

SECTION TWO

STRUCTURE AND
WRITTEN
EXPRESSION

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DIAGNOSTIC PRE-TEST

SECTION 2 STRUCTURE AND WRITTEN EXPRESSION

Time—25 minutes
(including the reading of the directions)
Now set your clock for 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: These questions 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.

Look at the following examples.

Example I

The president _____ the election by a landslide.

- (A) won
- (B) he won
- (C) yesterday
- (D) fortunately

Sample Answer

(B) (C) (D)

The sentence should read, "The president won the election by a landslide." Therefore, you should choose answer (A).

Example II

When _____ the conference?

- (A) the doctor attended
- (B) did the doctor attend
- (C) the doctor will attend
- (D) the doctor's attendance

Sample Answer

(A) (B) (C) (D)

The sentence should read, "When did the doctor attend the conference?" Therefore, you should choose answer (B).

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1. The North Pole _____ a latitude of 90 degrees north.
- (A) has
(B) is having
(C) which is having
(D) it has
2. _____ greyhound, can achieve speeds up to thirty-six miles per hour.
- (A) The
(B) The fastest
(C) The fastest dog
(D) The fastest dog, the
3. The *Mayflower* was bound for Virginia, but a hurricane _____ off course.
- (A) blew it
(B) to blow it
(C) it blew
(D) blowing it
4. The greenhouse effect occurs _____ heat radiating from the Sun.
- (A) when does the Earth's atmosphere trap
(B) does the Earth's atmosphere trap
(C) when the Earth's atmosphere traps
(D) the Earth's atmosphere traps
5. The Rose Bowl, _____ place on New Year's Day, is the oldest postseason collegiate football game in the United States.
- (A) takes
(B) which takes
(C) it takes
(D) took
6. Experiments _____ represent a giant step into the medicine of the future.
- (A) using gene therapy
(B) use gene therapy
(C) they use
(D) gene therapy uses
7. _____ off the Hawaiian coastline are living, others are dead.
- (A) Coral reefs
(B) Some types of coral reefs
(C) There are many types of coral reefs
(D) While some types of coral reefs
8. People who reverse the letters of words _____ to read suffer from dyslexia.
- (A) if they tried
(B) when trying
(C) when tried
(D) if he tries
9. Featured at the Henry Ford Museum _____ of antique cars dating from 1865.
- (A) an exhibit is
(B) an exhibit
(C) is an exhibit
(D) which is an exhibit
10. Rubber _____ from vulcanized silicones with a high molecular weight is difficult to distinguish from natural rubber.
- (A) is produced
(B) producing
(C) that produces
(D) produced
11. _____ in scope, romanticism was a reaction against neoclassical principles.
- (A) Mainly literary
(B) It was mainly literary
(C) The main literature was
(D) The literature was mainly
12. The Central Intelligence Agency (CIA) _____ came about as a result of the National Security Act of 1947.
- (A) what
(B) it was
(C) was what
(D) it was what

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13. Oil shale is a soft, fine-grained sedimentary rock _____ oil and natural gas are obtained.

- (A) from
- (B) is from
- (C) is which
- (D) from which

14. _____ appears considerably larger at the horizon than it does overhead is merely an optical illusion.

- (A) The Moon
- (B) That the Moon
- (C) When the Moon
- (D) The Moon which

15. According to the World Health Organization, _____ there to be an outbreak of any of the six most dangerous diseases, this could be cause for quarantine.

- (A) were
- (B) they were
- (C) there were
- (D) were they

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Written Expression

Directions: In these questions, 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.

Look at the following examples.

Example I

The four string on a violin are tuned
A B C D
in fifths.

Sample Answer

(A) ● (C) (D)

The sentence should read, "The four strings on a violin are tuned in fifths." Therefore, you should choose answer (B).

Example II

The research for the book *Roots* taking
A B C
Alex Haley twelve years.
D

Sample Answer

(A) (B) ● (D)

The sentence should read, "The research for the book *Roots* took Alex Haley twelve years." Therefore, you should choose answer (C).

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16. Segregation in public schools was declare unconstitutional by the Supreme Court in 1954.
A B C D
17. Sirius, the Dog Star, is the most brightest star in the sky with an absolute magnitude about twenty-three times that of the Sun.
A B C D
18. Killer whales tend to wander in family clusters that hunt, play, and resting together.
A B C D
19. Some of the most useful resistor material are carbon, metals, and metallic alloys.
A B C D
20. The community of Bethesda, Maryland, was previous known as Darcy's Store.
A B C D
21. J. H. Pratt used group therapy early in the past century when he brought tuberculosis patients together to discuss its disease.
A B C D
22. Alloys of gold and copper have been widely using in various types of coins.
A B C D
23. The United States has import all carpet wools in recent years because domestic wools are too fine and soft for carpets.
A B C D
24. Banks are rushing to merge because consolidations enable them to slash theirs costs and expand.
A B C D
25. That water has a very high specific heat means that, without a large temperature change, water can add or lose a large number of heat.
A B C D
26. Benny Goodman was equally talented as both a jazz performer as well as a classical musician.
A B C D

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27. No longer satisfied with the emphasis of the Denishawn School, Martha Graham
is moving to the staff of the Eastman School in 1925.
A B C D
28. Irving Berlin wrote "Oh, How I Hate to Get Up in the Morning" while serving in a
U.S. Army during World War I.
A B C D
29. Shortly before the Allied invasion of Normandy, Ernest Hemingway has gone to
London as a war correspondent for *Collier's*.
A B C D
30. During the 1960s, the Berkeley campus of the University of California came to
national attention as a result its radical political activity.
A B C D
31. Because of the flourish with which John Hancock signed the Declaration of
Independence, his name become synonymous with *signature*.
A B C D
32. On the floor of the Pacific Ocean is hundreds of flat-topped mountains more than a
mile beneath sea level.
A B C D
33. William Hart was an act best known for his roles as western heros in silent films.
A B C D
34. Prior to an extermination program early in the last century, alive wolves roamed
across nearly all of North America.
A B C D
35. The state seal still used in Massachusetts designed by Paul Revere, who also
designed the first Continental currency.
A B C D
36. Artist Gutzon Borglum designed the Mount Rushmore Memorial and worked on
project from 1925 until his death in 1941.
A B C D

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37. It is proving less costly and more profitably for drugmakers to market directly to patients.
A B C D
38. Sapphires weighing as much as two pounds have on occasion mined.
A B C D
39. Like snakes, lizards can be found on all others continents except Antarctica.
A B C D
40. Banks, savings and loans, and finance companies have recently been doing home equity loans with greater frequency than ever before.
A B C D

This is the end of the Structure and Written Expression Pre-Test.



When you finish the test, you may do the following:

- Turn to the **Diagnostic Chart** on pages 553–555, and circle the numbers of the questions that you missed.
- Turn to **Scoring Information** on pages 549–550, and determine your TOEFL score.
- Turn to the **Progress Chart** on page 559, and add your score to the chart.

STRUCTURE AND WRITTEN EXPRESSION

The second section of the TOEFL test is the Structure and Written Expression section. This section consists of forty questions (some tests may be longer). You have twenty-five minutes to complete the forty questions in this section.

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

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

GENERAL STRATEGIES

1. **Be familiar with the directions.** The directions on every TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.
2. **Begin with questions 1 through 15.** Anticipate that questions 1 through 5 will be the easiest. Anticipate that questions 11 through 15 will be the most difficult. Do not spend too much time on questions 11 through 15. There will be easier questions that come later.
3. **Continue with questions 16 through 40.** Anticipate that questions 16 through 20 will be the easiest. Anticipate that questions 36 through 40 will be the most difficult. Do not spend too much time on questions 36 through 40.
4. **If you have time, return to questions 1 through 15.** You should spend extra time on questions 11 through 15 only after you spend all the time that you want on the easier questions.
5. **Never leave any answers blank on your answer sheet.** Even if you are not sure of the correct response, you should answer each question. There is no penalty for guessing.

THE STRUCTURE QUESTIONS

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

Example

_____ is taking a trip to New York.

- (A) They
- (B) When
- (C) The woman
- (D) Her

In this example, you should notice immediately that the sentence has a verb (*is taking*), and that the verb needs a subject. Answers (B) and (D) are incorrect because *when* and *her* are not subjects. In answer (A), *they* is a subject, but *they* is plural and the verb *is taking* is singular. The correct answer is answer (C); *the woman* is a singular subject. You should therefore choose answer (C).

STRATEGIES FOR THE STRUCTURE QUESTIONS

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

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

SENTENCES WITH ONE CLAUSE

Some sentences in English have just one subject and verb, and it is very important for you to find the subject and verb in these sentences. In some sentences it is easy to find the subject and verb. However, certain structures, such as objects of prepositions, appositives, and participles, can cause confusion in locating the subject and verb because each of these structures can look like a subject or verb. The object of the preposition can be mistaken for a subject.

Therefore, you should be able to do the following in sentences with one subject and verb: (1) be sure the sentence has a subject and a verb, (2) be careful of objects of prepositions and appositives when you are looking for the subject, and (3) be careful of present participles and past participles when you are looking for the verb.

SKILL I: BE SURE THE SENTENCE HAS A SUBJECT AND A VERB

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

Example I

_____ was backed up for miles on the freeway.

- (A) Yesterday
- (B) In the morning
- (C) Traffic
- (D) Cars

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

Example II

Engineers _____ for work on the new space program.

- (A) necessary
- (B) are needed
- (C) hopefully
- (D) next month

In this example you should notice immediately that the sentence has a subject (*engineers*), and that there is no verb. Because answer (B), *are needed*, is a verb, it is the best answer. Answers (A), (C), and (D) are not verbs, so they are not correct.

Example III

The boy _____ going to the movies with a friend.

- (A) he is
- (B) he always was
- (C) is relaxing
- (D) will be

This sentence has a subject (*boy*) and has part of a verb (*going*); to be correct, some form of the verb *be* is needed to make the sentence complete. Answers (A) and (B) are incorrect because the sentence already has a subject (*boy*) and does not need the extra subject *he*. Answer (C) is incorrect because *relaxing* is an extra verb part that is unnecessary because of *going*. Answer (D) is the best answer; *will be* together with *going* is a complete verb.

The following chart outlines what you should remember about subjects and verbs:

SUBJECTS AND VERBS
A sentence in English must have at least one <i>subject</i> and one <i>verb</i> .

EXERCISE 1: 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).

- I 1. Last week went fishing for trout at the nearby mountain lake.
- C 2. A schedule of the day's events can be obtained at the front desk.
- ___ 3. A job on the day shift or the night shift at the plant available.
- ___ 4. The new computer program has provides a variety of helpful applications.
- ___ 5. The box can be opened only with a special screwdriver.
- ___ 6. The assigned text for history class it contains more than twenty chapters.
- ___ 7. The papers in the wastebasket should be emptied into the trash can outside.
- ___ 8. Departure before dawn on a boat in the middle of the harbor.
- ___ 9. Yesterday found an interesting article on pollution.
- ___ 10. The new machine is processes 50 percent more than the previous machine.

SKILL 2: BE CAREFUL OF OBJECTS OF PREPOSITIONS

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

(After his *exams*) Tom will take a trip (by *boat*).

This sentence contains two objects of prepositions. *Exams* is the object of the preposition *after* and *boat* is the object of the preposition *by*.

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

Example

With his friend _____ found the movie theater.

(A) has
 (B) he
 (C) later
 (D) when

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

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

OBJECTS OF PREPOSITIONS

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

NOTE: A lengthy list of prepositions and practice in recognizing prepositions can be found in Appendix D at the back of the text. You may want to complete these exercises before continuing with Exercise 2.

EXERCISE 2: Each of the following sentences contains one or more prepositional phrases. Underline the subjects once and the verbs twice. Circle the prepositional phrases that come before the verb. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The interviews (by radio broadcasters) were carried live by the station.
- I 2. (In the last possible moment) (before takeoff) took his seat in the airplane.
- ___ 3. At the neighborhood flower shop, flowers in quantities of a dozen or a half dozen can be delivered for free.
- ___ 4. The progressive reading methods at this school are given credit for the improved test scores.
- ___ 5. For the last three years at various hospitals in the county has been practicing medicine.
- ___ 6. In the past a career in politics was not considered acceptable in some circles.
- ___ 7. Shopping in the downtown area of the city it has improved a lot in recent years.
- ___ 8. At the building site the carpenters with the most experience were given the most intricate work.

- ____ 9. For the fever and headache took two aspirin tablets.
- ____ 10. The report with complete documentation was delivered at the conference.

SKILL 3: BE CAREFUL OF APPOSITIVES

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

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

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

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

Example I

- ____ George, is attending the lecture.
- (A) Right now
 (B) Happily
 (C) Because of the time
 (D) My friend

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

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

Example II

- ____, Sarah rarely misses her basketball shots.
- (A) An excellent basketball player
 (B) An excellent basketball player is
 (C) Sarah is an excellent basketball player
 (D) Her excellent basketball play

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

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

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

EXERCISE 3: Each of the following sentences contains an appositive. Underline the subjects once and the verbs twice. Circle the appositive phrases. Then, indicate if the sentences are correct (C) or incorrect (I).

- C 1. The son of the previous owner, the new owner is undertaking some fairly broad changes in management policy.
- I 2. Last semester, a friend, graduated *cum laude* from the university.
- ___ 3. Valentine’s Day, February 14, is a special holiday for sweethearts.
- ___ 4. At long last, the chief executive officer, has decided to step down.
- ___ 5. Tonight’s supper, leftovers from last night, did not taste any better tonight than last night.
- ___ 6. The only entrance to the closet, the door was kept locked at all times.
- ___ 7. In the cold of winter, a wall heating unit, would not turn on.
- ___ 8. The new tile pattern, yellow flowers on a white background, really brightens up the room.
- ___ 9. The high-powered computer the most powerful machine of its type, was finally readied for use.
- ___ 10. A longtime friend and confidant, the psychologist was often invited over for Sunday dinner.

SKILL 4: BE CAREFUL OF PRESENT PARTICIPLES

A present participle is the *-ing* form of the verb (*talking, playing*). In the Structure section of the TOEFL test a present participle can cause confusion because it can be either a part of the verb or an adjective. It is part of the verb when it is preceded by some form of the verb *be*.

The man is talking to his friend.
VERB

In this sentence *talking* is part of the verb because it is accompanied by *is*.

A present participle is an adjective when it is not accompanied by some form of the verb *be*.

The man talking to his friend has a beard.

ADJECTIVE

In this sentence *talking* is an adjective and not part of the verb because it is not accompanied by some form of *be*. The verb in this sentence is *has*.

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

Example

The child _____ playing in the yard is my son.

- (A) now
- (B) is
- (C) he
- (D) was

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

The following chart outlines what you should remember about present participles:

PRESENT PARTICIPLES
<p>A present participle is the <i>-ing</i> form of the verb. The present participle can be (1) part of the verb or (2) an adjective. It is part of the verb when it is accompanied by some form of the verb <i>be</i>. It is an adjective when it is not accompanied by some form of the verb <i>be</i>.</p> <ol style="list-style-type: none"> 1. The boy is standing in the corner. 2. The boy standing in the corner was naughty.

EXERCISE 4: Each of the following sentences contains one or more present participles. Underline the subjects once and the verbs twice. Circle the present participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The companies (offering) the lowest prices will have the most customers.
ADJ.
- I 2. Those travelers are (completing) their trip on Delta should report to Gate Three.
VERB
3. The artisans were demonstrating various handicrafts at booths throughout the fair.
4. The fraternities are giving the wildest parties attract the most new pledges.
5. The first team winning four games is awarded the championship.

- _____ 6. The speaker was trying to make his point was often interrupted vociferously.
- _____ 7. The fruits were rotting because of the moisture in the crates carrying them to market.
- _____ 8. Any students desiring official transcripts should complete the appropriate form.
- _____ 9. The advertisements were announcing the half-day sale received a lot of attention.
- _____ 10. The spices flavoring the meal were quite distinctive.

SKILL 5: BE CAREFUL OF PAST PARTICIPLES

Past participles can cause confusion in the Structure section of the TOEFL test because a past participle can be either an adjective or a part of a verb. The past participle is the form of the verb that appears with *have* or *be*. It often ends in *-ed*, but there are also many irregular past participles in English. (See Appendix F for a list of irregular past participles.)

The family has purchased a television.

VERB

The poem was written by Paul.

VERB

In the first sentence the past participle *purchased* is part of the verb because it is accompanied by *has*. In the second sentence the past participle *written* is part of the verb because it is accompanied by *was*.

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

The television purchased yesterday was expensive.

ADJECTIVE

The poem written by Paul appeared in the magazine.

ADJECTIVE

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

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

Example

The packages _____ mailed at the post office will arrive Monday.

- (A) have
- (B) were
- (C) them
- (D) just

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

The following chart outlines what you should remember about past participles:

PAST PARTICIPLES
<p>A <i>past participle</i> often ends in <i>-ed</i>, but there are also many irregular past participles. For many verbs, including <i>-ed</i> verbs, the <i>simple past</i> and the <i>past participle</i> are the same and can be easily confused. The <i>-ed</i> form of the verb can be (1) the simple past, (2) the past participle of a verb, or (3) an adjective.</p> <ol style="list-style-type: none"> 1. She painted this picture. 2. She has painted this picture. 3. The picture painted by Karen is now in a museum.

EXERCISE 5: Each of the following sentences contains one or more past participles. Underline the subjects once and the verbs twice. Circle the past participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. The money was (offered) by the client was not (accepted).
VERB VERB
- C 2. The car (listed) in the advertisement had already (stalled).
ADJ. VERB
- ___ 3. The chapters were taught by the professor this morning will be on next week's exam.
- ___ 4. The loaves of bread were baked in a brick oven at a low temperature for many hours.
- ___ 5. The ports were reached by the sailors were under the control of a foreign nation.
- ___ 6. Those suspected in the string of robberies were arrested by the police.
- ___ 7. The pizza is served in this restaurant is the tastiest in the county.
- ___ 8. The courses are listed on the second page of the brochure have several prerequisites.
- ___ 9. All the tenants were invited to the Independence Day barbecue at the apartment complex.
- ___ 10. Any bills paid by the first of the month will be credited to your account by the next day.

EXERCISE (Skills 1–5): 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. For three weeks at the beginning of the semester students with fewer than the maximum number of units can add additional courses.
- _____ 2. On her lunch hour went to a nearby department store to purchase a wedding gift.
- _____ 3. The fir trees were grown for the holiday season were harvested in November.
- _____ 4. In the grove the overripe oranges were falling on the ground.
- _____ 5. The papers being delivered at 4:00 will contain the announcement of the president's resignation.
- _____ 6. A specialty shop with various blends from around the world in the shopping mall.
- _____ 7. The portraits exhibited in the Houston Museum last month are now on display in Dallas.
- _____ 8. With a sudden jerk of his hand threw the ball across the field to one of the other players.
- _____ 9. Construction of the housing development it will be underway by the first of the month.
- _____ 10. Those applicants returning their completed forms at the earliest date have the highest priority.

TOEFL EXERCISE (Skills 1–5): Choose the letter of the word or group of words that best completes the sentence.

- 1. The North Platte River _____ from Wyoming into Nebraska.
 - (A) it flowed
 - (B) flows
 - (C) flowing
 - (D) with flowing water
- 2. _____ Biloxi received its name from a Sioux word meaning "first people."
 - (A) The city of
 - (B) Located in
 - (C) It is in
 - (D) The tour included
- 3. A pride of lions _____ up to forty lions, including one to three males, several females, and cubs.
 - (A) can contain
 - (B) it contains
 - (C) contain
 - (D) containing
- 4. _____ tea plant are small and white.
 - (A) The
 - (B) On the
 - (C) Having flowers the
 - (D) The flowers of the
- 5. The tetracyclines, _____ antibiotics, are used to treat infections.
 - (A) are a family of
 - (B) being a family
 - (C) a family of
 - (D) their family is
- 6. Any possible academic assistance from taking stimulants _____ marginal at best.
 - (A) it is
 - (B) there is
 - (C) is
 - (D) as

7. Henry Adams, born in Boston, _____ famous as a historian and novelist.
- (A) became
(B) and became
(C) he was
(D) and he became
8. The major cause _____ the pull of the Moon on the Earth.
- (A) the ocean tides are
(B) of ocean tides is
(C) of the tides in the ocean
(D) the oceans' tides
9. Still a novelty in the late nineteenth century, _____ limited to the rich.
- (A) was
(B) was photography
(C) it was photography
(D) photography was
10. A computerized map of the freeways using information gathered by sensors embedded in the pavement _____ on a local cable channel during rush hours.
- (A) airs
(B) airing
(C) air
(D) to air

SENTENCES WITH MULTIPLE CLAUSES

Many sentences in English have more than one clause. (A clause is a group of words containing a subject and a verb.) Whenever you find a sentence on the TOEFL test with more than one clause, you need to make sure that every subject has a verb and every verb has a subject. Next you need to check that the various clauses in the sentence are correctly joined. There are various ways to join clauses in English. Certain patterns appear frequently in English and on the TOEFL test. You should be very familiar with these patterns.

SKILL 6: USE COORDINATE CONNECTORS CORRECTLY

When you have two clauses in an English sentence, you must connect the two clauses correctly. One way to connect two clauses is to use *and*, *but*, *or*, *so*, or *yet* between the clauses.

Tom is singing, *and* Paul is dancing.

Tom is tall, *but* Paul is short.

Tom must write the letter, *or* Paul will do it.

Tom told a joke, *so* Paul laughed.

Tom is tired, *yet* he is not going to sleep.

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

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

Example

A power failure occurred, _____ the lamps went out.

(A) then
 (B) so
 (C) later
 (D) next

In this example you should notice quickly that there are two clauses, *a power failure occurred* and *the lamps went out*. This sentence needs a connector to join the two clauses. *Then*, *later*, and *next* are not connectors, so answers (A), (C), and (D) are not correct. The best answer is answer (B) because *so* can connect two clauses.

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

COORDINATE CONNECTORS				
<i>and</i>	<i>but</i>	<i>or</i>	<i>so</i>	<i>yet</i>
S	V,	coordinate connector	S	V
<i>She laughed,</i>		<i>but</i>	<i>she wanted to cry.</i>	

EXERCISE 6: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The software should be used on an IBM computer, (and) this computer is an IBM.
- I 2. The rain clouds can be seen in the distance, (but) no has fallen.
- ___ 3. They are trying to sell their house, it has been on the market for two months.
- ___ 4. So the quality of the print was not good, I changed the toner cartridge.
- ___ 5. The lifeguard will warn you about the riptides, or she may require you to get out of the water.
- ___ 6. You should have finished the work yesterday, yet is not close to being finished today.
- ___ 7. The phone rang again and again, so the receptionist was not able to get much work done.
- ___ 8. The missing wallet was found, but the cash and credit cards had been removed.
- ___ 9. Or you can drive your car for another 2,000 miles, you can get it fixed.
- ___ 10. The chemist was awarded the Nobel Prize, he flew to Europe to accept it.

SKILL 7: USE ADVERB TIME AND CAUSE CONNECTORS CORRECTLY

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

I will sign the check *before* you leave.

Before you leave, I will sign the check.

In each of these examples, there are two clauses: *you leave* and *I will sign the check*, and the clause *you leave* is an adverb time clause because it is introduced with the connector *before*. In the first example the connector *before* comes in the middle of the sentence, and no comma (,) is used. In the second example the connector *before* comes at the beginning of the sentence. In this pattern, when the connector comes at the beginning of the sentence, a comma (,) is required in the middle of the sentence.

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

Example

_____ was late, I missed the appointment.

(A) I
(B) Because
(C) The train
(D) Since he

In this example you should recognize easily that there is a verb, *was*, that needs a subject. There is also another clause, *I missed the appointment*. If you choose answer (A) or answer (C), you will have a subject for the verb *was*, but you will not have a connector to join the two clauses. Because you need a connector to join two clauses, answers (A) and (C) are incorrect. Answer (B) is incorrect because there is no subject for the verb *was*. Answer (D) is the best answer because there is a subject, *he*, for the verb *was*, and there is a connector, *since*, to join the two clauses.

The following chart lists adverb *time* and *cause* connectors and the sentence patterns used with them:

ADVERB TIME AND CAUSE CONNECTORS					
TIME				CAUSE	
<i>after</i>	<i>as soon as</i>	<i>once</i>	<i>when</i>	<i>as</i>	<i>now that</i>
<i>as</i>	<i>before</i>	<i>since</i>	<i>whenever</i>	<i>because</i>	<i>since</i>
<i>as long as</i>	<i>by the time</i>	<i>until</i>	<i>while</i>	<i>inasmuch as</i>	
S	V	adverb connector		S	V
<i>Teresa went inside</i>		<i>because</i>		<i>it was raining.</i>	
adverb connector		S	V,	S	V
<i>Because</i>		<i>it was raining,</i>		<i>Teresa went inside</i>	

EXERCISE 7: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. (Since) the bank closes in less than an hour, the deposits need to be tallied immediately.
- I 2. Their backgrounds are thoroughly investigated (before) are admitted to the organization.
- ___ 3. The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.
- ___ 4. The ground had been prepared, the seedlings were carefully planted.
- ___ 5. We can start the conference now that all the participants have arrived.
- ___ 6. The building quite vulnerable to damage until the storm windows are installed.
- ___ 7. Once the address label for the package is typed, can be sent to the mail room.
- ___ 8. Because the recent change in work shifts was not posted, several workers missed their shifts.
- ___ 9. The mother is going to be quite upset with her son as long he misbehaves so much.
- ___ 10. Inasmuch as all the votes have not yet been counted the outcome of the election cannot be announced.

SKILL 8: USE OTHER ADVERB CONNECTORS CORRECTLY

Adverb clauses can express the ideas of time and cause, as you saw in Skill 7; adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in Skill 7. Study the following examples:

I will leave at 7:00 *if* I am ready.

Although I was late, I managed to catch the train.

In each of these examples, there are two clauses that are correctly joined with adverb connectors. In the first sentence the adverb condition connector *if* comes in the middle of the sentence. In the second sentence the adverb contrast connector *although* comes at the beginning of the sentence, and a comma (,) is used in the middle of the sentence.

The following example shows a way that this sentence pattern can be tested in the Structure section of the TOEFL test.

Example

You will get a good grade on the exam provided _____.

- (A) studying
- (B) study
- (C) to study
- (D) you study

In this example you should quickly notice the adverb condition connector *provided*. This connector comes in the middle of the sentence; because it is a connector, it must be followed by a subject and a verb. The best answer to this question is answer (D), which contains the subject and verb *you study*.

The following chart lists the adverb contrast, condition, manner, and place connectors and the sentence patterns used with them:

OTHER ADVERB CONNECTORS			
CONDITION	CONTRAST	MANNER	PLACE
<i>if</i> <i>in case</i> <i>provided</i> <i>providing</i> <i>unless</i> <i>whether</i>	<i>although</i> <i>even though</i> <i>though</i> <i>while</i> <i>whereas</i>	<i>as</i> <i>in that</i>	<i>where</i> <i>wherever</i>
S V Bob went to school		(adverb connector) even though	S V he feels sick.
(adverb connector) Even though		S V, Bob feels sick,	S V he went to school.
NOTE: A comma is often used in the middle of the sentence with a contrast connector. <i>The Smith family <u>arrived</u> at 2:00, while the Jones family <u>arrived</u> an hour later.</i>			

EXERCISE 8: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. It is impossible to enter that program (if) you lack experience as a teacher.
- I 2. The commandant left strict orders about the passes, several soldiers left the post anyway.
- 3. No one is admitted to the academy unless he or she the education requirements.
- 4. While most students turned the assignment in on time, a few asked for an extension.
- 5. I will take you wherever need to go to complete the registration procedures.
- 6. I will wait here in the airport with you whether the plane leaves on time or not.
- 7. Providing the envelope is postmarked by this Friday, your application still acceptable.
- 8. As the nurse already explained all visitors must leave the hospital room now.
- 9. This exam will be more difficult than usual in that it covers two chapters instead of one.
- 10. Though snow had been falling all day long, everyone got to the church on time for the wedding.

EXERCISE (Skills 6–8): Underline the subjects once and the verbs twice in each of the following sentences. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

- _____ 1. Until the registrar makes a decision about your status, you must stay in an unclassified category.
- _____ 2. Or the bills can be paid by mail by the first of the month.
- _____ 3. The parents left a phone number with the baby-sitter in case a problem with the children.
- _____ 4. The furniture will be delivered as soon it is paid for.
- _____ 5. Whenever you want to hold the meeting, we will schedule it.
- _____ 6. The government was overthrown in a revolution, the king has not returned to his homeland.
- _____ 7. Whereas most of the documents are complete, this form still needs to be notarized.
- _____ 8. Trash will be collected in the morning, so you should put the trash cans out tonight.
- _____ 9. It is impossible for the airplane to take off while is snowing so hard.
- _____ 10. We did not go out to dinner tonight eventhough I would have preferred not to cook.

TOEFL EXERCISE (Skills 6–8): Choose the letter of the word or group of words that best completes the sentence.

- | | |
|--|--|
| <p>1. The president of the U. S. appoints the cabinet members, _____ appointments are subject to Senate approval.</p> <p>(A) their
(B) with their
(C) because their
(D) but their</p> | <p>4. _____ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.</p> <p>(A) Pumps have
(B) As pumps have
(C) So pumps have
(D) With pumps</p> |
| <p>2. The prisoners were prevented from speaking to reporters because _____.</p> <p>(A) not wanting the story in the papers.
(B) the story in the papers the superintendent did not want
(C) the public to hear the story
(D) the superintendent did not want the story in the papers</p> | <p>5. Case studies are the target of much skepticism in the scientific community, _____ used extensively by numerous researchers.</p> <p>(A) they are
(B) are
(C) yet they
(D) yet they are</p> |
| <p>3. Like Thomas Berger's fictional character <i>Little Big Man</i>, Lauderdale managed to find himself where _____ of important events took place.</p> <p>(A) it was an extraordinary number
(B) there was an extraordinary number
(C) an extraordinary number
(D) an extraordinary number existed</p> | <p>6. According to the hypothesis in the study, the monarchs pick up the magnetic field of the _____ migrate by following magnetic fields.</p> <p>(A) target monarchs
(B) target since monarchs
(C) target since monarchs are
(D) target</p> |

7. _____ show the relations among neurons, they do not preclude the possibility that other aspects are important.
- (A) Neural theories
(B) A neural theory
(C) Although neural theories
(D) However neural theories
8. _____ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and homeowner's insurance.
- (A) A home is
(B) A home is bought
(C) When a home
(D) When a home is bought
9. If ultraviolet radiation enters the Earth's atmosphere, _____ generally blocked by the ozone concentrated in the atmosphere.
- (A) it
(B) it is
(C) so it is
(D) then it
10. Among human chromosomes, the Y chromosome is unusual _____ most of the chromosome does not participate in meiotic recombination.
- (A) in
(B) so
(C) and
(D) in that

TOEFL REVIEW EXERCISE (Skills 1–8): Choose the letter of the word or group of words that best completes the sentence.

1. The three basic chords in _____ the tonic, the dominant, and the subdominant.
- (A) functional harmony
(B) functional harmony is
(C) functional harmony are
(D) functional harmony they are
2. _____ Hale Telescope, at the Palomar Observatory in southern California, scientists can photograph objects several billion light years away.
- (A) The
(B) With the
(C) They use the
(D) It is the
3. Without the proper card installed inside the computer, _____ impossible to run a graphical program.
- (A) is definitely
(B) because of
(C) it is
(D) is
4. The charter for the Louisiana lottery was coming up for renewal, _____ spared no expense in the fight to win renewal.
- (A) the lottery committee
(B) so the lottery committee and
(C) so the lottery committee
(D) the lottery committee made
5. While in reality Alpha Centauri is a triple star, _____ to the naked eye to be a single star.
- (A) it appears
(B) but it appears
(C) appears
(D) despite it
6. The Sun's gravity severely distorted the path of the comet _____ entered its wildly erratic orbit around Jupiter.
- (A) it
(B) when
(C) after the comet came into it
(D) once the comet
7. Each object _____ Jupiter's magnetic field is deluged with electrical charges.
- (A) enters
(B) it enters
(C) entering
(D) enter
8. As its name suggests, the Prairie Wetlands Resource Center _____ the protection of wetlands on the prairies of the Dakotas, Montana, Minnesota, and Nebraska.
- (A) it focuses
(B) focuses on
(C) focusing
(D) to focus on

9. One of the largest and most powerful birds of prey in the world, _____ a six-foot wingspan and legs and talons roughly the size of a man's arms and legs.
- (A) so the harpy has
(B) the harpy having
(C) with the harpy having
(D) the harpy has
10. _____ creation of such a community was a desirable step, the requisite political upheaval had to be accepted.
- (A) Since the
(B) The
(C) Later, the
(D) It was the

MORE SENTENCES WITH MULTIPLE CLAUSES

As we saw in Skills 6 through 8, many sentences in English have more than one clause. In Skills 9 through 12, we will see more patterns for connecting the clauses in sentences with multiple clauses. Because these patterns appear frequently in English and on the TOEFL test, you should be very familiar with them.

SKILL 9: USE NOUN CLAUSE CONNECTORS CORRECTLY

A noun clause is a clause that functions as a noun; because the noun clause is a noun, it is used in a sentence as either an object of a verb, an object of a preposition, or the subject of the sentence.

I know when he will arrive.

NOUN CLAUSE AS OBJECT OF VERB

I am concerned about when he will arrive.

NOUN CLAUSE AS OBJECT OF PREPOSITION

When he will arrive is not important.

NOUN CLAUSE AS SUBJECT

In the first example there are two clauses, *I know* and *he will arrive*. These two clauses are joined with the connector *when*. *When* changes the clause *he will arrive* into a noun clause that functions as the object of the verb *know*.

In the second example the two clauses *I am concerned* and *he will arrive* are also joined by the connector *when*. *When* changes the clause *he will arrive* into a noun clause that functions as the object of the preposition *about*.

The third example is more difficult. In this example there are two clauses, but they are a little harder to recognize. *He will arrive* is one of the clauses, and the connector *when* changes it into a noun clause that functions as the subject of the sentence. The other clause has the noun clause *when he will arrive* as its subject and *is* as its verb.

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

Example

_____ was late caused many problems.

(A) That he
 (B) The driver
 (C) There
 (D) Because

In this example there are two verbs (*was* and *caused*), and each of these verbs needs a subject. Answer (B) is wrong because *the driver* is one subject, and two subjects are needed. Answers (C) and (D) are incorrect because *there* and *because* are not subjects. The best answer is answer (A). If you choose answer (A), the completed sentence would be: *That he was late caused many problems.* In this sentence *he* is the subject of the verb *was*, and the noun clause *that he was late* is the subject of the verb *caused*.

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

NOUN CLAUSE CONNECTORS			
• <i>what, when, where, why, how</i>	• <i>whatever, whenever</i>	• <i>whether, if</i>	• <i>that</i>
NOUN CLAUSE AS OBJECT			
S V	(noun connector)	S V	
<i>I know</i>	<i>what</i>	<i>you did.</i>	
NOUN CLAUSE AS SUBJECT			
(noun connector)		S V	V
<i>What</i>	<i>you did</i>	<i>was wrong.</i>	

EXERCISE 9: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. When the season starts is determined by the weather.
- I 2. The manual how the device should be built.
3. The schedule indicated if the teams would be playing in the final game.
4. He refused to enter a plea could not be determined by the lawyer.
5. Talked about where we should go for lunch.
6. Why the condition of the patient deteriorated so rapidly it was not explained.
7. Whether or not the new office would be built was to be determined at the meeting.
8. That the professor has not yet decided when the paper is due.
9. The contract will be awarded is the question to be answered at the meeting.
10. He always talked with whomever he pleased and did whatever he wanted.

SKILL 10: USE NOUN CLAUSE CONNECTOR/SUBJECTS CORRECTLY

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

I do not know what is in the box.

NOUN CLAUSE AS OBJECT OF VERB

We are concerned about who will do the work.

NOUN CLAUSE AS OBJECT OF PREPOSITION

Whoever is coming to the party must bring a gift.

NOUN CLAUSE AS SUBJECT

In the first example there are two clauses: *I do not know* and *what is in the box*. These two clauses are joined by the connector *what*. It is important to understand that in this sentence the word *what* serves two functions. It is both the subject of the verb *is* and the connector that joins the two clauses.

In the second example there are two clauses. In the first clause *we* is the subject of *are*. In the second clause *who* is the subject of *will do*. *Who* also serves as the connector that joins the two clauses. The noun clause *who will do the work* functions as the object of the preposition *about*.

In the last example there are also two clauses: *whoever is coming to the party* is the subject of the verb *is coming*, and the noun clause *whoever is coming to the party* is the subject of *must bring*. The word *whoever* serves two functions in the sentence: It is the subject of the verb *is coming*, and it is the connector that joins the two clauses.

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

Example

_____ was on television made me angry.

- (A) It
- (B) The story
- (C) What
- (D) When

In this example you should notice immediately that there are two verbs, *was* and *made*, and each of those verbs needs a subject. Answers (A) and (B) are incorrect because *it* and *the story* cannot be the subject for both *was* and *made* at the same time. Answer (D) is incorrect because *when* is not a subject. In answer (C) *what* serves as both the subject of the verb *was* and the connector that joins the two clauses together; the noun clause *what was on television* is the subject of the verb *made*. Answer (C) is therefore the best answer.

The following chart lists the noun clause connector/subjects and the sentence patterns used with them:

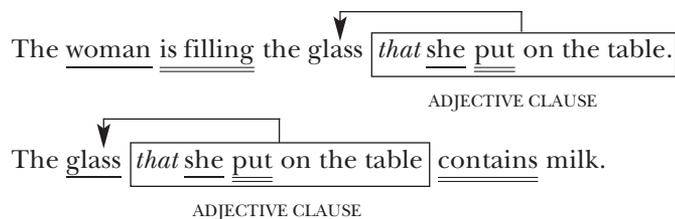
NOUN CLAUSE CONNECTOR/SUBJECTS		
<i>who</i> <i>whoever</i>	<i>what</i> <i>whatever</i>	<i>which</i> <i>whichever</i>
NOUN CLAUSE AS OBJECT		
S	V	(noun connector/subject) V
<i>I know</i>	<i>what</i>	<i>happened.</i>
NOUN CLAUSE AS SUBJECT		
(noun connector/subject)	V	V
<i>What</i>	<i>happened</i>	<i>was great.</i>

EXERCISE 10: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The game show contestant was able to respond to whatever was asked.
- I 2. You should find out which the best physics department.
- ___ 3. The employee was unhappy about what was added to his job description.
- ___ 4. Whoever wants to take the desert tour during spring break signing up at the office.
- ___ 5. The motorist was unable to discover who he had struck his car.
- ___ 6. The voters should elect whichever of the candidates seems best to them.
- ___ 7. It was difficult to distinguish what was on sale and what was merely on display.
- ___ 8. You should buy whatever the cheapest and most durable.
- ___ 9. What was written in the letter angered him beyond belief.
- ___ 10. You can spend your time with whoever important to you.

SKILL 11: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

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



In the first example there are two clauses: *woman* is the subject of the verb *is filling*, and *she* is the subject of the verb *put*. *That* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass*.

In the second example there are also two clauses: *glass* is the subject of the verb *contains*, and *she* is the subject of the verb *put*. In this sentence also, *that* is the adjective clause connector that joins these two clauses, and the adjective clause *that she put on the table* describes the noun *glass*.

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

Example

The gift _____ selected for the bride was rather expensive.

(A) because
 (B) was
 (C) since
 (D) which we

In this example you should notice quickly that there are two clauses: *gift* is the subject of the verb *was*, and the verb *selected* needs a subject. Because there are two clauses, a connector is also needed. Answers (A) and (C) have connectors, but there are no subjects, so these answers are not correct. Answer (B) changes *selected* into a passive verb; in this case the sentence would have one subject and two verbs, so answer (B) is not correct. The best answer to this question is answer (D). The correct sentence should say: *The gift which we selected for the bride was rather expensive*. In this sentence *gift* is the subject of the verb *was*, *we* is the subject of the verb *selected*, and the connector *which* joins these two clauses.

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

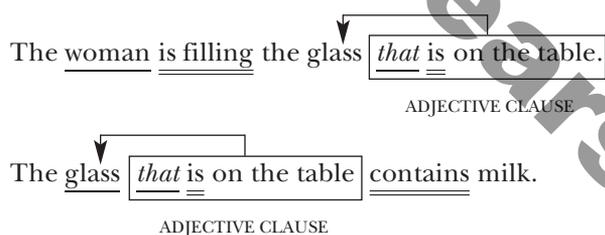
ADJECTIVE CLAUSE CONNECTORS			
<i>whom</i> (for people)	<i>which</i> (for things)	<i>that</i> (for people or things)	
S	V	adjective connector	S V
<i>I liked the book which you recommended.</i>			
S	adjective connector	S V	V
<i>The book which you recommended was interesting.</i>			
NOTE: The adjective connectors can be omitted. This omission is very common in spoken English or in casual written English. It is not as common in formal English or in the Structure section of the TOEFL test.			

EXERCISE 11: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. It is important to fill out the form in the way that you have been instructed.
- I 2. The car which I having been driving for five years for sale at a really good price.
- ___ 3. I just finished reading the novel whom the professor suggested for my book report.
- ___ 4. The plane that he was scheduled to take to Hawaii was delayed.
- ___ 5. The movie which we watched on cable last night it was really frightening.
- ___ 6. I made an appointment with the doctor whom you recommended.
- ___ 7. The enthusiasm with which he greeted me made me feel welcome.
- ___ 8. The story that you told me about Bob.
- ___ 9. The men with whom were having the discussion did not seem very friendly.
- ___ 10. I'm not really sure about taking part in the plans that we made last night.

SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECT CORRECTLY

In Skill 11 we saw that adjective clause connectors were used to introduce clauses that describe nouns. In Skill 12 we will see that in some cases an adjective clause connector is not just a connector; an adjective clause connector can also be the subject of the clause at the same time.



In the first example there are two clauses: *woman* is the subject of the verb *is filling*, and *that* is the subject of the verb *is*. These two clauses are joined with the connector *that*. Notice that in this example the word *that* serves two functions at the same time: it is the subject of the verb *is*, and it is the connector that joins the two clauses. The adjective clause *that is on the table* describes the noun *glass*.

In the second example, there are also two clauses: *glass* is the subject of the verb *contains*, and *that* is the subject of the verb *is*. In this example *that* also serves two functions: it is the subject of the verb *is*, and it is the connector that joins the two clauses. Because *that is on the table* is an adjective clause describing the noun *glass*, it directly follows *glass*.

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

Example

_____ is on the table has four sections.

(A) The notebook
 (B) The notebook which
 (C) Because the notebook
 (D) In the notebook

In this example you should notice immediately that the sentence has two verbs, *is* and *has*, and each of them needs a subject. (You know that *table* is not a subject because it follows the preposition *on*; *table* is the object of the preposition.) The only answer that has two subjects is answer (B), so answer (B) is the correct answer. The correct sentence should say: *The notebook which is on the table has four sections.* In this sentence *notebook* is the subject of the verb *has*, and *which* is the subject of the verb *is*. *Which* is also the connector that joins the two clauses.

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

ADJECTIVE CLAUSE CONNECTOR/SUBJECTS		
who (for people)	which (for things)	that (for people or things)
S V	(adjective connector/subject)	V
She needs a secretary	who	types fast.
S	(adjective connector/subject) V	V
A secretary	who	types fast is invaluable

EXERCISE 12: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The ice cream (that) is served in the restaurant has a smooth, creamy texture.
- I 2. The cars are trying to enter the freeway system are lined up for blocks.
- 3. I have great respect for everyone who on the Dean's List.
- 4. It is going to be very difficult to work with the man which just began working here.
- 5. The door that leads to the vault it was tightly locked.
- 6. The neighbors reported the man who was trying to break into the car to the police.

- ___ 7. These plants can only survive in an environment is extremely humid.
- ___ 8. The boss meets with any production workers who they have surpassed their quotas.
- ___ 9. The salesclerk ran after the woman who had left her credit card in the store.
- ___ 10. The shoes which matched the dress that was on sale.

EXERCISE (Skills 9–12): Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 1. No one explained to me whether was coming or not.
- ___ 2. The part of the structure that has already been built needs to be torn down.
- ___ 3. The girl who she just joined the softball team is a great shortstop.
- ___ 4. I have no idea about when the meeting is supposed to start.
- ___ 5. We have been told that we can leave whenever want.
- ___ 6. The racquet with whom I was playing was too big and too heavy for me.
- ___ 7. I will never understand that he did.
- ___ 8. He was still sick was obvious to the entire medical staff.
- ___ 9. What is most important in this situation it is to finish on time.
- ___ 10. The newspapers that were piled up on the front porch were an indication that the residents had not been home in some time.

TOEFL EXERCISE (Skills 9–12): Choose the letter of the word or group of words that best completes the sentence.

- | | |
|--|--|
| <p>1. Dolphins form extremely complicated allegiances and _____ continually change.</p> <p>(A) enmities that</p> <p>(B) that are enmities</p> <p>(C) enmities that are</p> <p>(D) that enmities</p> | <p>3. The <i>Apollo 11</i> astronauts _____ of the Earth's inhabitants witnessed on the famous first moonwalk on July 20, 1969, were Neil Armstrong and Buzz Aldrin.</p> <p>(A) whom</p> <p>(B) whom millions</p> <p>(C) were some</p> <p>(D) whom some were</p> |
| <p>2. Scientists are now beginning to conduct experiments on _____ trigger different sorts of health risks.</p> <p>(A) noise pollution can</p> <p>(B) that noise pollution</p> <p>(C) how noise pollution</p> <p>(D) how noise pollution can</p> | <p>4. At the end of the nineteenth century, Alfred Binet developed a test for measuring intelligence _____ served as the basis of modern IQ tests.</p> <p>(A) has</p> <p>(B) it has</p> <p>(C) and</p> <p>(D) which has</p> |

5. _____ have at least four hours of hazardous materials response training is mandated by federal law.
- (A) All police officers
(B) All police officers must
(C) That all police officers
(D) For all police officers
6. A cloud's reservoir of negative charge extends upward from the altitude at _____ the freezing point.
- (A) temperatures hit
(B) hit temperatures
(C) which temperatures hit
(D) which hit temperatures
7. In a 1988 advanced officers' training program, Sampson developed a plan to incorporate police in enforcing environmental protection laws whenever _____ feasible.
- (A) it is
(B) is
(C) has
(D) it has
8. _____ will be carried in the next space shuttle payload has not yet been announced to the public.
- (A) It
(B) What
(C) When
(D) That
9. During free fall, _____ up to a full minute, a skydiver will fall at a constant speed of 120 m.p.h.
- (A) it is
(B) which is
(C) being
(D) is
10. The fact _____ the most important ratings period is about to begin has caused all three networks to shore up their schedules.
- (A) is that
(B) of
(C) that
(D) what

TOEFL REVIEW EXERCISE (Skills 1–12): Choose the letter of the word or group of words that best completes the sentence.

1. _____ loom high above the north and northeastern boundaries of the expanding city of Tucson.
- (A) The Santa Catalina mountains
(B) Because the Santa Catalina mountains
(C) The Santa Catalina mountains are
(D) That the Santa Catalina mountains
2. Radioactive _____ provides a powerful way to measure geologic time.
- (A) it
(B) dates
(C) dating
(D) can
3. _____ contained in the chromosomes, and they are thought of as the units of heredity.
- (A) Genes which are
(B) Genes are
(C) When genes
(D) Because of genes
4. The benefit _____ the study is that it provides necessary information to anyone who needs it.
- (A) of
(B) which
(C) that
(D) because
5. The same symptoms that occur _____ occur with cocaine.
- (A) amphetamines can
(B) with amphetamines can
(C) so amphetamines
(D) with amphetamines they
6. Many companies across the country have molded the concepts _____ describes into an integrated strategy for preventing stress.
- (A) and Wolf
(B) that Wolf
(C) what Wolf
(D) so Wolf

7. _____ in the first draft of the budget will not necessarily be in the final draft.
- (A) Although it appears
(B) It appears
(C) What appears
(D) Despite its appearance
8. If a food label indicates that a food is mostly carbohydrate, it does not mean _____ is a good food to eat.
- (A) and it
(B) and
(C) that it
(D) when
9. A need for space law to include commercial concerns has been recognized inasmuch _____ been expanding drastically in recent years.
- (A) the commercial launch industry
(B) the commercial launch industry has
(C) as has the commercial launch industry
(D) as the commercial launch industry has
10. The report on the nuclear power plant indicated that when the plant had gone on line _____ unsafe.
- (A) and it had been
(B) it had been
(C) had been
(D) that it had been

SENTENCES WITH REDUCED CLAUSES

It is possible in English for a clause to appear in a complete form or in a reduced form.

My friend should be on the train *which is arriving at the station now*.

Although it was not really difficult, the exam took a lot of time.

The first sentence shows an adjective clause in its complete form, *which is arriving at the station now*, and in its reduced form, *arriving at the station now*. The second sentence shows an adverb clause in its complete form, *although it was not really difficult*, and its reduced form, *although not really difficult*.

The two types of clauses that can reduce in English are: (1) adjective clauses and (2) adverb clauses. It is important to become familiar with these reduced clauses because they appear frequently on the TOEFL test.

SKILL 13: USE REDUCED ADJECTIVE CLAUSES CORRECTLY

Adjective clauses can appear in a reduced form. In the reduced form, the adjective clause connector and the *be*-verb that directly follow it are omitted.

The woman *who is waving to us* is the tour guide.

The letter *which was written last week* arrived today.

The pitcher *that is on the table* is full of iced tea.

Each of these sentences may be used in the complete form or in the reduced form. In the reduced form the connector *who*, *which*, or *that* is omitted along with the *be*-verb *is* or *was*.

If there is no *be*-verb in the adjective clause, it is still possible to have a reduced form. When there is no *be*-verb in the adjective clause, the connector is omitted and the verb is changed into the *-ing* form.

I don't understand the article *which appears in today's paper*.

In this example there is no *be*-verb in the adjective clause *which appears in today's paper*, so the connector *which* is omitted and the main verb *appears* is changed to the *-ing* form *appearing*.

It should be noted that not all adjective clauses can appear in a reduced form. An adjective clause can appear in a reduced form only if the adjective clause connector is followed directly by a verb. In other words, an adjective clause can only be reduced if the connector is also a subject.

The woman *that I just met* is the tour guide. (does not reduce)

The letter *which you sent me* arrived yesterday. (does not reduce)

In these two examples the adjective clauses cannot be reduced because the adjective clause connectors *that* and *which* are not directly followed by verbs; *that* is directly followed by the subject *I*, and *which* is directly followed by the subject *you*.

A final point to note is that some adjective clauses are set off from the rest of the sentence with commas, and these adjective clauses can also be reduced. In addition, when an adjective clause is set off with commas, the reduced adjective clause can appear at the front of the sentence.

The White House, *which is located in Washington*, is the home of the president.

The White House, *located in Washington*, is the home of the president.

Located in Washington, the White House is the home of the president.

The president, *who is now preparing to give a speech*, is meeting with his advisors.

The president, *now preparing to give a speech*, is meeting with his advisors.

Now preparing to give a speech, the president is meeting with his advisors.

In these two examples, the adjective clauses are set off from the rest of the sentence with commas, so each sentence can be structured in three different ways: (1) with the complete clause, (2) with the reduced clause following the noun that it describes, and (3) with the reduced clause at the beginning of the sentence.

The following example shows how reduced adjective clauses could be tested in the Structure section of the TOEFL test.

Example

_____ on several different television programs, the witness gave conflicting accounts of what had happened.

- (A) He appeared
- (B) Who appeared
- (C) Appearing
- (D) Appears

In this example, answer (A) is incorrect because there are two clauses, *He appeared . . .* and *the witness gave . . .*, and there is no connector to join them. Answer (B) is incorrect because

an adjective clause such as *who appeared* . . . cannot appear at the beginning of a sentence (unless it is in a reduced form). Answer (C) is the correct answer because it is the reduced form of the clause *who appeared*, and this reduced form can appear at the front of the sentence. Answer (D) is not the reduced form of a verb; it is merely a verb in the present tense; a verb such as *appears* needs a subject and a connector to be correct.

The following chart lists the structure for reduced adjective clauses and rules for how and when reduced forms can be used:

REDUCED ADJECTIVE CLAUSES		
with a <i>be</i> -verb in the adjective clause	(ADJECTIVE CONNECTOR/SUBJECT) <i>(who which that)</i>	(BE)
with no <i>be</i> -verb in the adjective clause	(ADJECTIVE CONNECTOR/SUBJECT) <i>(who which that)</i>	(VERB + <i>ING</i>)
<ul style="list-style-type: none"> • To reduce an adjective clause, omit the adjective clause connector/subject and the <i>be</i>-verb. • If there is no <i>be</i>-verb, omit the connector/subject and change the main verb to the <i>-ing</i> form. • Only reduce an adjective clause if the connector/subject is directly followed by the verb. • If an adjective clause is set off with commas, the reduced clause can be moved to the front of the sentence. 		

EXERCISE 13: Each of the following sentences contains an adjective clause, in a complete or reduced form. Underline the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. We will have to return the merchandise purchased yesterday at the Broadway.
- I 2. The children sat in the fancy restaurant found it difficult to behave.
- ___ 3. Serving a term of four years, the mayor of the town will face reelection next year.
- ___ 4. The brand new Cadillac, purchasing less than two weeks ago, was destroyed in the accident.
- ___ 5. The fans who supporting their team always come out to the games in large numbers.
- ___ 6. The suspect can be seen in the photographs were just released by the police.
- ___ 7. The food placing on the picnic table attracted a large number of flies.
- ___ 8. Impressed with everything she had heard about the course, Marie signed her children up for it.
- ___ 9. The passengers in the airport waiting room, heard the announcement of the canceled flight, groaned audibly.
- ___ 10. Dissatisfied with the service at the restaurant, the meal really was not enjoyable.

SKILL 14: USE REDUCED ADVERB CLAUSES CORRECTLY

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but the subject and *be*-verb are omitted.

Although he is rather unwell, the speaker will take part in the seminar.

When you are ready, you can begin your speech.

These two examples may be used in either the complete or reduced form. In the reduced form, the adverb connectors *although* and *when* remain; the subjects *he* and *you* as well as the *be*-verbs *is* and *are* are omitted.

If there is no *be*-verb in the adverb clause, it is still possible to have a reduced form. When there is no *be*-verb in the adverb clause, the subject is omitted and the main verb is changed into the *-ing* form.

Although he ^{feeling} feels rather sick, the speaker will take part in the seminar.

When you ^{giving} give your speech, you should speak loudly and distinctly.

In the first example the adverb clause *although he feels rather sick* does not include a *be*-verb; to reduce this clause, the subject *he* is omitted and the main verb *feels* is changed to *feeling*. In the second example the adverb clause *when you give your speech* also does not include a *be*-verb; to reduce this clause, the subject *you* is omitted and the main verb *give* is changed to *giving*.

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

Example

When _____, you are free to leave.

- (A) the finished report
- (B) finished with the report
- (C) the report
- (D) is the report finished

In this example you should notice the adverb connector *when*, and you should know that this time word could be followed by either a complete clause or a reduced clause. Answers (A) and (C) contain the subjects *the finished report* and *the report* and no verb, so these answers are incorrect. In answer (D) the subject and verb are inverted, and this is not a question, so answer (D) is incorrect. The correct answer is answer (B); this answer is the reduced form of the clause *when you are finished with the report*.

It should be noted that not all adverb clauses can appear in a reduced form, and a number of adverb clauses can only be reduced if the verb is in the passive form.

Once you submit your thesis, you will graduate.
(active — does not reduce)

Once it is submitted, your thesis will be reviewed.
(passive — does reduce)

In the first example, the adverb clause *once you submit your thesis* does not reduce because clauses introduced by *once* only reduce if the verb is passive, and the verb *submit* is active. In the second example, the adverb clause *once it is submitted* does reduce to *once submitted* because the clause is introduced by *once* and the verb *is submitted* is passive.

The following chart lists the structures for reduced adverb clauses and which adverb clause connectors can be used in a reduced form:

REDUCED ADVERB CLAUSES					
with a <i>be</i> -verb in the adverb clause	(ADVERB CONNECTOR)	(SUBJECT)	(BE)		
with no <i>be</i> -verb in the adverb clause	(ADVERB CONNECTOR)	(SUBJECT)	(VERB + <i>ING</i>)		
	Time	Condition	Contrast	Place	Manner
reduces in ACTIVE	<i>after</i> <i>before</i> <i>since</i> <i>while</i> <i>when</i>	<i>if</i> <i>unless</i> <i>whether</i>	<i>although</i> <i>though</i>		
reduces in PASSIVE	<i>once</i> <i>until</i> <i>when</i> <i>whenever</i>	<i>if</i> <i>unless</i> <i>whether</i>	<i>although</i> <i>though</i>	<i>where</i> <i>wherever</i>	<i>as</i>
<ul style="list-style-type: none"> • To reduce an adverb clause, omit the subject and the <i>be</i>-verb from the adverb clause. • If there is no <i>be</i>-verb, then omit the subject and change the verb to the <i>-ing</i> form. 					

EXERCISE 14: Each of the following sentences contains a reduced adverb clause. Circle the adverb connectors. Underline the reduced clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. (If) not completely satisfied, you can return the product to the manufacturer.
- I 2. Steve has had to learn how to cook and clean (since) left home.
- ___ 3. The ointment can be applied where needed.
- ___ 4. Tom began to look for a job after completing his master's degree in engineering.
- ___ 5. Although not selecting for the team, he attends all of the games as a fan.
- ___ 6. When purchased at this store, the buyer gets a guarantee on all items.
- ___ 7. The medicine is not effective unless taken as directed.
- ___ 8. You should negotiate a lot before buy a new car.
- ___ 9. Once purchased, the swimsuits cannot be returned.
- ___ 10. Though located near the coast, the town does not get much of an ocean breeze.

EXERCISE (Skills 13–14): Each of the following sentences contains a reduced clause. Underline the reduced clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 1. Though was surprised at the results, she was pleased with what she had done.
- ___ 2. Wearing only a light sweater, she stepped out into the pouring rain.
- ___ 3. The family stopped to visit many relatives while driving across the country.
- ___ 4. The company president, needed a vacation, boarded a plane for the Bahamas.
- ___ 5. When applying for the job, you should bring your letters of reference.
- ___ 6. She looked up into the dreary sky was filled with dark thunderclouds.
- ___ 7. Feeling weak after a long illness, Sally wanted to try to get back to work.
- ___ 8. Before decided to have surgery, you should get a second opinion.
- ___ 9. The construction material, a rather grainy type of wood, gave the room a rustic feeling.
- ___ 10. The application will at least be reviewed if submitted by the fifteenth of the month.

TOEFL EXERCISE (Skills 13–14): Choose the letter of the word or group of words that best completes the sentence.

- | | |
|--|---|
| <p>1. When _____ nests during spring nesting season, Canadian geese are fiercely territorial.</p> <p>(A) building
(B) are building
(C) built
(D) are built</p> | <p>4. _____ behind government secrecy for nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of the Cold War.</p> <p>(A) It is hidden
(B) Hidden
(C) Which is hidden
(D) The plant is hiding</p> |
| <p>2. In 1870, Calvin, along with Adirondack hunter Alvah Dunning, made the first known ascent of Seward Mountain, _____ far from roads or trails.</p> <p>(A) a remote peak
(B) it is a remote peak
(C) a remote peak is
(D) which a remote peak</p> | <p>5. Until _____ incorrect, astronomers had assumed that the insides of white dwarfs were uniform.</p> <p>(A) they
(B) their proof
(C) the astronomers recently proven
(D) recently proven</p> |
| <p>3. Kokanee salmon begin to deteriorate and die soon _____ at the age of four.</p> <p>(A) they spawn
(B) after spawning
(C) spawn
(D) spawned the salmon</p> | <p>6. _____ artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road.</p> <p>(A) They were searching for
(B) It was a search for
(C) Searched for
(D) Searching for</p> |

7. In Hailey, the best-known lecturer was women's rights activist Abigail Scott Duniway of Portland, Oregon, who could usually be persuaded to speak _____ town visiting her son.
- (A) she was in
(B) while in
(C) while she was
(D) was in
8. The National Restaurant _____ Washington, says that federal efforts to regulate workplace smoking would limit restaurants' ability to respond to the desires of their patrons.
- (A) Association in
(B) Association is in
(C) Association which is in
(D) Association, based in
9. _____ in North American waterways less than a decade ago, zebra mussels have already earned a nasty reputation for their expensive habit of clogging water pipes in the Great Lakes area.
- (A) The first sighting
(B) Although first sighted
(C) Zebra mussels were first sighted
(D) First sighting
10. Small companies may take their goods abroad for trade shows without paying foreign value-added taxes by acquiring _____ an ATA carnet.
- (A) a document calls
(B) a document called
(C) calls a document
(D) called a document

TOEFL REVIEW EXERCISE (Skills 1–14): Choose the letter of the word or group of words that best completes the sentence.

1. In the United States _____ approximately four million miles of roads, streets, and highways.
- (A) there
(B) is
(C) they
(D) there are
2. _____ twelve million immigrants entered the United States via Ellis Island.
- (A) More than
(B) There were more than
(C) Of more than
(D) The report of
3. The television, _____ so long been a part of our culture, has an enormous influence.
- (A) has
(B) it has
(C) which
(D) which has
4. Psychologists have traditionally maintained that infants cannot formulate long-term memories until _____ the age of eight or nine months.
- (A) they
(B) they reach
(C) to reach
(D) reach
5. _____ a cheese shop has since grown into a small conglomerate consisting of a catering business and two retail stores.
- (A) In the beginning of
(B) It began as
(C) Its beginning which was
(D) What began as
6. Primarily a government contractor, _____ preferential treatment from government agencies as both a minority-group member and a woman.
- (A) receives Weber
(B) Weber receives
(C) the reception of Weber
(D) according to Weber's reception
7. Because the project depends on _____ at the federal level, the city and county may have to wait until the budget cutting ends.
- (A) it happens
(B) which happening
(C) what happens
(D) that it happens

8. _____ definitive study of a western hard-rock mining community cemetery appears to have been done is in Silver City, Nevada.
- (A) Most
(B) The most
(C) Where most
(D) Where the most
9. One of the areas of multimedia that is growing quickly _____ is sound.
- (A) yet is easily overlooked
(B) is easily overlooked
(C) it is easily overlooked
(D) that is easily overlooked
10. _____, early approaches for coping with workplace stress dealt with the problem only after its symptoms had appeared.
- (A) Although well intending
(B) Although it is a good intention
(C) Although a good intention
(D) Although well intended

SENTENCES WITH INVERTED SUBJECTS AND VERBS _____

Subjects and verbs are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question. To form a question with a helping verb (*be, have, can, could, will, would, etc.*), the subject and helping verb are inverted.

He can go to the movies.
Can he go to the movies?

You would tell me the truth.
Would you tell me the truth?

She was sick yesterday.
Was she sick yesterday?

To form a question when there is no helping verb in the sentence, the helping verb *do* is used.

He goes to the movies.
Does he go to the movies?

You told me the truth.
Did you tell me the truth?

There are many other situations in English when subjects and verbs are inverted, but if you just remember this method of inverting subjects and verbs, you will be able to handle the other situations. The most common problems with inverted subjects and verbs on the TOEFL test occur in the following situations: (1) with question words such as *what, when, where, why*, and *how*; (2) after some place expressions; (3) after negative expressions; (4) in some conditionals; and (5) after some comparisons.