

## FEEDBACK: ALL ANSWER KEYS

### A. MATERI 1:

#### Latihan Skill 1-5

| No  | Jawaban | Alasan   |
|-----|---------|--|
| 1.  | A       | Butuh Subject  |
| 2.  | B       | Subject ganda, it harus dihilangkan  |
| 3.  | A       | Yang dibutuhkan Noun ( <i>exhibition</i> ) untuk melengkapi Subject  |
| 4.  | B       | Yang dibutuhkan Noun untuk melengkapi Subject  |
| 5.  | A       | Subject ganda, <i>he is</i> harus dihilangkan  |
| 1.  | B       | Butuh Verb saja.   |
| 2.  | A       | Butuh Noun Phrase (NP) untuk melengkapi Subject  |
| 3.  | A       | Nilai Subject tunggal, jadi butuh jawaban A. Jawaban B Verb-nya bernilai jamak   |
| 4.  | D       | Butuh NP bernilai jamak untuk Verb jamak ( <i>are</i> ). Pilihan A membuat Subject tunggal.  |
| 5.  | C       | Butuh NP untuk menjelaskan Subject. Pilihan A,B,D salah karena ada unsur Verb.   |
| 6.  | C       | Di struktur, sudah ada Subject. Jadi, membutuhkan Verb saja. A dan B salah karena ada Subject juga, sehingga Subject ganda.  |
| 7.  | A       | Di struktur, sudah ada Subject, (born..) hanya penjelas Subject, jadi butuh Verb saja  |
| 8.  | B       | Butuh Prepositional Phrase (PP) dan Verb tunggal untuk melengkapi Subject <i>cause</i> tunggal   |
| 9.  | D       | Butuh Subject dan Verb ( <i>was</i> ) untuk membentuk struktur <i>passive</i> .  |
| 10. | A       | Butuh Verb tunggal ( <i>airs</i> ) dari Subject utama ( <i>map</i> ). Adapun <i>gathered</i> dan <i>embedded</i> bukanlah Verb melainkan Adjective (Past Participle) |

### B. MATERI 2:

#### Exercise 9

| No  | Jawaban   | Alasan  |
|-----|-----------|---|
| 1.  | Correct   |   |
| 2.  | Incorrect | Missing Verb. (harusnya: <i>manual <b>describes</b> how...</i> )                              |
| 3.  | Correct   |   |
| 4.  | Incorrect | Missing Connector. (harusnya: <b>Why</b> <i>he refused ... could not...</i> )                 |
| 5.  | Incorrect | Missing Subject. (harusnya: <b>We</b> <i>talked...</i> )                                      |
| 6.  | Incorrect | Subject ganda. (harusnya: <i>it</i> dihilangkan)  |
| 7.  | Correct   |   |
| 8.  | Incorrect | Missing Verb for the main clause. (harusnya: <i>when the paper is due <b>is</b> certain</i> ) |
| 9.  | Incorrect | Missing Connector. (harusnya: <b>When</b> <i>the contract will be awarded...</i> )            |
| 10. | Correct   |   |

#### Exercise 10

| No  | Jawaban   | Alasan  |
|-----|-----------|---|
| 1.  | Correct   |   |
| 2.  | Incorrect | Missing Verb. Tidak ada Verb di klausa kedua  |
| 3.  | Correct   |   |
| 4.  | Incorrect | Missing Verb. ( <i>signing</i> harus dalam bentuk Verb: <i>must sign</i> )                      |
| 5.  | Incorrect | Extra Subject. ( <i>who</i> pada klausa ke dua merupakan Subject, jadi tidak butuh <i>he</i> ). |
| 6.  | Correct   |   |
| 7.  | Correct   |   |
| 8.  | Incorrect | Missing Verb. (harusnya: <i>Whatever <b>is</b>...</i> )   |
| 9.  | Correct   |   |
| 10. | Incorrect | Missing Verb. (harusnya: <i>Whoever <b>is</b>...</i> )  |

#### Exercise 11

| No | Jawaban   | Alasan  |
|----|-----------|---|
| 1. | Correct   |   |
| 2. | Incorrect | Missing Verb. Tidak ada Verb di klausa kedua, harusnya: <b>is</b> <i>for sale ...</i> |
| 3. | Incorrect | Incorrect Connector. ( <i>Whom</i> harusnya <i>which</i> )                            |
| 4. | Correct   |   |
| 5. | Incorrect | Extra Subject. Seharusnya <i>it</i> dihilangkan.                                      |

|     |           |   |
|-----|-----------|---|
| 6.  | Correct   |   |
| 7.  | Correct   |   |
| 8.  | Incorrect | Missing Verb for the main clause. (harusnya ditambahkan verb: <b>was funny</b> )  |
| 9.  | Incorrect | Missing Subject. <i>Whom</i> merupakan pronoun Object, jadi klausa butuh Subject. |
| 10. | Correct   |   |

### Exercise 12

| No  | Jawaban   | Alasan  |
|-----|-----------|---|
| 1.  | Correct   |   |
| 2.  | Incorrect | Missing Connector. (harusnya: <i>The cars <b>which</b> are trying...</i> )    |
| 3.  | Incorrect | Missing Verb. (harusnya: ... <i>everyone who <b>is</b> on...</i> )            |
| 4.  | Incorrect | Incorrect Connector. (harusnya: ... <i>with the man <b>who</b> just...</i> )  |
| 5.  | Incorrect | Extra Subject. Seharusnya <i>it</i> dihilangkan.                              |
| 6.  | Correct   |   |
| 7.  | Incorrect | Missing Connector. (harusnya: ... <i>environment <b>which</b> is ...</i> )    |
| 8.  | Incorrect | Extra Subject. Seharusnya setelah connector <i>who</i> hilangkan they.        |
| 9.  | Correct   |   |
| 10. | Incorrect | Missing Verb. (harusnya: ... <i>that was on sale <b>are</b> quite cheap</i> ) |

### Exercise (Skills 9-12)

| No  | Jawaban   | Alasan  |
|-----|-----------|---|
| 1.  | Incorrect | Missing Subject. (harusnya: ... <i>whether <b>he</b> was ...</i> )                  |
| 2.  | Correct   | Missing Connector. (harusnya: <i>The cars <b>which</b> are trying...</i> )          |
| 3.  | Incorrect | Extra Subject. Seharusnya <i>she</i> setelah <i>who</i> dihilangkan.                |
| 4.  | Correct   |   |
| 5.  | Incorrect | Missing Subject. (harusnya: ... <i>whenever <b>we</b> want</i> )                    |
| 6.  | Incorrect | Incorrect Connector. (harusnya: ... <i>with <b>which</b> I was playing ...</i> )    |
| 7.  | Incorrect | Incorrect Connector. (Connector <i>that</i> tidak tepat, harusnya <i>what</i> )     |
| 8.  | Incorrect | Missing Connector. (harusnya: <b>That</b> <i>he was still sick was obvious...</i> ) |
| 9.  | Incorrect |   |
| 10. | Correct   | Extra Subject. Seharusnya <i>it</i> dihilangkan.                                    |

### TOEFL Exercise (Skills 9-12)

| No  | Jawaban | Alasan   |
|-----|---------|--|
| 1.  | A       | Yang dibutuhkan hanya Noun untuk melengkapi Object setelah <i>and</i> dan connector <i>that</i> .  |
| 2.  | D       | Yang dibutuhkan connector dan Subject. Pilihan B salah karena Subject <i>pollution</i> bernilai tunggal, sedang Verb <i>trigger</i> bernilai jamak. Jadi, butuh Vaux modal: can                              |
| 3.  | B       | Yang dibutuhkan <i>whom</i> (Object Connector: Adj Cl) dan pelengkap Subject setelahnya.   |
| 4.  | D       | Struktur Adj Cl. Yang dibutuhkan connector <i>which</i>  |
| 5.  | C       | Di struktur sudah tersedia Main Verb, jadi dibutuhkan struktur <i>that</i> (Noun Cl)   |
| 6.  | C       | Sudah terdapat struktur kalimat yang lengkap. Jadi, sesuai pilihan jawaban, jika ingin dimasukkan Verb <i>hit</i> , wajib kita tambahkan connector. D salah karena posisi Subject dan Verb <i>inverted</i> . |
| 7.  | A       | Setelah <i>Whenever</i> harus S+V. Pilihan D salah ( <i>has</i> ), <i>is</i> tepat karena <i>feasible</i> (Adj)  |
| 8.  | B       | Sudah ada Main verb ( <i>has not..</i> ), jadi jika mau memasukkan Verb ( <i>will..</i> ) harus ada connector terlebih dahulu. Connector yang tepat <i>what</i> bukan yang lain (scr makna)                  |
| 9.  | B       | Struktur sudah lengkap. Jika ingin memasukkan Verb ( <i>is</i> ) harus ada connector.  |
| 10. | C       | (Ncl). Sudah ada Main V ( <i>has caused</i> ). Jadi butuh Connector untuk klausa pertama   |

### Exercise 13

| No | Jawaban   | Alasan  |
|----|-----------|---|
| 1. | Correct   |   |
| 2. | Incorrect | <i>Sat</i> harusnya <i>sitting</i>  |
| 3. | Correct   |   |
| 4. | Incorrect | <i>Purchasing</i> tidak tepat, yang dibutuhkan bermakna passive <i>purchased</i> .      |
| 5. | Incorrect | Hilangkan connector <i>who</i> . <i>Reduced Adj clause</i> tidak membutuhkan connector. |
| 6. | Incorrect | Hilangkan <i>are</i> . <i>Reduced Adj clause</i> tidak membutuhkan to be.               |
| 7. | Incorrect | <i>Placing</i> tidak tepat, yang dibutuhkan bermakna passive <i>placed</i> .            |

|     |           |  |
|-----|-----------|--|
| 8.  | Correct   |  |
| 9.  | Incorrect | <i>Heard</i> tidak tepat, yang dibutuhkan bermakna active <i>hearing</i> . |
| 10. | Incorrect | Bukan kasus Reduced Adj Clause.  |

#### Exercise 14

| No  | Jawaban   | Alasan   |
|-----|-----------|--|
| 1.  | Correct   |  |
| 2.  | Incorrect | <i>Left</i> harusnya <i>leaving</i>                          |
| 3.  | Correct   |  |
| 4.  | Correct   |  |
| 5.  | Incorrect | <i>Selecting</i> harusnya <i>selected</i> (bermakna passive) |
| 6.  | Incorrect | Tidak bisa <i>direduce</i> karena Subject tidak sesuai.      |
| 7.  | Correct   |  |
| 8.  | Incorrect | <i>Buy</i> harusnya <i>buying</i>                            |
| 9.  | Correct   |  |
| 10. | Correct   |  |

#### Exercise (Skills 13-14)

| No  | Jawaban   | Alasan  |
|-----|-----------|---|
| 1.  | Incorrect | <i>Was</i> setelah connector <i>though</i> tidak dibutuhkan.                        |
| 2.  | Correct   |   |
| 3.  | Correct   |   |
| 4.  | Incorrect | <i>Needed</i> harusnya <i>needing</i> (bermakna active)                             |
| 5.  | Correct   |   |
| 6.  | Incorrect | <i>Was</i> tidak dibutuhkan untuk <i>reduced clause</i> , cukup <i>filled</i> saja. |
| 7.  | Correct   |   |
| 8.  | Incorrect | <i>Decided</i> harusnya <i>deciding</i> (bermakna active)                           |
| 9.  | Correct   |   |
| 10. | Correct   |   |

#### TOEFL Exercise (Skills 13-14)

| No | Jwb | Alasan   |
|----|-----|--|
| 1. | A   | Struktur <i>reduced Adv clause</i> , langsung ke participle Verb, dalam hal ini <i>Present participle (-ing)</i>           |
| 2. | A   | Struktur sudah lengkap (S: Calvin, mainV: made). Yang dibutuhkan hanya NP  |
| 3. | B   | Reduced Adv Cl. Yang dibutuhkan Connector dan Participle V (Part-V).   |
| 4. | B   | Reduced Adv Cl di awal kalimat. Yang dibutuhkan hanya participle V saja.   |
| 5. | D   | Yang dibutuhkan hanya Part-V setelah connector <i>until</i> untuk <i>reduced clause</i> .                                  |
| 6. | D   | Reduced Adv Cl di awal kalimat. Yang dibutuhkan hanya participle V saja, dan yang tepat <i>searching</i> (bermakna active) |
| 7. | B   | Reduced Adv Cl. Yang dibutuhkan Connector tanpa Subject dan Auxiliary V.   |
| 8. | D   | Reduced Adj Cl. Pilihan D paling tepat karena tidak butuh <i>connector</i> .   |
| 9. | B   | Kemungkinan jawaban B dan D (Reduced Adv Cl). Namun, D salah karena yang dibutuhkan bermakna Passive.                      |
| 10 | B   | Reduced Adj Cl. Yang dibutuhkan NP dengan Part-V.  |

#### C. MATERI 3:

(Pembahasan tentang Materi 3 akan diberikan minggu depan, sehubungan dengan adanya beberapa dari kalian yang sedang mengerjakan Tugas tambahan untuk latihan di Materi 3).

## MATERI 4: STRUCTURE AND WRITTEN EXPRESSIONS

### PROBLEMS WITH COMPARATIVES AND SUPERLATIVES \_\_\_\_\_

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

#### SKILL 27: FORM COMPARATIVES AND SUPERLATIVES CORRECTLY

The problem with some of the comparative and superlative sentences on the TOEFL 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><div><i>more</i> (long adjective)</div><div>(short adjective) + <i>er</i></div></div><div><i>than</i></div></div> |  |  |
| SUPERLATIVE                               | <i>the</i>  | <div><div><div><i>most</i> (long adjective)</div><div>(short adjective) + <i>est</i></div></div><div>maybe <i>in</i>, <i>of</i>, <i>that</i></div></div> |  |

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

- I 1. Oxygen is abundanter than nitrogen.
- C 2. The directions to the exercise say to choose the most appropriate response.
- \_\_\_\_\_ 3. The lesson you are studying now is the most importantest lesson that you will have.
- \_\_\_\_\_ 4. Fashions this year are shorter and more colorful than they were last year.
- \_\_\_\_\_ 5. The professor indicated that Anthony's research paper was more long than the other students' papers.
- \_\_\_\_\_ 6. Alaska is the coldest than all the states in the United States.

## SKILL 28: USE COMPARATIVES AND SUPERLATIVES CORRECTLY

Another problem with the comparative and superlative on the TOEFL 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 COMPARATIVES AND SUPERLATIVES  |
|--|
| 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. |

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

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



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

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

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

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

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

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  | <div>-er<br/>more</div> | (same structure), | THE | <div>-er<br/>more</div> | (same structure) |
| This type of sentence may or may not include a verb. |                         |                   |     |                         |                  |

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

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



## PROBLEMS WITH THE FORM OF THE VERB

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

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

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

### SKILL 30: AFTER HAVE, USE THE PAST PARTICIPLE

Whenever you see the helping verb *have* in any of its forms (*have*, *has*, *having*, *had*), be sure that the verb that follows it is in the past participle form.

|   |                                      |
|---|--------------------------------------|
| They <i>had walk*</i> to school.        | (should be <i>had walked</i> )       |
| We <i>have see*</i> the show.           | (should be <i>have seen</i> )        |
| He <i>has took*</i> the test.           | (should be <i>has taken</i> )        |
| <i>Having ate*</i> , he went to school. | (should be <i>Having eaten</i> )     |
| She <i>should have did*</i> the work.   | (should be <i>should have done</i> ) |

In addition, you should be sure that if you have a subject and a past participle, you also have the verb *have*. This problem is particularly common with those verbs (such as *sing*, *sang*, *sung*) that change from present to past to past participle by changing only the vowel.

|  |   |
|--|---|
| My friend <i>sung*</i> in the choir.   | (should be <i>sang</i> or <i>has sung</i> )     |
| He <i>become*</i> angry at his friend. | (should be <i>became</i> or <i>has become</i> ) |
| The boat <i>sunk*</i> in the ocean.    | (should be <i>sank</i> or <i>has sunk</i> )     |

The following chart outlines the use of verb forms after *have*:

| VERB FORMS AFTER HAVE |   |                 |
|-----------------------|---|-----------------|
| HAVE                  | + | past participle |

**EXERCISE 30:** Each of the following sentences contains a verb in the past or a past participle. Underline the verbs or past participles twice. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. The young girl drunk a glass of milk.
- C 2. Before she left, she had asked her mother for permission.
- \_\_\_ 3. Having finished the term paper, he began studying for the exam.
- \_\_\_ 4. The secretary has broke her typewriter.
- \_\_\_ 5. The installer should have completes the task more quickly.



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

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

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

The following chart outlines the use of verb forms after *be*:

| VERB FORMS AFTER BE |   |   |
|---------------------|---|---|
| BE                  | + | (1) present participle<br>(2) past participle |

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

- I 1. At 12:00 Sam is eat his lunch.  
C 2. We are meeting them later today.  
\_\_\_ 3. The message was took by the receptionist.  
\_\_\_ 4. Being heard was extremely important to him.  
\_\_\_ 5. The Smiths are build their house on some property that they own in the desert.  
\_\_\_ 6. It had been noticed that some staff members were late.

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

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

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

The following chart outlines the use of verb forms after modals:

| VERBS FORMS AFTER MODALS |   |                       |
|--------------------------|---|-----------------------|
| MODAL                    | + | base form of the verb |

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

- C 1. The salesclerk might lower the price.  
I 2. The television movie will finishes in a few minutes.  
\_\_\_ 3. Should everyone arrive by 8:00?  
\_\_\_ 4. The method for organizing files can be improved.  
\_\_\_ 5. The machine may clicks off if it is overused.  
\_\_\_ 6. Every morning the plants must be watered.

**TOEFL EXERCISE (Skills 30–32):** Choose the letter of the underlined word or group of words that is not correct.

1. *Alice in Wonderland*, first published in 1865, has since being translated into thirty languages.
2. The Peace Corps was establish on March 1, 1961, by then President John F. Kennedy.
3. The advisor told himself, while listening to the speech, that a dozen other reporters would has already asked that question.
4. At the start of the American Revolution, lanterns were hung in the Old North Church as a signal that the British were came.
5. Linus Pauling has wins two Nobel Prizes: the 1954 Nobel Prize in Chemistry and the 1962 Nobel Peace Prize.
6. On the huge Ferris wheel constructed for a world exhibition in Chicago in 1893, each of the thirty-six cabs could held sixty people.
7. To overcome rejection of a skin graft, a system for matching donor and recipient tissues has be developed.
8. Nails are commonly make of steel but also can contain substances such as aluminum or brass.
9. A patient suffering from amnesia may had partial or total loss of memory.
10. The idea of using pure nicotine to help smokers stop was first tries in the mid-1980's with nicotine-laced chewing gum.

## PROBLEMS WITH THE USE OF THE VERB

Many different problems in using the correct verb tense are possible in English. However, four specific problems occur frequently on the TOEFL test, so you need to pay careful attention to these four: (1) knowing when to use the past with the present, (2) using *had* and *have* correctly, (3) using the correct tense with time expressions, and (4) using the correct tense with *will* and *would*.

### SKILL 33: KNOW WHEN TO USE THE PAST WITH THE PRESENT

One verb tense problem that is common both in student writing and on the TOEFL test is the switch from the past tense to the present tense for no particular reason. Often when a sentence has both a past tense and a present tense, the sentence is incorrect.

He *took* the money when he *wants*\* it.

This sentence says that *he took the money* (in the past) *when he wants it* (in the present). This meaning does not make any sense; it is impossible to do something in the past as a result of something you want in the present. This sentence can be corrected in several ways, depending on the desired meaning.

He *took* the money when he *wanted* it.  
He *takes* the money when he *wants* it.

The first example means that *he took the money* (in the past) *when he wanted it* (in the past). This meaning is logical, and the sentence is correct. The second example means that *he takes the money* (habitually) *when he wants it* (habitually). This meaning is also logical, and the second example is also correct.

It is necessary to point out, however, that it is possible for a logical sentence in English to have both the past and the present tense.

I *know* that he *took* the money yesterday.

The meaning of this sentence is logical: *I know* (right now, in the present) that *he took the money* (yesterday, in the past). You can see from this example that it is possible for an English sentence to have both the past and the present tense. The error you need to avoid is the switch from the past to the present for no particular reason. Therefore, when you see a sentence on the TOEFL test with both the past tense and the present tense, you must check the meaning of the sentence carefully to see if it is logical in English.

The following chart outlines the use of the past tense with the present tense in English:

**EXERCISE 33:** Each of the following sentences has at least one verb in the past and one verb in the present. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. I tell him the truth when he asked me the question.
- C 2. I understand that you were angry.
- \_\_\_\_\_ 3. When he was a child, he always goes to the circus.
- \_\_\_\_\_ 4. Last semester he reads seven books and wrote five papers.
- \_\_\_\_\_ 5. Steve wakes up early every morning because he went to work early.
- \_\_\_\_\_ 6. Mark studied at the American University when he is in Washington, D.C.

### SKILL 34: USE HAVE AND HAD CORRECTLY

Two tenses that are often confused are the present perfect (*have* + past participle) and the past perfect (*had* + past participle). These two tenses have completely different uses, and you should understand how to differentiate them.

The present perfect (*have* + past participle) refers to the period of time *from the past until the present*.

Sue *has lived* in Los Angeles for ten years.

This sentence means that Sue has lived in Los Angeles for the ten years up to now. According to this sentence, Sue is still living in Los Angeles.

Because the present perfect refers to a period of time from the past until the present, it is not correct in a sentence that indicates past only.

*At the start of the nineteenth century*, Thomas Jefferson *has become\** president of the United States.  
Every time Jim *worked* on his car, he *has improved\** it.

In the first example, the phrase *at the start of the nineteenth century* indicates that the action of the verb was in the past only, but the verb indicates the period of time from the past until the present. Since this is not logical, the sentence is not correct. The verb in the first example should be the simple past *became*. The second example indicates that Jim *worked* on his car in the past, but he improved it in the period from the past until the present. This idea also is not logical. The verb in the second example should be the simple past *improved*.

The past perfect (*had* + past participle) refers to a period of time *that started in the past and ended in the past, before something else happened in the past*.

Sue *had lived* in Los Angeles for ten years when she *moved* to San Diego.

This sentence means that Sue lived in Los Angeles for ten years in the past before she moved to San Diego in the past. She no longer lives in Los Angeles.

Because the past perfect begins in the past and ends in the past, it is generally not correct in the same sentence with the present tense.

Tom *had finished* the exam when the teacher *collects\** the papers.

This sentence indicates that *Tom finished the exam* (in the past) and that action ended *when the teacher collects the papers* (in the present). This is not logical, so the sentence is not correct. Tom finished the exam (in the past), and the action of finishing the exam ended when the teacher collected the papers. Therefore, the second verb in this example should be in the past tense, *collected*.

The following chart outlines the uses of the present perfect and the past perfect:

| USING (HAVE + PAST PARTICIPLE) AND (HAD + PAST PARTICIPLE)                             |                        |                        |                          |
|--|------------------------|------------------------|--------------------------|
| TENSE  | FORM                   | MEANING                | USE                      |
| present perfect  | have + past participle | past up to now         | not with a past tense**  |
| past perfect   | had + past participle  | before past up to past | not with a present tense |
| **Except when the time expression <i>since</i> is part of the sentence (see Skill 35). |                        |                        |                          |

**EXERCISE 34:** Each of the following sentences contains *had* or *have*. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. I have always liked the designs that are on the cover.
- I 2. Because her proposal had been rejected, she is depressed.
- \_\_\_\_\_ 3. The students have registered for classes before the semester started.
- \_\_\_\_\_ 4. When she had purchased the car, she contacted the insurance agent.
- \_\_\_\_\_ 5. He said that he had finished the typing when you finish the reports.
- \_\_\_\_\_ 6. She has enjoyed herself every time that she has gone to the zoo.

### SKILL 35: USE THE CORRECT TENSE WITH TIME EXPRESSIONS

Often in written expression questions on the TOEFL test there is a time expression that clearly indicates what verb tense is needed in the sentence.

We moved to New York *in 1980*.  
 We had left there *by 1990*.  
 We have lived in San Francisco *since 1999*.

In the first example, the time expression *in 1980* indicates that the verb should be in the simple past (*moved*). In the second example, the time expression *by 1990* indicates that the verb should be in the past perfect (*had left*). In the third example, the time expression *since 1999* indicates that the verb should be in the present perfect (*have lived*).

Some additional time expressions that clearly indicate the correct tense are *ago*, *last*, and *lately*.

She got a job *two years ago*.  
 She started working *last week*.  
 She has worked very hard *lately*.

In the first example, the time expression *two years ago* indicates that the verb should be in the simple past (*got*). In the second example, the time expression *last week* indicates that the verb should be in the simple past (*started*). In the third example, the time expression *lately* indicates that the verb should be in the present perfect (*has worked*).

The following chart lists time expressions that indicate the correct verb tense:

| USING CORRECT TENSES WITH TIME EXPRESSIONS |  |                                      |
|--|--|--------------------------------------|
| PAST PERFECT                               | SIMPLE PAST  | PRESENT PERFECT                      |
| <i>by (1920)</i>                           | <i>(two years) ago</i><br><i>last (year)</i><br><i>in (1920)</i> | <i>since (1920)</i><br><i>lately</i> |

**EXERCISE 35:** Each of the following sentences contains a time expression. Circle the time expressions and underline the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The phone rang incessantly (last night).
- I 2. They have finished contacting everyone (by 4:00 yesterday).
- \_\_\_\_\_ 3. The Pilgrims have arrived in the New World in 1620.
- \_\_\_\_\_ 4. Since the new law was passed, it has been difficult to estimate taxes.
- \_\_\_\_\_ 5. The cashier put the money into the account two hours ago.



### SKILL 36: USE THE CORRECT TENSE WITH WILL AND WOULD

Certain combinations of verbs are very common in English. One is the combination of the simple present and *will*.

*I know* that they *will arrive* soon.  
*It is* certain that he *will graduate*.

Another combination that is quite common is the combination of the simple past and *would*.

*I knew* that he *would arrive*.  
*It was* certain that he *would graduate*.

It is important to stress that in the combination discussed here, the present should be used with *will* and the past should be used with *would*; they generally should not be mixed.

The common errors that must generally be avoided are the combination of the past with *will* and the combination of the present with *would*.

*I know* that he *would\** arrive soon.  
*It was* certain that he *will\** graduate.

In the first example, the present, *know*, is illogical with *would*. It can be corrected in two different ways.

*I knew* that he *would arrive* soon.  
*I know* that he *will arrive* soon.

In the second example, the past, *was*, is illogical with *will*. It can also be corrected in two different ways.

*It was* certain that he *would graduate*.  
*It is* certain that he *will graduate*.

The following chart outlines the use of tenses with *will* and *would*:

| USING CORRECT TENSES WITH WILL AND WOULD   |                   |                         |
|--|-------------------|-------------------------|
| VERB   | MEANING           | USE                     |
| <i>will</i>  | after the present | do not use with past    |
| <i>would</i>   | after the past    | do not use with present |
| NOTE: There is a different modal <i>would</i> that is used to make polite requests. This type of <i>would</i> is often used with the present tense.<br><i>I would like to know if you have a pencil that I could borrow.</i> |                   |                         |

**EXERCISE 36:** Each of the following sentences contains *will* or *would*. Underline the verbs twice and decide if the meanings are logical. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. He knew that he will be able to pass the exam.  
C 2. I think that I will leave tomorrow.  
\_\_\_ 3. Paul did not say when he will finish the project.  
\_\_\_ 4. Jake doubts that he would have time to finish the project.  
\_\_\_ 5. I know that I will go if I can afford it.

**TOEFL EXERCISE (Skills 33–36):** Choose the letter of the underlined word or group of words that is not correct.

- \_\_\_ 1. In several of his paintings, Edward Hicks depicted the Quaker farm in Pennsylvania  
A  
where he spends his youth.  
B C D  
\_\_\_ 2. Florida has become the twenty-seventh state in the United States on March 3, 1845.  
A B C D

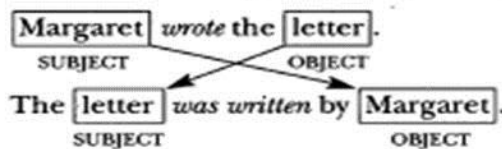


3. After last week's meeting, the advertising department quickly realized that the product will need a new slogan.
4. John F. Kennedy's grandfather, John F. Fitzgerald, serves two terms as the mayor of Boston in the beginning of the twentieth century.
5. Fort Ticonderoga, a strategically important fortification during the Revolution, had since been reconstructed and turned into a museum.
6. In making their calculations, Institute researchers assume that the least costly form of energy would be used.
7. A twenty-one-year-old man became the second casualty yesterday when he loses control of his truck.
8. Most people had written with quill pens until pens with metal points become popular in the middle of the nineteenth century.
9. In a determined drive to pare its debt, Time Warner is launching a stock offering plan that would potentially raise \$2.8 billion.
10. The formula used in the study calls for either peroxide or metaldehyde, but metaldehyde was not always available.

## PROBLEMS WITH PASSIVE VERBS

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

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



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

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

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

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).

### SKILL 37: USE THE CORRECT FORM OF THE PASSIVE

One way that the passive can be tested on the TOEFL test is simply with an incorrect form of the passive. The following are examples of passive errors that might appear on the TOEFL 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                      | + | past participle (BY + object) |

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

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

### SKILL 38: 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 TOEFL 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 TOEFL 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 <i>does</i> the action of the verb.     |
| PASSIVE                     | The subject <i>receives</i> the action of the verb. |

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

1. The car parked in a no-parking zone.
2. The physics exam began just a few minutes ago.
3. Everything to organize the picnic has already done.
4. The police investigated him because of his unusual actions.
5. The package containing the necessary samples has just sent.
6. The vacation to Europe will plan carefully before the scheduled departure date.