

FEEDBACK: ALL ANSWER KEYS

C. MATERI 3:

Exercise 15

No	Jawaban	Alasan
1.	Incorrect	Seharusnya: <i>the new directories will be...</i>
2.	Correct	
3.	Incorrect	Seharusnya: <i>How can new students get...</i>
4.	Correct	
5.	Incorrect	Seharusnya: <i>... how far the plane can go...</i>

Exercise 16

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	Seharusnya: <i>There is a big house ...</i>
3.	Correct	
4.	Incorrect	Seharusnya: <i>To the North is the stream that ...</i>
5.	Correct	

Exercise 17

No	Jawaban	Alasan
1.	Incorrect	Seharusnya: <i>Never did the boy write to his sister.</i>
2.	Correct	
3.	Correct	
4.	Incorrect	Seharusnya: <i>Only once in my life have I gone to ...</i>
5.	Incorrect	Seharusnya: <i>He went out of the house ...</i> (struktur formal kalimat positif)
6.	Incorrect	Seharusnya: <i>Seldom has their secretary made ...</i>

Exercise 18

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	Seharusnya: <i>... if you should get ...</i>
3.	Incorrect	Seharusnya: <i>If he has enough vacation ...</i>
4.	Correct	
5.	Incorrect	Seharusnya: <i>... if you could help me ...</i>

Exercise 19

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	Seharusnya: <i>... than were the other members ...</i>
3.	Correct	
4.	Correct	
5.	Incorrect	Seharusnya: <i>... that the condition of these tires is ...</i>

TOEFL Exercise (Skills 15-19)

No	Jwb	Alasan
1.	D	Skill 17: Setelah negative <i>rarely</i> diikuti Aux V (<i>were</i>) dan Subject
2.	A	Skill 15: <i>What</i> sebagai konektor bukan kata tanya, jadi setelahnya struktur normal klausa S+V.
3.	A	Skill 18: Inverted Conditionals. Setelah AuxV <i>were</i> diikuti S dan V yang sesuai. Pilihan B salah karena kalau sudah ada AuxV dalam bentuk <i>To be</i> wajib V3 atau V-ing.
4.	C	Skill 16: Setelah Keterangan tempat <i>Nowhere</i> diikuti Aux V (<i>are</i>) dan Subject
5.	D	Skill 19: Perbandingan setara, jadi diikuti konektor pembanding setara <i>as + AuxV</i> . Jawaban C kurang tepat karena butuh article <i>the</i> untuk melengkapi Subject (superlative " <i>smallest</i> ")
6.	B	Skill 15: <i>When</i> sebagai konektor bukan kata tanya, jadi setelahnya struktur normal klausa S+V
7.	C	Skill 17: Pilihan yang tepat adalah struktur dengan negative <i>nor yang</i> diikuti Aux V (<i>will</i>) dan S.
8.	C	Skill 18: Struktur formal Conditional If.
9.	C	Skill 16: Dibutuhkan NP untuk melengkapi preposisi <i>behind</i> sebagai keterangan tempat, setelahnya barulah diikuti dengan V <i>are</i> dan Subject

10	B	Skill 17: Setelah struktur keterangan yang diawali negative <i>only</i> wajib diikuti Aux V (<i>do</i>) dan Subject (<i>cheetahs</i>)
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Exercise 20

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	Seharusnya: ... has lasted ... karena Subjectnya tunggal <i>interrogation</i> .
3.	Incorrect	Seharusnya: ... are giving ... karena Subjectnya jamak <i>tenants</i> .
4.	Correct	
5.	Correct	

Exercise 21

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	Seharusnya: ... were released ... karena Subjectnya jamak <i>animals</i> .
3.	Incorrect	Seharusnya: ... are required ... karena Subjectnya jamak <i>students</i> .
4.	Incorrect	Seharusnya: ... is still in ... karena Subjectnya tunggal <i>food</i> .
5.	Correct	

Exercise 23

No	Jawaban	Alasan
1.	Incorrect	Seharusnya: ... admires ... karena Subjectnya bernilai tunggal <i>somebody</i> .
2.	Correct	
3.	Incorrect	Seharusnya: ... no one was better ... karena Subjectnya bernilai tunggal <i>no one</i> .
4.	Incorrect	Seharusnya: <i>Everybody... is</i> ... karena Subjectnya bernilai tunggal.
5.	Correct	

TOEFL Exercise (Skills 20-23)

No	Jwb	Alasan
1.	B	Subject muncul setelah V karena diawali Adverb (<i>among bees</i>). Main S= <i>form</i> (tunggal)
2.	D	Di struktur sudah ada <i>main V</i> = have. Adapun <i>heated</i> merupakan <i>reduced Adj Cl</i> .
3.	B	Subject bernilai tunggal <i>each number</i> , jadi V harus tunggal " <i>is</i> ".
4.	A	Subject <i>scientists</i> bernilai jamak, jadi V harus jamak " <i>are trying</i> ".
5.	C	Subject muncul setelah V karena diawali Adverb (<i>On... islands</i>). Main S= <i>a hotel</i> (tunggal)
6.	C	Main S= <i>advances</i> bernilai jamak, jadi main V harus jamak " <i>have</i> ".
7.	D	S pada klausa kedua bernilai tunggal= <i>one</i> , jadi V nya harus tunggal juga= <i>involves</i> .
8.	A	Main S= <i>laws</i> bernilai jamak, jadi main V harus jamak " <i>were</i> ".
9.	B	Subject muncul setelah V karena diawali Adverb (<i>Only ... houses</i>). Main S= <i>the US Congress</i> (tunggal)
10.	B	Penggunaan <i>there</i> , S muncul setelah V. S jamak= <i>ideas</i> , jadi V harus jamak <i>are</i> .

Exercise 24

No	Jawaban	Alasan
1.	Incorrect	<i>In a restaurant</i> tidak paralel, harusnya <i>a server</i> .
2.	Correct	
3.	Correct	
4.	Incorrect	<i>finished</i> tidak paralel, harusnya <i>finishing</i> .
5.	Correct	

Exercise 25

No	Jawaban	Alasan
1.	Incorrect	<i>you can take</i> tidak paralel, harusnya <i>take</i> saja karena setelah <i>either</i> langsung V.
2.	Correct	
3.	Incorrect	Pasangan <i>neither</i> bukan <i>or</i> tapi <i>nor</i> .
4.	Correct	
5.	Incorrect	Setelah <i>not only</i> diikuti <i>to+ V1</i> , jadi harusnya menjadi <i>but also to travel</i> ...

Exercise 26

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	<i>to eat</i> tidak paralel, harusnya <i>eating</i> .
3.	Correct	
4.	Incorrect	<i>did yesterday</i> tidak paralel, harusnya <i>what you did yesterday</i> .
5.	Incorrect	<i>we had before</i> tidak paralel, harusnya <i>the one we had before</i> .

TOEFL Exercise (Skills 24-26)

No	Jwb	Alasan
1.	D	Karena paralel dengan struktur setelah <i>neither</i> , dan harus dipasangkan dengan <i>nor</i> di awalnya.
2.	C	Karena harus setara dengan Abstract Noun <i>prevention</i> .
3.	D	Setelah <i>both</i> ada Abstract Noun <i>heredity</i> , jadi dibutuhkan Abstract N juga setelah <i>and</i> .
4.	B	Setelah pembandingan <i>earlier</i> ada <i>in women</i> maka setelah <i>than</i> wajib sama (=in + Noun)
5.	D	Yang dibutuhkan adalah Noun agar paralel dengan <i>gas</i> dan <i>chemicals</i> . Jadi, harusnya <i>water</i> .
6.	D	Pasangan konjungsi <i>both</i> adalah <i>and</i> , bukan <i>as well as</i> .
7.	D	Bentuk paralel yang tepat adalah <i>the prison population in any other state</i> .
8.	D	Bentuk paralel yang dibutuhkan adalah Adjective <i>philosophical</i> .
9.	B	Bentuk paralel yang dibutuhkan adalah <i>to preserve</i> .
10.	D	Pasangan konjungsi <i>either</i> adalah <i>or</i> , bukan <i>nor</i> .

D. MATERI 4:**Exercise 27**

No	Jawaban	Alasan
1.	Incorrect	<i>abundanter</i> harusnya <i>more abundant</i>
2.	Correct	
3.	Incorrect	<i>importantest</i> harusnya <i>important</i>
4.	Correct	
5.	Incorrect	<i>more long</i> harusnya <i>longer</i>
6.	Incorrect	<i>than</i> harusnya <i>of</i> karena superlative.

Exercise 28

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	<i>more</i> harusnya <i>the most</i>
3.	Correct	
4.	Incorrect	<i>the most difficult of the two</i> harusnya <i>more difficult than the second</i>
5.	Incorrect	<i>the more</i> harusnya <i>the most</i>

Exercise 29

No	Jawaban	Alasan
1.	Incorrect	<i>harder</i> harusnya <i>the harder</i>
2.	Correct	
3.	Incorrect	<i>the worst</i> harusnya <i>the worse</i>
4.	Correct	
5.	Incorrect	<i>the noise... less</i> harusnya <i>the less the noise comes through</i>

TOEFL Exercise (Skills 27-29)

No	Jwb	Alasan
1.	B	Karena pilihan yang paling tepat untuk pembandingan harus diikuti <i>than</i> .
2.	D	Struktur superlative, wajib diikuti article <i>the</i> .
3.	D	Kemungkinan jawaban adalah B/D. Tapi, D lebih tepat karena di klausa pada struktur pembandingan setelahnya diikuti Verb.
4.	D	Setelah pembandingan <i>more</i> harus diikuti dengan konektor <i>than</i> .
5.	D	Harusnya <i>the most</i> .
6.	C	Struktur superlative <i>the most...</i> , tidak perlu pakai <i>than</i> .
7.	C	<i>Controversialest</i> harusnya <i>the most controversial</i>

8.	B	Struktur yang dibutuhkan adalah comparative, jadi <i>the most</i> harusnya <i>more</i> .
9.	B	<i>Mildest</i> harusnya <i>milder</i>
10	A	Harusnya <i>the most widely</i> (Superlative).

Exercise 30

No	Jawaban	Alasan
1.	Incorrect	<i>drunk</i> harusnya <i>drank</i> (V2)
2.	Correct	
3.	Correct	
4.	Incorrect	<i>broke</i> harusnya <i>broken</i>
5.	Incorrect	<i>completes</i> harusnya <i>completed</i>

Exercise 31

No	Jawaban	Alasan
1.	Incorrect	<i>eat</i> harusnya <i>eating</i>
2.	Correct	
3.	Incorrect	<i>took</i> harusnya <i>taken</i>
4.	Correct	
5.	Incorrect	<i>build</i> harusnya <i>building</i>
6.	Correct	

Exercise 32

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	<i>finishes</i> harusnya <i>finish</i>
3.	Correct	
4.	Correct	
5.	Incorrect	<i>clicks</i> harusnya <i>click</i>
6.	Correct	

TOEFL Exercise (Skills 30-32)

No	Jwb	Alasan
1.	C	Harusnya <i>been</i>
2.	C	Harusnya <i>established</i> (passive)
3.	C	Harusnya <i>would have</i>
4.	D	Harusnya <i>coming</i>
5.	B	Harusnya <i>won</i>
6.	D	Harusnya <i>hold</i> (V1)
7.	D	Harusnya <i>been</i>
8.	B	Harusnya <i>made</i> (passive)
9.	C	Harusnya <i>have</i> (modals <i>may</i> + V1)
10	D	Harusnya <i>tried</i>

Exercise 33

No	Jawaban	Alasan
1.	Incorrect	<i>tell</i> seharusnya <i>told</i> karena di keterangan waktu yakni klausa kedua dalam bentuk Past.
2.	Correct	
3.	Incorrect	<i>goes</i> seharusnya <i>went</i> karena di keterangan waktu yakni klausa pertama dalam bentuk Past.
4.	Incorrect	<i>reads</i> seharusnya <i>read</i> karena keterangan waktu menunjukkan lampau.
5.	Incorrect	<i>went</i> harusnya <i>goes</i> karena klausa utamanya dalam bentuk Present.
6.	Incorrect	<i>is</i> harusnya <i>was</i> karena klausa utamanya dalam bentuk lampau.

Exercise 34

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	<i>had</i> harusnya <i>has</i> , yang dibutuhkan Present Perfect untuk menjelaskan Simple Present.
3.	Incorrect	<i>has</i> harusnya <i>had</i> , yang dibutuhkan Past Perfect untuk menjelaskan Simple Past.

4.	Correct	
5.	Incorrect	Harusnya ... <i>when you had finished</i> ... mengikuti pola Past Perfect di klausa sebelumnya.
6.	Correct	

Exercise 35

No	Jawaban	Alasan
1.	Correct	
2.	Incorrect	Harusnya <i>had finished</i> karena <i>time indicator</i> nya menggunakan <i>by</i>
3.	Incorrect	<i>Have arrived</i> harusnya <i>arrived</i> (V2) karena <i>definite time indicator</i> dalam bentuk lampau (Simple Past)
4.	Correct	
5.	Correct	

Exercise 36

No	Jawaban	Alasan
1.	Incorrect	<i>will</i> harusnya <i>would</i> karena mengikuti klausa utamanya dalam bentuk Past (=V2: <i>knew</i>).
2.	Correct	
3.	Incorrect	<i>will</i> harusnya <i>would</i> karena mengikuti klausa utamanya dalam bentuk Past (=did not say).
4.	Incorrect	<i>would</i> harusnya <i>will</i> karena mengikuti klausa utamanya dalam bentuk Present (=doubts).
5.	Correct	

TOEFL Exercise (Skills 33-36)

No	Jwb	Alasan
1.	C	Harusnya <i>spent</i> (V2) karena mengikuti klausa utama dalam bentuk Past (=depicted)
2.	A	Harusnya <i>became</i> (V2) karena <i>definite time indicator</i> dalam bentuk lampau (Simple Past).
3.	C	Harusnya <i>would</i> karena 2 indikator merujuk ke bentuk Past (<i>last week</i> dan <i>realized</i>)
4.	B	Harusnya <i>served</i> (V2) karena <i>definite time indicator</i> dalam bentuk lampau (Simple Past).
5.	A	Harusnya <i>has</i> karena tenses yang dibutuhkan adalah Present Perfect: indikator <i>since</i> .
6.	C	Harusnya <i>will</i> karena mengikuti klausa utamanya dalam bentuk Present (= V1: <i>assume</i>).
7.	C	Harusnya <i>lost</i> karena <i>definite time indicator</i> dalam bentuk lampau (=yesterday).
8.	D	Harusnya <i>became</i> (V2) karena <i>definite time indicator</i> dalam bentuk lampau.
9.	D	Harusnya <i>will potentially raise</i> karena mengikuti klausa utamanya dalam bentuk Present (=is launching).
10.	D	Harusnya <i>is</i> karena mengikuti klausa utamanya dalam bentuk Present (=calls).

Exercise 37

No	Jawaban	Alasan
1.	Incorrect	<i>be</i> harusnya <i>been</i> (bentuk Passive pada Past Perfect Tense, formula: had+been+V3)
2.	Correct	
3.	Incorrect	<i>lending</i> harusnya <i>lent</i> (V3)
4.	Incorrect	<i>chose</i> harusnya <i>chosen</i> (V3)
5.	Correct	
6.	Incorrect	<i>playing</i> harusnya <i>played</i> (V3)

Exercise 38

No	Jawaban	Alasan
1.	Incorrect	<i>parked</i> (V2) harusnya <i>was parked</i> (V3).
2.	Correct	
3.	Incorrect	<i>done</i> harusnya <i>been done</i> (bentuk Passive pada Present Perfect Tense, formula: has/have+been+V3)
4.	Correct	
5.	Incorrect	<i>sent</i> harusnya <i>been sent</i> (bentuk Passive pada Present Perfect Tense).
6.	Incorrect	<i>will plan</i> harusnya <i>will be planned</i> (bentuk Passive pada Simple Future Tense).

TOEFL Exercise (Skills 37-38)

No	Jwb	Alasan
1.	C	Yang dibutuhkan struktur Passive dengan tenses lampau untuk melengkapi soal.
2.	D	Yang dibutuhkan struktur Passive dengan modals yang diikuti Perfect tense.
3.	B	Yang dibutuhkan struktur Passive dengan Simple Past untuk melengkapi klausa kedua dalam bentuk Past (=that he was dismissed...)
4.	D	covering harusnya covered (V3) untuk membentuk Passive.
5.	C	picked harusnya be picked untuk membentuk Passive yang menggunakan Modals (=may).
6.	D	replace (V1) harusnya replaced (V3) untuk membentuk Passive.
7.	B	Were added harusnya added (V2) karena yang dibutuhkan yang bermakna active (indikator: Subject person= timekeepers)
8.	D	lost harusnya was lost (V3) untuk membentuk Passive.
9.	A	Harusnya have been (bentuk Passive pada Present Perfect Tense).
10.	D	Harusnya had been protected karena yang dibutuhkan harus bermakna Passive.

MATERI 5: STRUCTURE AND WRITTEN EXPRESSIONS

PROBLEMS WITH NOUNS

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

SKILL 39: USE THE CORRECT SINGULAR OR PLURAL NOUN

A problem that is common in written expression questions on the TOEFL 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.

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

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

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

EXERCISE 39: Each of the following sentences contains at least one key word to tell you if a noun should be singular or plural. Circle the key words. Draw arrows to the nouns they describe. Then indicate if the sentences are correct (C) or incorrect (I).

1. The automotive shop stocked many part for the various types of Hondas.
2. Every receipt must be removed from the cashier's drawer and tallied.
3. The salesclerk demonstrated various additional way that the machine could be used.
4. The woman found it difficult to believe that both of the piece of jewelry had disappeared.
5. The unhappy man became more and more discouraged with each passing days.

SKILL 40: DISTINGUISH COUNTABLE AND UNCOUNTABLE NOUNS

In English, nouns are classified as countable or uncountable. For certain questions on the TOEFL 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*, *excitement*, 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:

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

EXERCISE 40: Each of the following sentences contains at least one key word to tell you if a noun should be countable or uncountable. Circle the key words. Draw arrows to the nouns they describe. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. He received little notice that the bill would have to be paid in full.
- I 2. The police had few opportunities to catch the thief who had committed a large amount of crimes.
- ___ 3. You will have fewer problems with your income taxes if you get professional help.
- ___ 4. After the strike, the company dismissed many employees.
- ___ 5. Because the bottom corner of the pocket was torn, much coins fell out.

SKILL 41: RECOGNIZE IRREGULAR PLURALS OF NOUNS

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

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

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

EXERCISE 41: Each of the following sentences contains at least one noun with an irregular plural. Circle the nouns with irregular plurals. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. Parenteses is needed around that expression.
- C 2. He wants to go on a fishing trip this weekend because he has heard that the fish are running.
- ___ 3. The syllabi for the courses is included in the packet of materials.
- ___ 4. The diagnosis that he^hheard today were not very positive.
- ___ 5. The crisis is not going to be resolved until some of the pressure is relieved.
- ___ 6. All of the alumni are attending the reception at the president's house.

SKILL 42: DISTINGUISH THE PERSON FROM THE THING

Nouns in English can refer to persons or things. Sometimes in written expression questions on the TOEFL 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
It is common to confuse a person with a thing in written expression questions on the TOEFL test.

EXERCISE 42: Some of the following sentences contain incorrectly used *persons* or *things*. Circle the incorrectly used words. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. In the evening he relaxes in front of the fire and writes long poets.
- C 2. Service in the restaurant was slow because one cook had called in sick.
- ___ 3. The sculpture worked from sunrise until sunset on his new project.
- ___ 4. She has received several awards for her research in engineer.
- ___ 5. The economist's radical views were printed in a column in the Sunday newspaper.
- ___ 6. You must have remarkable looks to work as a model for *Vogue*.

TOEFL EXERCISE (Skills 39–42): 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 are produced each years.
A B C D
- ___ 3. The legal system has much safeguards to protect the right of a defendant to an impartial jury.
A B C 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 married Minehaha.
A B C 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 over a period of four hours.
A B C D
- ___ 9. A quantitative analysis, using both the computer and quantitative techniques, are used to optimize financial decisions.
A B C D
- ___ 10. To enter the FBI National Academy, an application must be between the ages of twenty-three and thirty-four.
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 written expression questions on the TOEFL test, you need to check that it serves the correct function in the sentence (as a subject or object, for example) and that it agrees with the noun it is replacing. The following pronoun problems are the most common on the TOEFL test: (1) distinguishing subject and object pronouns, (2) distinguishing possessive pronouns and possessive adjectives, and (3) checking pronoun reference for agreement.

SKILL 43: DISTINGUISH SUBJECT AND OBJECT PRONOUNS

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

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

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 TOEFL 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*.

EXERCISE 43: Each of the following sentences contains at least one subject or object pronoun. Circle the pronouns. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The worst problem with (it) is that (he) cannot afford (it).
- I 2. (They) saw Steve and (I) at the movies last night after class.
- ___ 3. Perhaps you would like to go to the seminar with they and their friends.
- ___ 4. The mother took her son to the doctor's office because he was feeling sick.
- ___ 5. I did not know that you and her were working together on the project.

SKILL 44: DISTINGUISH POSSESSIVE ADJECTIVES AND PRONOUNS

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

They lent me *their* book.
ADJECTIVE

They lent me *theirs*.
PRONOUN

Notice that in the first example the possessive adjective *their* is accompanied by the noun *book*. In the second example the possessive pronoun *theirs* is not accompanied by a noun.

These examples show the types of errors that are possible with possessive adjectives and possessive pronouns on the TOEFL test.

Each morning they read *theirs** newspapers.
Could you give me *your*?*

In the first example, the possessive pronoun *theirs* is incorrect because it is accompanied by the noun *newspapers*, and a possessive pronoun cannot be accompanied by a noun. The possessive adjective *their* is needed in the first example. In the second example, the possessive adjective *your* is incorrect because it is not accompanied by a noun, and a possessive adjective must be accompanied by a noun. The possessive pronoun *yours* is needed in the second example.

The following chart outlines the possessives and their uses:

POSSESSIVE ADJECTIVES	POSSESSIVE PRONOUNS
<i>my</i> <i>your</i> <i>his</i> <i>her</i> <i>its</i> <i>our</i> <i>their</i>	<i>mine</i> <i>yours</i> <i>his</i> <i>hers</i> — <i>ours</i> <i>theirs</i>
<i>must be accompanied by a noun</i>	<i>cannot be accompanied by a noun</i>

EXERCISE 44: Each of the following sentences contains at least one possessive pronoun or adjective. Circle the possessives in these sentences. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. If she borrows (your) coat, then you should be able to borrow (her).
- C 2. Each pot and pan in (her) kitchen has (its) own place on the shelf.
- ___ 3. Mary and Mark invited theirs parents to see their new apartment.
- ___ 4. When my roommate paid her half of the rent, I paid mine.
- ___ 5. All students need to bring theirs own pencils and answer sheets to the exam.
- ___ 6. All her secretaries are working late tonight to finish her report.

SKILL 45: CHECK PRONOUN REFERENCE FOR AGREEMENT

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

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

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

The following chart outlines what you should remember about checking pronoun reference:

PRONOUN AGREEMENT

1. Be sure that every pronoun and possessive agrees with the noun it refers to.
2. You generally check back in the sentence for agreement.

EXERCISE 45: Each of the following sentences contains at least one pronoun or possessive. Circle the pronouns and possessives. Draw arrows to the nouns they refer to. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. If a person really wants to succeed, (they) must always work hard.
- C 2. If you see the students from the math class, could you return (their) exam papers to (them)?
- ___ 3. Some friends and I went to see a movie, and afterwards we wrote a critique about them.
- ___ 4. If you have a problem, you are welcome to discuss it with me before you try to resolve them.
- ___ 5. I know you had a terrible time last week, but you must try to forget about it.
- ___ 6. At the start of the program, each student needs to see his advisor about his schedule.

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

- ___ 1. Superman made their comic debut in 1938 in Action Comics.
A B C D
- ___ 2. Commercial letters of credit are often used to finance export trade, but them can have other uses.
A B C D
- ___ 3. When children experience too much frustration, its behavior ceases to be integrated.
A B C D
- ___ 4. On March 30, 1981, President Reagan was shot as his was leaving a Washington hotel.
A B C D
- ___ 5. Although the destruction that it causes is often terrible, cyclones benefit a much wider belt than they devastate.
A B C D
- ___ 6. President Andrew Jackson had an official cabinet, but him preferred the advice of his informal advisors, the Kitchen Cabinet.
A B C D
- ___ 7. After Clarence Day's book Life with Father was rewritten as a play, they ran for six years on Broadway.
A B C D
- ___ 8. Almost half of the Pilgrims did not survive theirs first winter in the New World.
A B C D
- ___ 9. There was no indication from the Senate that he would agree with the decision made in the House.
A B C D
- ___ 10. A baby learns the meanings of words as they are spoken by others and later uses him in sentences.
A B C D

PROBLEMS WITH ADJECTIVES AND ADVERBS

Many different problems with adjectives and adverbs are possible in written expression questions on the TOEFL 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:

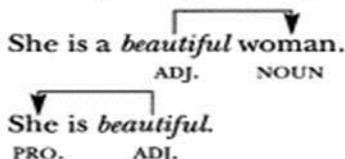
ADJECTIVE	ADVERB
<i>recent</i>	<i>recently</i>
<i>public</i>	<i>publicly</i>
<i>evident</i>	<i>evidently</i>

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

There are three skills involving adjectives and adverbs that will help you on written expression questions on the TOEFL 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.

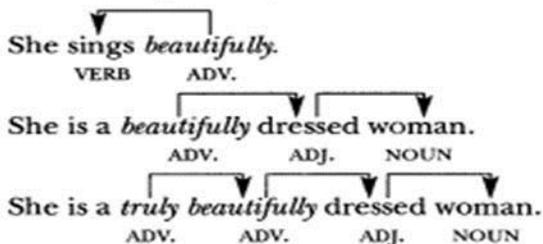
SKILL 46: USE BASIC ADJECTIVES AND ADVERBS CORRECTLY

Sometimes in written expression questions on the TOEFL 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.



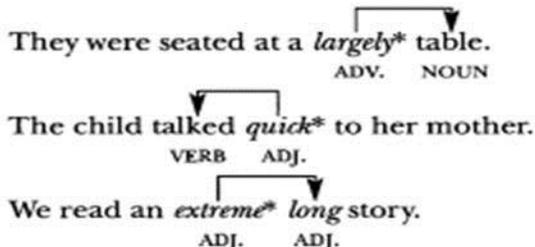
In the first example, the adjective *beautiful* describes the noun *woman*. In the second example, the adjective *beautiful* describes the pronoun *she*.

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 TOEFL 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*.

The following chart outlines the important information that you should remember about the basic use of adjectives and adverbs:

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

EXERCISE 46: Each of the following sentences has at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. The mother was pleasant surprised when her daughter came to visit.
NOUN ADJ. ADJ.
- C 2. The salespeople frequently visit the East Coast for trade shows.
 ADV. VERB
- ___ 3. He was driving an expensively sports car.
- ___ 4. There is a special program on television this evening.
- ___ 5. She was chosen for the leading part because she sings so well.
- ___ 6. The car was not complete ready at 3:00.

SKILL 47: 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.

She spoke nicely.
 VERB ADV.

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.

She looks nice.
 SUB. ADJ.

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

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.

He seems unusually nice.
 SUB. ADV. ADJ.

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			
(subject) + (regular verb) + (adverb)			
A regular verb is followed by an adverb. The adverb describes the verb.			
(subject) + (linking verb) + (adjective)			
A linking verb is followed by an adjective. The adjective describes the subject.			
(subject) + (linking verb) + (adverb) + (adjective)			
It is possible that a linking verb is followed by an adverb and an adjective. The adverb describes the adjective, and the adjective describes the subject.			
LINKING VERBS:	<i>appear</i>	<i>feel</i>	<i>seem</i>
	<i>be</i>	<i>look</i>	<i>smell</i>
	<i>become</i>	<i>prove</i>	<i>taste</i>

EXERCISE 47: Each of the following sentences contains at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. The parents seem angrily about the child's report card.
ADV.
- C 2. The speaker talked knowingly about prehistoric fossils.
ADV. ADJ.
- ___ 3. After she drank the lemonade, the cake tasted too sweetly to her.
- ___ 4. Throughout dinner we were bored because he spoke incessantly.
- ___ 5. Sam felt terribly depressed after the accident.
- ___ 6. The neighbor appeared calm in spite of the fact that his house was on fire.

SKILL 48: POSITION ADJECTIVES AND ADVERBS CORRECTLY

Adjectives and adverbs can appear in incorrect positions in written expression questions on the TOEFL 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 TOEFL 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 <i>adjective</i> comes before the noun it describes. It does not come directly after.
ADVERBS	An <i>adverb</i> can appear in many positions. It cannot be used between a verb and its object.

EXERCISE 48: Each of the following sentences contains at least one adjective or adverb. Circle the adjectives and adverbs, and label them. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. The store opened with a sale fantastic.
ADJ.
- C 2. The pharmacist has always filled our order quickly.
ADV. ADV.
- ___ 3. The political candidates expressed their opposing views.
- ___ 4. The lawyer has selected carefully a new case.
- ___ 5. Frequently the coffee has tasted bitter.
- ___ 6. The wedding reception was held at a restaurant expensive.

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

- ___ 1. Modern art is on display at the Guggenheim Museum, a building with an unusually design.
A B C D
- ___ 2. By the beginning of the 1980s fifteen states had adopted already no-fault insurance laws.
A B C D
- ___ 3. Heart attacks are fatally in 75 percent of occurrences.
A B C D
- ___ 4. In spite of a tremendous amount of electronic gadgetry, air traffic control still depends heavy on people.
A B C D
- ___ 5. Only recently have Gooden's industrially designers and engineers been able to optimize Watertred's unusual tread patterns for mass production.
A B C D
- ___ 6. A baboon's arms appear as lengthily as its legs.
A B C D
- ___ 7. A serious problem is how to communicate reliable with a submerged submarine.
A B C D
- ___ 8. Americans are destroying rapidly wetlands, faster than an acre every two minutes.
A B C D
- ___ 9. The central banking system of the United States consists of twelve banks district.
A B C D
- ___ 10. Telegraph service across the Atlantic was successful established in 1866.
A B C D

MORE PROBLEMS WITH ADJECTIVES

The previous section dealt with various problems related to both adjectives and adverbs. This section deals with a few problems that are related only to adjectives: (1) *-ly* adjectives, (2) predicate adjectives, and (3) *-ed* and *-ing* adjectives.

SKILL 49: RECOGNIZE *-LY* ADJECTIVES

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

The manager turned in his weekly report.
ADJ. NOUN

This example is correct, but it appears to be incorrect; it appears that there is an *-ly* adverb in front of the noun *report*. However, *weekly* is an adjective that describes the noun *report*.

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

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

EXERCISE 49: Each of the following sentences contains at least one adjective or adverb ending in *-ly*. Circle the *-ly* words, and label them as either adjectives or adverbs. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. Federal taxes are yearly taxes which must be paid every April.
ADJ.

I 2. At the fashion show, the new seasonally fashions will be shown.
ADV.

___ 3. Do you want to go to the early movie or the lately movie?

___ 4. She offered me some friendly advice about how to deal with the terribly problem.

___ 5. The quarterly reports need to be turned in at the next weekly meeting.

___ 6. He did not have a manly reaction to the negatively comments.

SKILL 50: 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 A NOUN
<i>alike</i> <i>alive</i> <i>alone</i> <i>afraid</i> <i>asleep</i>	<i>like, similar</i> <i>live, living</i> <i>lone</i> <i>frightened</i> <i>sleeping</i>
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.	

EXERCISE 50: Each of the following sentences contains a predicate adjective or its related form. Circle the predicate adjectives or related forms. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The two brothers do not look at all (alike).
- I 2. My friend brought the (alive) lobster to my house and expected me to cook it.
- ___ 3. Are you going to be lone in the house tonight?
- ___ 4. The afraid child cried for his mother.
- ___ 5. Everyone else was asleep by the time I arrived home.
- ___ 6. We completed our two projects in a like manner.

SKILL 51: 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 written expression questions on the TOEFL 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 (see Skills 37 and 38). 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 does not receive the action of the verb *clean*: this sentence does not mean that *someone cleaned the woman*.

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 <i>playing</i> children ... (The children <i>play</i> .)
-ED	passive	It receives the action of the verb.	... the frequently <i>played</i> record ... (Someone <i>plays</i> the record.)

EXERCISE 51: Each of the following sentences contains either an *-ed* or an *-ing* verbal adjective. Circle the verbal adjectives. Draw arrows to the words they describe. Then indicate if the sentences are correct (C) or incorrect (I).

I 1. The teacher gave a quiz on the just completing lesson.

C 2. There is a fascinating movie at the theater tonight.

___ 3. They thought that it had been a very satisfied dinner.

___ 4. The empty bottles are to the left, and the filling bottles are to the right.

___ 5. For lunch at the restaurant she ordered a mixed salad.

___ 6. The students thought that it was an interesting assignment.

TOEFL EXERCISE (Skills 49–51): 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 preferred route for settlers.
A B C D
- _____ 2. During the annually salmon migration from the sea to fresh water, Alaska's McNeil River becomes a gathering place for brown bears waiting eagerly to catch their fill.
A B C D
- _____ 3. Edelman stresses the mounting evidence showing that greatly variation on a microscopic scale is likely.
A B C D
- _____ 4. Perhaps the most welcoming and friendly of the park's wild places is the live oak forest that surrounds the district's alone visitors' center in Gulf Breeze.
A B C 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 prologue, and the role of Ottone.
A B C D
- _____ 8. Most probably because of the likable rapport between anchors, the night newscast on the local ABC affiliate has recently moved well beyond its competitors in the ratings battle.
A B C D
- _____ 9. Signing at the outset of a business deal, a contract offers the participants a certain degree of legal protection from costly mistakes.
A B C D
- _____ 10. The story presented by Fischer is a headlong tale told so effectively that its momentum carries the reader right through the live endnotes.
A B C D