees with the <i>subject</i> .	

EXERCISE 20: Each of the following sentences has one or more prepositional phrases between the subject and verb. Circle the prepositional phrases. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The climbers on the sheer face of the mountain need to be rescued.
- I 2. The interrogation, conducted by three police officers, have lasted for several hours.
- ___ 3. The tenants in the apartment next to mine is giving a party this evening.
- ___ 4. The president, surrounded by secret service agents, is trying to make his way to the podium.
- ___ 5. The buildings destroyed during the fire are being rebuilt at the taxpayers' expense.
- ___ 6. Because of the seriousness of the company's financial problems, the board of directors have called an emergency meeting.
- ___ 7. Manufacture of the items that you requested have been discontinued because of lack of profit on those items.
- ___ 8. Further development of any new ideas for future products has to be approved in advance.
- ___ 9. The scheduled departure time of the trains, posted on panels throughout the terminal buildings, are going to be updated.
- ___ 10. Any houses built in that development before 1970 have to be upgraded to meet current standards.

SKILL 21: MAKE VERBS AGREE AFTER EXPRESSIONS OF QUANTITY

A particular agreement problem occurs when the subject is an expression of quantity, such as *all*, *most*, or *some*, followed by the preposition *of*. In this situation, the subject (*all*, *most*, or *some*) can be singular or plural, depending on what follows the preposition *of*.

All (of the *book*) was interesting.

SINGULAR

All (of the *books*) were interesting.

PLURAL

All (of the *information*) was interesting.

UNCOUNTABLE

EXERCISE 21: Each of the following sentences has a quantity expression as the subject. Underline the subjects once and the verbs twice. Circle the objects that the verbs agree with. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The witnesses saw that most of the (fire) in the hills was extinguished.
- I 2. Some of the (animals) from the zoo was released into the animal preserve.
- ___ 3. All of the students in the class taught by Professor Roberts is required to turn in their term papers next Monday.
- ___ 4. Half of the food that we are serving to the guests are still in the refrigerator.
- ___ 5. We believe that some of the time of the employees is going to be devoted to quality control.
- ___ 6. All of the witnesses in the jury trial, which lasted more than two weeks, have indicated that they believed that the defendant was guilty.
- ___ 7. She did not know where most of the people in the room was from.
- ___ 8. In spite of what was decided at the meeting, half of the procedures was not changed.
- ___ 9. I was sure that all of the questions on the test were correct.
- ___ 10. Most of the trouble that the employees discussed at the series of meetings was resolved within a few weeks.

SKILL 22: MAKE INVERTED VERBS AGREE

When the subject and verb are inverted, it can be difficult to locate them, and it can therefore be a problem to make them agree.

(Behind the house) was* the bicycles I wanted.

(Behind the houses) were* the bicycle I wanted.

In the first example it is easy to think that *house* is the subject, because it comes directly in front of the verb *was*. *House* is not the subject, however, because it is the object of the preposition *behind*. The subject of the sentence is *bicycles*, and the subject *bicycles* comes after the verb because of the place expression *behind the house*. Because the subject *bicycles* is plural, the verb should be changed to the plural *were*. In the second example the subject *bicycle* comes after the verb *were* because of the place expression *behind the houses*. Because the subject *bicycle* is singular, the verb should be changed to the singular *was*.

SUBJECT/VERB AGREEMENT AFTER INVERTED VERBS	
$\left(\begin{array}{l} \text{question} \\ \text{negative} \\ \text{place} \\ \text{condition (no if)} \\ \text{comparison} \end{array} \right)$	
<p>After question words, negative expressions, place expressions, conditions without <i>if</i>, and comparisons, the verb agrees with the subject, which may be after the verb.</p>	

EXERCISE 22: Each of the following sentences contains an inverted subject and verb. Circle the word or group of words that causes the subject and verb to invert. Find the subject and verb that follow these words. Underline the subject once and the verb twice. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. (Only once) this morning were the letters delivered by the campus mail service.
- I 2. (Around the corner and to the right) is the rooms that have been assigned to that program.
- ___ 3. What in the world is the children trying to do?
- ___ 4. John would be studying the chapters were he able to get hold of the book.
- ___ 5. This chapter has many more exercises than do the next one.
- ___ 6. The computer programmer was unaware that there was so many mistakes in the program he had written.

SKILL 23: MAKE VERBS AGREE AFTER CERTAIN WORDS

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

Everybody are going* to the theater.

Even though we understand from this example that a lot of people are going to the theater, *everybody* is singular and requires a singular verb. The plural verb *are going* should be changed to the singular verb *is going*.

SUBJECT/VERB AGREEMENT AFTER CERTAIN WORDS				
These words or expressions are grammatically singular, so they take singular verbs:				
<u>anybody</u>	<u>everybody</u>	<u>nobody</u>	<u>somebody</u>	<u>each (+ noun)</u>
<u>anyone</u>	<u>everyone</u>	<u>no one</u>	<u>someone</u>	<u>every (+ noun)</u>
<u>anything</u>	<u>everything</u>	<u>nothing</u>	<u>something</u>	

EXERCISE 23: Each of the following sentences contains one of the words that are grammatically singular but have plural meanings. Underline these words once and underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. It is impossible to believe that somebody actually admire that man.
- C 2. Each of the doctors in the building needs to have a separate reception area.
- ___ 3. The president felt that no one were better suited for the position of chief staff advisor.
- ___ 4. Everybody participating in the fund-raiser are to turn in the tickets by 8:00.
- ___ 5. Because of the low number of orders, nothing has to be done now.
- ___ 6. Every time someone take unnecessary breaks, precious moments of production time are lost.

EXERCISE (Skills 20–23): Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- _____ 1. The contracts signed by the company has been voided because some stipulations were not met.
- _____ 2. Ten miles beyond the river was the farmlands that they had purchased with their life savings.
- _____ 3. Each package that is not properly wrapped have to be returned to the sender.
- _____ 4. She would not have to enter the house through the bedroom window were the keys where they were supposed to be.
- _____ 5. The proposal brought so much new work to the partnership that there was not enough hours to complete all of it.
- _____ 6. The box of disks for the computer have been misplaced.
- _____ 7. It is disconcerting to believe that every possible candidate has been rejected for one reason or another.
- _____ 8. Only once have there been more excitement in this city about a sporting event.
- _____ 9. Bobby has a bigger bicycle than does the other children in the neighborhood.
- _____ 10. If nobody have bought that car from the dealer, then you should return and make another offer.

TOEFL EXERCISE (Skills 20–23): Choose the letter of the word or group of words that best completes the sentence.

1. Among bees _____ a highly elaborate form of communication.
(A) occur
(B) occurs
(C) it occurs
(D) they occur
2. _____ heated by solar energy have special collectors on the roofs to trap sunlight.
(A) A home is
(B) Homes are
(C) A home
(D) Homes

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

- _____ 3. Each number is binary system are formed from only two symbols.
A B C D
- _____ 4. Scientists at the medical center is trying to determine if there is a relationship between saccharine and cancer.
A B C D

There are several situations in which you should be particularly careful of parallel structure. Parallel structures are required in the following situations: (1) with coordinate conjunctions, such as *and*, *but*, *or*; (2) with paired conjunctions, such as *both...and*, *either...or*, *neither...nor*, *not only...but also*; and (3) with comparisons.

SKILL 24: USE PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS

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

I need to talk to the manager *or* the assistant manager.
 She is not a teacher *but* a lawyer.
 You can choose from activities such as hiking *and* kayaking.

Here are examples of two verbs joined by a coordinate conjunction:

He only eats *and* sleeps when he takes a vacation.
 She invites us to her home *but* never talks with us.
 You can stay home *or* go to the movies with us.

Here are examples of two adjectives joined by a coordinate conjunction:

My boss is sincere *and* nice.
 The exam that he gave was short *but* difficult.
 Class can be interesting *or* boring.

Here are examples of two phrases joined by a coordinate conjunction:

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

Here are examples of two clauses joined by a coordinate conjunction:

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

PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS			
(same structure)	<i>and</i> <i>but</i> <i>or</i>	(same structure)	
(same structure),	(same structure),	<i>and</i> <i>but</i> <i>or</i>	(same structure)

EXERCISE 24: Each of the following sentences contains words or groups of words that should be parallel. Circle the word that indicates that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. She held jobs as a typist, a housekeeper, (and) in a restaurant.
- C 2. The report you are looking for could be in the file (or) on the desk.
- ___ 3. She works very hard but usually gets below-average grades.
- ___ 4. The speaker introduced himself, told several interesting anecdotes, and finishing with an emotional plea.
- ___ 5. You should know when the program starts and how many units you must complete.
- ___ 6. The term paper he wrote was rather short but very impressive.
- ___ 7. She suggested taking the plane this evening or that we go by train tomorrow.
- ___ 8. The dean or the assistant dean will inform you of when and where you should apply for your diploma.
- ___ 9. There are papers to file, reports to type, and those letters should be answered.
- ___ 10. The manager needed a quick but thorough response.

SKILL 25: USE PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS

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

I know *both* where you went *and* what you did.

Either Mark *or* Sue has the book.

The tickets are *neither* in my pocket *nor* in my purse.

He is *not only* an excellent student *but also* an outstanding athlete.

The following is not parallel and must be corrected:

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

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

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

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

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

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

I want *both* this book *or** that one.

Either Sam *nor** Sue is taking the course.

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

PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS			
<i>both</i> <i>either</i> <i>neither</i> <i>not only</i>	(same structure)	<i>and</i> <i>or</i> <i>nor</i> <i>but also</i>	(same structure)

EXERCISE 25: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. According to the syllabus, you can (either) write a paper (or) you can take an exam.
- C 2. It would be (both) noticed (and) appreciated if you could finish the work before you leave.
- ___ 3. She would like neither to see a movie or to go bowling.
- ___ 4. Either the manager or her assistant can help you with your refund.
- ___ 5. She wants not only to take a trip to Europe but she also would like to travel to Asia.
- ___ 6. He could correct neither what you said nor you wrote.
- ___ 7. Both the tailor or the laundress could fix the damage to the dress.
- ___ 8. He not only called the police department but also called the fire department.

SKILL 26: USE PARALLEL STRUCTURE WITH COMPARISONS

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

My school is farther *than* your school.

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

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

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

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

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

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

PARALLEL STRUCTURE WITH COMPARISONS		
(same structure)	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <i>more ... than</i> <i>-er ... than</i> <i>less ... than</i> <i>as ... as</i> <i>the same ... as</i> <i>similar ... to</i> </div>	(same structure)

EXERCISE 26: Each of the following sentences contains words or groups of words that should be parallel. Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if each sentence is correct (C) or incorrect (I).

- C 1. His research for the thesis was more useful than hers.
- I 2. Dining in a restaurant is more fun than to eat at home.
- ___ 3. I want a new secretary who is as efficient as the previous one.
- ___ 4. What you do today should be the same as did yesterday.
- ___ 5. This lesson is more difficult than we had before.
- ___ 6. You have less homework than they do.

EXERCISE (Skills 24–26): Circle the word or words that indicate that the sentence should have parallel parts. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 1. After retirement he plans on traveling to exotic locations, dine in the finest restaurants, and playing a lot of golf.
- ___ 2. She was both surprised by and pleased with the seminar.
- ___ 3. What came after the break was even more boring than had come before.
- ___ 4. He would find the missing keys neither under the bed or behind the sofa.
- ___ 5. Depending on the perspective of the viewer, the film was considered laudable, mediocrity, or horrendous.
- ___ 6. He exercised not only in the morning, but he also exercised every afternoon.
- ___ 7. Working four days per week is much more relaxing than working five days per week.
- ___ 8. Sam is always good-natured, generous, and helps you.
- ___ 9. Either you have to finish the project, or the contract will be canceled.
- ___ 10. The courses that you are required to take are more important than the courses that you choose.

TOEFL EXERCISE (Skills 24–26): Choose the letter of the word or group of words that best completes the sentence.

1. Truman Capote's *In Cold Blood* is neither journalistically accurate _____.
 - (A) a piece of fiction
 - (B) nor a fictitious work
 - (C) or written in a fictitious way
 - (D) nor completely fictitious
2. Vitamin C is necessary for the prevention and _____ of scurvy.
 - (A) it cures
 - (B) cures
 - (C) cure
 - (D) for curing
3. A baby's development is influenced by both heredity and _____.
 - (A) by environmental factors
 - (B) environmentally
 - (C) the influence of the environment
 - (D) environment
4. Because bone loss occurs earlier in women than _____, the effects of osteoporosis are more apparent in women.
 - (A) men do
 - (B) in men
 - (C) as men
 - (D) similar to men

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

- _____ 5. Fire extinguishers can contain liquefied gas, dry chemicals, or watery.
A B C D
- _____ 6. The U.S. Congress consists of both the Senate as well as the House of Representatives.
A B C D
- _____ 7. The prison population in this state, now at an all time high, is higher than any state.
A B C D
- _____ 8. A well-composed baroque opera achieves a delicate balance by focusing alternately on the aural, visual, emotional, and philosophy elements.
A B C D
- _____ 9. Manufacturers may use food additives for preserving, to color, to flavor, or to fortify foods.
A B C D
- _____ 10. A bankruptcy may be either voluntary nor involuntary.
A B C D

3. Comparison and Superlative

Sentences with incorrect comparatives and superlatives can appear on the TOEFL test. It is therefore important for you to know how to do the following: (1) form the comparative and superlative correctly; (2) use the comparative and superlative correctly; and (3) use the irregular *-er*, *-er* structure that has been appearing frequently on the TOEFL test.

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

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

Bob is *taller than* Ron.

Sally is *more beautiful than* Sharon.

Bob is *the tallest man in* the room.

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

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

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

EXERCISE 27: Each of the following sentences contains a comparative or superlative. Circle the comparative or superlative. Then indicate if the sentences are correct (C) or incorrect (I).

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

4. Forms of the Verb

It is common in written expression questions on the TOEFL test for the verbs to be formed incorrectly. Therefore, you should check the form of the verb carefully. You should be familiar with the following verb forms: the base form, the present tense, the present participle, the past, and the past participle. The following are examples of each of these verb forms as they are used in this text:

BASE FORM	PRESENT	PRESENT PARTICIPLE	PAST	PAST PARTICIPLE
walk	walk(s)	walking	walked	walked
hear	hear(s)	hearing	heard	heard
cook	cook(s)	cooking	cooked	cooked
sing	sing(s)	singing	sang	sung
come	come(s)	coming	came	come
begin	begin(s)	beginning	began	begun

You should be particularly aware of the following three problematic situations with verbs because they are the most common and the easiest to correct: (1) check what comes after *have*; (2) check what comes after *be*; and (3) check what comes after *will*, *would*, and other modals.

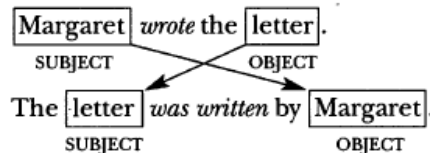
EXERCISE 31: Each of the following sentences contains a verb formed with *be*. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. At 12:00 Sam is eat his lunch.
- C 2. We are meeting them later today.
- ___ 3. The message was took by the receptionist.
- ___ 4. Being heard was extremely important to him.
- ___ 5. The Smiths are build their house on some property that they own in the desert.
- ___ 6. It had been noticed that some staff members were late.
- ___ 7. The report should have been submit by noon.
- ___ 8. Are the two companies merge into one?
- ___ 9. He could be taking four courses this semester.
- ___ 10. The score information has been duplicates on the back-up disk.

5. Passive

Sentences in which the error is an incorrect passive are common in written expression questions on the TOEFL test. You therefore need to be able to recognize the correct form of the passive and to be able to determine when a passive verb rather than an active verb is needed in a sentence.

The difference between an active and a passive verb is that the subject in an active sentence *does* the action of the verb, and the subject in a passive sentence *receives* the action of the verb. To convert a sentence from active to passive, two changes must be made. (1) The subject of the active sentence becomes the object of the passive sentence, while the object of the active sentence becomes the subject of the passive sentence. (2) The verb in the passive sentence is formed by putting the helping verb *be* in the same form as the verb in the active sentence and then adding the past participle of this verb.



The first example is an active sentence. To convert this active sentence to a passive sentence, you must first make the subject of the active sentence, *Margaret*, the object of the passive sentence with *by*. The object of the active sentence, *letter*, becomes the subject of the passive sentence. Next, the passive verb can be formed. Because *wrote* is in the past tense in the active sentence, the past tense of *be* (*was*) is used in the passive sentence. Then the verb *wrote* in the active sentence is changed to the past participle *written* in the passive sentence.

It should be noted that in a passive sentence, *by + object* does not need to be included to have a complete sentence. The following are both examples of correct sentences.

The letter was written yesterday *by Margaret*.
The letter was written yesterday.

EXERCISE 37: Each of the following sentences has a passive meaning. Underline twice the verbs that should be passive. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. The boy had never be stung by a bee.
- C 2. The suits were hung in the closet when they were returned from the cleaners.
- ___ 3. Money is lending by the credit union to those who want to buy homes.
- ___ 4. The record had been chose by dancers near the jukebox.
- ___ 5. The topic for your research paper should have been approved by your advisor.
- ___ 6. That song has been playing over and over again by Steve.

TOEFL EXERCISE (Skills 37–38): Choose the letter of the word or group of words that best completes the sentence.

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

6. Articles

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

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

ARTICLES	COUNTABLE SINGULAR NOUNS	COUNTABLE PLURAL NOUNS	UNCOUNTABLE NOUNS
INDEFINITE (General)	<i>a</i> dollar <i>an</i> apple	_____ dollars _____ apples	_____ money _____ juice
DEFINITE (Specific)	<i>the</i> dollar <i>the</i> apple	<i>the</i> dollars <i>the</i> apples	<i>the</i> money <i>the</i> juice

EXERCISE 53: Each of the following sentences contains *a* or *an*. Circle each *a* or *an*. Underline the beginning of the word that directly follows. Pronounce the word. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. The dishwasher quit his job because he was making only four dollars (a) hour.
- C 2. It was (an) unexpected disappointment to receive (a) rejection letter from the university.
- _____ 3. It is raining, so you should bring a umbrella.
- _____ 4. He bought a half gallon of milk and a box of a hundred envelopes.
- _____ 5. An objection was raised because it was such a unacceptable idea.

27. The English horn is an alto oboe with a pitch one fifth lower as that of the soprano oboe.
A B C D
28. In the Milky Way galaxy, the most recent observed supernova appeared in 1604.
A B C D
29. Although the name suggests otherwise, the ship known as *Old Ironsides* was built of oak and cedar rather than it was built of iron.
A B C D
30. Never in the history of humanity there have been more people living on this relatively small planet.
A B C D
31. Because of the mobile of Americans today, it is difficult for them to put down real roots.
A B C D
32. For five years after the Civil War, Robert E. Lee served to president of Washington College, which later was called Washington and Lee.
A B C D
33. Doctors successfully used hypnosis during World War II to treat fatigue battle.
A B C D
34. The lobster, like many crustaceans, can cast off a damaging appendage and regenerate a new appendage to nearly normal size.
A B C D
35. The main cause of the oceans' tides is the gravitation pull of the Moon.
A B C D
36. The curricula of American public schools are set in individual states; they do not determine by the federal government.
A B C D
37. The fact that the sophisticated technology has become part of revolution in travel delivery systems has not made travel schedules less hectic.
A B C D

38. Balanchine's plotless ballets, such *Jewels* and *The Four Temperaments*, present dance purely as a celebration of the movement of the human body.
39. In a solar battery, a photosensitive semiconducting substance such as silicon crystal is the source of electrician.
40. In early days hydrochloric acid was done by heating a mixture of sodium chloride with iron sulfate.

3. Comparatives and Superlatives

SKILL 27: FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

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

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

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

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

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

EXERCISE 27: Each of the following sentences contains a comparative or superlative. Circle the comparative or superlative. Then indicate if the sentences are correct (C) or incorrect (I).

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

SKILL 28: USE COMPARATIVES AND SUPERLATIVES CORRECTLY

The history class is larger than the math class.
Mary is more intelligent than Sue.

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

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

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

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

EXERCISE 28: Each of the following sentences contains a comparative or superlative. Circle the comparative or superlative. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. Harvard is probably the most prestigious university in the United States.
- I 2. Rhonda is more hard working of the class.
- ___ 3. The engineers hired this year have more experience than those hired last year.
- ___ 4. The graduate assistant informed us that the first exam is the most difficult of the two.
- ___ 5. He bought the more powerful stereo speakers that he could find.
- ___ 6. The afternoon seminar was much more interesting than the morning lecture.

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

An irregular comparative structure that has been appearing frequently on the TOEFL test consists of two parallel comparatives introduced by *the*.

The harder he tried, *the further* he fell behind.

The older the children are, *the more* their parents expect from them.

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

THE -ER, -ER STRUCTURE							
THE	<table border="1"><tr><td>-er more</td></tr></table>	-er more	(same structure),	THE	<table border="1"><tr><td>-er more</td></tr></table>	-er more	(same structure)
-er more							
-er more							
This type of sentence <i>may</i> or <i>may not</i> include a verb.							

EXERCISE 29: Each of the following sentences contains the irregular *-er, -er* structure. Circle the two comparisons with *the*. Underline the parts that should be parallel. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. The hotter the food is, harder it is to eat.
- C 2. The warmer the weather, the greater the attendance at the outdoor concert.
- ___ 3. The more you say, the worst the situation will be.
- ___ 4. The more time they have to play, the happier the children are.
- ___ 5. The thicker the walls, the noise that comes through is less.
- ___ 6. If you run faster, the earlier you'll arrive.

EXERCISE (Skills 27–29): Circle the comparatives and superlatives in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- _____ 1. The coffee is more stronger today than it was yesterday.
- _____ 2. The tree that was struck by lightning had been the tallest of the two trees we had in the yard.
- _____ 3. He will buy the most fuel-efficient car that he can afford.
- _____ 4. The closest it gets to summer, the longer the days are.
- _____ 5. The business department is bigger of the departments in the university.
- _____ 6. I really do not want to live in the Southeast because it is one of the most hot areas in the United States.
- _____ 7. It is preferable to use the most efficient and most effective method that you can.
- _____ 8. Tonight's dinner was more filling than last night's.
- _____ 9. The sooner the exam is scheduled, the less time you have to prepare.
- _____ 10. The house is now the cleanest that it has ever been.

TOEFL EXERCISE (Skills 27–29): Choose the letter of the word or group of words that best completes the sentence.

- 1. The speed of light is _____ the speed of sound.
 - (A) faster
 - (B) much faster than
 - (C) the fastest
 - (D) as fast
- 2. The use of detail is _____ method of developing a controlling idea, and almost all students employ this method.
 - (A) more common
 - (B) common
 - (C) most common
 - (D) the most common
- 3. _____ in Stevenson's landscapes, the more vitality and character the paintings seem to possess.
 - (A) The brushwork is loose
 - (B) The looser brushwork
 - (C) The loose brushwork is
 - (D) The looser the brushwork is

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

- _____ 4. Certain types of snakes have been known to survive fasts more as a year long.
A B C D
- _____ 5. The grizzly bear, which can grow up to eight feet tall, has been called a more dangerous animal of North America.
A B C D

- _____ 3. Having finished the term paper, he began studying for the exam.
- _____ 4. The secretary has broke her typewriter.
- _____ 5. The installer should have completes the task more quickly.
- _____ 6. He has often become angry during meetings.
- _____ 7. She has rarely rode her horse in the park.
- _____ 8. Having saw the film, he was quite disappointed.

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

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

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

EXERCISE 31: Each of the following sentences contains a verb formed with *be*. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- _____ 3. The message was took by the receptionist.
- _____ 4. Being heard was extremely important to him.
- _____ 5. The Smiths are build their house on some property that they own in the desert.
- _____ 6. It had been noticed that some staff members were late.
- _____ 7. The report should have been submit by noon.
- _____ 8. Are the two companies merge into one?

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

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

The boat <i>will leaving*</i> at 3:00.	(should be <i>will leave</i>)
The doctor <i>may arrives*</i> soon.	(should be <i>may arrive</i>)
The students <i>must taken*</i> the exam.	(should be <i>must take</i>)

EXERCISE 32: Each of the following sentences contains a verb formed with a modal. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 3. Should everyone arrive by 8:00?
- ___ 4. The method for organizing files can be improved.
- ___ 5. The machine may clicks off if it is overused.
- ___ 6. Every morning the plants must be watered.
- ___ 7. The houses with ocean views could sell for considerably more.
- ___ 8. Would anyone liked to see that movie?

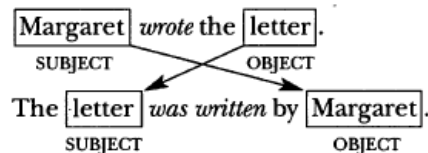
EXERCISE (Skills 30–32): Underline the verbs twice in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 1. I have gave you all the money that I have.
- ___ 2. The articles were put in the newspaper before he was able to stop production.
- ___ 3. All the tickets for the concert might already be sold.
- ___ 4. He was so thirsty that he drunk several large glasses of water.
- ___ 5. The deposit will has to be paid before the apartment can be rented.
- ___ 6. He objects to being held without bail.
- ___ 7. Having completed the first chapter of the manuscript, she decided to take a break.
- ___ 8. If Steve had really wanted to pass his exam, he would has studied much more.
- ___ 9. He thought that he should have be invited to attend the conference.
- ___ 10. Before the speaker finished, many guests had rose from their seats and started for the door.

5. Passive Voice

THE FORM OF THE PASSIVE	
BE	+ past participle (BY + object)

The difference between an active and a passive verb is that the subject in an active sentence *does* the action of the verb, and the subject in a passive sentence *receives* the action of the verb. To convert a sentence from active to passive, two changes must be made. (1) The subject of the active sentence becomes the object of the passive sentence, while the object of the active sentence becomes the subject of the passive sentence. (2) The verb in the passive sentence is formed by putting the helping verb *be* in the same form as the verb in the active sentence and then adding the past participle of this verb.



The first example is an active sentence. To convert this active sentence to a passive sentence, you must first make the subject of the active sentence, *Margaret*, the object of the passive sentence with *by*. The object of the active sentence, *letter*, becomes the subject of the passive sentence. Next, the passive verb can be formed. Because *wrote* is in the past tense in the active sentence, the past tense of *be* (*was*) is used in the passive sentence. Then the verb *wrote* in the active sentence is changed to the past participle *written* in the passive sentence.

It should be noted that in a passive sentence, *by + object* does not need to be included to have a complete sentence. The following are both examples of correct sentences.

The letter was written yesterday *by Margaret*.
 The letter was written yesterday.

Notice that these passive sentences are correct if *by Margaret* is included (as in the first example) or if *by Margaret* is omitted (as in the second example).

EXERCISE 37: Each of the following sentences has a passive meaning. Underline twice the verbs that should be passive. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 3. Money is lending by the credit union to those who want to buy homes.
- ___ 4. The record had been chose by dancers near the jukebox.
- ___ 5. The topic for your research paper should have been approved by your advisor.

EXERCISE 38: Each of the following sentences contains at least one active verb; however, some of the verbs should be passive. Underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 6. The vacation to Europe will plan carefully before the scheduled departure date.
- ___ 7. The coffee turned bitter when it left on the stove for so long.
- ___ 8. The soccer game won in the closing minutes.
- ___ 9. The clothes made to rival the latest fashions of the season.
- ___ 10. When the roads are icy, the buses do not drive.

EXERCISE (Skills 37–38): Underline the verbs twice in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 1. After the old radiator had be replaced, the travelers continued their cross-country trip.
- ___ 2. During the lightning storm, he struck in the head by a falling tree.
- ___ 3. While I am on vacation, the pets should be feeds every morning and evening.
- ___ 4. A book being written now by a team of writers will be published in the fall.
- ___ 5. I found out that the real estate agent had already been leased the condominium.
- ___ 6. The house that Mrs. Martin has always wanted to buy has just placed on the market.
- ___ 7. The foundation should have been finishing by the construction workers before they left the construction site.
- ___ 8. We must leave that money in the checking account because the bills pay on the first of the month.
- ___ 9. The horses can't be taken out now because they have been rode for the past few hours.
- ___ 10. It is being announced by a presidential aide that a lawyer from Virginia has been named attorney general.

6. Nouns

The same types of problems with nouns appear often in written expression questions on the TOEFL test. You should be familiar with these problems so that you will recognize them easily. You should be able to do the following: (1) use the correct singular or plural noun, (2) distinguish countable and uncountable nouns, (3) recognize irregular singular and plural nouns, and (4) distinguish the person from the thing.

In written expression questions on the TOEFL test, you should watch very carefully for key words, such as *each*, *every*, *a*, *one*, and *single*, that indicate that a noun should be singular. You should also watch carefully for such key words as *many*, *several*, *both*, *various*, and *two* (or any other number except *one*) that indicate that a noun should be plural.

KEY WORDS FOR SINGULAR AND PLURAL NOUNS					
For Singular Nouns	<i>each</i>	<i>every</i>	<i>single</i>	<i>one</i>	<i>a</i>
For Plural Nouns	<i>both</i>	<i>two</i>	<i>many</i>	<i>several</i>	<i>various</i>

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

He has seen *much** foreign *films*.
 He didn't have *many** *fun* at the movies.

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

KEY WORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS				
For Countable Nouns	<i>many</i>	<i>number</i>	<i>few</i>	<i>fewer</i>
For Uncountable Nouns	<i>much</i>	<i>amount</i>	<i>little</i>	<i>less</i>

Many nouns in English have irregular plurals, and these irregular forms can cause confusion in written expression questions on the TOEFL test. The irregular forms that are the most problematic are plural forms that do not end in *s*.

Different *criteria* was* used to evaluate the performers.

IRREGULAR PLURALS			
Vowel change	<i>man / men</i> <i>woman / women</i>	<i>foot / feet</i> <i>tooth / teeth</i>	<i>goose / geese</i> <i>mouse / mice</i>
Add -EN	<i>child / children</i>	<i>ox / oxen</i>	
Same as singular	<i>deer / deer</i> <i>fish / fish</i>	<i>salmon / salmon</i> <i>sheep / sheep</i>	<i>trout / trout</i>
-IS → -ES	<i>analysis / analyses</i> <i>axis / axes</i> <i>crisis / crises</i>	<i>diagnosis / diagnoses</i> <i>hypothesis / hypotheses</i> <i>parenthesis / parentheses</i>	<i>synthesis / syntheses</i> <i>thesis / theses</i>
Ends in -A	<i>bacterium / bacteria</i> <i>curriculum / curricula</i>	<i>datum / data</i> <i>phenomenon / phenomena</i>	<i>criterion / criteria</i>
-US → -I	<i>alumnus / alumni</i> <i>bacillus / bacilli</i> <i>cactus / cacti</i>	<i>fungus / fungi</i> <i>nucleus / nuclei</i> <i>radius / radii</i>	<i>stimulus / stimuli</i> <i>syllabus / syllabi</i>

EXERCISE (Skills 39–42): Study the nouns in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- _____ 1. The professor does not give many exam in chemistry class, but the ones she gives are difficult.
- _____ 2. His thesis includes an analyses of the hypotheses.
- _____ 3. It was his dream to be a musical in the New York Philharmonic.
- _____ 4. For the reception, the caterers prepared a large amount of food to serve a large number of people.
- _____ 5. Many job opportunities exist in the field of nurse if you will accept a low-paying position.
- _____ 6. For each business trip you make, you can choose from many different airlines.
- _____ 7. The stimulus for his career change is his acknowledgment that he is in a dead-end job.
- _____ 8. She wants to undergo a series of treatments, but she thinks it costs a little too much money.
- _____ 9. The television producer that was shown last night on the CBS network from 9:00 to 11:00 was one of the best shows of the season.
- _____ 10. Various sight-seeing excursion were available from the tourist agency.

7. Pronouns

Pronouns are words, such as *he*, *she*, or *it*, that take the place of nouns. When you see a pronoun in written expression questions on the TOEFL test, you need to check that it serves the correct function in the sentence (as a subject or object, for example) and that it agrees with the noun it is replacing. The following pronoun problems are the most common on the TOEFL test: (1) distinguishing subject and object pronouns, (2) distinguishing possessive pronouns and possessive adjectives, and (3) checking pronoun reference for agreement.

Subject and object pronouns can be confused on the TOEFL test, so you should be able to recognize these two types of pronouns:

SUBJECT	OBJECT
<i>I</i>	<i>me</i>
<i>you</i>	<i>you</i>
<i>he</i>	<i>him</i>
<i>she</i>	<i>her</i>
<i>it</i>	<i>it</i>
<i>we</i>	<i>us</i>
<i>they</i>	<i>them</i>

*Him** and the girl are going shopping.
The gift was intended for you and *I**.

In the first example, the object pronoun *him* is incorrect because this pronoun serves as the subject of the sentence. The object pronoun *him* should be changed to the subject pronoun *he*. It can be difficult to recognize that *him* is the subject because the verb *are* has a double subject, *him* and *girl*. In the second example, the subject pronoun *I* is incorrect because this pronoun serves as the object of the preposition *for*. The subject pronoun *I* should be changed to the object pronoun *me*. It can be difficult to recognize that *I* is the object of the preposition *for* because the preposition *for* has two objects: the correct object *you* and the incorrect object *I*.

Possessive adjectives and pronouns both show who or what “owns” a noun. However, possessive adjectives and possessive pronouns do not have the same function, and these two kinds of possessives can be confused on the TOEFL test. A possessive adjective describes a noun: it must be accompanied by a noun. A possessive pronoun takes the place of a noun: it cannot be accompanied by a noun.

They lent me *their* book.
ADJECTIVE

They lent me *theirs*.
PRONOUN

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

The boys will cause trouble if you let *him**.
Everyone must give *their** name.

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

EXERCISE (Skills 43–45): Circle the pronouns and possessives in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 1. Helicopters are being used more and more in emergency situations because of its ability to reach out-of-the-way places.
- ___ 2. The worker was fired by the chemical company because his refused to work with certain dangerous chemicals.
- ___ 3. If you have car trouble while driving on the freeway, you should pull your car over to the side of the freeway and wait for help.
- ___ 4. The administration will not install the new security system because they cost so much.
- ___ 5. Some parents prefer to send their children to private schools because they believe the children will be better educated.
- ___ 6. The air traffic controller was not blamed for the accident because he had strictly followed the correct procedures.
- ___ 7. The new student has been assigned to work on the project with you and I.
- ___ 8. Many different kinds of aspirin are on the market, but theirs effectiveness seems to be equal.
- ___ 9. You must bring a tent and a sleeping bag for your trip to the Sierras.
- ___ 10. Each of the team members had their new uniform.

TOEFL EXERCISE (Skills 43–45): Choose the letter of the underlined word or group of words that is not correct.

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

8. Adjectives and Adverbs

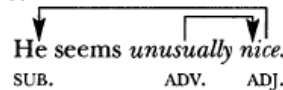
Often adverbs are formed by adding *-ly* to adjectives, and these *-ly* adverbs are very easy to recognize. The following examples show adverbs that are formed by adding *-ly* to adjectives:

ADJECTIVE	ADVERB
<i>recent</i>	<i>recently</i>
<i>public</i>	<i>publicly</i>
<i>evident</i>	<i>evidently</i>

However, there are many adverbs in English that do not end in *-ly*. These adverbs can be recognized from their meanings. They can describe *when* something happens (*often, soon, later*), *how* something happens (*fast, hard, well*), or *where* something happens (*here, there, nowhere*).

BASIC USE OF ADJECTIVES AND ADVERBS	
ADJECTIVES	Adjectives describe <i>nouns</i> or <i>pronouns</i> .
ADVERBS	Adverbs describe <i>verbs, adjectives, or other adverbs</i> .

You should be sure to use an adjective rather than an adverb after a linking verb. Be careful, however, because the adjective that goes with the linking verb does not always directly follow the linking verb.



In this example, the adjective *nice*, which describes the subject *he*, is itself described by the adverb *unusually*. From this example, you should notice that it is possible to have an adverb directly after a linking verb, but only if the adverb describes an adjective that follows.

ADJECTIVES AND ADVERBS AFTER VERBS										
(subject) + (regular verb) + (adverb)										
A regular verb is followed by an adverb. The adverb describes the verb.										
(subject) + (linking verb) + (adjective)										
A linking verb is followed by an adjective. The adjective describes the subject.										
(subject) + (linking verb) + (adverb) + (adjective)										
It is possible that a linking verb is followed by an adverb and an adjective. The adverb describes the adjective, and the adjective describes the subject.										
LINKING VERBS:	<table style="width: 100%; border: none;"> <tr> <td><i>appear</i></td> <td><i>feel</i></td> <td><i>seem</i></td> </tr> <tr> <td><i>be</i></td> <td><i>look</i></td> <td><i>smell</i></td> </tr> <tr> <td><i>become</i></td> <td><i>prove</i></td> <td><i>taste</i></td> </tr> </table>	<i>appear</i>	<i>feel</i>	<i>seem</i>	<i>be</i>	<i>look</i>	<i>smell</i>	<i>become</i>	<i>prove</i>	<i>taste</i>
<i>appear</i>	<i>feel</i>	<i>seem</i>								
<i>be</i>	<i>look</i>	<i>smell</i>								
<i>become</i>	<i>prove</i>	<i>taste</i>								

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

The manager turned in his *weekly* report.
┌───┐
└───┘
ADJ. NOUN

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

TOEFL EXERCISE (Skills 46–48): Choose the letter of the underlined word or group of words that is not correct.

- _____ 1. Modern art is on display at the Guggenheim Museum, a building with an unusually design.
A B C D

- _____ 2. By the beginning of the 1980s fifteen states had adopted already no-fault insurance laws.
A B C D

- _____ 3. Heart attacks are fatally in 75 percent of occurrences.
A B C D

- _____ 4. In spite of a tremendous amount of electronic gadgetry, air traffic control still depends heavy on people.
A B C D

- _____ 5. Only recently have Gooden's industrially designers and engineers been able to optimize Watertred's unusual tread patterns for mass production.
A B C D

- _____ 6. A baboon's arms appear as lengthily as its legs.
A B C D

- _____ 7. A serious problem is how to communicate reliable with a submerged submarine.
A B C D

- _____ 8. Americans are destroying rapidly wetlands, faster than an acre every two minutes.
A B C D

- _____ 9. The central banking system of the United States consists of twelve banks district.
A B C D

- _____ 10. Telegraph service across the Atlantic was successful established in 1866.
A B C D

9. Articles

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

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

ARTICLES	COUNTABLE SINGULAR NOUNS	COUNTABLE PLURAL NOUNS	UNCOUNTABLE NOUNS
INDEFINITE (General)	<i>a</i> dollar <i>an</i> apple	_____ dollars _____ apples	_____ money _____ juice
DEFINITE (Specific)	<i>the</i> dollar <i>the</i> apple	<i>the</i> dollars <i>the</i> apples	<i>the</i> money <i>the</i> juice

ARTICLES WITH SINGULAR NOUNS

A singular noun **must** have an article (*a, an, the*) or some other determiner such as *my* or *each*. (A plural noun or an uncountable noun **may** or **may not** have an article.)

A AND AN

A

A is used in front of a singular noun with a *consonant* sound.

AN

An is used in front of a singular noun with a *vowel* sound.

Be careful of nouns beginning with *H* or *U*. They may have a vowel or a consonant sound.

AGREEMENT OF ARTICLES WITH NOUNS

You should never use *a* or *an* with a plural noun.

SPECIFIC AND GENERAL IDEAS

ARTICLE	MEANING	USES
A OR AN	general idea	Use when there are <i>many</i> , and you do not <i>know</i> which one it is. Use when there are <i>many</i> , and you do not <i>care</i> which one it is.
THE	specific idea	Use when it is <i>the only one</i> . Use when there are <i>many</i> , and you <i>know</i> which one it is.

EXERCISE (Skills 52–55): Circle the articles in the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 1. He took a money from his wallet to pay for sweater.
- ___ 2. The notebook that he left had an important assignment in it.
- ___ 3. Because of previous disagreements, they are trying to arrive at an understanding.
- ___ 4. The appearance of room could be improved by adding a green plants.
- ___ 5. The Senate passed law banning smoking in public workplaces.
- ___ 6. Each chemistry student should bring laboratory manual to a next class.
- ___ 7. She admitted that she made mistake but said that she had made a honest effort.
- ___ 8. His absence from the board meeting was a strong indications of his desire to leave the company.
- ___ 9. The car needed gas, so the driver stopped at a service station.
- ___ 10. Anyone taking group tour to the Hawaiian Islands must pay fee before a first of the month.

TOEFL EXERCISE (Skills 52–55): Choose the letter of the underlined word or group of words that is not correct.

- ___ 1. On a trip down to the bottom of the Grand Canyon, the equipment will in all probability be carried by a burros.
A B C D
- ___ 2. Ford designed the first large-scale assembly line at plant in Highland Park, Michigan.
A B C D
- ___ 3. In the human body, blood flows from a heart through the arteries, and it returns through the veins.
A B C D
- ___ 4. The scholarship that Wilson received to study history at Cambridge presented an unique opportunity.
A B C D
- ___ 5. Observations from Earth indicate that at the solar surface, the outward magnetic field is a strongest at the polar regions.
A B C D