

STRUCTURE AND WRITTEN EXPRESSION

محاضرات التراكيب اللغوية

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

1. Structure (questions 1-10) consists of ten 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 11-20) consists of ten 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. 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 10. Anticipate that questions 1 through 5 will be the easiest.
3. If you have time, return to questions 11 through 20. You should spend extra time on questions 11 through 20 only after you spend all the time that you want on the easier questions.
4. 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 PROFICIENCY test, questions 1 through 10 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.

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 1: 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 PROFICIENCY 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.

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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:

SUBJECT AND VERBS
A sentence in English must have at least one subject and one verb.

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 PROFICIENCY 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:

OBJECT 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.

SKILL 3: BE CAREFUL OF APPOSITIVES

Appositives can cause confusion in the Structure section of the PROFICIENCY 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 PROFICIENCY 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:

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

Structure and Written Expression

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 PROFICIENCY 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 PROFICIENCY 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 PARTICIPLE
A present is the -ing form of the verb. The present participle can be (1) part of the verb or (2) an adjective. It is part of the verb when it is accompanied by some form of the verb be. It is an adjective when it is not accompanied by some form of the verb be.
1. The boy is standing in the corner. 2. The boy standing in the corner was naughty.

SKILL 5: BE CAREFUL OF PAST PARTICIPLES

Past participles can cause confusion in the Structure section of the PROFICIENCY 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 PROFICIENCY 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 PARTICI PLE
<p>A past participle often ends in -ed but there are also many irregular past participle. For many verbs, including -ed verbs, the simple past and the past participle are the same and can be easily confused. The -ed form of the verb can be (1) the simple past, (2) the past participle of a verb, or (3) an adjective.</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 (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.

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

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

Structure and Written Expression

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 PROFICIENCY 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 PROFICIENCY 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 told a joke, so Paul laughed.

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 (,).

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The following example shows how this sentence pattern could be tested in the Structure section of the PROFICIENCY 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>
<i>S</i>	<i>V</i>	coordinate connector	<i>S</i>	<i>V</i>
<i>She laughed</i>	<i>but</i>		<i>the wanted to cry</i>	

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.

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 PROFICIENCY 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:

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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
if in case provided providing unless whatever	although even though though while whereas	as in that	where wherever
S V Bob went to school		Adverb connector even though	S V he felt sick
Adverb connector Even though		S V Bob felt sick,	S V he went to school
NOTE : A comma is often used in the middle of the sentence with a contrast connector. The Smith family arrived at 2:00, while the Jones family arrived an hour later.			

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 PROFICIENCY test.

Example

You will get a good grade on the exam provided

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

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.

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 Little Big Man, 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> |

Structure and Written Expression

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 home owner'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

PROFICIENCY 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 PROFICIENCY 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 PROFICIENCY test.

Structure and Written Expression

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			
* what, when, where, why, how	* whatever, whenever	* whether, if	* that
S V <i>I know</i>	NOUN CLAUSES AS OBJECT		
	<div>Noun connector S V</div> <div><i>what</i> <i>you did</i></div>		
	NOUN CLAUSES AS OBJECT		
	<div>Noun connector S V</div> <div><i>what</i> <i>you did</i> <i>was wrong</i></div>		

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 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 PROFICIENCY test.

Example

_____ was on television made me angry.

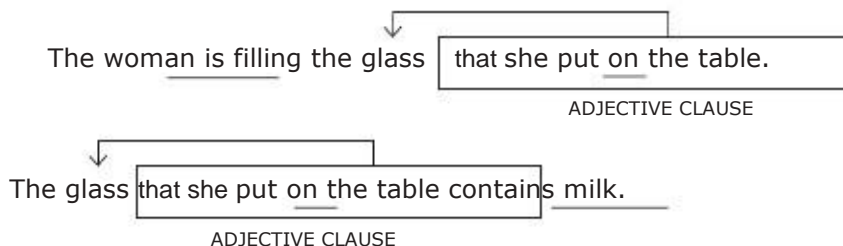
- (A) It
- (B) The story
- (C) What
- (D) When

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.

Structure and Written Expression

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 PROFICIENCY test.

Example

The gift ____ selected for the bride was rather expensive.

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

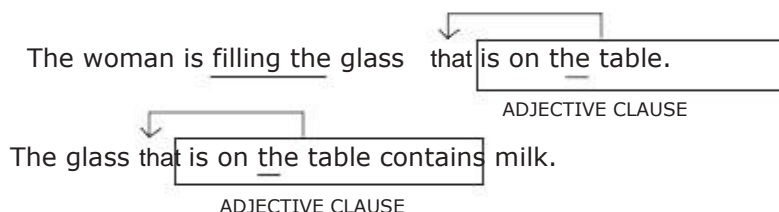
In this example you should notice quickly that there are two clauses: gift is the subject of the verb was, and the verb selected needs a subject. Because there are two clauses, a connector is also needed. Answers (A) and (C) have connectors, but there are no subjects, so these answers are not correct. 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:

ADJECTIVES CLAUSE CONNECTOR				
Who (for people)	Which (for things)	That (for people or things)		
S V	Adjective connector / subject	S	V	
I liked a book	which		you recommended	
S	VA	adjective connector / subject	S	V
The book	which		you recommended	was interesting
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 PROFICIENCY test.				

SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECTS 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 PROFICIENCY 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:

ADJECTIVES CLAUSE CONNECTOR/SUBJECT		
Who (for people)	Which (for things)	That (for people or things)
S V	Adjective connector / subject V	
She need a secretary	who	type fast
S	Adjective connector / subject V	
A secretary	who	type fast is unavailable

Structure and Written Expression

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.

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

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

Structure and Written Expression

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 pay load 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

PROFICIENCY 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

Structure and Written Expression

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 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 PROFICIENCY 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.

SKILL 13 INVERT THE SUBJECT AND VERB WITH QUESTION WORDS

There is some confusion about when to invert the subject and verb after question words such as what, when, where, why, and how. These words can have two very different functions in a sentence. First, they can introduce a question, and in this case the subject and verb that follow are inverted.

What is the homework?

When can I leave?

Where are you going?

Also, these words can join together two clauses, and in this case the subject and verb that follow are not inverted.

I do not know what the homework is. _____

When I can leave, I will take the first train.

Do you know where you are going ? _____

In each of these examples there are two clauses joined by a question word. Notice that the subjects and verbs that follow the question words what, when, and where are not inverted in this case.

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

Example

The lawyer asked the client why _____ it.

- (A) did he do
- (B) did he
- (C) he did
- (D) did

In this example the question word why is used to connect the two clauses, so a subject and verb are needed after this connector; this is not a question, so the subject and verb should not be inverted. The best answer is therefore answer (C).

The following chart lists the question words and their sentence patterns:

INVERTED SUBJECT AND VERB WITH QUESTION WORDS					
who	what	when	where	why	how
When the question word introduces a question, the subject and verb are inverted					
<div>Question word</div> <div>what are they ?</div>		V S?			
When the question word connects two clauses, the subject and verb that follow are inverted					
S V		<div>Question word</div>	SV		
I know		what	they are		

Structure and Written Expression

SKILL 14 INVERT THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

After ideas expressing place, the subject and the verb sometimes invert in English. This can happen with single words expressing place, such as here, there, or nowhere.

Here is the book that you lent me.

There are the keys that I thought I lost.

Nowhere have I seen such beautiful weather.

In the first example the place word here causes the subject book to come after the verb is. In the second example the place word there causes the subject keys to come after the verb are. In the last example the place word nowhere causes the subject I to come after the verb have.

The subject and verb can also be inverted after prepositional phrases expressing place.

In the closet are the clothes that you want.

Around the corner is Sam's house.

Beyond the mountains lies the town where you will live.

In the first example the prepositional phrase of place in the closet causes the subject clothes to come after the verb are. In the second example the prepositional phrase of place around the corner causes the subject house to come after the verb is. In the last example the prepositional phrase of place beyond the mountains causes the subject town to come after the verb lies.

Structure and Written Expression

It is important (and a bit difficult) to understand that the subject and verb will invert after place expressions at the beginning of a sentence only when the place expression is necessary to complete the sentence. Study the following examples:

In the forest are many exotic birds.

In the forest I walked for many hours.

In the first example the subject birds and verb are are inverted because the place expression in the forest is needed to complete the idea many exotic birds are..... In the second example the subject I and the verb walked are not inverted because the idea I walked for many hours is complete without the place expression in the forest; the place expression is therefore not needed to complete the sentence.

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

Example

On the second level of the parking lot

- (A) is empty
- (B) are empty
- (C) some empty stalls are
- (D) are some empty stalls

This example begins with the place expression on the second level of the parking lot, which consists of two prepositional phrases, on the second level and of the parking lot. This sentence needs a subject and a verb to be complete, and the two answers that contain both a subject stalls and verb are are answers (C) and (D). The subject and verb should be inverted because the place expression is necessary to complete the idea some empty stalls are The best answer is therefore answer (D).

The following chart lists the sentence patterns used with place expressions:

INVERTED SUBJECT AND VERB WITH PLACE EXPRESSIONS		
When a place expression at the front of the sentence is necessary to complete the sentence, the subject and verb that following are inverted.		
PLACE (necessary)	VS	
In the classroom	were	some old desks.
When a place expression at the front of the sentence contains extra information that is not needed to complete the sentence, the subject and verb that follow are not inverted.		
PLACE (necessary)	S V	
In the classroom	I studied	very hard

Structure and Written Expression

SKILL 15 INVERT THE SUBJECT AND VERB WITH NEGATIVES

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

Not once did I miss a question.

Never has Mr. Jones taken a vacation.

At no time can the woman talk on the telephone.

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

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

Hardly ever does he take time off.

(This means that he almost never takes time off.)

Only once did the manager issue overtime paychecks.

(This means that the manager almost never issued overtime paychecks.)

Structure and Written Expression

In the first example the “almost negative” expression hardly ever causes the subject he to come after the helping verb does. In the second example the “almost negative” expression only once causes the subject manager to come after the helping verb did.

When a negative expression appears in front of a subject and verb in the middle of a sentence, the subject and verb are also inverted. This happens often with the negative words neither and nor.

I do not want to go, and neither does Tom.

The secretary is not attending the meeting, nor is her boss.

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

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

Example

Only in extremely dangerous situations _____ stopped.

- (A) will be the printing presses
- (B) the printing presses will be
- (C) that the printing presses will be
- (D) will the printing presses be

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

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

INVERTED SUBJECTS AND VERBS WITH NEGATIVES					
no barely	not hardly	never only	neither rarely	nor scarcely	seldom
When a negative expression appears in front of a subject and verb (at the beginning of a sentence or in the middle of a sentence) the subject and verb are inverted.					
negative expression		V S			
Rarely		were they so happy.			

SKILL 16 INVERT THE SUBJECT AND VERB WITH CONDITIONALS

Should you arrive before 6:00, just give me a call.

INVERTED SUBJECT AND VERB WITH CONDITIONAL		
had	should	were
<p>When the verb in the conditional clause is had, should, or were, it is possible to omit it and invert the subject and verb (omitted if)VS</p> <p>were he here, he would help.</p>		
<p>It is also possible to keep it. Then subject and verb are not inverted</p> <p>If S V</p> <p>If he were here, he would help.</p>		

SKILL 17 INVERT THE SUBJECT AND VERB WITH COMPARISONS

An inverted subject and verb may occur also after a comparison. The inversion of a subject and verb after a comparison is optional, rather than required, and it is a rather formal structure. There have been a number of inverted comparisons on recent PROFICIENCY tests, so you should be familiar with this structure.

My sister spends more hours in the office than John.

My sister spends more hours in the office than John does.

My sister spends more hours in the office than does John.

All three of these examples contain the comparison more. . . than, and all three are correct in English. It is possible to have the noun John alone, as in the first example; it is possible that the comparison is followed by the subject and verb John does, as in the second example; it is also possible that the comparison is followed by the inverted subject and verb does John, as in the third example.

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

Example

The results of the current experiment appear to be more consistent than____the results of any previous tests.

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

In this example you should notice the comparison more consistent than, and you should also understand that the results of the current experiment is being compared with the results of any previous tests. Because the results of any previous tests is the subject, only a verb is needed; the best answer to this question is therefore answer (B). We know that it is possible for a subject and a verb to be inverted after a comparison, and in this case the subject the results of any previous tests comes after the verb were.

The following chart lists the sentence patterns used with comparisons:

INVERTED SUBJECT AND VERB WITH COMPARISONS					
The subject and verb may invert after a comparisons. The following structure are both possible					
S	V	comparison	S	V	
We	were	more prepared than	the other performers	were	
S	V	comparison	V	S	
We	were	more prepared than	were	the other performers	

NOTE: A subject-verb inversion after a comparison sounds rather formal.

Structure and Written Expression

EXERCISE (Skills 15-19): Each of these sentences contains a structure that could require an inverted subject and verb. Circle the structures that may require inverted subjects and verbs. Underline the subjects once and the verbs twice. Then, indicate if the sentences are correct (C) or incorrect (I).

- _____ 1. The town council is not sure why have the land developers changed their plans.
- _____ 2. Never in the world I believed that this would happen.
- _____ 3. The day might have been a little more enjoyable had the sun been out a little more.
- _____ 4. Only once did the judge take the defense lawyer's suggestion.
- _____ 5. Down the hall to the left the offices are that need to be painted.
- _____ 6. Did the scientist explain what he put in the beaker?
- _____ 7. Hardly ever it snows in this section of the country.
- _____ 8. Elijah scored more points in yesterday's basketball final than had any other player in history.
- _____ 9. In the state of California, earthquakes occur regularly.
- _____ 10. He should ever call again, please tell him that I am not at home.

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

- 1. Rarely _____ located near city lights or at lower elevations.
 - (A) observatories are
 - (B) are
 - (C) in the observatories
 - (D) are observatories
- 2. There are geographic, economic, and cultural reasons why _____ around the world.
 - (A) diets differ
 - (B) do diets differ
 - (C) are diets different
 - (D) to differ a diet
- 3. Were _____ millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly.
 - (A) the U.S. Army Corps of Engineers not spending
 - (B) the U.S. Army Corps of Engineers not spend
 - (C) the U.S. Army Corps of Engineers does not spend
 - (D) not spending the U.S. Army Corps of Engineers
- 4. Nowhere _____ more skewed than in the auto industry.
 - (A) that retail trade figures
 - (B) retail trade figures
 - (C) are retail trade figures
 - (D) retail trade figures

Structure and Written Expression

5. New York City's Central Park is nearly twice as large _____ second smallest country, Monaco.
- (A) as
(B) is the
(C) as is
(D) as is the
6. Potassium has a valence of positive one because it usually loses one electron when _____ with other elements.
- (A) does it combine
(B) it combines
(C) in combining
(D) combination
7. The economic background of labor legislation will not be mentioned in this course, _____ be treated.
- (A) trade unionism will not
(B) nor trade unionism will
(C) nor will trade unionism
(D) neither trade unionism will
8. _____ test positive for antibiotics when tanker trucks arrive at a milk processing plant, according to federal law, the entire truckload must be discarded.
- (A) Should milk
(B) If milk
(C) If milk is
(D) Milk should
9. Located behind _____ the two lacrimal glands.
- (A) each eyelid
(B) is each eyelid
(C) each eyelid are
(D) each eyelid which is
10. Only for a short period of time _____ run at top speed.
- (A) cheetahs
(B) do cheetahs
(C) that a cheetah can
(D) can

PROFICIENCY REVIEW EXERCISE (Skills 1-17): Choose the letter of the word or group of words that best completes the sentence.

1. _____ variety of flowers in the show, from simple carnations to the most exquisite roses.
- (A) A wide
(B) There was a wide
(C) Was there
(D) Many
2. The wedges _____ dart board are worth from one to twenty points each.
- (A) they are on a
(B) are on a
(C) are they on a
(D) on a
3. _____ producing many new movies for release after the new season begins.
- (A) His company is
(B) His companies
(C) The company
(D) Why the company is
4. _____ that Emily Dickinson wrote, 24 were given titles and 7 were published during her lifetime.
- (A) Of the 1,800 poems
(B) There were 1,800 poems
(C) Because the 1,800 poems
(D) The 1,800 poems
5. Since an immediate change was needed on an emergency basis, _____ by the governor to curtail railway expenditure.
- (A) so it was proposed
(B) was proposed
(C) because of the proposal
(D) it was proposed
6. In the Morgan Library in New York City _____ of medieval and Renaissance manuscripts.
- (A) a collection is
(B) in a collection
(C) is a collection
(D) which is a collection

Structure and Written Expression

7. Some fishing fleets might not have been so inefficient in limiting their catch to target species_____more strict in enforcing penalties.
- (A) the government had been
(B) if the government had
(C) had the government been
(D) if the government
8. The Dewey Decimal System, currently used in libraries throughout the world,_____all written works into ten classes according to subject.
- (A) dividing
(B) divides
(C) it would divide
(D) was divided
9. Individual differences in brain-wave activity may shed light on why some people are more prone to emotional stress disorders_____
- (A) that others are
(B) and others are
(C) others are
(D) than are others
10. _____squeezed, the orange juice in a one-cup serving provides twice the minimum daily requirement for vitamin C.
- (A) It is freshly
(B) If freshly
(C) You freshly
(D) If it freshly

THE WRITTEN EXPRESSION QUESTIONS

Questions 11 through 20 in the Structure and Written Expression section of the PROFICIENCY test examine your knowledge of the correct way to express yourself in English writing. Each question in this section consists of one sentence in which four words or groups of words have been underlined. You must choose the letter of the word or group of words that is not correct.

Example I

The final delivery of the day is the importantest.
 A B C D

If you look at the underlined words in this example, you should notice immediately that importantest is not correct. The correct superlative form of important is the most important. Therefore, you should choose answer (D) because (D) is not correct.

Example II

The books that I read was interesting.
 A B C D

If you look at the underlined words in this example, each word by itself appears to be correct. However, the singular verb was is incorrect because it does not agree with the plural subject books; the verb should be were instead. Therefore, you should choose answer (C) because (C) is not correct.

STRATEGIES FOR THE WRITTEN EXPRESSION QUESTIONS

1. First look at the underlined word or groups of words. You want to see if you can spot which of the four answer choices is not correct.
2. If you have been unable to find the error by looking only at the four underlined expressions, then read the complete sentence. Often an underlined expression is incorrect because of something in another part of the sentence.
3. Never leave any answers blank. Be sure to answer each question even if you are unsure of the correct response.

The following skills will help you to implement these strategies in the Written Expression questions.

Structure and Written Expression

PROBLEMS WITH 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 PROFICIENCY 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 18 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.

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

SUBJECT / VERB AGREEMENT AFTER PREPOSITIONAL PHRASES		
S	(prepositional phrase)	V
When a prepositional phrase come between the subject, and the verb), be sure that the verb agrees with subject		

SKILL 19 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

In the first example the subject all refers to the singular noun book, so the correct verb is therefore the singular verb was. In the second example the subject all refers to the plural noun books, so the correct verb is the plural verb were. In the third example the subject all refers to the uncountable noun information, so the correct verb is therefore the singular verb was.

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

SUBJECT / VERB AGREEMENT AFTER EXPRESSIONS OF QUANTITY		
<div style="border-left: 1px solid black; border-right: 1px solid black; padding: 5px; display: inline-block;"> all most some half </div>	OF THE (OBJECT)	V
When an expression of quantity is the subject, the verb agrees with the object		

SKILL 20 MAKE INVERTED VERBS AGREE

We have seen that sometimes in English the subject comes after the verb. This can occur after question words (Skill 15), after place expressions (Skill 16), after negative expressions (Skill 17), after omitted conditionals (Skill 18), and after some comparisons (Skill 19). 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.

Structure and Written Expression

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.

The following chart outlines the key information that you should understand about subject/verb agreement after inverted verbs:

SUBJECT / VERB AGREEMENT AFTER INVERTED VERBS	
<div><div>Question Negative Place Condition (no if) Comparison</div><div>V</div></div>	<div>S</div>
After question words, negative expressions, place expression, conditions without if, and comparisons, the verb agrees with the subject, which may be after the verb.	

SKILL 21 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.

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

SUBJECT / VERB AGREEMENT AFTER CERTAIN WORDS				
These words or expressions are grammatically singular, so they take singular verbs:				
anybody	everybody	no body	somebody	each (+ noun)
anyone	everyone	no one	someone	every (+ noun)
anything	everything	nothing	something	

EXERCISE: 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 ribbons for the electric typewriter 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.

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

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

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

- _____ 3. Each number in a 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
- _____ 5. On the rim of the Kilauea volcano in the Hawaiian Islands are a hotel called the Volcano Hotel.
A B C D

Structure and Written Expression

- _____ 6. The great digital advances of the electronic age, such as integrated circuitry
A B
and a microcomputer, has been planted in tiny chips.
C D
- _____ 7. There are many frequently mentioned reasons why one out of four arrests
A B C
involve a juvenile.
D
- _____ 8. Kepler's Laws, principles outlining planetary movement, was formulated based
A B C
on observations made without a telescope.
D
- _____ 9. Only with a two-thirds vote by both houses are the U.S. Congress able to
A B C
override a presidential veto.
D
- _____ 10. Of all the evidence that has piled up since Webster's paper was published,
A
there is no new ideas to contradict his original theory.
B C D

PROFICIENCY REVIEW EXERCISE (Skills 1-21 : Choose the letter of the word or group of words that best completes the sentence.

- | | |
|--|--|
| 1. _____ several unsuccessful attempts,
Robert Peary reached the North Pole on
April 6, 1909.

(A) After
(B) He made
(C) When
(D) His | 4. _____ of economic cycles been helpful
in predicting turning points in cycles,
they would have been used more
consistently.

(A) Psychological theories
(B) Psychological theories have
(C) Had psychological theories
(D) Psychologists have theories |
| 2. The musical instrument _____ is six feet
long.

(A) is called the bass
(B) it is called the bass
(C) called the bass
(D) calls the bass | 5. Hospital committees _____ spent weeks
agonizing over which artificial kidney
candidate would receive the treatments
now find that the decision is out of their
hands.

(A) once
(B) that once
(C) have
(D) once had |
| 3. One problem with all languages _____
they are full of irregularities.

(A) when
(B) so
(C) is that
(D) in case | |

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

- _____ 6. More than half of the children in the 1,356 member district qualifies for
A B C
reduced-price or free lunches.
D
- _____ 7. Five miles beyond the hills were a fire with its flames reaching up to the sky.
A B C D
- _____ 8. Kettledrums, what were first played on horseback, were incorporated into the
A B C D
orchestra in the eighteenth century.
- _____ 9. When is a flag hung upside down, it is an internationally recognized symbol of distress.
A B C D
- _____ 10. The Museum of the Confederation in Richmond hosts an exhibition which
A
documenting the origins and history of the banner that most Americans
B C
think of as the Confederate flag.
D

PROBLEMS WITH PARALLEL STRUCTURE

In good English an attempt should be made to make the language as even and balanced as possible. This balance is called "parallel structure." You can achieve parallel structure by making the forms of words as similar as possible. The following is an example of a sentence that is not parallel:

I like to sing and dancing.*

The problem in this sentence is not the expression to sing, and the problem is not the word dancing. The expression to sing is correct by itself, and the word dancing is correct by itself. Both of the following sentences are correct:

I like to sing.

I like dancing.

The problem in the incorrect example is that to sing and dancing are joined together in one sentence with and. They are different forms where it is possible to have similar forms; therefore the example is not parallel. It can be corrected in two different ways: we can make the first expression like the second, or we can make the second expression like the first.

I like to sing and to dance.

I like singing and dancing.

Structure and Written Expression

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 22 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 eats and sleeps only 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.

The following chart outlines the use of parallel structures with coordinate conjunctions:

PARALLEL STRUCTURE WITH COORDINATE CONJUNCTIONS			
(same structure)	and but or	(same structure)	
(same structure),	(same structure),	and but or	(same structure)

SKILL 23 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.

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

PARALLEL STRUCTURE WITH PAIRED CONJUNCTIONS			
<div style="border: 1px solid black; padding: 10px; text-align: center;">both either neither not only</div>	(same structure)		<div style="border: 1px solid black; padding: 10px; text-align: center;">and or nor but also</div>
	(same structure)		

SKILL 24 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.

Structure and Written Expression

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.

The following chart outlines the use of parallel structures with comparisons:

PARALLEL STRUCTURE WITH COMPARISONS		
(same structure)	More...than -er...than less...than as...as the same...as similar..to	(same structure)

EXERCISE 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 dian 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.

PROFICIENCY EXERCISE (Skills 22-24): 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

Structure and Written Expression

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
A B C
on the aural, visual, emotional, and philosophy elements.
D
- ____ 9. Manufacturers may use food additives for preserving, to color, to flavor,
A B
or to fortify foods.
C
- ____ 10. A bankruptcy may be either voluntary nor involuntary.
A B C

PROFICIENCY REVIEW EXERCISE (Skills 1-24): Choose the letter of the word or group of words that best completes the sentence.

1. The growth of hair _____ cyclical process, with phases of activity and inactivity.
(A) it is
(B) is a
(C) which is
(D) a regular
2. The fire _____ to have started in the furnace under the house.
(A) is believed
(B) that is believed
(C) they believe
(D) that they believe
3. In Roman numerals, _____ symbols for numeric values.
(A) are letters of the alphabet
(B) letters of the alphabet are
(C) which uses letters of the alphabet
(D) in which letters of the alphabet are
4. The legal systems of most countries can be classified _____ common law or civil law.
(A) as either
(B) either as
(C) either to
(D) to either
5. One difference between mathematics and language is that mathematics is precise _____.
(A) language is not
(B) while language is not
(C) but language not
(D) while is language
6. Your criticism of the three short stories should not be less than 2,000 words, nor _____ more than 3,000.
(A) should it be
(B) it should be
(C) it is
(D) should be it

Structure and Written Expression

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

- ____ 7. In 1870, the attorney general was made head of the Department of Justice,
A
given an enlarged staff, and endow with clear-cut law-enforcement functions.
B C D
- ____ 8. The General Sherman Tree, the largest of all the giant sequoias, are reputed to be the
A B C
world's largest living thing.
D
- ____ 9. The skeleton of a shark is made of cartilage rather than having bone.
A B C D
- ____ 10. At least one sample of each of the brands contains measurable amounts of aflatoxin,
A B
and there is three which exceed the maximum.
C D

PROBLEMS WITH COMPARATIVES AND SUPERLATIVES

Sentences with incorrect comparatives and superlatives can appear on the PROFICIENCY 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 PROFICIENCY test.

SKILL 25 FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

The problem with some of the comparative and superlative sentences on the PROFICIENCY test is that the comparative or superlative is formed incorrectly. You should therefore understand how to form the comparative and superlative to answer such questions 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 following chart outlines the possible forms of comparatives and superlatives:

THE FORM OF COMPARATIVES AND SUPERLATIVES		
COMPARATIVE	<div><div>more (long adjective)</div><div>(short adjective) + er</div></div>	than
SUPERLATIVE	<div>the<div><div>most (long adjective)</div><div>(short adjective)+est</div></div></div>	maybe in, of,that

SKILL 26 USE COMPARATIVES AND SUPERLATIVES CORRECTLY

Another problem with the comparative and superlative on the PROFICIENCY test is that they can be used incorrectly. The comparative and superlative have different uses, and you should understand these different uses to answer such questions correctly. The comparative is used to compare two equal things.

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.

The following chart outlines the uses of comparatives and superlatives:

THE USES OF COMPARATIVE AND SUPERLATIVE
The COMPARATIVE is used to compare two equal things.
The SUPERLATIVE is used to show which one of many is in some way the most outstanding.

Structure and Written Expression

SKILL 27 USE THE IRREGULAR -ER, -ER STRUCTURE CORRECTLY

An irregular comparative structure that has been appearing frequently on the PROFICIENCY 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.

In this type of sentence, the and the comparison can be followed by a number of different structures.

The more children you have, the bigger the house you need.

The harder you work, the more you accomplish.

The greater the experience, the higher the salary.

In the first example, the more is followed by the noun children and the subject and verb you have, while the bigger is followed by the noun the house and the subject and verb you need. In the second example, the harder is followed by the subject and verb you work, while the more is followed by the subject and verb you accomplish. In the third example, the greater is followed only by the noun the experience, while the higher is followed only by the noun the salary. You should note that this last example does not even contain a verb, yet it is a correct structure in English.

The following chart outlines this irregular -er, -er structure:

THE -ER, -ER STRUCTURE

THE	-er more	(same structure),	THE	-er more	(same structure).
-----	-------------	-------------------	-----	-------------	-------------------

This type of sentence may or may not include a verb.

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 U.S.
- _____ 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.

PROFICIENCY 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

A
B
C
D

 dangerous animal of North America.

Structure and Written Expression

- _____ 6. Climate, soil type, and availability of water are the most critical factors than
A B C
selecting the best type of grass for a lawn.
D
- _____ 7. Peter Abelard, a logician and theologian, was the controversialest teacher of his age.
A B C D
- _____ 8. Protein molecules are the most complex than the molecules of carbohydrates.
A B C D
- _____ 9. The leek, a member of the lily family, has a mildest taste than the onion.
A B C D
- _____ 10. The widely used natural fiber of all is cotton.
A B C D

PROFICIENCY. REVIEW EXERCISE (Skills 1-27): Choose the letter of the word or group of words that best completes the sentence.

1. _____, a liberal arts college specifically for deaf people, is located in Washington, D.C.
(A) Gallaudet College
(B) Gallaudet College is
(C) About Gallaudet College
(D) Because of Gallaudet College
- (C) Several
(D) There were several
2. _____ varieties of dogs at the show, including spaniels, poodles, and collies.
(A) The several
(B) Those
3. While the discovery that many migratory songbirds can thrive in deforested wintering spots_____, the fact remains that these birds are dying at unusual rates.
(A) it is heartening
(B) hearten
(C) heartening
(D) is heartening

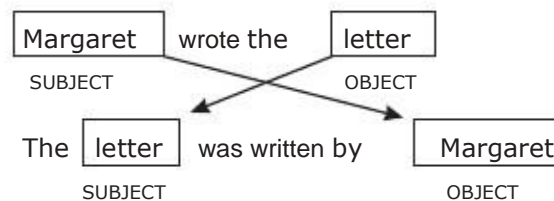
Choose the letter of the underlined word or group of words that is not correct.

- _____ 4. The coyote is somewhat smaller in size that a timber wolf.
A B C D
- _____ 5. The weather reports all showed that there were a tremendous storm front moving in.
A B C D
- _____ 6. Seldom cactus plants are found outside of North America.
A B C D
- _____ 7. In a basketball game a player what is fouled receives one or two free throws.
A B C D
- _____ 8. Until recently, California was largest producer of oranges in the U.S.
A B C D
- _____ 9. An understanding of engineering theories and problems are impossible until basic arithmetic is fully mastered.
A B C D
- _____ 10. The earliest the CVS (chorionic villas sampling) procedure in the pregnancy, the greater the risk to the baby.
A B C

PROBLEMS WITH PASSIVE VERBS

Sentences in which the error is an incorrect passive are common in the Written Expression section of the PROFICIENCY 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.

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).

Structure and Written Expression

SKILL 28 USE THE CORRECT FORM OF THE PASSIVE

One way that the passive can be tested on the PROFICIENCY test is simply with an incorrect form of the passive. The following are examples of passive errors that might appear on the PROFICIENCY test:

The portrait was painting* by a famous artist.

The project will finished* by Tim.

In the first example, the passive is formed incorrectly because the past participle painted should be used rather than the present participle painting. In the second example, the verb be has not been included, and some form of be is necessary for a passive verb. The verb in the second sentence should be will be finished.

The following chart outlines the way to form the passive correctly:

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

SKILL 29 RECOGNIZE ACTIVE AND PASSIVE MEANINGS

When there is no object (with or without by) after a verb, you must look at the meaning of the sentence to determine if the verb should be active or passive. Sentences with an incorrect passive verb and no by + object to tell you that the verb should be passive are the most difficult passive errors to recognize on the PROFICIENCY test. Study the examples:

We mailed the package at the post office.

The letter was mailed by us today before noon.

The letter was mailed today before noon.

The letter mailed* today before noon.

The first three examples above are correct. The first example has the active verb mailed used with the object package; the second example has the passive verb was mailed used with by us, the third sentence has the passive verb was mailed used without an object.

The fourth example is the type of passive error that appears most often on the PROFICIENCY test. This type of sentence has the following characteristics: (1) an incorrect passive verb that looks like a correct active verb, and (2) no by + object to tell you that a passive is needed. To correct the fourth example, the active verb needs to be changed to the passive was mailed.

To determine that such a sentence is incorrect, you must study the meaning of the subject and the verb. You must ask yourself if the subject does the action of the verb (so an active verb is needed) or if the subject receives the action of the verb (so a passive verb is needed). In the incorrect example, you should study the meaning of the subject and verb, the letter mailed. You should ask yourself if a letter mails itself (the letter does the action) or if someone mails a letter (the letter receives the action of being mailed). Since a letter does not mail itself, the passive is required in this sentence.

The following chart outlines the difference in meaning between active and passive verbs:

ACTIVE AND PASSIVE MEANINGS	
ACTIVE	The subject does the action of the verb.
PASSIVE	The subject receives the action of the verb.

EXERCISE I (Skills 28-29): 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 crosscountry 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.

PROFICIENCY EXERCISE (Skill 28-29): 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
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
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

Structure and Written Expression

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

- ____ 4. Particular issues that concern teenagers were covering in the half-hour program.
A B C D
- ____ 5. Electrical impulses may also picked up by the optic nerve.
A B C D
- ____ 6. Workers training for a specific job have a strong possibility of being replace by a machine.
A B C D
- ____ 7. On June 30,1992, international timekeepers in Paris were added an extra
A B
second to the day.
C D
- ____ 8. The report could not be turned in on time because all the needed work lost.
A B C D
- ____ 9. In English these questions have be formed by changing the word order of a
A B C
statement, whereas in some languages the word order remains the same.
D
- ____ 10. He was not able to define the process by which the body had protected by the
A B C D
immunologic system.

PROFICIENCY REVIEW EXERCISE (Skills I - 29): Choose the letter of the word or group of words that best completes the sentence.

1. _____ Big Dipper, a seven-star constellation in the shape of a cup, is part of Ursa Major.
(A) The
(B) It is the
(C) With the
(D) That the
2. The Military Academy at West Point_____ on the west bank of the Hudson River, north of New York City.
(A) located
(B) is located
(C) which is located
(D) whose location is
3. _____impressive chapter in the book was the chapter on Stuart's scientific theories.
(A) It was the most
(B) The most
(C) Most
(D) Most of the

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

- ___ 4. The first fish have appeared on the earth approximately 500 million years ago.
A B C D
- ___ 5. Only rarely sound waves are of a single frequency encountered in practice.
A B C D
- ___ 6. Cameos can be carved not only from onyx and sardonyx or from agate.
A B C D
- ___ 7. Although most of the wild horses in the western range have already been rounded up,
A B
the most remote the area, the greater the possibility that wild horses can still be
C D
found.
- ___ 8. During this period, \$206 was spend annually on food by families in the lower third
A B C D
income bracket.
- ___ 9. The dangers of noise are, unfortunately, not as clear-cut than are those from
A B C
most other health hazards.
D
- ___ 10. In a recent survey of Americans, more than 75 percent expressed the view
A B
that the government it should take a more active role in health care.
C D

PROBLEMS WITH NOUNS _____

The same types of problems with nouns appear often in the Written Expression section of the PROFICIENCY 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.

SKILL 30 USE THE CORRECT SINGULAR OR PLURAL NOUN

A problem that is common in the Written Expression section of the PROFICIENCY test is a singular noun used where a plural noun is needed, or a plural noun used where a singular noun is needed.

On the table there were many dish*.

The lab assistant finished every tests*.

In the first example, many indicates that the plural dishes is needed. In the second example, every indicates that the singular test is needed.

Structure and Written Expression

In the Written Expression section of the PROFICIENCY 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.

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

KEYWORDS FOR SINGULAR AND PLURAL NOUNS					
For Singular Nouns	each	every	single	one	a
For Plural Nouns	both	two	many	several	various

SKILL 31 DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUNS

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

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

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

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.

The following chart lists the key words that indicate to you whether a noun should be countable or uncountable:

KEYWORDS FOR COUNTABLE AND UNCOUNTABLE NOUNS				
For Countable Nouns	many	number	few	fewer
For Uncountable Nouns	much	amount	little	less

SKILL 32 RECOGNIZE IRREGULAR PLURALS OF NOUNS

Many nouns in English have irregular plurals, and these irregular forms can cause confusion in the Written Expression section of the PROFICIENCY 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.

In this example the plural noun criteria looks singular because it does not end in s; you might incorrectly assume that it is singular because there is no final s. However, criteria is a plural noun, so the singular verb was used is incorrect. The verb should be the plural form were used.

The following chart lists the irregular plurals that you should become familiar with:

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

SKILL 33 DISTINGUISH THE PERSON FROM THE THING

Nouns in English can refer to persons or things. Sometimes in the Written Expression section of the PROFICIENCY test, the person is used in place of the thing, or the thing is used in place of the person.

Ralph Nader is an authorization* in the field of consumer affairs.
There are many job opportunities in accountant*.

In the first example, authorization is incorrect because authorization is a thing and Ralph Nader is a person. The person authority should be used in this sentence. In the second example, accountant is incorrect because accountant is a person and the field in which an accountant works is accounting. The thing accounting should be used in this sentence.

The following chart outlines what you should remember about the person or thing:

PERSON OR THING*
<ol style="list-style-type: none"> 1. It is common to confuse a person with a thing in the written Expression section of the PROFICIENCY test. 2. This type of question generally appears near the end of the written Expression section

Structure and Written Expression

EXERCISE (Skills 30-33): 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.

PROFICIENCY EXERCISE (Skills 30-33): Choose the letter of the underlined word or group of words that is not correct.

- ____ 1. As a compilation of useful details, a weekly magazine commends itself in several respect.
A B C D
- ____ 2. Through aquaculture, or fish farming, more than 500 million tons of fish
A B
are produced each years.
C D
- ____ 3. The legal system has much safeguards to protect the right of a defendant to
A B C
an impartial jury.
D
- ____ 4. The mystery bookstore was largely a phenomena of the last decade.
A B C D
- ____ 5. The Song of Hiawatha, by Longfellow, tells the story of the Indian heroism who
A B C
married Minehaha.
D
- ____ 6. Uranus is the seventh planets from the Sun.
A B C D
- ____ 7. The sycamore has broad leaves with a large amount of pointed teeth.
A B C D
- ____ 8. The first of two such investigation requires the students to read continuously
A B
over a period of four hours.
C D
- ____ 9. A quantitative analysis, using both the computer and quantitative techniques,
A B
are used to optimize financial decisions.
C D
- ____ 10. To enter the FBI National Academy, an application must be between the ages of
A B C D
twenty-three and thirty-four.

Structure and Written Expression

PROFICIENCY REVIEW EXERCISE (Skills 1—33): Choose the letter of the word or group of words that best completes the sentence.

1. Presidential ____ held every four years on the first Tuesday after the first Monday in November.
(A) electing
(B) elections are
(C) is elected
(D) elected and
2. Studies of carcinogenesis in animals can provide data on ____ in human susceptibility.
(A) differences are
(B) that differences are
(C) differences have
(D) differences
3. Those who favor the new law say that the present law does not set spending limits on lobbyists' gifts to politicians, nor ____ statewide funds.
(A) it limits
(B) limits it
(C) does it limit
(D) does it
4. The population of the earth is increasing at a tremendous rate and ____ out of control.
(A) they have become
(B) are soon going to be
(C) soon will be
(D) why it will be
5. Starting in 1811, traders and manufacturers were more easily able to send goods upriver in ____ provided the necessary power to counteract the flow of the waters.
(A) steamboats
(B) which
(C) that
(D) that steamboats

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

- ____ 6. Temperature indicates on a bimetallic thermometer by the amount that the
A B C D
bimetallic strip bends.
- ____ 7. Many of the food consumed by penguins consists of fish obtained from the ocean.
A B C D
- ____ 8. Before the newspaper became widespread, a town crier has walked throughout
A B C
a village or town singing out the news.
D
- ____ 9. All of NASA's manned spacecraft project are headquartered at the Lyndon B.
A B C D
Johnson Space Center in Houston.
- ____ 10. Fungi cause more serious plant diseased than do other parasites.
A B C D

PROBLEMS WITH PRONOUNS

Pronouns are words, such as he, she, or it, that take the place of nouns. When you see a pronoun in the Written Expression section of the PROFICIENCY 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 PROFICIENCY test: (1) distinguishing subject and object pronouns, (2) distinguishing possessive pronouns and possessive adjectives, and (3) checking pronoun reference for agreement.

SKILL 34 DISTINGUISH SUBJECT AND OBJECT PRONOUNS

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

SUBJECT	OBJECT
I you he she it we they	me you him her it us them

A subject pronoun is used as the subject of a verb. An object pronoun can be used as the object of a verb or the object of a preposition. Compare the following two sentences.

Sally gave the book to John

↓ ↙ ↘

She gave it to him.

In the second sentence the subject pronoun she is replacing the noun Sally. The object of the verb it is replacing the noun book, and the object of the preposition him is replacing the noun John.

The following are examples of the types of subject or object pronoun errors that you might see on the PROFICIENCY test. *

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.

Structure and Written Expression

PROBLEMS WITH ADJECTIVES AND ADVERBS

Many different problems with adjectives and adverbs are possible in the Written Expression section of the PROFICIENCY test. To identify these problems, you must first be able to recognize 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:

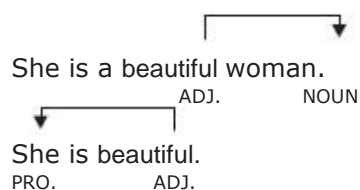
ADJECTIVE	ADVERB
recent public evident	recently publicly evidently

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).

There are three skills involving adjectives and adverbs that will help you on the Written Expression section of the PROFICIENCY test: (1) knowing when to use adjectives and adverbs, (2) using adjectives rather than adverbs after linking verbs, and (3) positioning adjectives and adverbs correctly.

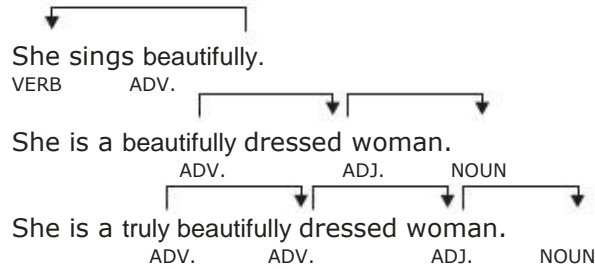
SKILL 35 USE BASIC ADJECTIVES AND ADVERBS CORRECTLY

Sometimes in the Written Expression section of the PROFICIENCY test, adjectives are used in place of adverbs, or adverbs are used in place of adjectives. Adjectives and adverbs have very different uses. Adjectives have only one job: they describe nouns or pronouns.



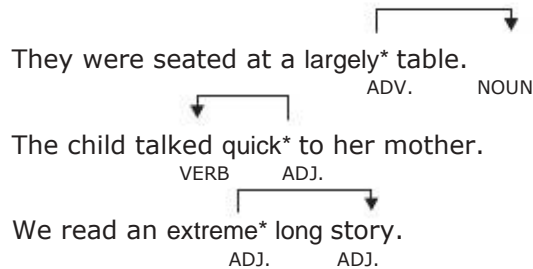
In the first example, the adjective beautiful describes the noun woman. In the second example, the adjective beautiful describes the pronoun she.

Adverbs do three different things. They describe verbs, adjectives, or other adverbs.



In the first example, the adverb beautifully describes the verb sings. In the second example, the adverb beautifully describes the adjective dressed (which describes the noun woman). In the third example, the adverb truly describes the adverb beautifully, which describes the adjective dressed (which describes the noun woman).

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



In the first example, the adverb largely is incorrect because the adjective large is needed to describe the noun table. In the second example, the adjective quick is incorrect because the adverb quickly is needed to describe the verb talked. In the last example, the adjective extreme is incorrect because the adverb extremely is needed to describe the adjective long.

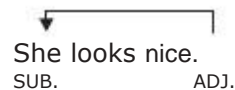
SKILL 36 USE ADJECTIVES AFTER LINKING VERBS

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



In this example, the verb spoke is followed by the adverb nicely. This adverb describes the verb spoke.

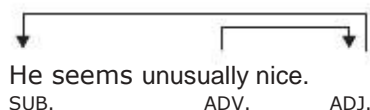
However, you must be very careful if the verb is a linking verb. A linking verb is followed by an adjective rather than an adverb.



In this example, the linking verb looks is followed by the adjective nice. This adjective describes the subject she.

Structure and Written Expression

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.

The following chart lists commonly used linking verbs and outlines the different uses of adjectives and adverbs after regular verbs and linking verbs:

ADJECTIVES AND ADVERBS AFTER VERBS				
<div style="text-align: center;"> <p>(subject) + (regular verb) + (adverb)</p> </div> <p>A regular verb is followed by an adverb. The adverb describes the verb.</p>				
<div style="text-align: center;"> <p>(subject) + (linking verb) + (adjectives)</p> </div> <p>A linking verb is followed by an adjective. The adjective describes the subject.</p>				
<div style="text-align: center;"> <p>(subject) + (linking verb) + (adverb) + (adjectives)</p> </div> <p>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.</p>				
LINKING VERB:	appear feel be	look become prove	seem smell taste	

SKILL 37 POSITION ADJECTIVES AND ADVERBS CORRECTLY

Adjectives and adverbs can appear in incorrect positions in the Written Expression section of the PROFICIENCY test. There are two common errors of this type that you should beware of: (1) the position of adjectives with the nouns they describe, and (2) the position of adverbs with objects.

In English it is correct to place a one-word adjective in front of the noun it describes. On the PROFICIENCY test, however, an incorrect sentence might have an adjective after the noun it describes.

The information important* is on the first page.
 NOUN ADJ.

In this example, the adjective important should come before the noun information, because important describes information.

A second problem you should be aware of is the position of adverbs with objects of verbs. When a verb has an object, an adverb describing the verb should not come between the verb and its object.

He has taken recently* an English course.
 ADV. OBJECT

This example is incorrect because the adverb recently comes between the verb has taken and its object an English course. There are many possible corrections for this sentence.

Recently he has taken an English course.
 He has recently taken an English course.
 He has taken an English course recently.

You can see from these examples that there are many possible correct positions for the adverb. What is important for you to remember is that an adverb that describes a verb cannot come between the verb and its object.

The following chart outlines the key points that you should remember about the position of adjectives and adverbs:

THE POSITION OF ADJECTIVES AND ADVERBS	
ADJECTIVES	A one-word adjective come before the noun it describes. It does not come directly after.
ADVERBS	An adverb can appear in many positions. It cannot be used between a verb and Its object.

EXERCISE (Skills 35-37): Circle the adjectives and adverbs in the following sentences. Draw arrows to the words they describe. Then, indicate if the sentences are correct (C) or incorrect (I).

- _____ 1. They were unable to see where their friends were sitting in the theater because of the lights dim.
- _____ 2. After the comprehensive exam, she looked exhaustedly by the experience.
- _____ 3. The project was remarkable close to being finished.
- _____ 4. Mark always does his homework careful.

Structure and Written Expression

- _____ 5. The program proved far more interesting than I had imagined it would be.
- _____ 6. The student had attended regularly all the lectures in the series.
- _____ 7. The patient became healthy after the operation.
- _____ 8. The grandparents speak proudly about all their offspring.
- _____ 9. The manager seemed certainly that the project would be finished under budget.
- _____ 10. The firefighters worked feverishly, and they put out immediately the fire.

PROFICIENCY EXERCISE (Skills 35-37): 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
A B C D
design.
- _____ 2. By the beginning of the 1980's fifteen states had adopted already no-fault
A B C
insurance laws.
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
A B C
depends heavy on people.
D
- _____ 5. Only recently have Gooden's industrially designers and engineers been able to
A B
optimize Watertred's unusual tread patterns for mass production.
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 U.S. consists of twelve banks district.
A B C D
- _____ 10. Telegraph service across the Atlantic was successful established in 1866.
A B C D

Structure and Written Expression

PROFICIENCY REVIEW EXERCISE (Skills 1-37): Choose the letter of the word or group of words that best completes the sentence.

1. Patty Berg, the top tournament winner in women's golf, _____ eighty-three golf tournaments from 1935 through 1964.

(A) she won
(B) winning
(C) won
(D) who won

2. _____ with about fifteen times its weight in air does gasoline allow the carburetor to run smoothly.

(A) It is mixed
(B) To mix it
(C) When mixed
(D) Only when mixed

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

- _____ 3. The Colorado River reaches their maximum height during April and May.
A B C D
- _____ 4. Plant proteins tend to have few amino acids than proteins from animal sources.
A B C D
- _____ 5. The Viking spacecraft has landed on Mars in July of 1976.
A B C D
- _____ 6. Admiral Byrd commanded airplane expeditions over both the Arctic or the Antarctic.
A B C D
- _____ 7. The advertising campaign will be based on the recent completed study.
A B C D
- _____ 8. Coronary occlusion results from a disease in which fatty substances with a large
A B
amount of cholesterol is deposited in the arteries.
C D
- _____ 9. Her money gave back as soon as she threatened to take the matter to court.
A B C D
- _____ 10. Other sites of fossil discoveries throughout Wyoming, ranging from the fiery
A B
Tyrannosaurus Rex to the milder Triceratops, have proven equally excite.
C D

MORE PROBLEMS WITH DJECTIVES

SKILL 38 RECOGNIZE -LY ADJECTIVES

The manager turned in his weekly report.

ADJ. NOUN

The following chart lists common -ly adjectives that can appear in English:

-LY ADJECTIVES				
costly	likely	daily	quarterly	northerly
early	lively	hourly	weekly	easterly
freindly	lonely	monthly	yerly	southerly
kindly	manly	nightly	lovely	westerly

SKILL 39 USE PREDICATE ADJECTIVES CORRECTLY

Certain adjectives appear only in the predicate of the sentence; that is, they appear after a linking verb such as *be*, and they cannot appear directly in front of the nouns that they describe.

The snake on the rock was alive.

The alive* snake was lying on the rock.

In the first example, the predicate adjective *alive* is used correctly after the linking verb *was* to describe the subject *snake*. In the second example, the predicate adjective *alive* is used incorrectly in front of the noun *snake*. In this position, the adjective *live* should be used.

The following chart lists some common predicate adjectives and the corresponding forms that can be used in front of the noun;

PREDICATE ADJECTIVES	
PREDICATE ADJECTIVES	FORMS USED IN FRONT OF NOUN
alike alive alone afraid asleep	like, similar live, living lone frightened sleeping
A predicate adjective appears after a linking verb such as <i>be</i> . It cannot appear directly in front of the noun that it describes	

SKILL 40 USE -ED AND -ING ADJECTIVES CORRECTLY

Verb forms ending in *-ed* and *-ing* can be used as adjectives. For example, the verbal adjectives *cleaned* and *cleaning* come from the verb *to clean*.

The woman cleans the car.

VERB

The cleaning woman worked on the car.

ADJECTIVE

The woman put the cleaned car back in the garage.

ADJECTIVE

In the first example, *cleans* is the verb of the sentence. In the second example, *cleaning* is a verbal adjective describing woman. In the third example, *cleaned* is a verbal adjective describing car.

Verbal adjectives ending in *-ed* and *-ing* can be confused in the Written Expression section of the PROFICIENCY test.

The cleaning* car...

The cleaned* woman ...

The difference between an *-ed* and an *-ing* adjective is similar to the difference between the active and the passive. An *-ing* adjective (like the active) means that the noun it describes is doing the action. The above example about the cleaning car is not correct because a car cannot do the action of cleaning: you cannot say that a car cleans itself. An *-ed* adjective (like the passive) means that the noun it describes is receiving the action from the verb. The above example about the cleaned woman is not correct because in this example a woman cannot receive the action of the verb *clean*: this sentence does not mean that someone cleaned the woman.

Structure and Written Expression

The following chart outlines the key information that you should remember about -ed and -ing adjectives:

-ED AND -ING ADJECTIVES			
TYPE	MEANING	USE	EXAMPLE
-ING	active	it does the action of the verb.	...the happily playing children... (The children play)
-ED	passive	It receives the action of the verb.	...the frequently played record... (Someone plays the record)

PROFICIENCY EXERCISE (Skills 38-40): Choose the letter of the underlined word or group of words that is not correct.

- _____ 1. As the only major American river that flowed in a west direction, the Ohio was the

A
C

preferred route for settlers.

D
- _____ 2. During the annually salmon migration from the sea to fresh water, Alaska's McNeil

A
B

River becomes a gathering place for brown bears waiting eagerly to catch their fill.

C
D
- _____ 3. Edelman stresses the mounting evidence showing that greatly variation on a

A
B
C

microscopic scale is likely.

D
- _____ 4. Perhaps the most welcoming and friendly of the park's wild places is the live oak

A
B
C

forest that surrounds the district's alone visitors' center in Gulf Breeze.

D
- _____ 5. Halley's comet, viewing through a telescope, was quite impressive.

A
B
C
D
- _____ 6. The state of deep asleep is characterized by rapid eye movement, or REM, sleep.

A
B
C
D
- _____ 7. Among the disputing sections of the Monteverdi opera are the sinfonia, the

A
B
C
D

prologue, and the role of Ottone.
- _____ 8. Most probably because of the likable rapport between anchors, the night newscast

A
B
C

on the local ABC affiliate has recently moved well beyond its competitors in

D

the ratings battle.

Structure and Written Expression

____ 9. Signing at the outset of a business deal, a contract offers the participants a certain
A B C
degree of legal protection from costly mistakes.
D

____ 10. The story presented by Fischer is a headlong tale told so effectively that
A B
its momentum carries the reader right through the live endnotes.
C D

PROFICIENCY REVIEW EXERCISE (Skills 1-40): Choose the letter of the word or group of words that best completes the sentence.

1. During the early nineteenth century, the Spanish missions in Alta, California____
to be an integral part of the economy
and productive capacity of the region.

- (A) proved
- (B) they proved
- (C) they proved it
- (D) proved it

2. Still other hurdles remain before____
suitable for private cars.

- (A) fuel cells
- (B) become
- (C) fuel cells become
- (D) that fuel cells become

3. The daughters of Joseph LaFlesche were born into the generation of Omaha forced to abandon tribal traditions,____on the reservation, and to adapt to the white man's ways.

- (A) they matured
- (B) to mature
- (C) maturing
- (D) to maturity

4. Among the most revealing aspects of mining towns____their paucity of public open space.

- (A) was
- (B) were
- (C) it was
- (D) so

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

____ 5. Factor analysis is used to discover how many abilities are involve in intelligence test
A B C D
performance.

____ 6. One of the early orders of marine mammals, manatees have evolved more
A B
than fifty million years ago from land animals.
C D

____ 7. Dolphins and chimps are like in that they have been shown to have language skills.
A B C D

____ 8. In the appendix at the end of the chapter are the instructions to be used for the
A B C
completion correct of the form.
D

Structure and Written Expression

PROBLEMS WITH PREPOSITIONS

Prepositions can be used in two ways: in a literal way and in an idiomatic way. In the literal use, the preposition means exactly what you expect.

The boy ran up the hill.
She went in the house.

In the first example, the preposition up means that the boy went in the direction up rather than down. In the second example, the preposition in means that she went into rather than out of the house.

In the idiomatic use, which is what appears most often on the PROFICIENCY test, the preposition appears in an idiomatic expression; that is, its meaning in this expression has nothing to do with the literal meaning.

I call up my friend.
He succeeded in passing the course.

In the first example, the word up has nothing to do with the direction up. To call up someone means to telephone someone. In the second example, the word in has nothing to do with the meaning of into or inside; it is simply idiomatic that the word in is used after the verb succeed.

It is impossible to list all potential idiomatic expressions with their prepositions because there are so many expressions that could appear on the PROFICIENCY test. However, in this chapter you can practice recognizing problems with prepositions in PROFICIENCY-type questions. Then, when you are working in the Written Expression section of the PROFICIENCY test, you should be aware that idiomatic errors with prepositions are common in that section. There are two common types of problems with prepositions that you should expect: (1) incorrect prepositions and (2) omitted prepositions.

SKILL 41 RECOGNIZE INCORRECT PREPOSITIONS

Sometimes an incorrect preposition is given in a sentence in the Written Expression section of the PROFICIENCY test.

The game was called on* because of rain.
I knew I could count in* you to do a good job.

The first example should say that the game was called because of rain. The expression called off means canceled, and that is the meaning that makes sense in this sentence. To call on someone is to visit someone, and this meaning does not make sense in this example. In the second example, it is not correct in English to count in someone. The correct expression is to count on someone.

SKILL 42 RECOGNIZE WHEN PREPOSITIONS HAVE BEEN OMITTED

Sometimes a necessary preposition has been omitted from a sentence in the Written Expression section of the PROFICIENCY test.

Can you wait* me after the game?
I plan* attending the meeting.

The first example is incorrect because it is necessary to say wait for me. The second example is incorrect because it is necessary to say plan on attending.

EXERCISE (Skills 41-42): Circle the prepositions in the following sentences. Mark where they have been omitted. Then, indicate if the sentences are correct (C) or incorrect (I).

- _____ 1. The students must hand in their homework.
- _____ 2. It will be difficult to forgive you of breaking your promise.
- _____ 3. Elizabeth excels math and science.
- _____ 4. She insisted on going to work in spite of her cold.
- _____ 5. Bob reminds me to his father because he looks just like him.
- _____ 6. If you are cold, you should put on your sweater.
- _____ 7. Mr. Sanders is not here now, but he will call you when he returns.
- _____ 8. I do not want to interfere your plans.
- _____ 9. Alan waited Marie after school.
- _____ 10. Bill laughs me whenever he looks me.

PROFICIENCY EXERCISE (Skills 41-42): Choose the letter of the underlined word or group of words that is not correct.

- _____ 1. Amelia Earhart, the first woman to fly solo across the Atlantic, disappeared on June 1937 while attempting to fly around the world.
A B C D
- _____ 2. The occurrence edema indicates the presence of a serious illness.
A B C D
- _____ 3. Atomic nuclei are believed to be composed by protons and neutrons in equal numbers for the lighter elements.
A B C D
- _____ 4. According legend, Betsy Ross designed and sewed the first American flag.
A B C D
- _____ 5. The middle ear is attached for the back of the throat by the Eustachian tube.
A B C D
- _____ 6. Plants that sprout, grow, bloom, produce seeds, and die within one year are classified for annuals.
A B C D
- _____ 7. A marionette is controlled by means strings connected to wooden bars.
A B C D
- _____ 8. In July of 1861, Pat Garrett killed Billy the Kid in a house close Fort Sumner.
A B C D

Structure and Written Expression

- _____ 9. Many comfort heating systems using steam as a working fluid operate at the
A B C D
convection principle.
- _____ 10. Mars' two small moons are irregularly shaped and covered for craters.
A B C D

PROFICIENCY REVIEW EXERCISE (1-42): Choose the letter of the word or group of words that best completes the sentence.

1. In any matter, heat tends to flow _____ to the cooler parts.
(A) hotter parts
(B) there are hotter parts
(C) from the hotter parts
(D) toward the hotter parts
2. Certain authorities claim that the costumes that people wear to parties _____ into their personalities.
(A) give subtle insights
(B) they give subtle insights
(C) which give subtle insights
(D) subtle insights
3. _____ Army camps near Washington, D.C., in 1861, Julia Ward Howe wrote "The Battle Hymn of the Republic."
(A) She visited
(B) After visiting
(C) When visited
(D) When was she visiting

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

- _____ 4. The body depends in food as its primary source of energy.
A B C D
- _____ 5. Regular programming was interrupted to broadcast a special news bulletins.
A B C D
- _____ 6. Sulfa drugs had been used to treat bacterial infection until penicillin becomes
A B C
widely available.
D
- _____ 7. Plans for both the International Monetary Fund or the World Bank were drawn up
A B C D
at the Bretton Woods Conference.
- _____ 8. Seldom Antarctic icebergs will move far enough north to disturb South Pacific
A B C
shipping lanes.
D
- _____ 9. In 1958, a largest recorded wave, with a height of 500 meters, occurred in
A B C D
Lituya Bay, Alaska.
- _____ 10. Exercise in swimming pools is particularly helpful because of buoyant
A B C
effect water.
D