



New Edition

2101 Direct Words

Extra Matching Practices

Polish of Vocabulary Tests



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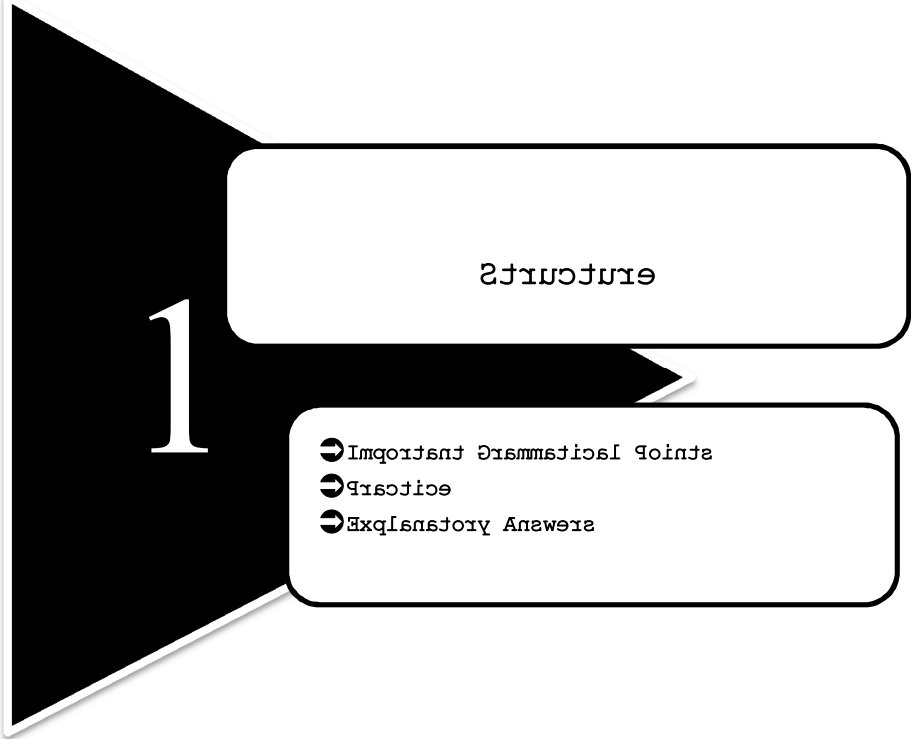
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Important Grammatical Points

Mechanics: Capitalization and Punctuation

Since every sentence begins with a capital, the how-to's of capitalization seem like a logical place to begin learning about language mechanics. When doing the exercises in this section, refer to the following checklist. Matching your answer to a rule will reinforce the mechanics of writing and secure that knowledge for you.

Capitalization Checklist

- ✓ The first word of every sentence → *Yes, we do carry the matching bed skirt.*
- ✓ The first word of a quoted sentence (not just a quoted phrase) → *And with great flourish, he sang, "O beautiful for gracious skies, for amber waves of grain!"*
- ✓ The specific name of a person (and his or her title), a place, or a thing (otherwise known as *proper nouns*). *Proper nouns* include specific locations and geographic regions; political, social, and athletic organizations and agencies; historical events; documents and periodicals; nationalities and their language; religions, their members and their deities; brand or trade names; and holidays.
- ✓ The abbreviation for *proper nouns*. Government agencies are probably the most frequently abbreviated. Remember to capitalize each letter. → *The CIA makes me feel very secure.*
- ✓ Adjectives (descriptive words) derived from *proper nouns*. Ex: *America (proper noun)* → *the American (adjective) flag*
- ✓ The pronoun **I**.
- ✓ The most important words in a title → *Last March, I endured a twenty-hour public reading of A Tale of Two Cities.*

Punctuation Checklist Periods

- ✓ At the end of a declarative sentence (sentence that makes a statement) → *Today, I took a walk to nowhere.*
- ✓ At the end of a command or request → *Here's a cloth. Now gently burp the baby on your shoulder.*
- ✓ At the end of an indirect question → *Jane asked if I knew where she had left her keys.*
- ✓ Before a decimal number → *Statisticians claim that the average family raises 2.5 children.*

- ✓ Between dollars and cents → *I remember when \$1.50 could buy the coolest stuff.*
- ✓ After an initial in a person's name → *You are Sir James W. Dewault, are you not?*
- ✓ After an abbreviation → *On Jan. 12, I leave for Africa.*

•Question Marks •

- ✓ At the end of a question → *Why do you look so sad?*
- ✓ Inside a quotation mark when the quote is a question → *She asked, "Why do you look so sad?"*

•Exclamation Points •

- ✓ At the end of a word, phrase, or sentence filled with emotion → *Hurry up! I cannot be late for the meeting!*
- ✓ Inside a quotation mark when the quote is an exclamation → *The woman yelled, "Hurry up! I cannot be late for the meeting!"*

•Quotation Marks •

- ✓ When directly quoting dialogue, not when paraphrasing → *Hamlet says, "To be, or not to be. That is the question."*
- ✓ For titles of chapters, articles, short stories, poems, songs, or periodicals → *My favorite poem is "The Road Not Taken."*

•Semicolons •

- ✓ Between two independent clauses (an independent clause is a complete thought. It has a subject and a predicate.) → *Edward joined the basketball team; remarkably, the 5'4" young man excelled at the sport.*
- ✓ Between elements in a series that uses commas → *The possible dates for the potluck dinner are Thursday, June 5; Saturday, June 7; or Monday, June 9.*

•Colons •

- ✓ Between two complete ideas when the second idea explains the first. → *Keri pushed her dinner away: She had eaten on the car ride home.*
- ✓ Before a list → *Grandma brought Chloe's favorite three sweets: chocolate kisses, Tootsie Rolls, and a Snickers bar.*
- ✓ Between titles and subtitles → *Finding Your Dream Home: A Buyer's Guide.*
- ✓ Between volumes and page numbers → *Marvel Comics 21:24*
- ✓ Between chapters and verse → *Job 4:12*
- ✓ Between hours and minutes → *It's 2:00 a.m.—time to sleep.*

☒Apostrophes☒

- ✓ Where letters or numbers have been deleted—as in a contraction→*I looked at my father and whispered, “It’s (It is) okay to cry every so often.”*
- ✓ At the end of a name where there is ownership (remember to also add an *s* after the apostrophe if the word or name does not end in an *s* already) →*Mary Jane’s horse sprained his ankle during practice.*

•Commas•

- ✓ Between items in dates and addresses→*Michael arrived at Ellis Island, New York, on February 14, 1924.*
- ✓ Between words in a list→*The university hired a woman to direct the Bursar’s, Financial Aid, and Registrar’s offices.*
- ✓ Between equally important adjectives (be careful not to separate adjectives that describe each other)→*The reporter spoke with several intense, talented high school athletes.*
- ✓ After a tag that precedes a direct quote→*David whined, “I am famished.”*
- ✓ In a quote that precedes a tag and is not a question or an exclamation→*“I am famished,”whined David.*
- ✓ Around nonessential clauses, parenthetical phrases, and appositives (A nonessential or nonrestrictive clause is a word or group of words that are not necessary for the sentence’s completion; a parenthetical phrase interrupts the flow of a sentence; and an appositive is a word or group of words that rename the noun preceding them)→*Matt’s mother, Janie (appositive), who has trouble with directions (nonessential clause), had to ask for help.*
- ✓ After introductory words, phrases, and clauses→ *Hoping for the best, we checked our luggage.*
- ✓ Before conjunctions (Conjunctions are words that link two independent clauses together)→*Drew wanted to experience ballroom dancing before his wedding, so he signed up for lessons at a local hall.*

Sentence Structure

A sentence is like a Christmas present: Assembly is always required. Fortunately, the instructions are fairly basic. Every sentence must have at least a **subject** and a **predicate**. The subject is the focus of the sentence; it is the *who* or the *what* the sentence is about. The predicate describes the subject; it explains what the subject is or what the subject is doing. The completed idea is called a **clause**, and it is the building block of all sentences.

First, you have to know these terms:

- ✓ **Independent clause:** a clause that expresses a complete thought. → *Monica walked on the grass.*
- ✓ **Dependent (subordinate) clause:** a clause that does not express a complete thought → *Though it was wet*
- ✓ **A complete thought** → *Though it was wet, Monica walked on the grass.*
- ✓ **Essential clause:** a dependent clause that is necessary to the basic meaning of the completed sentence. → *who are pregnant*
Women who are pregnant can crave salty or sweet foods.
- ✓ **Nonessential clause:** a dependent clause that is not necessary to the basic meaning of the completed sentence. → *who growls whenever the phone rings*
Elmo, who growls whenever the phone rings, tried to attack the vacuum cleaner.
- ✓ **Phrase:** a group of words that lack either a subject or a predicate. → *In early spring*
In early spring, I notice a change in people's attitudes.
- ✓ **Appositive:** a phrase that makes a preceding noun or pronoun clearer or more definite by explaining or identifying it. → *rice pudding and fruit salad*
Candice's grandfather brought her favorite desserts, rice pudding and fruit salad.
- ✓ **Fragment:** a phrase punctuated like a sentence even though it does not express a complete thought. → *Timothy saw the car. And ran.*
- ✓ **Coordinating Conjunction:** a word that when preceded by a comma or a semicolon joins two independent and equal clauses. (*and, but, so, or, for, nor, yet*) → *Dorothy had a beautiful rose garden, and her yard was a profusion of color every summer.*
- ✓ **Subordinating Conjunction:** a word that makes a clause a dependent clause (*after, although, as, because, before, if, once, since, than, that, though, unless, until, when, whenever, where, wherever, while*) → *After the accident, mourners covered the beaches nearest to the tragedy with roses.*
- ✓ **Conjunctive Adverb:** a word that introduces a relationship between two independent clauses (*accordingly, besides, consequently, furthermore, hence, however, instead, moreover, nevertheless, otherwise, then, therefore, thus*) → *On Tuesdays, I play racquetball; otherwise, I would go with you.*

Do You Know These Terms?

- ✓ **Antecedent:** In the last example, Janie is the specific noun that *she* and *her* replace; so Janie is the *antecedent*. The presence of the antecedent in a sentence is as important as which pronouns substitute for it.

✓ **Contractions:** When two words are made into one by omitting letters and using an apostrophe to highlight the omission—that's a contraction.

✓ **Subjective, Objective, and Possessive Cases:** Persons or things (nouns) acting on other things are subjects. Pronouns that refer to these subjects are in the subjective case (*I, you, he, she, we, they, who*). Persons or things acted upon (in other words, they are not performing the action) are objects. Pronouns that refer to these objects are in the objective case (*me, you, him, her, us, them, whom*). Subjects or objects that claim ownership of something are possessors. Pronouns that claim their possessions are in the possessive case (*my, your, his, her, our, your, whose*).

✓ **Avoid Ambiguous Pronoun References.** The antecedent that a pronoun refers to must be clearly stated and in close proximity to its pronoun. If more subjects than one are present, indicate which subject is the antecedent. → *When Katherine and Melissa left for England, she promised to write me about all their adventures.* Who is *she*? Katherine or Melissa?

To construct a sentence:

1. Always have at least one independent clause in the sentence.
2. Join two independent clauses with a semicolon or a comma and a **conjunction**. → *Chaucer was a narrator, and he was a pilgrim in his Canterbury Tales.*
3. Do not run two or more independent clauses together without punctuation; that error is appropriately called a **run-on**. Wrong: *Chaucer was a narrator and he was a pilgrim in his Canterbury Tales.*
4. Do not separate two independent clauses with just a comma; that error is called a **comma splice**. Wrong: *Chaucer was a narrator, he was a pilgrim in his Canterbury Tales.*
5. Do not use a **conjunctive adverb** (the words *accordingly, besides, consequently, furthermore, hence, however, instead, moreover, nevertheless, otherwise, then, therefore, thus*) like a **conjunction**. Wrong: *Chaucer was a narrator, moreover he was a pilgrim in his Canterbury Tales.*
6. Use a comma after a conjunctive adverb when it follows a semicolon. (See Conjunctive Adverbs)
7. Use a comma after introductory words, phrases, and clauses. (See Subordinating Clauses)
8. Use commas around nonessential clauses. Do not use commas around essential clauses. (See Nonessential and Essential Clauses)
9. Use commas around appositives. (See Appositives)
10. Use commas around parenthetical elements (a word or group of words that interrupt a sentence's flow). → *Mrs. Moses, that mean old crone, yelled at little Paula for laughing too loud!*

Agreement

Agreement is a very important step in constructing a coherent sentence. There are three basic agreements in a sentence: subject-verb agreement, tense agreement, and antecedent pronoun agreement.

First, you have to know the definition of a verb:

✓ **Verb:** a word or group of words describing the action or the state of being of a subject.

✓ If the subject is singular, the verb is singular; if the subject is plural, the verb is plural → *Mrs. Hendrickson feeds the birds every day.* Or: *The Hendricksons feed the birds every day.*

✓ Subjects joined by *and* are plural and receive a plural verb → *Jolie and Lara swim together every Thursday.*

✓ Subjects joined by *or* or *nor* adopt the singularity or plurality of the last subject; accordingly, the verb matches it → *Either that cat or those dogs have been eating my snacks!*

✓ When the subject of the sentence is complex the following verb must agree with the main noun in the subject. Notice how the verb, in italics, agrees with the main noun:

- Many leading members of the opposition party *have* tried to justify the decision.
- The only excuse that he gave for his actions *was* that he was tired.

✓ Some nouns with a singular form can be treated either as singular (with a singular verb) or plural (with a plural verb):

- **The council** *has* (or *have*) postponed a decision on the new road.

✓ Other words like this include **association, audience, class, club, college, committee, community, company, crowd, department, electorate, enemy, family, firm, generation, government, group, jury, orchestra, population, press, public, school, staff, team, university**, and the names of specific organisations such as **the Bank of England, the BBC, IBM, Sony**.

✓ We use a singular verb if we see the institution or organisation as a whole unit, and a plural verb if we see it as a collection of individuals. Often you can use either with very little difference in meaning, although in formal writing (such as academic writing) it is more common to use a singular verb. In some contexts a plural form of the verb is needed. We would say:

- The committee usually **raise** their hands to vote 'Yes', (*not ...raises its hands...*) as this is something that the individuals do, not the committee as a whole.

✓ In others, a singular form is preferred. We would say:

- The school is to close next year, (*not* The school are...) as we are talking about something which happens to the school as a building or institution, not to the individuals that comprise it.

✓ Some nouns are usually plural and take a plural verb. These include **belongings, clothes, congratulations, earnings, goods, outskirts, particulars** (= information), **premises** (= building), **riches, savings, stairs, surroundings, thanks**:

- The company's earnings *have increased* for the last five years.

✓ The nouns **police** and **people** also always have a plural verb. The noun **whereabouts** can be used with either a singular or plural verb. Some nouns always end in -s and look as if they are plural, but when we use them as the subject of a sentence they have a singular verb:

- The **news** from the Middle East *seems* very encouraging.

✓ Other words like this include **means** (= 'method' or 'money'); some academic disciplines, e.g. **economics, linguistics, mathematics, phonetics, politics, statistics, physics**; some sports, e.g. **gymnastics, athletics**; and some diseases, e.g. **diabetes, measles, rabies**. However, compare:

<i>Academic disciplines</i>	<i>General use</i>
• Politics <i>is</i> popular at this university.	• Her politics <i>are</i> bordering on the fascist. (= political belief)
• Statistics <i>was</i> always my worst subject.	• Statistics <i>are</i> able to prove anything you want them to. (= numerical information)
• Economics <i>has</i> only recently been recognised as a scientific study.	• The economics behind their policies <i>are</i> unreasonable. (= the financial system)

With **any of, each of, either of, neither of, or none of** and a **plural noun** we can use a *singular* or *plural* verb. However, we prefer a singular verb in careful written English.

- I don't think **any** of them *knows* (or *know*) where the money is hidden.
- **Neither of** the French athletes *has* (or *have*) won this year.

With **a/the majority of, a number of, a lot of, plenty of, all (of), or some (of)** and a **plural noun** we use a *plural* verb. But if we say **the number of**, we use a singular verb.

- **A number of** refugees *have* been turned back at the border.
- **The number of** books in the library *has* risen to over five million.

With **any of, none of, the majority of, a lot of, plenty of, all (of), some (of)** and an **uncountable noun** we use a *singular* verb.

- **All** the furniture *was* destroyed in the fire.

With **each** and **every** and a **singular noun** we use a *singular* verb. (For **each of**, see above.)

- **Every** room *has* its own bathroom, *but*
- The boys *have* **each** drawn a picture.

With **everyone, everybody, everything**

- Practically **everyone** *thinks* that Judith

(and similar words beginning any- , some- and no-) we use a <i>singular</i> verb.	should be given the job.
---	--------------------------

✓ Some phrases with a plural form are thought of as a single thing and have a singular verb. These include phrases referring to measurements, amounts and quantities:

- About **three metres** *separates* the runners in first and second places.
- The **fifty pounds** he gave me *was* soon spent.

✓ When a subject has two or more items joined by *and*, we usually use a plural verb:

- **Jean and David** *are* moving back to Australia.

✓ However, phrases connected by *and* can also be followed by singular verbs if we think of them as making up a single item:

- **Meat pie and peas** *is* Tom's favourite at the moment, (*or* Meat pie and peas *are*...)

✓ Other phrases like this include **fish and chips**, and **research and development** (or **R and D**).

✓ When a subject is made up of two or more items joined by (**either**) *...or...* or (**neither**) *...nor...*, we use a singular verb if the last item is singular (although a plural verb is sometimes used in informal English), and a plural verb if it is plural:

- **Either** the station **or the cinema** *is* a good place to meet, (*or* *...are...* in informal English)
- **Neither** the President **nor his representatives** *are* to attend the meeting.

✓ If the last item is singular and the previous item plural, we can use a singular or plural verb:

- **Either** the teachers **or the principal** *is* (or *are*) to blame for the accident.

✓ After **per cent** (also **percent** or %) we use a singular verb:

- An inflation rate of only 2 per cent **makes** a big difference to exports.
- Around 10 per cent of the forest **is** destroyed each year.

✓ However, in phrases where we can use **of + plural noun** we use a plural verb:

- I would say that about 50 per cent *of the houses* **need** major repairs.
- Of those interviewed, only 20 per cent (= of people interviewed) **admit** to smoking.

✓ But where we use a singular noun **that** can be thought of either as a whole unit or a collection of individuals, we can use a singular or plural verb:

- Some 80 per cent *of the electorate* **is** expected to vote, (*or* *...are* expected...)

✓ Do not be confused by words or phrases that follow a subject that are not the subject → *One of the chairs is damaged. His work, one of the many works exhibited here today, is refreshingly naive.*

✓ Maintain one tense in a complete thought: past tense or present tense. →

Incorrect: *In the game of hide and seek, Bobby chased Mary and tag her from behind.*

Correct: *In the game of hide and seek, Bobby chased Mary and tagged her from behind.*

Incorrect: *Dusk had just settled when I see a fawn timidly step onto the beach.*

Correct: *Dusk had just settled when I saw a fawn timidly step onto the beach.*

Do not use *of* in place of *have*. You cannot avoid pronouns. *Pronouns* substitute for nouns. Instead of saying, “Because Janie was late, Janie hopped on Janie’s moped, and Janie raced to the wedding,” you would say, “Because Janie was late, *she* hopped on *her* moped, and *she* raced to the wedding.” In this section, you will not only clarify ambiguous pronouns and assure pronoun-antecedent agreement, you will also grapple with contractions. All too often, certain pronouns and contractions are confused. “The file cabinet drawer snagged on an overstuffed folder; *it’s* now stuck just before *its* halfway point.” *It’s* is a contraction meaning *it is*, while *its* is a possessive pronoun meaning the drawer’s halfway point. The only visual difference between the two is an apostrophe neatly inserted between the *t* and the *s* in the contraction.

Modifiers

Adjectives and adverbs modify subjects and/or their actions in a sentence. In the sentence, “The orange and striped cat leapt nimbly across the dresser,” adjectives and adverbs specify what kind of cat (an “orange and striped cat”) and how that cat leapt (“nimbly”). All too often, adjectives and adverbs are confused for one another. However, in this section, you will put each in its proper place and in its proper form.

First, you have to know the definition of a modifier:

✓ A modifier describes or limits another word. → *Lily* is a subject. Add the word *tiger* before *lily* and the subject is modified: It is now a specific type of *lily*. *Pushed* is an action word. Add *shyly* and the action is limited: It is now a gentler action. Put the subject, its action, and the modifiers all together and the sentence reads: *Unlike its fierce namesake, the tiger lily pushed its head shyly through the soil.*

Types of Modifiers

✓ **Adjectives** modify nouns or pronouns. (*Hint: An adjective answers one of three questions: which one, what kind, or how many?*)

✓ **Adverbs** modify verbs, adjectives, other adverbs, or whole groups of words. (*Hint: An adverb answers one of four questions: where, when, how, or to what extent?*)

✓ **Comparatives** are adjectives and adverbs used to compare two things.

✓ **Superlatives** are adjectives and adverbs used to compare more than two things.

Follow this guideline and you will do well (*well* describes the verb *to do*; therefore it is an adverb!):

✓ Always identify whether a modifier describes or limits a sentence’s subject or its action.

✓ Use *good* and *bad* to describe nouns.

✓ Use *well* and *badly* to describe verbs, except when *well* means “fit” or “healthy.” When *well* describes a state of being, it is an adjective. → *With repetition, you will soon write well. Well* describes how the subject writes; it is an adverb. *After two months of physical therapy, Bob was well. Well* describes Bob’s state of being; it is an adjective.

✓ Use an adjective after a *linking verb*. The following words are linking verbs when they express a state of being: *look, sound, smell, feel, taste, appear, seem, become, grow, turn, prove, remain, and stay*. → *Howard leaned over and surreptitiously smelled Lee; she smelled sweet. Surreptitiously* describes how Howard sniffed at the other person; in this case, it is an adverb because it describes the act of smelling. *Sweet* describes Lee; the word *smell* links the adjective back to the subject.

✓ Use the adjective *fewer* to describe plural nouns and the adjective *less* to describe singular nouns.

✓ Use the word *number* to describe plural nouns and the word *amount* to describe singular nouns.

✓ Add *-er* to a modifier or place the word *more* or *less* before the modifier to compare two things. This creates a comparison. (*Hint*: One to two syllable modifiers usually receive the suffix *-er*; modifiers with more than two syllables use *more* or *less* before them.)

✓ Add *-est* to a modifier or place the word *most* or *least* before the modifier to indicate the extreme degree of a thing (*Hint*: One- to two-syllable modifiers receive *-est*; modifiers with more than two syllables use *most* or *least* before them.)

✓ Avoid double comparatives or double superlatives. Adding the suffix *-er* or *-est* to a modifier and preceding the modifier with *more* or *most* is redundant. → *Lindsey amazed the class with her grammatical skills; she was the most smartest person they had ever seen.* Lindsey is already *the smartest*. *Most* also means *smartest*—the phrase *most smartest* is redundant.

✓ Avoid double negatives unless you mean to express the positive. → *Tom hardly did not feel tense whenever he approached grammar.* *Hardly* and *did not* cancel each other out. The sentence really reads: *Tom felt tense whenever approaching grammar.*

✓ Avoid illogical comparisons. Some words already indicate an extreme degree; like double comparatives and double superlatives, adding the word *more* or *most* before such words is redundant. → *Some women believe Brad Pitt is more perfect than Matt Damon.* There are not degrees of perfection; one is either perfect or not perfect. However, one can more nearly approach perfection than someone else.

✓ Notice that some verbs may take adjectives to complete the meaning required (complementary adjectives). These verbs cannot form a complete thought without the required adjectives: He looks *confused* today. The music seemed *loud*.

Degree Adverbs

Degree adverbs can be used before adjectives, verbs, or other adverbs to give information about the *extent* or *degree* of something. Compare

• They're happy.	<i>and</i>	• They're extremely happy .
• I hate travelling by plane.	<i>and</i>	• I really hate travelling by plane.
• He's always late.	<i>and</i>	• He's almost always late.

✓ Other degree adverbs include **completely, fairly, quite, rather, slightly, too, totally, very (much)**.

•Very and Too •

✓ Before an adjective or another adverb we use **very** when we mean 'to a high degree', and **too** when we mean 'more than enough' or 'more than is wanted or needed'. Compare:

- The weather was very hot in Majorca. Perfect for swimming, (*not ...too hot...*)
- and*
- It's **too** hot to stay in this room - let's find somewhere cooler, (*not ...very hot...*)

✓ However, in informal spoken English, particularly in negative sentences, we can sometimes use 'too' to mean roughly the same as 'very':

- I'm not too/very bothered about who wins.
- It's not too/very warm today, is it?

•Very and Very Much •

✓ We don't use very before verbs, but we can use very **much** before some verbs to emphasize how we feel about things:

- **I very much agree** with the decision, (*not ...very agree...*)
- We (**very**) **much enjoyed** having you stay with us. (*not ...very enjoyed...*)

✓ Verbs like this include agree, **doubt, fear, hope, like, want**; and also **admire, appreciate, enjoy, and regret**. We can use **very much** or **much** (but not very) before the last four verbs.

✓ We can use very but not (very) **much** before participle adjectives:

- She was very *disturbed* to hear the news, (*not* She was very much disturbed...)
- It's very *disappointing*, (*not* It's very much disappointing.)

✓ However, we use (**very**) **much** but not **very** before a past participle which is part of a passive:

- The new by-pass *was* (very) **much needed**.

☒Extremely, very, etc.; absolutely, completely, etc. ☒

✓ We usually use **extremely, very, etc.** with *gradable adjectives* and **absolutely, completely, etc.** with *ungradable adjectives*. Here are more adverbs like these and adjectives which commonly follow them:

+ <i>gradable adjective</i>	+ <i>ungradable adjective</i>
extremely ...effective, difficult, hard	absolutely ...clear, necessary, sure, true
dreadfully ...angry, disappointed, sorry	simply ...awful, enormous, terrible
hugely ...entertaining, enjoyable, successful	utterly ...exhausted, unbearable, unrecognisable

•Quite •

✓ **Quite** has two meanings: to a particular degree, but not 'very' (= 'fairly'); and to a large degree, or 'very much' (= 'completely'). Compare:

- I was **quite** *satisfied* with the result. (= 'fairly') *and*
- No, you're **quite** *wrong*. (= 'completely')

✓ When **quite** is used with ungradable adjectives it means 'completely':

- 'Ted isn't coming until tomorrow.' 'Are you **quite** *certain*?'

Likely

✓ Special care must be taken with the adjective *likely*. It is often mistaken for an adverb because of its form, but this is not an acceptable usage, for example:

Correct: The Republic is *likely* to fall. **Wrong:** The Republic will likely fall.

Like (used as adjective or preposition)

✓ *Like*, with its opposite *unlike*, should be treated as an adjective or a preposition; that is, it must always have a noun to relate to. A predicate is formed with the verb *to be*:

Life is *like* a box of chocolates. (Life resembles a box of chocolates.) Used in the form of a phrase, *like* will link two nouns (or noun phrases) of the same kind. In this case, *like* functions as a preposition, a phrase-maker, and it is categorized so in some grammar books.

Like vs. Such As

✓ In the above example, *like* is used to introduce similarity between two items or persons. This is an accepted usage in Sentence Correction on the GMAT. In other words, *like* cannot be used to introduce examples or a subset of a category, which should be used following *such as*. **Correct:** I enjoy playing musical instruments *such as* piano and violin.

Wrong: I enjoy playing musical instruments *like* piano and violin. In sum, on the GMAT, use *like* before a noun or pronoun when emphasizing similar characteristics between two persons, groups or things. Use *such as* before a noun or phrase when introducing examples.

Like vs. As/As If/As though

✓ Use *like* before a noun or pronoun. Use *as* before a clause, adverb or prepositional phrase. Use *as if* and *as though* before a clause. *Like* is generally used as a preposition in such a context. *As* is generally used as an adverb while sometimes serving as a preposition with the meaning of “in the capacity of.” As you can tell, the focus of the comparison shifts from the noun when used with *like* to the verb when used with *as*, *as if*, or *as though*. My mother’s cheesecake tastes *like glue*. I love frozen pizza because there is no other snack *like* it. My mother’s cheesecake tastes great, *as* a mother’s cheesecake should.

✓ There are times, *as* now, that learning grammar becomes important. He golfed well again, *as* in the tournament last year. He served *as* captain in the navy. He often told half-truths, *as* any politician would. He looks *as if* he knows me. It looked *as if* a storm were on the way. He yelled at me *as though* it were my fault.

✓ The same rule applies when you use the expressions *seem like* and *look like*. **Correct:** He *seemed like* a nice guy at first. That *looks like* a very tasty cake. **Wrong:** It *seemed* like he liked me. **Correct:** It *seemed as if* he liked me. Here the comparison is with a clause, not a noun.

Possibility, Ability, etc.

May, might, can and could: possibility

✓ In affirmative sentences (that is, sentences which are not questions or negatives), we use **may** or **might** to say there is a possibility of something happening or being true:

- This **may/might** be his last major speech before the election.
- The news **may/might** come as a shock to many of the people present.
- When Frank gets a job, **I may/might** get the money back that I lent him.

✓ There is often little difference in meaning, but **might** can suggest that there is less possibility.

✓ We can also use **could**, but not **can**, to express a similar meaning. We prefer **could** to show that we are giving an opinion about which we are unsure:

- n* • 'Why isn't Tim here yet?' 'It **may/might/could** be because his mother is ill again.'
- There **may/might/could** be some cake left. I'll go and look.

✓ We can use **can** in affirmative sentences when we talk about a more *general* possibility of something happening rather than the possibility of something happening in a particular situation:

- The temperature **can** sometimes reach 35°C in July.
- Mountain daisies **can** be yellow or red.
- It **may/might/could** rain later, (*not* It can...)

✓ We prefer **may** rather than **can** in more formal contexts:

- Exceeding the stated dose **may** cause drowsiness, (*from a medicine container*)

✓ We don't use **may** to ask questions about the possibility of something happening.

Instead we use, for example, **could(n't)** or the phrase **be likely**:

а • **Could** it be that you don't want to leave?

- **Are you likely** to be visiting Greece again this summer?

✓ It is possible to use **might** in this type of question, but it is rather formal:

- **Might** they be persuaded to change their minds?

✓ In negative sentences, including sentences with words like **only**, **hardly** or **never**, to say that something is not the case we can use **can't** (or more formally **cannot**) or **couldn't** (or **could not**):

- There **can't/couldn't** be any milk left - I would have seen it in the fridge.
- There **can/could** hardly be any doubt that he was guilty.

✓ Compare the use of **may/might** and **can/could** in negative sentences:

- There are plans to rebuild the town centre, but it **may not / might not** happen for another ten years. (= It is possible that it won't happen for another ten years.)
- There are plans to rebuild the town centre, but it **can't/couldn't** happen for another ten years. (= It is not possible that it will happen for another ten years.)

✓ The difference is that we use **may not** or **might not** to say that it is possible that something is not true, and **can't** or **couldn't** to say that it is not possible that something is true.

✓ We use **may well**, **might well** or **could well** to say it is *likely* that something will happen:

- The profits of the company **may/might/could well** reach \$100 million this year.

✓ We don't use **can well** in this way to talk about the future. However, **can well** is used to talk about something we think or feel now:

- **I can well** recall how I felt when John told us he was moving to South Africa.

✓ Other words commonly used after **may**, **might**, **could** and **can** to say it is possible that something will happen are **conceivably** and **possibly**:

- The President **may conceivably** call an election in June. (= it is possible to believe it)
- The new parking restrictions **could possibly** lead to fewer cars in our cities.

✓ Compare these sentences:

- I'll write the date of the meeting in my diary, otherwise **I may/might/could forget** it. (= talking about present or future possibility)
- Jenny's late. She **may/might/could have forgotten** about the meeting. (= talking about past possibility)

✓ We use **may/might/could** (not 'can') + **have** + **past participle** to say it is possible that something happened in the past:

- π • I thought I saw Tom in town, but **I may/might could have been** wrong.
- 'Where's Barbara's camera?' 'She **may/might/could have taken** it with her.'

✓ We use **might/could** (not 'may' or 'can') + **have** + **past participle** to say that something was possible in the past, but we know that it did not in fact happen:

- If I hadn't come along at that moment, Jim **might/could have been** the one arrested instead of the real thief.
- The plan **might/could** easily **have gone** wrong, but in fact it was a great success.

✓ We use **might** (not 'may') + **infinitive** to talk about what was *typically* the case in the past:

- During the war, the police **might arrest** you for criticising the king.
- Years ago children **might be sent** down mines at the age of six. (passive form)

✓ We can also use **could** + **infinitive** in examples like this to talk about past ability. For example, 'During the war, the police could arrest you...' means that the police were legally able to arrest you.

✓ We use **may/might** (not 'can') + **have** + **past participle** to say that by some time in the future, it is possible that something will have happened:

- By next Friday **I may/might have completed** the report.
- His maths **may/might have improved** by the time the exam comes round.

✓ We use **may/might** (not 'can') + **be** + **-ing** to say it is possible that something is happening now or to talk about a possible future arrangement:

- Malcolm isn't in his office. He **may/might be working** at home today.
- When I go to Vienna **I may/might be staying** with Richard, but I'm not sure yet.

✓ **Could** can be used in the same patterns instead of **may** or **might**, particularly when we want to show that we are unsure about the possibility.

✓ Notice that we can combine these two patterns to talk about possible situations or activities that went on over a period of time until now:

- David didn't know where the ball was, but he thought his sister **might have been playing** with it. (= from a past time until now)

✓ We use **may/might/could** + **well/conceivably/possibly** + **have** + **past participle** to say it is likely that something would have happened in the past if circumstances had been different, or to say that by some time in the future it is likely that something will have happened.

✓ (Notice that we don't use 'can well (etc.) + have + past participle):

- **I may/might/could conceivably have been tempted** to take the job if it had been nearer home, (passive form)
- By this time next week, **I may/might/could well have left** for Washington.

Can, could, and be able to: ability

- ✓ When we say that someone or something has or doesn't have the ability to do something, we can use **can('t)** (or **cannot**) (for the present) or **could(n't)** (for the past):
- He **can** analyse people's handwriting.
 - We **can't** afford to pay the bill.
 - Anita **could** speak three languages before she was six.

- ✓ We can use **be able to** instead of **can/could** to talk about an ability that someone has or had:
- Helen **can / is able to** read well, even though she's only three.
 - He **could / was able to** draw on the support of over 20,000 troops.

✓ In general, we use **be able to** when we talk about a specific achievement (particularly if it is difficult, requiring some effort) rather than a general ability. Study this table:

	<i>general ability</i>	<i>specific achievement</i>
<i>Present</i>	We prefer can (but we can also use be able to): • He can speak Spanish.	We prefer be able to (but we can also use can): • He has now recovered from his injury and is able to drive again.
<i>past</i>	We prefer could (but we can also use be able to): • After only six months, Suzanne could play the violin quite well.	We use be able to (not could): • Jenny was able to leave the hospital only six hours after the baby was born.

✓ However, we commonly use **can** or **could**, even when we are talking about specific occasions, with verbs of the senses, **feel, hear, see, smell, taste**, and with verbs of 'thinking', e.g. **believe, decide, remember, understand**:

- n • She **could feel** the spray on her face as the boat raced through the water.
- I **can't** decide where to go for my holidays.

✓ We don't use **be able to**:

- ✗ When we talk about something that is happening as we are speaking;
- ✗ Before **be + past participle**:
• This furniture **can be assembled** by anyone, with just a screwdriver.

✓ We use **be able to**, not **can** or **could**, if the idea we want to express needs a **to infinitive**, an **-ing form**, or a **perfect tense**, or if it follows **another modal verb**:

- We were very lucky **to be able to** live in the country during our childhood.
- It was awful, not **being able to** see you for so long.
- Since he left, none of the other team members **have been able to** match his enthusiasm.
- We **may be able to** move some of the staff to a different department.

✓ We use **will be able to**, not **can**, to say that something will be possible in the *future*:

- a • If the snow carries on like this, very few people **will be able to** get to the concert.
- When the new road is built, **I'll be able to** drive to work in under half an hour.

✓ However, when we make a decision now about something in the future, we use **can**:

Practice

Part 1: Fill in the Blanks; Spot the Incorrect

Answer the questions below. If the question has a blank, choose the *correct* answer to fill in the blank. If the question has four underlined words or phrases, choose the underlined word or phrase that is *incorrect*.

- The players prepared good for the tournament but performed poorly.
A. prepared B. good C. performed D. poorly
- After the security guard's performance was evaluated, management decides to dismiss her and asked her to turn in her uniform.
A. was evaluated B. decides C. to dismiss D. asked
- If your not too busy, and I know everyone is, please read and complete this questionnaire.
A. your B. everyone C. is D. complete
- Mitch was sure the problem _____.
A. is solve B. is solving C. was solved D. was solven
- Emmanuel wishes that he _____ never moved from his old neighborhood.
A. had B. did C. would D. could
- The plumber did a complete estimate for us so that we would know exactly how much the job would costed.
A. did B. for us C. would know D. would costed
- Ginger sees her mother regularly. She was healthy and strong, even though she is over 80 years old.
A. sees B. regularly C. was D. even though
- If the message was more detailed, I would have been able to understand it when I read it.
A. was B. would C. have been D. to understand
- Half of the textile wall hangings were crooked, but each of the paintings were slightly askew.
A. Half of B. were C. each D. were
- Neither Sam nor James wanted their name associated with the project.
A. Neither B. wanted C. their D. associated
- The paper is _____ on the dining room table.
A. lying B. laying C. lain D. laid

12. I think you're the one _____ sent Rachna those flowers.
A. did B. that C. which D. who
13. Less people attended the conference this year, even though there were more workshops and seminars to choose from.
A. Less B. even though C. more D. to choose
14. This floor doesn't need no more wax; there's plenty already.
A. doesn't B. no C. there's D. already
15. I really hope _____ to the concert next week.
A. to go B. going C. go D. goes
16. I don't have anything to wear because my luggage were lost somewhere between California and Arizona.
A. have B. anyhting C. were D. lost
17. Please remember I am older than him and have more experience.
A. remember B. older C. him D. have
18. He is the opposite _____ his twin sister in nearly every way.
A. in B. from C. of D. to
19. Jamal read the letter _____.
A. slow B. slowly C. in a slow manner D. with slowness
20. Ronnel told me that the letter from the attorney was short, curt, and it troubled him.
A. told me B. from the attorney
C. short D. it troubled him
21. The course Bernard signed up for lasts longer from the one Michelle is taking.
A. for B. lasts C. from D. one
22. Bill took not only a French class _____ a Japanese class.
A. but also B. and C. too D. but too
23. The waves on the beach on the west coast of Florida are not as high _____ those on the east coast.
A. as B. than C. that D. so
24. The new computer chip is the smallest one than has ever been developed.
A. the B. than C. been D. developed
25. The farther he ran, the more exhaustion he became, until he could not continue.
A. ran B. exhaustion C. until D. continue
26. No sooner had Janice arrived at the office _____ she contacted her sister.

A. the later B. that C. as D. than

27. The farmers tried to rise corn, but the birds and insects destroyed it.

A. tried B. rise C. but D. destroyed

28. The hills lie to the north of town, raising to the foot of a rocky mountain, and a shallow stream runs along the eastern border of the town.

A. lie B. raising C. along D. eastern

29. _____, these students are among the best prepared who have been through this university.

A. At the whole B. On the whole C. In the general D. In generally

30. The children became ill after taking medicine that was _____ date.

A. off the B. outside C. out of D. over

31. The exam to become a lawyer is on far the most difficult he has taken.

A. to become B. on C. most D. has

32. One of the two students is studying to be a doctor, but _____ wants to be a musician.

A. other B. others C. another D. the other

33. To give an effective speech, _____ is the delivery that is most important.

A. it B. which C. and D. there

34. The actress, having been chosen to play the lead role, deciding to try out for other parts.

A. been B. deciding C. out D. for

35. The moon's gravitational field is responsible for the tides, and its location affects how high and how low tide is from time to time.

A. gravitational B. the C. its D. low tide

36. Even though the school is struggling as _____ lack of funds, it is expected to continue to operate, due to the immense popularity among the local residents.

A. the result of a B. result a C. result D. result of

37. One of Cuba's major sources of income is raising the sugar.

A. major B. of C. is D. the

38. A brilliant presenter, _____ used to draw a tremendous crowd, but now the amount of money he is charging is considered too high.

A. always B. he C. be D. he was

39. In spite of the antagonistic display by their opponents' supporters, _____ city commissioners tried to keep reason and calm at the forefront.

A. the three incumbent B. a three incumbent
C. three incumbently D. the incumbent three

40. Modern outboard boat engines frequently are sold with pump that automatically mixes oil with gasoline.

- A. engines B. with pump C. automatically D. with

41. Whether there should be more control over handguns _____ long been a topic of debate in the United States.

- A. having B. has C. is D. have

42. Having been found guilty of theft, _____ to find work in his chosen field as an accountant.

- A. was difficult for Henry Jones B. Henry Jones found it difficult
C. found Henry Jones difficult D. it was found by Henry Jones difficult

43. Henry Flagler was the railroad baron who he also developed a number of magnificent hotels and other fabulous structures.

- A. was B. he C. a D. other

44. This course is one of _____ few English courses offered by the college each month.

- A. the B. only C. mostly D. almost

45. Although a number of voters has cast their ballots in the city election, the supervisor of elections temporarily ended the election because of a malfunction in the voting mechanism.

- A. has cast B. the supervisor C. temporarily D. of

46. Neither Professor Johnson nor any other faculty member _____ to apply for the dean's position.

- A. intend B. intends C. are intending D. has intend

47. While this is not the most popular course offered at the university, just like many others classes that have low attendance in spite of their importance, at least several classes are always available.

- A. the most popular B. others C. have D. importance

48. E. Coli has proven to be _____ most dangerous bacteria that can be acquired from food and water, even in developed countries.

- A. one of the B. one of C. one D. of one

49. The death toll would _____ much higher if immediate action had not been taken.

- A. probably being B. probably be C. probably been D. be probable

50. For years, this varsity athletes have been known throughout the country for their tremendous abilities.

- A. this B. have been known C. for D. tremendous

51. A fire in the _____ building could be a problem for firefighters.

- A. ninety-story-tall B. ninety-tall-story
C. ninety-stories-tall D. ninety stories

52. The company had been operate in an old warehouse since its inception, when it built a huge, efficient, and modern office building.
A. operate B. its C. huge D. efficient
53. Their office consisted of three rooms, _____ was used as a conference room.
A. larger of which B. the largest of which
C. the largest of them D. largest
54. Before administering the exam, the proctor required that the students take their seats and removing all items from their workplaces.
A. administering B. required C. removing D. their
55. In the past six months, the company has already received twice _____ in gross revenues as it earned in the entire preceding year.
A. as much B. more C. as many D. as more
56. Some people enjoy preparing their own meals while another would rather eat out regularly.
A. preparing B. their C. while D. another
57. _____ better, the team would have been able to defeat the opponent.
A. If it prepares B. If prepares C. Preparing D. Had it prepared
58. The news of the decision to invade with armed forces were not well received by the citizens.
A. The B. to C. were D. recieved
59. Nobody knows why _____ postponed until next week.
A. the meeting B. was the meeting
C. did the meeting D. the meeting was
60. Air traffic controllers must use a form of communication that is universal understood because a pilot's understanding of instructions is critical.
A. use B. a C. universal D. understanding
61. The curriculum at the public school is as good _____ of any private school.
A. or better than B. as or better that
C. as or better than that D. as or better than those
62. Hurricanes hardly never reach the east coast of Florida, but some that have were extremely hazardous.
A. never B. reach C. that have D. extremely
63. Children raised in foster homes requirement special attention to overcome the feelings of abandonment and isolation.
A. in B. requirement C. overcome D. of
64. Being a private university, _____ a well-organized charitable giving program in order to offer a sufficient number of quality courses and activities.

A. development of B. it developed C. develop D. developing

65. With so many choices of wireless technology available, it is often difficulty to determine which offers the best value and quality.

A. With B. choices C. difficulty D. determine

66. Entering the country in car may cause different treatment by customs officials than entering by way of mass transportation.

A. Entering B. in C. cause D. different

67. The greater the number of bacteria attacking the system, _____.

A. the sooner treatment must be begun B. sooner must begin treatment
C. begin treatment as soon as possible D. must begin treatment sooner

68. A congressional committee has been appointed to study a new procedure _____ to eliminate some costly expenditures.

A. that is expected B. what is expected
C. which expects D. that expected

69. Some professors enjoy writing articles and performing research, while another would be more content to devote all their time to teaching.

A. writing B. performing C. another D. to devote

70. Some people send job applications even when they are reasonably happy in their jobs, _____ improving their position.

A. with hoping to B. hoping that C. with hopes of D. hoping to

71. Swimming is a beneficial exercise, _____ aerobic activity and uses a number of muscle groups.

A. not only because it provides B. because it both provides
C. for provision D. as result of providing

72. Tests have been performed to determine whether studying TOEFL questions will help students rise their test scores.

A. been B. whether C. studying D. rise

73. The professor instructed the students _____ the essay without preparing an outline first.

A. to not write B. not to write C. do not write D. to no write

74. It is not clear when _____, although there are many different theories.

A. dinosaurs becoming extinct B. dinosaurs extinction
C. dinosaurs became extinct D. did dinosaurs become extinct

75. The professor decided to allow the students to take the examination a second time because the low scores.

A. to allow B. take C. second D. because

76. If the driver's own car _____ damaged, the favorite probably would have won the race.

A. had not been B. not C. no had been D. has no be

77. Having withdrawn from the race, the candidate decided supporting his opponent despite the opponent's representing the other political party.

A. Having B. supporting C. despite D. other

78. The soldiers were unable to determine where _____.

A. the jeep had been left B. had been leave the jeep
C. had the jeep been left D. had the jeep left

79. The manager was angry because somebody _____.

A. had allowed the photographers to enter the building
B. had let the photographers to enter the building
C. permitting the photographers enter the building
D. the photographers let into the building

80. The committee members resented _____ of the meeting.

A. the president that he did not tell them
B. the president not to inform them
C. the president's not informing them
D. that the president had failed informing themselves

81. _____ did Arthur realize that there was danger.

A. Upon entering the store B. When he entered the store
C. After he had entered the store D. Only after entering the store

82. The congressman, accompanied by secret service agents and aides, are preparing to enter the convention hall within the next few minutes.

A. by B. are C. to enter D. within the next

83. Because the torrential rains that had devastated the area, the governor sent the National Guard to assist in the clean-up operation.

A. Because B. torrential C. devastated D. to assist

84. Lack of sanitation in restaurants are a major cause of disease in some areas of the country.

A. sanitation B. are C. cause of D. in some areas of

85. Had the committee members considered the alternatives more carefully, they would have realized that the second was better as the first.

A. Had the committee members B. more carefully
C. second was D. as the first

86. Malnutrition is a major cause of death in those countries where the cultivation of rice have been impeded by recurrent drought.

A. is a major B. in those countries C. have D. by recurrent drought

87. The decision to withdraw all support from the activities of the athletes are causing an uproar among the athletes' fans.

A. to withdraw B. all support C. are causing D. among

88. Underutilized species of fish has been proposed as a solution to the famine in many underdeveloped countries.

- A. Underutilized B. has been C. as D. to the famine

89. Because the residents had worked so diligent to renovate the old building, the manager had a party.

- A. Because B. had worked C. diligent D. to renovate

90. John's wisdom teeth were troubling him, so he went to a dental surgeon to see about having them pull.

- A. were troubling B. to see C. about D. them pull

91. Hardly _____ the office when he realized that he had forgotten his wallet.

- A. he had entered B. had entered C. entered D. had he entered

92. Suzy had better to change her study habits if she hopes to be admitted to a good university.

- A. had B. to change C. hopes to be D. to a good university

93. Overeating, in addition to lack of attention to nutrition, are said to be the major cause of obesity in the United States.

- A. lack B. are C. be D. cause

94. Once the employees had begun receiving financial information on the company, _____ income.

- A. they diligently assisted in reducing costs and increasing
B. it made the employees more eager to assist in reduce costs and increase
C. diligently they assist to reduce costs and increase
D. with extreme diligence helped lower costs and increase

95. Because the students showed they had read the materials so thorough, the instructor decided not to administer an exam.

- A. because B. read C. thorough D. to administer

96. The plumber attempted to loosen the nut with regular pliers but then decided he needed to retrieve his toolbox in order to use _____.

- A. another pliers B. others pliers C. the others ones D. another pair

97. Judy decided to wait until after she had taken her exams before having her wisdom teeth pull.

- A. to wait B. had taken C. having D. pull

98. The committee has met and _____.

- A. have approve the budget B. budget was approved
C. its approval of the budget D. approved the budget

99. Hardly the plane had landed when Adam realized that he had left the file that he needed at his office.

- A. hardly the plane had B. realied C. that he had D. needed

100. After Michelle had taken control of the Accounts Receivable department, the financial situation improved dramatically; her fiscal and management capabilities _____ to the success.

- A. should contribute B. should have contributed
C. must have contributed D. must contribute

101. The consultant said management had better to formalize its employment policies and procedures in order to avoid adverse employment claims in the future.

- A. to formalize B. its C. avoid D. adverse

102. Having been presented the financial aspects of the proposed agreement, _____.

- A. legal terms were addressed by the board members
B. the board members turned their attention to the legal terms
C. they were begun to discuss legal terms
D. a discussion of the legal terms by the board members

103. The author has not rarely written anything that was not a best-seller.

- A. author B. not rarely C. anything D. a

104. Rafael will not be able to attend class tomorrow because _____ an interview with the immigration officials.

- A. he must to attend B. he will be attending
C. of he must attend D. he will have attending

105. The Dean of the College of Education has already to decide whether to permit the meeting to be held on campus.

- A. The B. already to decide C. to permit D. held

106. The faculty of the university is not expected to approve the collective bargaining proposal, and _____.

- A. the administration either B. neither is the administration
C. neither the administration D. the administration is not neither

107. The professor had already completed calculation of the final grades and had submit them to the office when Elizabeth delivered her paper.

- A. already B. of C. had submit D. delivered

108. The chairman requested that _____.

- A. a committee appointed to study the problem thoroughly
B. a committee be appointed to make thoroughly review of the problem
C. thoroughly review the problem by a committee
D. a committee be appointed to review the problem thoroughly

109. Several cars plunged into the water when the pier was striking by a barge that separated from its tugboat.

- A. plunged B. into C. was striking D. from

110. Internet companies rely heavily on income from on-line purchases, but _____.

- A. traditional companies as well B. traditional companies too
C. also traditional companies D. so do traditional companies

111. The company had difficulty distributing _____ so that they could meet production quotas.

- A. sufficiently number of parts in a timely manner to its manufacturers
B. a sufficient number of parts to its manufacturers in a timely manner
C. to its manufacturers in a timely manner a sufficient number of parts
D. in a timely manner to its manufacturers a sufficient number of parts

112. The new prospect for the team has great height and agility, but the coaches do not believe he moves enough quickly to play in the position that they need to fill.

- A. height B. enough quickly C. play D. position

113. So much people applied for service from the new company that it found it impossible to meet the demand.

- A. much B. for C. from D. impossible

114. The company sustained an angry reaction from its employees after announcing how _____ to reduce operating costs.

- A. it planned B. planned C. did it plan D. was planned

115. The meeting is being held in the fifth floor of the convention center, but there are functions on every floor.

- A. being B. in C. fifth D. are

116. Professor Anderson wrote _____, which is expected to be published in the next few months.

- A. a new textbook last year B. last year a new textbook
C. in last year a new textbook D. during last year a new textbook

117. The tube worm, _____ stationary plant-like creature that lives at the bottom of the deep sea, can live for hundreds of years.

- A. is a B. it is a C. a D. that is a

118. The gymnasium facilities of this public school are _____ those of the finest private school in the county.

- A. second after B. second only to C. first except for D. second place from

119. An orangutan escaped from the zoo and was foraged food in a residential neighborhood.

- A. from B. was foraged C. in D. residential

120. The more the horse tried to free itself from the restraint, _____.

- A. the tighter it became B. it became tighter
C. the horse could not escape D. it was unable to move

121. The school officials are considering a comprehensive planning to alleviate the problem of overcrowding in the dormitories.

- A. are B. planning C. alleviate D. overcrowding

122. _____, that runner is likely to be the first one chosen.
A. Due to her agility and speed B. Because of she is agile and fast
C. Because agile and rapid D. Because her agility and speed
123. Spanish is the only course that it is not offered in the summer term, but there are several classes offered in the fall.
A. it B. offered C. several D. offered
124. It was not until the students were seated _____ the proctor realized he had the wrong test booklets.
A. that B. when C. as soon as D. and
125. Sarah was not best speaker in the class, but her personality and ability to convey her feelings helped her become the most requested.
A. not best B. her C. ability D. requested
126. As a result of the additional rain with so much flooding already having occurred, residents were seeking shelter _____ than in previous years.
A. in more numbers B. more numerously
C. greater in numbers D. in greater numbers
127. The issues learned during the early stages of the project causing the researchers to initiate additional research.
A. during B. stages C. causing D. additional
128. The company president wrote an e-mail and planned to send _____ as soon as the vote was complete.
A. to all directors the message B. the message by all directors
C. message to all directors D. the message to all directors
129. Only when black bear has been spotted by the forest rangers will this portion of the park be closed down.
A. when black B. been C. will D. closed
130. As the result of Diane's illness and the effects of the medication, _____ to curtail her work and public speaking activities.
A. has B. had C. she has had D. she will had
131. Television news producers are sometimes accuse of sensationalism, but it appears that is what the public desires.
A. news B. accuse C. it D. what
132. The man displayed his anger when he discovered that the laundry machine was _____ order.
A. out B. out of C. no on D. outside
133. The workers attempted to free the cat from the trap, but several obstacles were in way.
A. attempted B. free C. from D. in way

134. In spite of the fact that the Olympic athletes are not permitted to compete for compensation, some of them _____ the past and will again in the future.

- A. so did in B. compete in C. in D. did so in

135. Not only could the younger people completed all the work quickly and accurately, but the retired workers could also.

- A. completed B. quickly C. could D. also

136. Allen's not having finished his thesis did not discourage him from applying for other degree program.

- A. Allen's not B. finished C. discourage D. other

137. To master the art of fiction writing _____ discipline and practice, as well as studying the works of other great authors.

- A. require B. requires C. requiring D. that requires

138. That investors in the stock market enjoys increases and suffer declines is simply a fact of the financial market, and a smart investor is not too excited about the former or crestfallen about the latter.

- A. enjoys B. declines C. former D. crestfallen

139. Because it is impossible for rescuers to dig through much of the rubble, the number of people affected by the devastating earthquake _____ yet been determined with certainty.

- A. have not B. has not C. not D. only

140. Having been found guilty of racketeering, even though he was never proven guilty of many crimes he was believe to have committed, the mobster was sentenced to a number of years in prison.

- A. Having B. proven C. believe D. have

141. Had Jorge be able to complete his thesis instead of returning to work, he would have graduated a year ago.

- A. be B. complete C. returning D. have

142. Heather Friedman, _____ at many school functions and other community events, is destined for fame and fortune if she receives the right backing and is discovered by the right people.

- A. who has sung B. has sung C. sung D. sang

143. After the data has received and reviewed, the finance department employees should be able to determine the best course of action.

- A. has received B. employees C. be D. to determine

144. The Board of Directors determined, after having tried to enter several related business arenas, _____ concentrate on its core business.

- A. that the company should B. should
C. that D. company should

145. Owning a home, the dream of many, an unattainable goal for many young people (particularly unmarried mothers) without aid from governmental and non-profit sources.

- A. Owning B. an C. aid D. sources

146. That fast foods frequently contain a considerable amount of fat _____ well-known, but many people still find it difficult to avoid them due to their work schedules.

- A. is B. quite C. be D. being

147. After the jury had determined liability, its next task was to decide how much money should it assess as damages.

- A. had B. next C. to decide D. should it

148. This application must be rejected because it should _____ submitted prior to the commencement of classes for the term.

- A. of been B. have been C. being D. have be

149. If the Board had not reversed its position on the petition to approve the fence, the owner would had to remove it.

- A. its B. to approve C. would had D. remove

150. A prolific writer, even when he was teaching a number of classes, Harry Crews never achieving popularity among the masses.

- A. A B. was C. classes D. achieving

151. Whereas many people visit Internet sites where products are sold, a great number of them still _____ to actually make purchases online.

- A. are hesitant B. hesitating C. hesitation D. being hesitant

152. Attorneys who practice in the area of personal injury generally spending considerably more money on advertising in telephone books and on television than other types of attorneys.

- A. spending B. considerably C. other D. types

153. Earlier in the year, the researchers found _____, which they determined is over 6 million years old.

- A. a fossil extremely large B. extremely large fossil
C. a large extremely fossil D. an extremely large fossil

154. St. Augustine, Florida, known as oldest city in the United States, is home to the oldest schoolhouse, a fort called Castillo de San Marcos, and other areas of historical interest.

- A. known B. as oldest C. called D. other

155. In spite _____ seen as a comfortable and open speaker, Larry dislikes public speaking and will do almost anything to avoid it.

- A. have been B. of being C. being D. having been

156. The committee voted purchase the land next to the company's existing building, but the resolution was not approved at the full Board meeting.

- A. voted B. purchase C. next D. existing

157. How long _____ left in the cold wilderness is anybody's guess, although it appears that they will all be brought back to health.

- A. has been the children B. have the children
C. the children have been D. the children been

158. Students may buy used books if they had been readily available and correctly priced.

- A. used B. had been C. readily D. priced

159. Having been stopped by the police for running a red light, _____ it was not in her best interest to argue since she was not wearing her seat belt.

- A. Jane's decision B. Jane decided C. decided D. decision

160. Without a doubt, the best way to do well in college to keep up constantly with the homework, read everything that is required, and regularly outline all the class notes.

- A. doubt B. to C. constantly D. regularly

161. The children were warned not _____ in the retention pond because the water was polluted and a large alligator called it home.

- A. swim B. swimming C. to swim D. should swim

162. In the early morning, the hikers broke camp and began the long trek towards home, hoping to before noon arrive.

- A. early B. began C. towards D. before noon arrive

163. That Ana could handle the job well _____ to her friends and colleagues, who could not understand how the university was still considering the other candidate.

- A. obviously B. was obvious C. obvious D. has obviously

164. Though the danger had passed, officials were hesitant to allow residents to return to their homes because they were unsure how much damage caused by the high winds.

- A. passed B. hesitant C. to return D. caused

165. The company had a two-tier contingency plan in case power was lost, first using gas operated generators, and then _____ its distant safe operation, where the entire computer operation, including all hardware, software, and data, was able to be run without interruption.

- A. initiation B. initiate C. initiating D. to initiate

166. After having success with individual singers and several bands consisting of teenage boys, _____ both sing and dance, he decided to experiment with bands consisting of teenage girls as well as a co-ed band.

- A. who could B. could C. that could D. which

167. Bob is certain to be hired for the position because at his interview he displayed his talents in writing, speaking, organizing, delegating and to lead.

- A. position B. because C. displayed D. to lead

168. The Strangler Fig Tree, _____ Borneo, grows from seeds deposited in the top of trees around which the Fig Tree grows.

- A. native to B. native from C. how native to D. is native to

169. Hepatitis C generally occurs 20 to 30 year after one is exposed to the illness.

- A. occurs B. year C. is D. exposed

170. Some types of digital telephones cannot _____ in places where others work fine.

- A. to function B. functioned C. functioning D. function

171. Ricky Martin, _____ of the band Menudo, attained great popularity in the late 1990s.

- A. formerly member B. a former member
C. was a former member D. being former member

172. The knee is the recipient of constant pressure, which causes them to fail often and requires replacement with artificial parts.

- A. recipient B. which C. them D. to fail

173. Of all the harmful bacteria that can be acquired from unsanitary food handling, E. Coli is the one _____ the most media attention.

- A. that has gained B. it has gained C. disease that it has gained D. gained it

174. Effective speaking and proficient writing is generally seen as requirements for a professor to achieve tenure.

- A. speaking B. proficient C. is D. seen

175. _____ of the history of words is called etymology.

- A. Study B. The study C. Studying D. To study.

176. Universities often ignore a student's lack of scholastically ability when the student has great athletic potential in a sport that is important to the school.

- A. lack B. scholastically C. athletic D. that

177. With great care and skill, _____ Lasik surgery by peeling back a flap of the cornea so that it can be reshaped.

- A. doctor performs B. a doctor performs
C. performance D. performing

178. John Steinbeck he wrote down-to-earth accounts of individuals and families who suffered through the Great Depression.

- A. he wrote B. accounts C. individuals D. suffered through

179. The possibility of being sued is _____ of construction companies.

- A. often the greatest fear B. often the fear greatest
C. the greatest often fear D. the often greatest fear

180. Numismatics, the study of coins, can be very rewarding once a person becomes familiar with determining the date and type of a coin, as well as grade it.

- A. rewarding B. once C. familiar D. grade

181. By analyzing high pressure systems, fronts, and other influences, weather forecasters can determine the direction towards which _____ to travel.

- A. a storm is expected B. is expected a storm
C. is a storm expected D. an expected storm

182. Listening to recorded books while driving is a means of utilize time wisely.

- A. recorded B. means C. utilize D. wisely

183. *The Old Man and the Sea*, a novel about an old fisherman's harrowing adventure catching a huge fish, is one of Ernest Hemingway's _____ books.

- A. most famous B. the most famous
C. are most famous D. and most famous

184. The passionate and exuberant display of the orchestra conductor moving several members of the audience to tears.

- A. exuberant B. of C. moving D. audience

185. The Internet has lived up to expectations expressed years ago, in _____ the way the public researches, practices business, and communicates.

- A. changing B. to change C. change of D. changed

186. In 1947, Jackie Robinson became a first Black American to play major league baseball.

- A. In B. a C. to play D. major

187. _____ a successful rock star, a singer must have stage presence and charisma in addition to mere musical talent.

- A. To become B. Becomes C. In order becoming D. For becoming

188. As a company grows in size, it is important to maintain communicate among the various departments.

- A. As B. in C. communicate D. among

189. After hurricane Floyd brushed by the East Florida Coast, emergency management agencies, _____ with each other and the Hurricane Center, coordinated efforts for evacuation of citizens.

- A. working B. works C. is working D. has worked

190. Research involving animals is useful when researchers developing medicines to combat illnesses of both animals and people.

- A. involving B. is useful C. when D. to combat

191. To give an effective speech, _____ is the delivery that is most important.

A. it B. which C. and D. there

192. The Internet has dramatically affected _____ people communicate.

A. the way B. is the way C. that the way D. which way do

Answers and Explanations

1. **B.** The sentence needs the adverb *well* to modify the verb *prepared*. 2. **B.** The verbs need to be in the past tense. 3. **A.** The sentence requires the contraction *you're* for *you are*. 4. **C.** The past tense *was* and participle *solved* are required here; the sentence is in the past tense. 5. **A.** The helping verb *had* is correct. 6. **D.** The past tense of *cost* is *cost*. 7. **C.** The verbs need to be in the present tense. 8. **A.** The sentence needs the subjunctive *were*. 9. **D.** The pronoun *each* requires the singular verb *was*. 10. **C.** The antecedent is *neither* and requires the pronoun *his*. 11. **A.** The sentence requires the verb *lie*, which does not require a subject; the participle is *lying*. 12. **D.** Use *who* when referring to people. 13. **A.** Use *fewer* when referring to plural nouns (*people*). 14. **B.** The sentence has an incorrect double negative. 15. **A.** Use the infinitive after *hope*. 16. **C.** *Luggage* is a non-count noun and needs a singular verb (*was*). 17. **C.** The sentence requires a subject pronoun (*he*). 18. **C.** Use *of* with *opposite*. 19. **B.** The sentence requires an adverb to modify the verb *read*. 20. **D.** The sentence lacks parallel structure; the last part of the sentence should be another adjective (*troubling*) rather than a verb phrase (*it troubled him*). 21. **C:** *from*. The correct expression is *longer than*. Notice that the sentence also has another idiomatic expression: *sign up for*. 22. **A:** *but also*. The expression is *not only . . . but also*; this means the same thing as *both . . . and*. 23. **A:** *as*. The equal comparison is made using *as* + adjective + *as*. 24. **B:** *than*. A comparative is made using adjective + *-er* + *than*. The superlative cannot appear with *than* because it is not being compared to anything. In this case, the word should be *that* because it is introducing another clause. 25. **B:** *exhaustion*. The expression is created by using the comparative . . . comparative: *the farther . . . the more exhausted*. *Exhaustion* is a noun. 26. **D:** *than*. The expression is *no sooner . . . than*. 27. **B:** *rise*. Use *raise* + complement because it is transitive. 28. **B:** *raising*. The word *raise* is transitive, so it requires a complement. This context means it *rises* on its own; it does not *raise* something. So the correct word would be *rising*. Notice that *lie* is correct because it is properly used as an intransitive verb. 29. **B:** *On the whole*. This expression means the same as *in general*. 30. **C:** *out of*. The correct expression is *out of date*. 31. **B:** *on*. The correct expression is *by far*, which means that the exam is much harder than any others. 32. **D:** *the other*. The sentence states that there are two, so the article should be specific. 33. **A:** *it*. A subject of the second clause is required because the *that* clause is the main clause. The sentence, as corrected, means the same as, "To give an effective speech, delivery is the most important thing." 34. **B:** *deciding*. The sentence requires a conjugated verb, *decided*. 35. **D:** *low tide*. The context is definite, so the definite article *the* is necessary: *how low the tide is*. 36. **A:** *the result of a*. This is an idiomatic expression. 37. **D:** *the*. Sugar is being used as a general statement, meaning all sugar. 38. **B:** *he*. *He used to* means he was accustomed to doing something in the past. *He was used to* would have to be following by a verb+ing. 39. **A:** *the three incumbent*. The article *the* is necessary because it is specific and makes sense with the ordinal number *three*. *Incumbent* is an adjective because it modifies *commissioners*, which in this case is also modified by *city*. 40. **B:** *with pump*. It would make sense to say *with a pump*. 41. **B:** *has*. The sentence requires a conjugated verb, so *having* makes no sense. It is not passive, so *is* makes no sense. The subject is *whether*, so the verb must be singular. 42. **B:** *Henry Jones found it difficult*. The second clause needs a clause beginning with a subject. Because the sentence begins with a participle, *having*, the subject of the second clause must be the same person or thing as the subject of the original sentence. 43. **B:** *he*. After the relative pronoun *who*, it is not correct to have another pronoun.

125-A, 126-B, 127-B, 128-C, 129-D, 130-A, 131-C, 132-D, 133-C, 134-B, 135-A, 136-B, 137-C, 138-A, 139-C, 140-B, 141-C, 142-D, 143-A, 144-B, 145-C, 146-A, 147-D, 148-B, 149-C, 150-D, 151-A, 152-D, 153-D, 154-C, 155-B, 156-A, 157-D, 158-C, 159-B, 160-A, 161-A, 162-C, 163-B, 164-C, 165-D, 166-B, 167-C, 168-D, 169-A, 170-C, 171-A, 172-C, 173-D, 174-B, 175-C, 176-D, 177-A, 178-B, 179-A, 180-C, 181-C, 182-A, 183-D, 184-B, 185-D, 186-C, 187-D, 188-A, 189-C, 190-A, 191-B, 192-D, 193-A, 194-B, 195-C, 196-D, 197-B, 198-C, 199-A, 200-B, 201-C, 202-A, 203-D, 204-B, 205-C, 206-D, 207-A, 208-C, 209-B, 210-A, 211-D, 212-C, 213-B, 214-A, 215-C, 216-D, 217-A, 218-B, 219-C, 220-B, 221-B, 222-D, 223-C, 224-A, 225-B, 226-D, 227-B, 228-C, 229-D, 230-A, 231-C, 232-A, 233-D, 234-B, 235-C, 236-A, 237-B, 238-C, 239-D, 240-B, 241-C, 242-B, 243-A, 244-C, 245-B, 246-D, 247-C, 248-A, 249-D, 250-C, 251-C, 252-A, 253-C, 254-B, 255-A, 256-D, 257-C, 258-B, 259-A, 260-C

Close Test

4

- Up-To-Date Cloze Passages
- Point-By-Point Answers
- Introducing Challenging Words

Cloze Test

√ Substitute each of the suggested words for each blank, check the suitability of each substituted word and finalize. Never finalize without trying every option unless you are 100% sure about the answer. Accuracy is the main challenge faced in this type of question.

√ Most importantly, you may see that all choices have the same dictionary meaning. It is in here that your real knowledge of context-based meaning of words are subject to challenge. Read English books and newspapers regularly to improve your vocabulary which helps you tremendously to solve this problem.

Passage 1

My mother waved me goodbye and the bus (1). The man sitting (2) to me was a doctor (3) to Kannur, (4) participate in a conference.

- | | | | |
|--------------|-------------|------------|-------------|
| 1. a) going | b) started | c) arrived | d) stopped |
| 2. a) next | b) besides | c) near | d) side |
| 3. a) coming | b) arriving | c) going | d) visiting |
| 4. a) to | b) for | c) so | d) and |

<i>Answers</i>	1(b), 2(a), 3(c), 4(a),
<i>Explanations</i>	Collocations, meanings, and logic

Passage 2

Essentially I am interested in (1) world, in this (2), not in some other (3) or a future life.

- | | | | |
|---------------|------------|--------------|--------------|
| 1. a) this | b) that | c) real | d) imaginary |
| 2. a) life | b) reality | c) existence | d) truth |
| 3. a) reality | b) world | c) life | d) plan |

Answers	1(a), 2(a), 3(b)
Explanation	Logic

Passage 3

Whether there is such a (1) as a soul, or whether there is survival after (2) or not, I do not know; and important as these (3) are, they do not trouble men in (4).

- | | | | |
|-----------------|---------------|---------------|----------------------|
| 1. a) fact | b) thing | c) reality | d) idea |
| 2. a) life | b) existence | c) death | d) reality |
| 3. a) problems | b) situations | c) questions | d) queries |
| 4. a) the least | b) the most | c) not at all | d) actually the best |

Answers	1(b), 2(c), 3(c), 4(a)
Explanation	1(such (a/an) +...+ as (a/an)...), 2(logic), 3(logic), 4(logic)

Passage 4

Operation Flood was (1) with the primary objective of (2) rural milk producers with urban milk consumers, by (3) viable producer co-operatives in the milk sheds, and thus (4) the rural milk producers to earn higher income from milk.

- | | | | |
|----------------|-------------|---------------|---------------|
| 1. a) launched | b) devised | c) started | d) begun |
| 2. a) making | b) joining | c) linking | d) connecting |
| 3. a) creating | b) exposing | c) generating | d) providing |
| 4. a) making | b) hoping | c) enabling | d) giving |

Answers	1(a), 2(c), 3(a), 4(c)
Explanation	1(to begin sth such as a plan), 2(collocation), 3(collocation), 4(enable sb to do sth)

Passage 5

In all kinds of writings (1) is the most (2) virtue. You should write in a simple and (3) manner. The words chosen should be (4) in meaning. Try not to use (5) words merely because they are (6).

- | | | | |
|------------------|---------------|--------------------|--------------|
| 1. a) simplicity | b) complexity | c) vagueness | d) toughness |
| 2. a) natural | b) romantic | c) admired | d) hidden |
| 3. a) tough | b) natural | c) straightforward | d) showy |
| 4. a) correct | b) clear | c) apt | d) suitable |
| 5. a) difficult | b) fine | c) lengthy | d) small |
| 6. a) easy | b) familiar | c) good | d) literary |

Answers	1(a), 2(c), 3(c), 4(b), 5(a), 6(d)
Explanation	1(logic), 2(admire: respect, approve of), 3(straightforward: simple and easy to understand), 4(logic), 5(logic), 6(logic)

Passage 6

Earthquakes are amongst the most destructive (1) disasters. They usually (2) without any warning and (3) in a great (4) of life and an enormous demolition of buildings. Additionally, they may cause devastating landslides or create gigantic tidal waves which, in (5), are colossal walls of water smashing into seashores with such force that they are (6) of destroying coastal cities. However, the (7) majority of fatalities and serious injuries (8) about when buildings (9). Most frequently, the earthquake lasts 30 to 60 seconds, so usually there is no time to (10) the mortal (11) once the shaking starts. The savage forces of an earthquake trigger (12) a complex chain (13) in the building's structure when it is shaken, lifted, pushed or pulled. A building's height, its shape and construction materials are the most significant (14) deciding about the survival or collapse of the structure and, consequently, about the life or death of its (15).

- | | | | |
|-----------------|-----------------|----------------|----------------|
| 1. a) nature | b) naturalistic | c) natural | d) native |
| 2. a) hit | b) strike | c) tally | d) attack |
| 3. a) result | b) effect | c) lead | d) cause |
| 4. a) damage | b) waste | c) harm | d) loss |
| 5. a) fact | b) certainty | c) honesty | d) truth |
| 6. a) potential | b) conceivable | c) capable | d) possible |
| 7. a) wide | b) broad | c) full | d) vast |
| 8. a) bring | b) come | c) lay | d) make |
| 9. a) demolish | b) jumble | c) destroy | d) collapse |
| 10. a) avert | b) evade | c) abstain | d) restrain |
| 11. a) upkeep | b) upturn | c) upshot | d) uptake |
| 12. a) up | b) on | c) out | d) off |
| 13. a) activity | b) motion | c) progress | d) reaction |
| 14. a) factors | b) phenomena | c) points | d) ingredients |
| 15. a) settlers | b) citizens | c) inhabitants | d) burghers |

Answers	1(c), 2(b), 3(a), 4(d), 5(a), 6(c), 7(d), 8(b), 9(d), 10(a), 11(c), 12(d), 13(d), 14(c), 15(a)
Explanation	1(logic/meaning), 2(collocation), 3(result in), 4(loss: death of a person), 5(in fact), 6(be capable of), 7(collocation), 8(come about: happen), 9(collapse: fall down), 10(prevent, avoid-collocation), 11(upshot: consequence, repercussion), 12(trigger off: give rise to), 13(chain reaction: a series of events, each caused by the previous one), 14(logic), 15(meaning-logic)
Hard Words	[tally: match or agree with sth else][demolish: destroy][abstain: decline to vote, avoid][upkeep: (financial) maintenance, servicing][upturn: improvement, increase][uptake: absorbing of sth, understanding]

Passage 7

It is believed that our (1) genetic characteristics play the (2) role in our being beautiful, attractive and appealing to other individuals. Although there is no (3) theory on what beauty really is and how it works, the results of a recent scientific (4) seem to (5) the hypothesis that our facial features are (6) by our brains. Their possible role is to (7) health and fertility as well as genetic superiority - the quality that people, (8), share with animals which, like humans, have their own sexual preferences. Most species of birds, for example, rely on the brightest colours

of plumage when (9) their (10). To them, the vivid (11) of the feathers indicate the potential partner's genetic fitness to produce healthy (12). In humans, similarly, beauty (13) our well-being and our sexual attractiveness, but as far as our facial characteristics are taken into account, people (14) to regard as extremely (15) the faces with the highest degree of symmetry. And equally effectively, the facial properties may also indicate the appeal of the whole body.

- | | | | |
|---------------------|----------------|----------------|----------------|
| 1. a) indebted | b) derivative | c) innate | d) acquisitive |
| 2. a) vital | b) functional | c) tangible | d) customary |
| 3. a) eminent | b) obscure | c) indicative | d) explicit |
| 4. a) chore | b) endeavour | c) inquiry | d) labour |
| 5. a) bear out | b) stand down | c) prop up | d) make about |
| 6. a) reliant | b) conditioned | c) implied | d) designated |
| 7. a) manifest | b) pertain | c) survey | d) uncover |
| 8. a) plainly | b) normally | c) allegedly | d) mainly |
| 9. a) favouring | b) postulating | c) referring | d) asserting |
| 10. a) counterparts | b) mates | c) fellows | d) accomplices |
| 11. a) dyes | b) marvels | c) twilights | d) hues |
| 12. a) stamina | b) progeny | c) entity | d) forebears |
| 13. a) affirms | b) foresees | c) displays | d) envisages |
| 14. a) incline | b) aspire | c) anticipate | d) declare |
| 15. a) flourishing | b) startling | c) captivating | d) engrossing |

Answers	37(c), 38(a), 39(d), 40(c), 41(a), 42(b), 43(a), 44(c), 45(a), 46(b), 47(d), 48(b), 49(c), 50(a), 51(c)
Explanation	1(innate: natural, intrinsic, inborn), 2(vital: essential), 3(explicit: clear & exact), 4(inquiry: question, investigation), 5(bear out: show to be true), 6(condition: control, influence), 7(manifest: display, exhibit), 8(allegedly: reportedly, supposedly), 9(favour: support, approve of), 10(mate: sexual partner), 11(hue: color, shade), 12(progeny: descendant, offspring), 13(display: show), 14(incline: prefer, favour), 15(captivating: charming, attractive)
Hard Words	[indebted: owing money or gratitude] [derivative: unoriginal] [acquisitive: greedy] [customary: traditional, usual] [eminent: notable] [obscure: unclear] [stand down: give up job/position] [prop up: support, hold up] [pertain to: relate to] [plainly: clearly/obviously] [postulate: suggest] [accomplice: partner in crime] [envisage: imagine] [aspire: desire] [startling: surprising, worrying]

Passage 8

The money that some professional sportsmen earn shouldn't impress anyone when you take into (1) the fact that only a few of them manage to (2) immortality and everlasting fame. And once they reach their (3) and display their talent at their best, they are fully conscious that their brilliant careers won't last for ever. They live under a constant pressure of being (4) and subsequently replaced by someone who is younger, faster and more (5). For that reason, objectives like retirement benefits and pensions are (6) great concern to all professional athletes. Some of the retired competitors go as far as to organize strikes and rallies to (7) their protest against any policy unresponsive to their demands (8) the younger professionals seek more upgrading solutions to the problem as more and more of them attach a proper significance to (9) a solid education, even at university level. Such an approach should help them find interesting and well-paid jobs (10) their sports career is over. A completely new strategy has been (11) by the schools priding themselves (12) supporting their own teams. Their authorities insist that the sports clubs members achieve high academic standards or else they are debarred from partaking in certain sports events, which may lead to further (13) in their professional

careers. By these practical and most effective (14), combining education with sports activity, the (15) of the professional athlete as being brainless and unintelligent may eventually be changing to the sportsmen's benefit.

- | | | | |
|-------------------|---------------|-----------------|------------------|
| 1. a) reflection | b) attention | c) examination | d) consideration |
| 2. a) obtain | b) fulfil | c) attain | d) succeed |
| 3. a) prime | b) shape | c) best | d) capacity |
| 4. a) outcast | b) outshone | c) outstayed | d) outgrown |
| 5. a) achieved | b) attributed | c) accomplished | d) accredited |
| 6. a) with | b) in | c) at | d) of |
| 7. a) voice | b) claim | c) insist | d) speak |
| 8. a) whereby | b) whereas | c) whereupon | d) wherein |
| 9. a) mastering | b) learning | c) receiving | d) attending |
| 10. a) right away | b) promptly | c) barely | d) once |
| 11. a) assembled | b) installed | c) devised | d) emerged |
| 12. a) with | b) on | c) for | d) in |
| 13. a) disruption | b) hitch | c) detachment | d) wreckage |
| 14. a) grounds | b) results | c) factors | d) means |
| 15. a) vision | b) outlook | c) image | d) judgement |

Answers	1(d), 2(c), 3(a), 4(b), 5(c), 6(d), 7(a), 8(b), 9(c), 10(d), 11(c), 12(b), 13(a), 14(d), 15(c)
Explanation	1(logic), 2(attain: reach-collocation), 3(prime: top-quality, excellent), 4(outshine: surpass), 5(accomplish: finish completely), 6(of: having), 7(collocation), 8(whence: while, although), 9(logic), 10(logic), 11(devise: invent a plan/system/object...), 12(pride oneself on: be proud of), 13(disruption: interruption), 14(means: method), 15(meaning)
Hard Words	[reflection: serious thought] [outcast: rejected] [outgrow: grow faster than] [accredit: approve] [hitch: a temporary difficulty] [detachment: disinterest, aloofness] [wreckage: remains of sth badly damaged or destroyed]

Passage 9

The knowledge and eloquence that people (1) through traveling is usually perceived as the best (2) in life. It is the inquisitive human nature that (3) people to seek (4) experiences and to set out an exploration trip. Those who travel frequently and to (5) places benefit from establishing new relationships and (6) a better knowledge about other cultures and lifestyles. However, there is a (7) of truth in the assumption that people are prone to (8) clichés and unfounded prejudices about other nations and their characteristics. Sometimes, it is only the first-hand encounter that can help change the (9) towards the so-called 'inferior communities'. This direct contact with a different civilization enables travellers to (10) their baseless assumptions and get (11) with the real concept of life in all four corners of the globe. (12) question, travelling (13) friendship and makes it easier for many individuals to acknowledge the true value of different traditions and customs. Yet, it does not always mean enjoyment. It may also (14) coming close with the atrocities of real existence as well as becoming aware of the challenges and hardships that other people have to struggle with. Hence, a true voyage is the one with a good deal of experience to (15) about, very often combined with exposure to abhorrent sights and incredible ordeals. The learning to be complete, thus, requires an ability to observe and analyse the surroundings, both their glamour and brutality.

- | | | | |
|------------------|---------------|---------------|---------------|
| 1. a) purchase | b) exact | c) gain | d) nurture |
| 2. a) completion | b) fulfilment | c) conclusion | d) resolution |

Reading Comprehension

Review of Main Tips

Main Ideas, Themes

Finding the *main idea* or *theme* of a written piece is one of the most important aspects of good reading comprehension. It is, however, easy to confuse the *main idea* or *theme* with the *subject*. Basically, the *subject* of a piece of writing is what that piece is *generally* about, plain and simple—the facts and information. However, when you look past the facts and information to the heart of what writers are trying to say, and why they are saying it, that's the *main idea* or *theme*. For example, the *subject* of this introduction is about distinguishing between a *subject* and a *main idea* or *theme*; the *main idea* or *theme* is *why* it's

important to be able to recognize that difference.

Read the following paragraphs and carefully determine what the *main idea* is for each. The best way to approach these questions is to first read the paragraph and then, in your own words, restate what you think the author is trying to say. From the five choices, select the one statement that best supports the author's point.

If you're a fitness walker, there is no need for a commute to a health club. Your neighborhood can be your health club. You don't need a lot of fancy equipment to get a good workout either. All you need is a well-designed pair of athletic shoes.

This paragraph best supports the statement that

- fitness walking is a better form of exercise than weight lifting.
- a membership in a health club is a poor investment.
- walking outdoors provides a better workout than walking indoors.
- fitness walking is a convenient and valuable form of exercise.

e. poorly designed athletic shoes can cause major foot injuries.

Answer: d. The author stresses the convenience of fitness walking, by stating that it does not require a commute to a health club. The paragraph also implies that fitness walking will result in a good workout. Choice **a** is incorrect because no comparison to weight lifting is made. Choice **b** may seem like a logical answer, but the paragraph only refers to people who are fitness walkers, so for others, a health club might be a good investment. Choice **c** is not in the passage. Although choice **e** seems logical, the paragraph does not indicate that the wrong shoes will produce major injuries.

50,000 to 60,000 people in the United States want an anthology that includes the complete works of William Shakespeare. And what accounts for this renewed interest in Shakespeare? As scholars point out, the psychological insights he portrays in both male and female characters are amazing even today.

This paragraph best supports the statement that

- a. Shakespeare's characters are more interesting than fictional characters today.
- b. people today are interested in Shakespeare's work because of the characters.
- c. academic scholars are putting together an anthology of Shakespeare's work.
- d. New Yorkers have a renewed interest in the work of Shakespeare.
- e. Shakespeare was a psychiatrist as well as a playwright.

Answer: b. The last sentence in the paragraph clearly supports the idea that the renewed interest in Shakespeare is due to the development of his characters. Choice **a** is incorrect because the writer never makes this type of comparison. Choice **c** is wrong, because even though scholars are mentioned in the paragraph, there is no indication that the scholars are compiling the anthology. Choice **d** is wrong because

there is no support to show that most New Yorkers are interested in this work. There is no support for choice **e** either.

Topic Sentences

In the last section, you learned what a main idea is. Often, writers express their main idea in a clearly defined sentence known as a *topic sentence*. Topic sentences are usually found at the beginning of a paragraph in order to immediately establish the main idea. But this is not always the case—topic sentences can be found anywhere in a paragraph, and sometimes, the author chooses not to use one at all. Still, looking for the topic sentence is a good skill to have when ferreting out the meaning of a reading passage.

For the following two questions, choose the topic sentence that best fits the paragraph.

The term *spices* is a pleasant one, whether it connotes fine French cuisine or a down-home, cinnamon-flavored apple pie. _____ . In the past, individuals traveled the world seeking exotic spices for profit and, in searching, have changed the course of history. Indeed, to gain control of lands harboring new spices, nations have actually gone to war.

- a. The taste and aroma of spices are the main elements that make food such a source of fascination and pleasure.
- b. The term might equally bring to mind Indian curry made thousands of miles away and those delicious barbecued ribs sold on the corner.
- c. It is exciting to find a good cookbook and experiment with spices from other lands—indeed, it is one way to travel around the globe!
- d. The history of spices, however, is another matter altogether, and at times, it can be filled with danger and intrigue.

Answer: d. The mention that searching for spices has changed the course of history,

and that for spices, *nations have . . . gone to war*, implies that the subject of the paragraph is history. These phrases also connote danger and intrigue.

It weighs less than three pounds and is hardly more interesting to look at than an overly ripe cauliflower.

It has created poetry and music, planned and executed horrific wars, and devised intricate scientific theories. It thinks and dreams, plots and schemes, and easily holds more information than all the libraries on Earth.

a. The human brain is made of gelatinous matter and contains no nerve endings.

b. The science of neurology has found a way to map the most important areas of the human brain.

c. Nevertheless, the human brain is the most mysterious and complex object on Earth.

d. However, scientists say that each person uses only 10% of his or her brain over the course of a lifetime!

Answer: c. The mention of all the amazing things the brain is capable of is directly relevant to its being mysterious and complex. The other choices are less relevant.

Topic/Subject: What the passage is about.

Main idea: The overall fact, feeling, or thought a writer wants to convey about his or her subject.

To find specific facts and details, use these two guidelines:

1. Look for **key words** in the question to tell you exactly what information to look for in the passage.
2. Think about the **structure** of the passage and where that information is likely to be located.

Short Passages

Passage 1

An ecosystem is a group of animals and plants living in a specific region and interacting with one another and with their physical environment. Ecosystems include physical and chemical components, such as soils, water, and nutrients that support the organisms living there. These organisms may range from large animals to microscopic bacteria. Ecosystems also can be thought of as the interactions among all organisms in a given habitat; for instance, one species may serve as food for another. People are part of the ecosystems where they live and work. Human activities can harm or destroy local ecosystems unless actions such as land development for housing or businesses are carefully planned to conserve and sustain the ecology of the area. An important part of ecosystem management involves finding ways to protect and enhance economic and social well-being while protecting local ecosystems.

1. What is the main idea of the passage?

- a. An ecosystem is a community that includes animals, plants, and microscopic bacteria.
- b. Human activities can do great damage to local ecosystems, so human communities should be cautiously planned.
- c. In managing the ecology of an area, it is important to protect both human interests and the interests of other members of local ecosystems.
- d. People should remember that they are a part of the ecosystems where they live and work.

2. Which of the following best sums up activities within an ecosystem?

- a. predator-prey relationships
- b. interactions among all members
- c. human-animal interactions
- d. human relationship with the environment

3. An ecosystem can most accurately be defined as a

- a. geographical area. b. community. c. habitat. d. protected environment.

Answers: 1. c. This choice most nearly encompasses the passage and is reflected in the final sentence. 2. b. The passage defines an ecosystem as a community within which all members interrelate. (See the first three sentences of the paragraph.) Choice a is only one example of an interaction. The other two choices are too limited to sum up ecosystem activities. 3. b. This is the only choice that reflects the idea of interaction among all members of the group spoken of in the first sentence. The other choices are only physical settings.

Passage 2

(1) Once people wore garlic around their necks to ward off disease. Today, most Americans would scoff at the idea of wearing a necklace of garlic cloves to enhance their well-being. However, you might find a number of Americans willing to ingest capsules of pulverized garlic or other herbal supplements in the name of health.

(2) Complementary and alternative medicine, which includes a range of practices outside of conventional medicine such as herbs, homeopathy, massage therapy, yoga, and acupuncture, hold increasing appeal for Americans. In fact, according to one estimate, 42% of Americans have used alternative therapies. In all age groups, the use of unconventional healthcare practices has steadily increased in the last 30 years, and the trend is likely to continue, although people born before 1945 are the least likely to turn to these therapies.

(3) Why have so many patients turned to alternative therapies? Many are frustrated by the time constraints of managed care and alienated by conventional medicine's focus on technology. Others feel that a holistic approach to healthcare better reflects their beliefs and values. Others seek therapies that relieve symptoms associated with chronic disease; symptoms that mainstream medicine cannot treat.

(4) Some alternative therapies have even crossed the line into mainstream medicine, as scientific investigation has confirmed their safety and efficacy. For example, physicians may currently prescribe acupuncture for pain management or to control the nausea associated with chemotherapy. Additionally, many U.S. medical schools teach courses in alternative therapies, and many health insurance companies offer some alternative medicine benefits.

1. What is the main idea of this passage?

- a. Alternative medicine is now a big business in the United States with more Americans seeking it out than ever before.
 b. Today, it is not unusual for mainstream doctors to incorporate alternative therapies into their practice.
 c. Over the last few decades, alternative medicine has become more popular, accepted, and practiced in the United States.
 d. People are tired of conventional medicine's focus on technology.

2. According to the passage, which practice would not be defined as alternative medicine?

- a. pain management b. acupuncture
 c. taking herbal garlic supplements d. massage therapy

3. Based on the information given, what kind of person would be least likely to seek out alternative medical treatment?

- a. a senior citizen suffering from chemotherapy-induced nausea
 b. a young woman suffering from chronic fatigue syndrome
 c. a 45-year-old man who believes that his body and mind must be treated together.
 d. a 25-year-old track star with chronic back pain

4. The passage indicates that alternative treatments are increasingly being used by mainstream medical professionals because

- a. more and more Americans are demanding alternative therapies.
- b. healthcare insurance companies are now providing some benefits for alternative medical treatments.
- c. they are frustrated by the time constraints of managed care.
- d. scientific studies are becoming available that prove their effectiveness and safety.

Answers: **1. c.** The entire passage supports this idea. Choice **a** is incorrect because the business aspect of alternative medicine is not discussed in the passage. Choices **b** and **d** reflect accurate supporting statements that do appear in the passage, but they are not encompassing enough to reflect the main idea. **2. a.** Pain management is a generic term and pain management treatment can be alternative or traditional, depending on the practitioner. Choices **b**, **c**, and **d** are not correct because they are all mentioned in the passage as being particular alternative medicine practices. **3. a.** The last sentence of the second paragraph clearly states that people born before 1945 are the least likely to turn to alternative therapies. **4. d.** The beginning of the last paragraph discusses this scientific investigation and its role in making alternative treatments more accepted by mainstream medicine.

Passage 3

(1) On February 3, 1956, Autherine Lucy became the first African-American student to attend the University of Alabama, although the dean of women refused to allow Autherine to live in a university dormitory. White students rioted in protest of her admission, and the federal government had to assume command of the Alabama National Guard in order to protect her. Nonetheless, on her first day in class, Autherine bravely took a seat in the front row. She remembers being surprised that the professor of the class appeared not to notice she was even in class. Later, she would appreciate his seeming indifference, as he was one of only a few professors to speak out in favor of her right to attend the university.

(2) For protection, Autherine was taken in and out of classroom buildings by the back door and driven from class to class by an assistant to the university president. The students continued to riot, and one day, the windshield of the car she was in was broken. University officials suspended her, saying it was for her own safety. When her attorney issued a statement in her name protesting her suspension, the university used it as grounds for expelling her for insubordination. Although she never finished her education at the University of Alabama, Autherine Lucy's courage was an inspiration to African-American students who followed her lead and desegregated universities all over the United States.

1. According to the passage, what did Autherine Lucy do on her first day at the University of Alabama?

- a. She moved into a dormitory.
- b. She sat in the front row of her class.
- c. She became terrified of the white rioters.
- d. She was befriended by an assistant to the university president.

2. Based on the information in the passage, which of the following best describes Autherine Lucy?

- a. quiet and shy
- b. courageous and determined
- c. clever and amusing
- d. overly dramatic

3. When she began classes at the university, Autherine Lucy expected to

- a. stand out from the other students.
- b. have the support of the university faculty.

Sentence Construction (13)

- Incorrect** We realized where our weak points were and how to get rid of them.
- Correct We realized where our weak points were and how we could get rid of them.
- Incorrect** All I know is my friend is right.
- Correct All I know is that my friend is right.
- Note:** When the "that clause" is the object of a verb, the subordinating conjunction that may be omitted. When it is a complement of the verb *be*, *that* cannot be omitted.
- Incorrect** Most of us found difficult to comprehend his speech.
- Correct Most of us found it difficult to comprehend his speech.
- Incorrect** Her heart sank and could hardly stand.
- Correct Her heart sank and she could hardly stand.
- Note:** Not changing the subject will make "her heart" seem to have "feet" on which it stands.
- Incorrect** While doing the work, there are obstacles ahead.
- Correct While doing the work, they met with obstacles.
- Note:** A certain action must be attached to the actor; otherwise the action becomes dangling.

- Incorrect** Mandy is easy to suffer from cold.
- Correct Mandy suffers from cold easily.
- Incorrect** How much is the price of this pen?
- Correct How much is this pen? Or How much does this pen cost? Or What is the price of this pen?

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- ۱- آموزش سیستماتیک واژگان مجموعه زبان، پوران پژوهش (<https://t.me/advancedvocabulary>)
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