4. **D:** *are.* The relative clause has the same understood subject as the base sentence, *porpoises.* Therefore, the verb must be a plural conjugated verb.
5. **C:** *resulted.* The first part of the sentence is an independent clause. It has a subject, *timberlands,* and a conjugated verb, *suffered*, so the second clause must have a relative clause, a conjunction, or a reduced relative clause. The conjugated verb *resulted* makes no sense by itself. It would be correct, however, if it was *which resulted, resulting,* or *having resulted.*
6. **A:** *are.* The first clause is dependent because it begins with *whereas,* so there must be a regular conjugated verb in the second clause.
7. **A:** *having been.* It would also be correct if it said "after she was."
8. **A:** *is.* The subject is a question word clause, so the verb must be singular, and it must be a conjugated verb.
9. **B:** *the woman began.* In an embedded question, the order is question word + subject + verb.
10. **A:** *be.* The correct form for a present perfect passive with a modal is: modal + *have been* + verb in past participle.
11. **D:** *the vote was held.* The word *before* must be followed by a noun phrase (*the vote*), a subject + verb (*they voted*), or a verb+*ing* (*voting*). In this case, the verb is in the passive voice but follows the order subject + verb. Choices **A** and **B** are out of order and have no subject, and choice C is missing a subject or is in the wrong form.
12. **D:** *has given.* The subject is *knowing,* a gerund, so it determines the verb, and the verb must be conjugated.

Reverse Order Constructions

Certain types of sentence constructions involve reversing the normal sentence or clause order.

Reversed Conditional Construction

One type of reversed order construction is the past unreal conditional. As described earlier in this chapter, this is the sentence that contains the word *if* and a tense that is one step in the past beyond the meaning.

The typical sentence structure for a past unreal conditional sentence is as follows: *If* + subject + *had* (*not*) + verb in past participle + subject + modal + verb.

A reversed conditional sentence construction for a past condition looks like the following: *Had* + subject + (*not*) + verb in past participle + subject + modal + verb.

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If the team *had* played more aggressively, it could have won the tournament. (Past unreal conditional sentence)

Had the team played more aggressively, it could have won the tournament. (Reversed conditional sentence)

If she *had not* lost the ticket, she would have gone to the concert.

Had she *not* lost the ticket, she would have gone to the concert.

This same concept also applies to the verb *be* in a present time concept. It will be one step in the past — in the simple past for a present time concept. Remember that in an unreal condition, the verb *be* will always be *were* and never *was.* Also remember that positive and negative always appear to be the opposite. A negative clause means a positive idea and a positive clause means a negative idea.

The typical sentence construction for a present unreal condition is as follows: *If* + subject + *were* (*not*) + verb in present participle + subject + modal + verb + {noun/adjective}.

The reversed sentence construction for a present unreal condition looks like the following: *Were* + subject + *(not)* + verb in present participle + subject + modal + verb + {noun/adjective}

If Rafael *were* studying, his television would not be so loud.

Were Rafael studying, his television would not be so loud.

This means that Rafael is not studying.

If Brandon *were* not a point guard, he would be in the game now.

Were Brandon not a point guard, he would be in the game now.

This means that Brandon is a point guard.

If Maria *were* tired, she would take a break.

Were Maria tired, she would take a break.

This means that Maria is not tired.

Reversed Order Limiting Words

Some expressions can be reversed in order to show emphasis. Most of the words in the list below are negative concepts. As always, if the normal construction does not have an auxiliary, you must use a form of *do*. Remember that auxiliaries are a form of *be*, a form of *have,* or a form of *do. Be* and *have* are part of the verb structure, like *is going* or *has gone.* But in questions and negatives that do not have an auxiliary as part of the verb structure, *do* is inserted:

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She wants to leave.

She *does* not want to leave.

Does she want to leave?

Commonly used limiting words and phrases include *hardly, seldom, never, barely, scarcely, rarely, no sooner, nowhere so, not once, not often, not only, not until, only, only by, only then, only with,* and *under no circumstances.*

The normal order of a sentence containing a limiting word would be as follows: Subject + (auxiliary) + limiting word + verb in past participle + balance of sentence.

She had *hardly* finished the race when she collapsed with exhaustion.

The reversed order construction of a sentence with a limiting word would look like the following: Limiting word + auxiliary + subject + verb in past participle + balance of sentence.

Hardly had she finished the race when she collapsed with exhaustion.

In the following examples, a sentence that has no auxiliary is reversed, which requires an auxiliary:

She rarely attends meetings.

Rarely *does* she attend meetings.

Each of the following examples follows a reversed construction because each begins with a limiting word or phrase. Therefore, each requires an auxiliary.

Never before *have* so many people been employed as they are now.

Under no circumstances *will* the judge reconsider her decision.

No sooner *had* she completed the work than she went to sleep.

Only with great care *can* the surgeon reconstruct the infant's heart.

Not often *does* a hurricane of this magnitude approach the coast.

Appositives

An *appositive* is a type of reduced relative clause. Found at the beginning of a sentence, an appositive is a noun phrase that provides additional information about a subject or object.

Relative Clause: Dana, *who is an excellent student*, has won a scholarship.

Reduced Relative Clause: Dana, *an excellent student*, has won a scholarship.

Appositive: *An excellent student*, Dana has won a scholarship.

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Relative Clause: The University of Miami, *which is a private university*, has a well-respected law school.

Reduced Relative Clause: The University of Miami, *a private university*, has a well-respected law school.

Appositive: *A private university*, The University of Miami has a well-respected law school.

Direct and Indirect Objects

Sentences that contain direct and indirect objects may be constructed in two different ways without changing the meaning. An *indirect object* is an animate object to whom or for whom something is done. A *direct object* may be animate or inanimate and is the first receiver of the action.

The indirect object normally appears after the direct object and is preceded by a preposition. The prepositions that generally precede an indirect object are *for* and *to*. But an indirect object may also appear before the direct object without being preceded by a preposition.

One typical sentence structure including both a direct and indirect object looks like the following: Subject + verb + direct object + {*to*/*for*} + indirect object.

Larry gave *the insurance policy* to *Melissa*.
direct object indirect object

A second typical sentence structure including both a direct and indirect object looks like the following: Subject + verb + indirect object + direct object.

Larry gave *Melissa* *the insurance policy*.
indirect object direct object

The insurance policy is the direct object because Larry grasped the insurance policy. The second action is that of handing it to Melissa, who is the indirect object as the recipient of the direct object.

Joy gave *the essay* to *her teacher*.
direct object indirect object

Joy gave *her teacher* *the essay*.
indirect object direct object

He lent *some money* to *his brother*.
direct object indirect object

He lent *his brother* *some money*.
indirect object direct object

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If the direct object and the indirect object are both pronouns, the first sentence structure is generally used.

Correct: They gave *it to us.*
Incorrect: They gave *us it.*

The verbs *introduce* and *mention* require the preposition *to* prior to an indirect object. You cannot use the second sentence structure with these verbs.

I introduced *John to Dr. Jackson.*
He mentioned *the party to me.*

Common verbs that take an indirect object include the following:

bring	get	owe	send
build	give	paint	show
buy	hand	pass	teach
cut	leave	pay	write
draw	lend	promise	
feed	make	read	
find	offer	sell	

Some of these verbs can be followed by either the preposition *for* or *to*, while others can be followed by only one of these words.

Illogical Participial Modifiers (Dangling Participles)

A participial phrase (a phrase that contains a verb+*ing* without auxiliaries) can combine two sentences with one stated subject and one understood subject. A participial phrase is actually a reduction in which a noun and auxiliary have been omitted.

While *she was driving* too fast, she lost control of the car.
While *driving* too fast, she lost control of the car.

With the reduced form, both the phrase and the independent clause must have the same logical subject. If they do not have the same subject, the result is illogical and incorrect.

Incorrect: While driving too fast, the car spun out.

In this example, the actual subject of the verb *driving* is a person. Therefore, immediately after the comma, whoever is driving the car must be mentioned. The car is not driving itself, so it is illogical for *car* to be the subject of the independent clause.

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Correct: While driving too fast, the girl lost control of the car.

This example is correct because *the girl* is the implied subject of the participial phrase and the stated subject of the independent clause.

The participial phrase may be preceded by a preposition. The following prepositions commonly precede participial phrases: *by, upon, before, after,* and *while.*

A typical sentence structure for a sentence with a participial phrase resembles the following: (Preposition) + (*not*) + verb+*ing* + (object) + subject + verb in any tense + remainder of the sentence.

After completing her homework, Michelle read a book.

By not working long hours, you will feel better.

If only the verb+*ing* appears in the participial phrase, the time of the sentence is indicated by the tense of the verb in the main clause.

Present: Practicing his typing regularly, Ken *hopes* to improve his word processing skills.

Past: Needing a new car, Franklin *read* the newspaper ads.

Future: Completing the assignment before midnight, Sally *will mail* it tomorrow.

The perfect form (*having* + the verb in past participle) shows that the action of the participial phrase occurred before the action of the main verb.

A normal sentence structure using the perfect form in a participial phrase appears as follows: (*Not*) + *having* + verb in past participle + (object) + subject + verb in any tense + remainder of sentence.

Having finished her homework, Trisha went to sleep.

This means that after Trisha had finished her homework, she went to sleep.

Not having read the article, she could not answer the question.

This means that because she had not read the article, she could not answer the question.

The participial phrase can also be used to express an idea in the passive voice.

A sentence with a participial phrase in the passive voice usually has the following construction: (*Not*) + *having been* + verb in past participle + subject + verb in any tense + remainder of sentence.

Having been summoned by the court, the attorney arrived for the hearing.

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This means that after the attorney had been summoned by the court, he arrived for the hearing.

> Not having been notified of the change in flight schedule, Franklin missed his flight.

This means that because he had not been notified of the change in flight schedule, Franklin missed his flight.

In the passive voice, the words *having been* can be dropped and the past participle can appear alone.

> Summoned by the court, the attorney arrived for the hearing.

Because/Because Of

The word *because,* when not followed by *of*, must be followed by a clause. Remember that a clause standing alone is a complete sentence. The phrase *because of* is followed only by a noun or noun phrase. *Because of* cannot be followed by a conjugated verb.

> He cancelled his appointment *because* <u>*he*</u> <u>was *sick*</u>.
> subject verb
>
> He cancelled his appointment *because of* <u>*his illness*</u>.
> noun phrase

It is also possible for the *because* clause to begin the sentence.

> *Because* he was sick, he cancelled his appointment.
>
> *Because of* his illness, he cancelled his appointment.

Word Order

Word order questions on the TOEFL test require that you recognize if a word or phrase is placed in a position that is not correct. This type of question is similar to the sentence structure question, except that word order problems involve just a few words.

Order of a Superlative

Some TOEFL test questions ask you to determine the correct order of a superlative. The order should be *the* + superlative + noun:

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Q. This is _____ on Broadway.

A. longest-running play

B. the longest-running play

C. the play longest-running

D. play longest-running

The answer is **B,** which follows the rule described above.

Order of an Intensifier

An intensifier will generally appear before the adjective it modifies. An intensifier adds more emphasis to an adjective or adverb. Examples are *too, quite, considerably,* and *very.*

This book is *very* easy to understand.
This book is *too* hard to understand.

The intensifiers *far, too,* and *much* can add even more intensity:

This book is *far too* hard to understand.

Q. Her fever is _____ to ignore.

A. too much high

B. high too much

C. too high

D. so high

The answer is **C,** *too high*. The word *much* in the first two choices is not in proper order. It would be correct to say *much too high*, but that option is not given.

Order of Verb Modifier

Other TOEFL questions require you to know where to place a verb modifier. Any modifier of the verb will normally appear before the verb. Examples of verb modifiers include *always, never,* and *almost.*

Susan *always* takes her medicine.

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Q. Hurricanes _____ during this time of year.

A. almost occur never

B. occur almost never

C. almost never occur

D. never occur almost

The answer is **C,** *almost never occur*. *Almost never* is opposite in meaning but similar in word order to *almost always*.

Order of Adjectives and Nouns

An adjective normally appears before a noun, not after it.

Q. The professor was pleased with _____ of the students.

A. progress remarkable

B. remarkable progress

C. the progress remarkable

D. the remarkable progress

The answer is **D,** *the remarkable progress*.

Q. The _____ of this city are well secured.

A. high-crime areas

B. areas of crime high

C. areas where is high crime

D. highest criminal areas

The answer is **A,** *high-crime areas*. A noun can be used in combination with other words to make an adjective. For example, it is correct to write *four-story buildings*. The noun used inside the hyphenated adjective form is not made plural even if the other noun is.

Q. She has <u>scored</u> (A) up to <u>five as much times</u> (B) as Robert <u>on</u> (C) <u>that</u> (D) exam previously.

The answer is **B,** *five as much times*. The correct order of this expression is *five times as much*.

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