

# Grammar Review



Surattana Settacharnwit

# The Sentence Defined

Incomplete

Complete



verb



Subj.

verb

A simple sentence consists of two important parts, the subject (a noun or pronoun) and the verb.

# Tryout Exercise

## TRYOUT EXERCISE



Directions: Identify the subjects of the following sentences by underlining them once. Identify the verbs by underlining them twice. Check your answers on page 273 or with your instructor before continuing with your assignment.

1. Miss Matthew thought about changing jobs.
2. Lucy stopped at the counselor's booth.
3. Her cousin works for a television studio.
4. Ricky took some informational material.
5. Mrs. Fargo and Jack visit with the telephone supervisor.
6. Cindy and Carol stayed three hours at the job fair.



# Kinds of Sentences

DECLARATIVE



INTERROGATIVE



EXCLAMATORY



IMPERATIVE



# Kinds of Sentences



Classify the following sentences by placing a check mark in the proper column. *D* stands for *declarative*, *Int* for *interrogative*, *Excla* for *exclamatory*, and *Imp* for *imperative*. Check your answers on page 273 or with your instructor before continuing with your assignment.

	D	Int	Excla	Imp
1. What is your favorite book?	_____	_____	_____	_____
2. She likes mystery stories.	_____	_____	_____	_____
3. Bring a book for the book drive.	_____	_____	_____	_____
4. Stand back right now!	_____	_____	_____	_____



# Subject and Verb Recognition

1-B Practice Procedure Follow the procedure given for 1-A.

- |   |           |
|---|-----------|
| 1. America bought Alaska from Russia.                       | 1. _____  |
| 2. The purchase occurred in 1867.                           | 2. _____  |
| 3. Our government paid \$7,200,000 for the land.            | 3. _____  |
| 4. People called it "The Last Frontier."                    | 4. _____  |
| 5. A schoolboy designed the state flag.                     | 5. _____  |
| 6. They adopted the flag in 1927.                           | 6. _____  |
| 7. Alaska entered the Union in 1959.                        | 7. _____  |
| 8. The gold rush of 1898 brought people to Alaska.          | 8. _____  |
| 9. Many adventurers and their friends reached the Klondike. | 9. _____  |
| 10. My family went to Alaska last summer.                   | 10. _____ |
| 11. We watched whales jump in the water.                    | 11. _____ |
| 12. Miss Hill enjoyed the ride and the view.                | 12. _____ |
| 13. Other tourists saw bears, caribou, moose, and eagles.   | 13. _____ |
| 14. Jack Fette sent us some smoked salmon.                  | 14. _____ |
| 15. She and I bought totem poles in Alaska.                 | 15. _____ |


Your Total Score \_\_\_\_\_





# Complete or Incomplete Sentences

**3-B Practice Procedure** Follow the procedure given for 3-A.

1. Tim fell asleep in class. 1. \_\_\_\_\_
  2. The hot day and lack of sleep. 2. \_\_\_\_\_
  3. Mrs. Sloan pretended anger and disgust. 3. \_\_\_\_\_
  4. Mr. Muñoz many students in their jobs. 4. \_\_\_\_\_
  5. Sharon McNally works in the main office. 5. \_\_\_\_\_
  6. The company pays excellent salaries. 6. \_\_\_\_\_
  7. A good worker always on time. 7. \_\_\_\_\_
  8. Sue at her desk near a telephone. 8. \_\_\_\_\_
  9. Sal and Andy started their own business. 9. \_\_\_\_\_
  10. Mr. Komura two students for his company. 10. \_\_\_\_\_
- 

# Parts of Speech





# Nouns and Pronouns

**Noun:** Names, person, place, thing, activity



**Pronoun:** Words substituted for nouns

## Example 3

They visited the Hawaiian Islands.

Analysis:

They—used in place of the names of the individuals—  
pronoun



PRONOUNS REPLACE NOUNS

# Verbs



Example 1  
Gwen Case read an interesting book.



A VERB IS AN **ACTION** WORD

Is Maui one of the Hawaiian Islands?

**Analysis:**

Is—asks a question about the subject, *Maui*—  
verb

## Example 3

Handle that vase carefully!

**Analysis:**

Handle—gives a command to the understood  
subject, *you* (You handle that vase  
carefully!)—verb



# Nouns, Verbs, and Pronouns



## TRYOUT EXERCISE

**Directions:** Identify the nouns, verbs, and pronouns in the following sentences. Underline the nouns once, the verbs twice, and the pronouns three times. Check your answers on page 273 or with your instructor before continuing with your assignment.

1. The supervisor invites us to the wedding.
2. She married the son of the owner.
3. We attended the wedding.
4. They bought a house in the suburbs.



# Nouns, Pronouns, and Verbs

## Application Practice - 7

### Nouns, Verbs, and Pronouns

**7 Practice Procedure** Identify the nouns, verbs, and pronouns in the following sentences. Underline the nouns once, the verbs twice, and the pronouns three times. Score one point for each correct identification.

- |  | Your Score |
|--|------------|
| 1. Ms. Baker gave us hints for improvement on the job.     | 1. _____   |
| 2. She described the various techniques.                   | 2. _____   |
| 3. We discussed with her the importance of communication.  | 3. _____   |
| 4. I prepared additional items for her.                    | 4. _____   |
| 5. She gave me advice on a good handshake.                 | 5. _____   |
| 6. They told us about eye contact in conversation.         | 6. _____   |
| 7. I read an article on the value of a neat appearance.    | 7. _____   |
| 8. He enjoyed the discussion of jobs in television.        | 8. _____   |
| 9. Monica and I sought information on various careers.     | 9. _____   |
| 10. She and he bought a book on imaginative communication. | 10. _____  |

# Adjectives and Adverbs





## Rules THAT WORK

How do I know the difference between an adjective and an adverb? Is there a rule?

The word is an adjective if it describes a noun.

### Example:

The talented woman won a trip to glamorous Hollywood.

(talented—modifies the noun *woman*—adjective)

(a—indefinite adjective)

(glamorous—modifies the noun *Hollywood*—adjective)

The word is an adverb if it modifies a verb, an adjective, or another adverb.

### Examples:

1. Vicki quickly learned her lines.

(quickly—modifies the verb *learned*—adverb)

2. Vicki learned her lines in a very quick way.

(very—modifies adjective *quick*—adverb)

3. Vicki learned her lines very quickly.

(very—modifies the adverb *quickly*—adverb)



# Adjectives, Verbs, and Adverbs

## TRYOUT EXERCISE

**Directions:** Identify the adjectives, verbs, and adverbs in the following sentences. Underline the adjectives once, the verbs twice, and the adverbs three times. Check your answers on page 273 or with your instructor before continuing with your assignment.

1. The natural athlete quickly received a bonus.
2. A clever manager frequently makes the wise decision.
3. The captain of the losing team seldom made a right decision.
4. We played there last summer.





**9—A Practice Procedure** Identify the adjectives, verbs, and adverbs in the following sentences. Underline the adjectives once, the verbs twice, and the adverbs three times. Score one point for each correct verb, adjective, and adverb identified.

Your Score

1. Three women and five men arrived early for a possible interview. 1. \_\_\_\_\_
2. Jessica casually heard about the job yesterday. 2. \_\_\_\_\_
3. Many people soon waited in a long line. 3. \_\_\_\_\_
4. Shy Elena almost missed the first interview. 4. \_\_\_\_\_
5. Experienced counselors carefully reviewed the information. 5. \_\_\_\_\_
6. Jason finally and carefully completed the revised resume. 6. \_\_\_\_\_
7. Three computers quickly processed the completed applications. 7. \_\_\_\_\_
8. Skillful and successful employees of the staff met with the applicants. 8. \_\_\_\_\_
9. They wanted workers with a good attitude and innovative ideas. 9. \_\_\_\_\_
10. They looked often for dependable and competent workers. 10. \_\_\_\_\_



# Prepositions

## 3-F PREPOSITIONS

A *preposition* shows the relationship of a noun or pronoun to some other word in the sentence. (See pages 153–154 for a detailed treatment of prepositions.)

### Example 1

The police chased the thief around the house and into the bushes behind the garage.

#### Analysis:

around—shows relationship between *house* and *chased*—preposition

into—shows relationship between *bushes* and *chased*—preposition

behind—shows relationship between *garage* and *bushes*—preposition

### Example 2

The election in November established the winner by a majority of the votes.

#### Analysis:

in—shows relationship between *November* and *election*—preposition

by—shows relationship between *majority* and *winner*—preposition

of—shows relationship between *voters* and *majority*—preposition



# Conjunctions

Example 1

Mysteries and comedies are my favorite television shows.

Analysis:

or—joins the words *senator* and *governor*—conjunction

Example 3

The parents of the players and the students left the dressing room.

Analysis:

and—joins the phrases *The parents of the players* and *the students*—conjunction

Example 4

When I entered the garage, I noticed the flat tire.

Analysis:

When—introduces and joins the clause *When I entered the garage* with the clause *I noticed the flat tire*—conjunction



# Interjections

An *interjection* is a word or words used to express strong and sudden feeling—surprise, fear, suspense, anger, love, joy, and other emotions. Words such as *wow*, *ouch*, *hurrah*, *oh*, and *hooray* are interjections. Words such as *help*, *beware*, and *stop* (usually verbs) may be used as interjections.

## Example 1

Ouch! That match burned my hand.

Analysis:

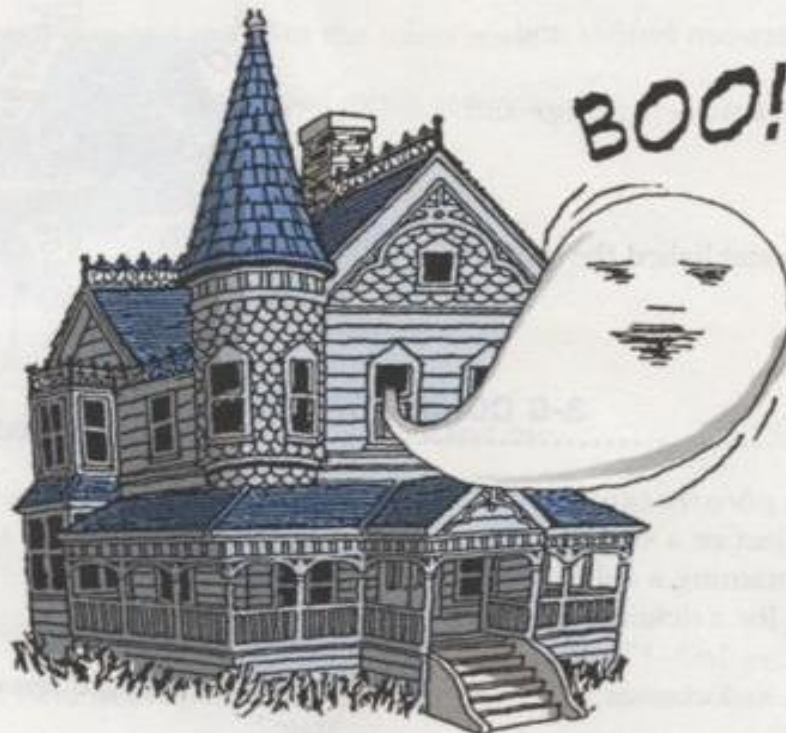
Ouch!—expresses sudden feeling—interjection

## Example 2

Wow! I finally found the perfect job.

Analysis:

Wow!—expresses sudden feeling—interjection



# Parts of Speech Review



**13—A Practice Procedure** Identify the nouns, verbs, adjectives, and prepositions in the following sentences. Place *N* for *noun*, *V* for *verb*, *Adj* for *adjective*, or *Prep* for *preposition* above the word. Score one point for each correct response.

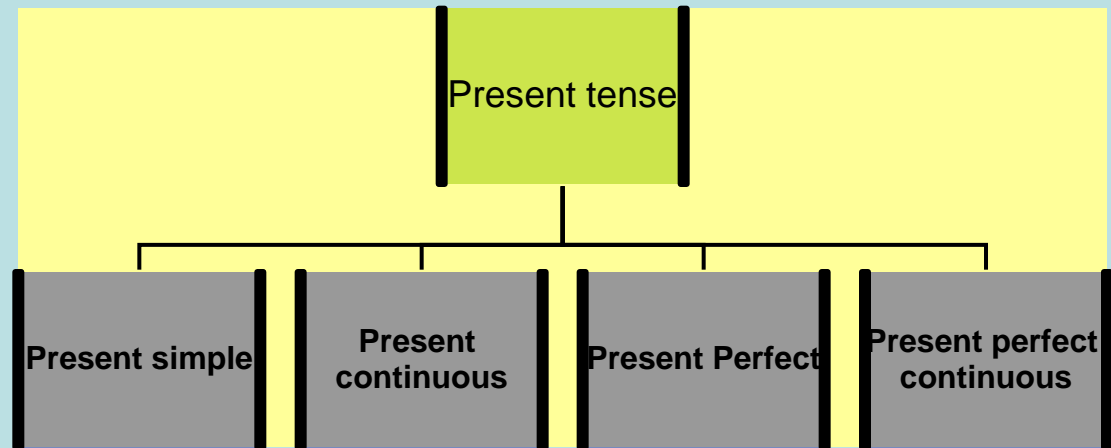
Your Score

1. Three experienced teachers from school went to a workshop about brand-new computers. 1. \_\_\_\_\_
2. The people at the workshop received personal training on the latest software. 2. \_\_\_\_\_
3. The teachers met in San Francisco with salespeople from many companies. 3. \_\_\_\_\_
4. An eager, enthusiastic teacher from the business department heard about multimedia accounting. 4. \_\_\_\_\_
5. The skillful featured speaker told about the software for the keyboarding room. 5. \_\_\_\_\_
6. A few teachers spent time on skill-building and checking of documents. 6. \_\_\_\_\_
7. Earnest and diligent participants examined the latest materials for students. 7. \_\_\_\_\_
8. Mr. Perez, chairperson of the computer department at school, obtained instruction before the meeting. 8. \_\_\_\_\_

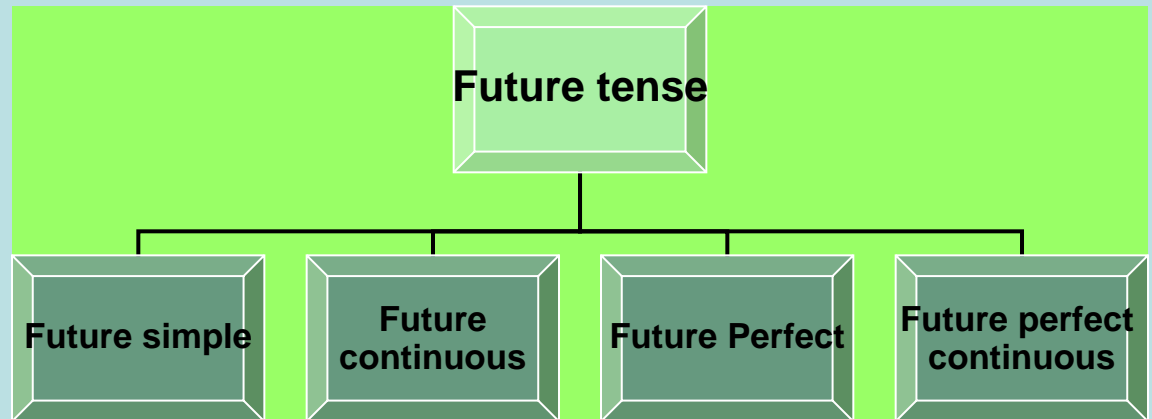
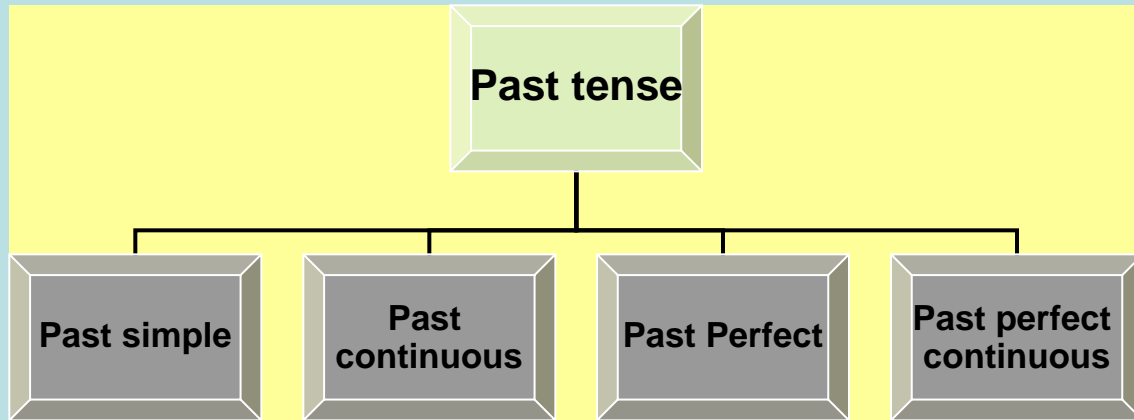
# Tenses

## Three types of tenses

- Present tense
- Past tense
- Future tense



# Past / Future Tenses



# Present Simple

Tense	Signal words	Use	Form	Examples affirmative	Examples negative	Examples interrogative
Present Simple		something happens repeatedly	infinitive he/she/it + -s	I <b>work</b> .	I <b>don't work</b> .	<b>Do</b> I <b>work</b> ?
				He <b>works</b> .	He <b>doesn't work</b> .	<b>Does</b> he <b>work</b> ?
	<b>every day</b>	how often something happens		I <b>go</b> .	I <b>don't go</b> .	<b>Do</b> I <b>go</b> ?
	<b>sometimes</b>					
	<b>always</b>	one action follows another				
	<b>often</b>	things in general				
	<b>usually</b>					
	<b>seldom</b>	after the following verbs (to love, to hate, to think, etc.)			He <b>goes</b> .	He <b>doesn't go</b> .
<b>never</b>						
<b>first ... then</b>	future meaning: timetables, programmes					

# Present Simple

1. Birds fly.
2. Sugar is sweet.
3. He gets up early every day.
4. I play football every Sunday.
5. The doors open in 10 minutes.
6. John arrives on Tuesday.



# Present Continuous

Present Continuous	<u>now</u>	something is happening at the same time of speaking	to be (am/are/is) + infinitive + <u>-ing</u>	I'm <b>working</b> .	I'm <b>not working</b> .	<b>Am I working?</b>
	at the moment	future meaning: when you have already <b>decided and arranged</b> to do it (a fixed plan, date)		He's <b>working</b> .	He <b>isn't working</b> .	<b>Is he working?</b>
	Look!			I'm <b>going</b> .	I'm <b>not going</b> .	<b>Am I going?</b>
	Listen!			He's <b>going</b> .	He <b>isn't going</b> .	<b>Is he going?</b>

# Present Continuous

1. The sun is shining.
2. I am having dinner at this moment.
3. I am taking my exam next month.
4. We are going to Chiang Mai tomorrow.
5. My son is working hard this semester.
6. I am studying to become a doctor.

# Present Perfect

Present Perfect	just	you say that <u>sth.</u> has happened or is finished in the past and it has a connection to the present	<b>have/has + past participle*</b>  *( <b>infinitive + -ed</b> ) or ( <b>3rd column of table of irregular verbs</b> )	I <b>have worked.</b>	I <b>haven't worked.</b>	<b>Have I worked?</b>
	yet			He <b>has worked.</b>	He <b>hasn't worked.</b>	<b>Has he worked?</b>
	never			I <b>have gone.</b>	I <b>haven't gone.</b>	<b>Have I gone?</b>
	ever					
	already	action started in the past and continues up to the present				
	so far,			He <b>has gone.</b>	He <b>hasn't gone.</b>	<b>Has he gone?</b>
	up to now,					
	since					
for						
recently						

# Present Perfect

1. I have bought a car.
2. The clock has stopped.
3. The train has arrived.
4. I have lived in Bangkok since 1990.
5. I have lived in Bangkok for twenty-four years.
6. I have met a lot of people in the last few days.
7. Have you ever been to Thailand?

# Present Perfect Continuous

Present Perfect Continuous	all day	action began in the past and has just stopped	have/has + been + infinitive + -ing	I have been working.	I haven't been working.	Have I been working?
	the whole day	how long the action has been happening		He has been working.	He hasn't been working.	Has he been working?
	how long			I have been going.	I haven't been going.	Have I been going?
	since	emphasis: length of time of an action		He has been going.	He hasn't been going.	Has he been going?
	for					

# Present Perfect Continuous

1. He did not walk to school yesterday.
2. They did not play volleyball last week. I have been reading all afternoon. I've just finished the book.
3. Who has been sleeping in my bed?
4. I lived in Chaing mai 3 years ago.
5. He learned English when he was young.

# Past Simple

Past Simple	last ...	action took place in the past, mostly connected with an expression of time (no connection to the present)	regular: infinitive + -ed irregular: 2nd column of table of irregular verbs	I worked.	I didn't work.	Did I work?
	... ago			He worked.	He didn't work.	Did he work?
	in 1990			I went.	I didn't go.	Did I go?
	yesterday			He went.	He didn't go.	Did he go?

# Past Simple

1. He walked to school yesterday.
2. He did not walk to school yesterday
3. I lived in Chaingmai 3 years ago
4. When did he meet her?
5. He met her when he was young.
6. What did you watch on TV last Sunday?
7. We watched “ The Winner is” on TV last Sunday.



# Past Continuous

Past Continuous	while	an <u>action</u> happened in the middle of another action	was/were + infinitive + - <u>ing</u>	I <b>was</b> working.	I <b>wasn't</b> working.	<b>Was</b> I working?
		someone was doing <u>sth.</u> at a certain time (in the past) - you do not know whether it was finished or not		He <b>was</b> working.	He <b>wasn't</b> working.	<b>Was</b> he working?
				I <b>was</b> going.	I <b>wasn't</b> going.	<b>Was</b> I going?
				He <b>was</b> going.	He <b>wasn't</b> going.	<b>Was</b> he going?

# Past Continuous

1. They were studying English at 9 am yesterday.
2. They were not studying English at 9 am. yesterday.
3. What were you doing at 9 o'clock yesterday?
4. I was cleaning my room at 9 o'clock yesterday.
5. I was not cleaning my room at 9 o'clock yesterday.

# Past Perfect

Past Perfect (Simple)	<p>already</p> <p>just</p> <p>never</p>	<p>mostly when two actions in a story are related to each other: the action which had already happened is put into Past Perfect, the other action into Simple Past</p>	<p>had + past participle*</p> <p>*(infinitive + -ed) or (3rd column of table of irregular verbs)</p>	I <b>had worked.</b>	I <b>hadn't worked.</b>	<b>Had I worked?</b>
		He <b>had worked.</b>		He <b>hadn't worked.</b>	<b>Had he worked?</b>	
		I <b>had gone.</b>		I <b>hadn't gone.</b>	<b>Had I gone?</b>	
		He <b>had gone.</b>		He <b>hadn't gone.</b>	<b>Had he gone?</b>	
		<p>the past of the Present Perfect</p>				

# Past Perfect

1. We went out for a walk after we had eaten dinner.
2. After he had cleaned the room, he went to buy some groceries.
4. Before I came to the classroom, I had had the appointment with the dentist.
5. Ann had stayed here, before he came at 9 o'clock yesterday.

# Past Perfect Continuous

Past Perfect Progressive or Past Perfect Continuous	how long	how long something had been happening before something else happened	had + been + infinitive + <u>ing</u>	I had been working.	I hadn't been working.	Had I been working?
	since			He had been working.	He hadn't been working.	Had he been working?
	for			I had been going.	I hadn't been going.	Had I been going?
				He had been going.	He hadn't been going.	Had he been going?

# Past Perfect Continuous

1. They had been playing football for three hours.
2. They had not been playing football for three hours.
3. For how long had they been playing football?
4. She had been staying at the party since 7 p.m. last night.
5. Since when had she been staying at the party last night?

# Future Simple

will - future	<p>predictions about the future (you think that sth. will happen)</p> <p>you decide to do sth. spontaneously at the time of speaking, you haven't made a decision before</p> <p>main clause in type I of the if clauses</p>	<b>will + infinitive</b>	I'll work.	I won't work.	Will I work?
	He'll work.		He won't work.	Will he work?	
	I'll go.		I won't go.	Will I go?	
	He'll go.		He won't go.	Will he go?	

# Future Simple (cont.)

going to - future	when you have already decided to do sth. in the future  what you think what will happen	be (am/are/is) + going to + infinitive	I'm going to work.	I'm not going to work.	Am I going to work?
			He's going to work.	He's not going to work.	Is he going to work?
			I'm going to go.	I'm not going to go.	Am I going to go?
			He's going to go.	He's not going to go.	Is he going to go?



# Future Simple

1. She will fly tomorrow.
2. When will she fly to New York?
3. I will be in London next week.
4. I will not be in London next week.
5. Where will you be in next week?
6. I think I will go to the theater after class.
7. I think I will have a holiday next year.
8. It will rain tomorrow.

# Future Continuous

Future Progressive or Future Continuous	An action will be in progress at a certain time in the future. This action has begun before the certain time.	<b>will + be + infinitive + ing</b>	I'll be working.	I won't be working.	Will I be working?
	Something happens because it normally happens.		He'll be working.	He won't be working.	Will he be working?
			I'll be going.	I won't be going.	Will I be going?
			He'll be going.	He won't be going.	Will he be going?

# Future Continuous Simple

1. I will be playing tennis at 10am tomorrow.

2. He will be studying at the US next year.

3. I will not be staying in London next week.

4. We will be having dinner when the film starts.

5. Take your umbrella. It will be raining when you return.

# Future Perfect

Simple Future Perfect	sth. will already have happened before a certain time in the future	<b>will + have + past participle*</b>  *( <b>infinitive + -ed</b> ) or <b>(3rd column of table of irregular verbs)</b>	<b>I'll have worked.</b>	<b>I won't have worked.</b>	<b>Will I have worked?</b>
			<b>He'll have worked.</b>	<b>He won't have worked.</b>	<b>Will he have worked?</b>
			<b>I'll have gone.</b>	<b>I won't have gone.</b>	<b>Will I have gone?</b>
			<b>He'll have gone.</b>	<b>He won't have gone.</b>	<b>Will he have gone?</b>

# Future Perfect

1. The train will have left when you arrive.
2. You can call me at work at 08:15 am. I will have arrived at the office by 08:00.
3. All these roses will have died before Christmas.
4. They will have finished the work by next week.
5. I will have left the office by 5 p.m.

# Future Perfect Continuous

Future perfect continuous	sth. will already have happened before a certain time in the future  <b>emphasis: length of time of an action</b>	<b>will + have + been + infinitive + ing</b>	I'll have been working.	I won't have been working.
			He'll have been working.	He won't have been working.
			I'll have been going.	I won't have been going.
			He'll have been going.	He won't have been going.

# Future Perfect Continuous

1. I will have been working here for ten years next week.

2. He will be tired when he arrives. He will have been traveling for 24 hours.

3. They will have been talking for over an hour by the time I arrive.

4. By the time when this concert is over, we will have been staying here for 3 hours.



# Building Sentences by Related Figures

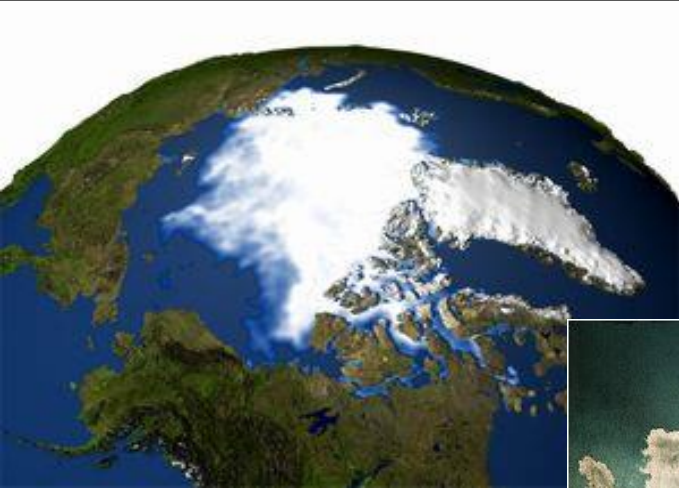
**Surattana Settacharnwit**



# Write Appropriate Sentences by Following Figures



# Write Appropriate Sentences by Following Figures

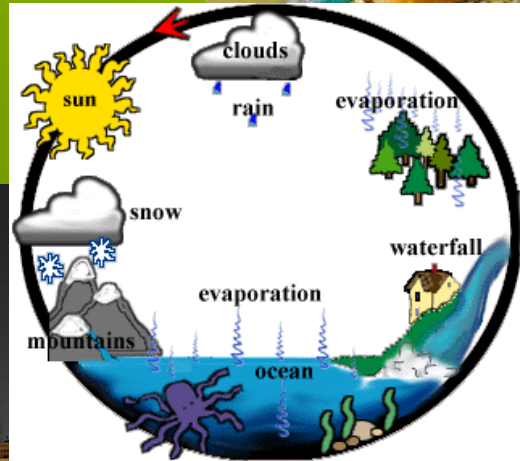


# Write Appropriate Sentences by Following Figures





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LuisFigo



# Samples of sentences

1. The soil is very dry.
2. A polar bear is on the snow.
3. The conditions of global warming affect the changes in seasons.
4. The polar bear is on iceberg.
5. The soil is very dry in the north-eastern part of Thailand.
6. The farmer encounters the effect of more dry seasons from the global warming.
7. The majority of agricultural areas was destroyed from the effect of global warming.
8. The harsh hurricane storm is coming soon.



Reading  
Soooooo Is  
Delicious!



# Previewing

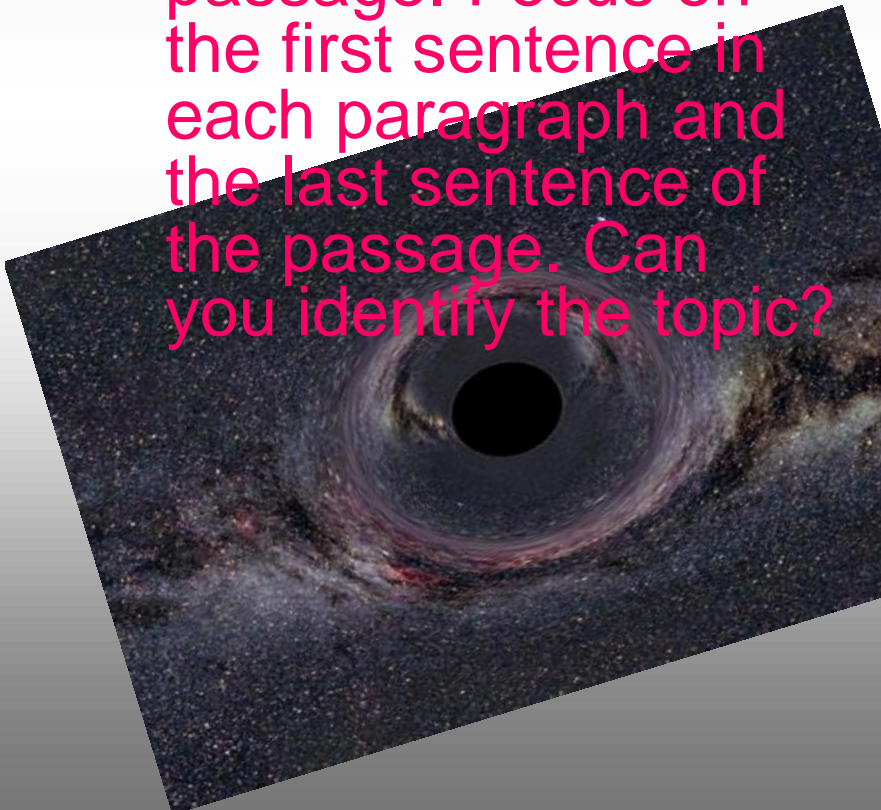
## Exercise 1

### Directions:

Preview the following passage. Focus on the first sentence in each paragraph and the last sentence of the passage. Can you identify the topic?

A black hole is a region of space created by the total gravitational collapse of matter. It is so intense that nothing, not even light or radiation, can escape. In other words, it is a one-way surface through which matter can fall inward but cannot emerge.

Some astronomers think a black hole may be formed when a large star collapses inward from its own weight. So long as they are emitting heat and light into space, stars support themselves against their own gravitational pull with the outward thermal pressure generated by heat from nuclear reactions deep in their interiors. But if the star eventually exhausts its nuclear fuel, then its unbalanced gravitational attraction could cause it to contract and collapse. Furthermore, it could begin to pull in surrounding matter, including nearby comets and planets, creating a black hole.



# Reading for Main Ideas

## Exercise 2

### Directions:

The main idea usually occurs at the beginning of a reading passage. Look at the first two sentences in the following passage. Can you identify the main idea? What would be a good title for this passage?

For more than a century, despite attacks by a few opposing scientists, Charles Darwin's theory of evolution by natural selection has stood firm. Now however, some respected biologists are beginning to question whether the theory accounts for major developments such as the shift from water to land habitation. Clearly, evolution has not proceeded steadily but has progressed by radical advances. Recent research in molecular biology, particularly in the study of DNA, provides us with a new possibility. Not only environmental change but also genetic codes in the underlying structure of DNA could govern evolution.



Originally the necks of giraffes were not long. Occasionally, however, some exceptional giraffes had necks just a bit longer than the average ones.



Those that had even a slightly longer neck survived by winning in the struggle for existence.



Generations and generations of those giraffes that had even a slightly longer neck than the others survived. That's what brought about today's long-necked giraffes.

Figures from Ueda and Suzuki 1974, 372.  
Explanatory text from Suzuki and Mori 1987, 466.



# Using Context for Vocabulary

## Exercise 3

Directions: Read the following passage, paying close attention to the underlined words. Can you understand their meanings from the context without using a dictionary?

At the age of sixty-six, Harland Sanders had to auction off everything he owned in order to pay his debts. Once in the successful proprietor of a large restaurant, Sanders saw his business suffer from the construction of a new freeway that bypassed his establishment and rerouted the traffic that had formerly passed.

With an income of only \$ 105 a month in social security, he packed his car with a pressure cooker, some chickens, and sixty pounds of the seasoning that he had developed for frying chicken. He stopped at restaurants, where he cooked chicken for owners to sample. If they liked it, he offered to show them how to cook it. Then he sold them seasoning and collected a royalty of four cents on each chicken they cooked. The rest is history. Eight years later, there were 638 Kentucky Fried Chicken franchises, and Colonel Sanders had sold his business again - this time for over two million dollars.



# Scanning for Details

## Exercise

### Directions:

First, read the following passage. Then, read the questions after the reading passage, and look for the content words. Finally, scan the passage for the same words or synonyms. Can you answer the questions?

To prepare for a career in engineering, a student must begin planning in high schools. Mathematics and science should form the core curriculum. For example, in a school where sixteen credit hours are required for high school graduation, four should be in mathematics, one each in chemistry, biology, and physics. The remaining credits should include four in English and at least three in the humanities and social sciences. The average entering freshman in engineering should have achieved at least a 2.5 grade point average on a 4.0 scale in his or her high school. Although deficiencies can be corrected during the first year, the student who needs additional work should expect to spend five instead of four years to complete a degree.

- What is the average grade point for an entering freshman in engineering?
- When should a student begin planning for a career in engineering?
- How can a student correct deficiencies in preparation?
- How many credits should a student have in English?
- How many credits are required for a high school diploma?

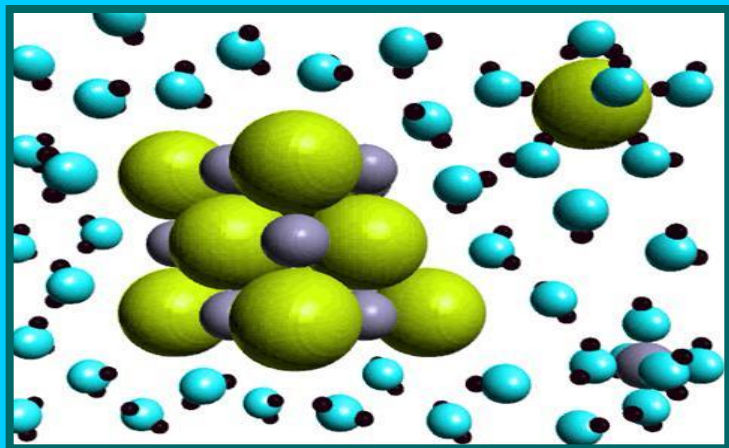


# Making Inferences

## Exercise

### Directions:

First, read the following passage. Then read the questions after the passage, and make inference. Can you find the evidence for you inference in the reading passage?



When an acid is dissolved in water, the acid molecule divides into two parts, a hydrogen ion and another ion. A ion is an atom or a group of atoms that has an electrical charge. The charge can be either positive or negative. If hydrochloric acid is mixed with water, for example, it divides into hydrogen ions and chloride ions.

A strong acid ionizes to a great extent, but a weak acid does not ionize so much. The strength of an acid, therefore, depends on how much it ionizes, not all how many hydrogen ions are produced. It is interesting that nitric acid and sulfuric acid become greatly ionized where as boric acid and carbonic acid do not.

- ◊What kind of acid is sulfuric acid?
- ◊What kind of acid is boric acid?

# Identifying Exceptions

## Exercise

### Directions:

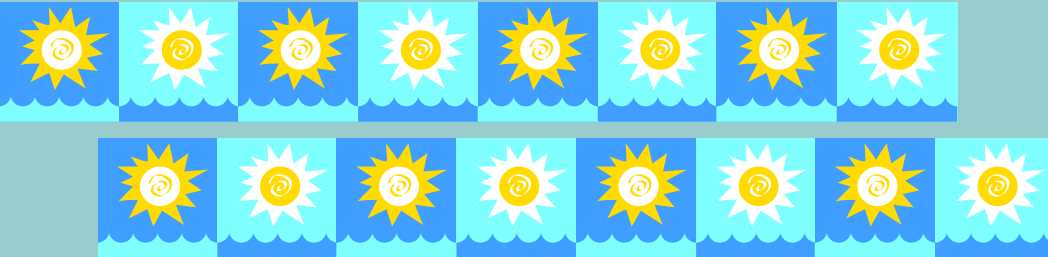
First, read the following passage. Then, read the question after the reading passage. Last, scan the passage again for related words and phrases. Try to eliminate three of the choices.

All music consist of two elements- expression and design. Expression is inexact and subjective way. Design, on the other hand is exact and must be analysed objectively in order to be understood and appreciated. The folk song, for example, has a definite musical design which relies on simple repetition with a definite beginning and ending. A folk song generally consists of one stanza of verse.

Because of their communal, and usually uncertain origin, folk songs are often poplar verse set to music. They are not always recorded, and tend to passed on a kind of musical version of oral history. Each singer revises and perfects the song. In part of the consequence of this continuous revision process, most folk songs are almost perfect in their construction and design. A particular singer's interpretation of the folk song may provide an interesting expression, but the simple design that underlines the song itself is stable and enduring.

1. All of the following are true of a folk song EXCEPT

- (A) there is a clear start and finish
- (B) the origin is often not known
- (C) the design may change in the interpretation
- (D) simple repetition is the characteristic of its design



# Locating References

## Exercise

### Directions:

First, find the pronoun in the following passage. Next, start reading several sentences before the sentence in which the pronoun is found, and continue reading several sentences after it. Then, substitute the words or phrases in the answer choices. Which one does not change the meaning of the sentence?

The National Road, also known as the Cumberland Road, was constructed in the early 1800s to provide transportation between the established commercial areas of the East and Northwest Territory. By 1818, the road had reached Wheeling, West Virginia, 130 miles from **its** point of origin in Cumberland, Maryland. The cost was a monumental thirteen thousand dollars per mile.

Upon reaching the Ohio River, the National Road became one of the major trade routes to the western states and territories, providing Baltimore with a trade advantage over the neighboring cities. In order to complete, New York State authorized the construction of the Erie Canal, and Philadelphia initiated a transportation plan to link **it** with Pittsburgh. Towns along the rivers, canals, and the new National Road became important trade centers.



# Referring to the Passage

## Exercise

### Directions:

**First, read the following passage.  
Then, refer back to the passage.  
Can you find the correct reference?**

**1. Where in the passage does the author refer to the reason for the stock market crash?**

**2. Where in the passage does the author suggest that there was a temporary recovery in the stock market?**

In September of 1929, traders experienced a lack of confidence in the stock market's ability to continue its phenomenal rise. Prices fell. For many experienced investors, the drop produced a panic. They had all their money tied up in the market, and they were pressed to sell before the prices fell even lower. Sell orders were coming in so fast that the ticker tape at the New York Stock Exchange could not accommodate all the transactions.

To try to reestablish confidence in the market, a powerful group of New York bankers agreed to pool their funds and purchase stock above current market values. Although the buy orders were minimal, they were counting on their reputations to restore confidence on the part of the smaller investors, thereby affecting the number of sell orders. On Thursday, October 24, Richard Whitney, the Vice President of the New York Stock Exchange and the broker for the J.P. Morgan Company, made the effort on their behalf. Initially, it appeared to have been successful, then, on the following Tuesday, the crash began again and accelerated. By 1932, stocks were worth only twenty percent of their value at the 1929 high. The results of the crash had extended into every aspect of the economy, causing a long and painful depression, referred to in American history as the Great Depression.



# Story 1

- Alfred Bernhard Nobel, a Swedish inventor and philanthropist, bequeathed most of his vast fortune in trust as a fund from which annual prizes could be awarded to individuals and organizations who had achieved the greatest benefit to humanity in particular year. Originally, there were six classifications for outstanding contributions designated in Nobel's will including Chemistry, Physics, Physiology or medicine. Literature, and international peace.
- The prizes are administered by the Nobel Foundation in Stockholm. In 1969, a prize for economics endowed by the central bank of Sweden was added. Candidates for the prizes must be nominated in writing by a qualified authority in the field of competition. Recipients in Physics, Chemistry, and Economics are selected by the Royal Swedish Academy of Sciences; in physiology or medicine by the Caroline Institute; in Literature by Swedish Academy; and in peace by the Norwegian Nobel committee appointed by Norway's parliament. The prizes are usually presented in Stockholm on December 10, with the king of Sweden officiating, an appropriate tribute to Alfred Nobel on the anniversary of his death. Each one includes a gold medal, a diploma, and a cash award of about one million dollars

# Story1

1. What does this passage mainly discuss?

- (A) Alfred Bernhard Nobel
- (B) The Nobel prizes
- (C) Great contributions to mankind
- (D) Swedish philanthropy.

2. Why were the prizes named for Alfred Bernhard Nobel?

- (A) He left money in his will to establish a fund for the prizes.
- (B) He won the first Nobel prize for his work in philanthropy.
- (C) He is now living in Sweden
- (D) He serves as chairman of the committee to choose the recipients of the prizes.

3. How often are the Nobel prizes awarded?

- (A) Five times a year
- (B) Once a year
- (C) Twice a year
- (D) Once every two years

4. The word “outstanding” in line 5 could best be replaced by

- (A) recent
- (B) unusual
- (C) established
- (D) Exceptional

5. The word “will” in line 6 refers to

- (A) Nobel’s wishes
- (B) a legal document
- (C) a future intention
- (D) a free choice



# Story 2

The protozoans, minute, aquatic creatures each of which consists of a single cell of protoplasm, constitute a classification of the most primitive forms of animal life. They are fantastically diverse, but three major groups may be identified on the basis of their mobility. The Mastigophora have one or more long tails, which they use to project themselves forward. The Ciliata, which use the same basic means for locomotion as the Mastigophora, have a larger number of short tails. The Sarcodina, which include amoebae, float or row themselves about on their crusted bodies.

In addition to their form of movement, several other features discriminate among the three groups of protozoans. For examples, at least two nuclei per cell have been identified in the Ciliata, usually a large nucleus that regulates growth but decomposes during reproduction, and a smaller one that contains the genetic code necessary to generate the large nucleus.

Protozoans are considered animals because, unlike pigmented plants to which some protozoans are otherwise almost identical, they do not live on simple organic compounds. Their cell demonstrates all of the major characteristics of the cells of higher animals.

Many species of protozoans collect into colonies, physically connected to each other and responding uniformly to outside stimulate. Current research into this phenomenon along with investigations carried out with advanced microscopes may necessitate a redefinition of what constitutes protozoans, even calling into question the basic premise that they have only one cell. Nevertheless, with the current data available, almost 40,000 species of protozoans have been identified. No doubt, as the technology improves our methods of observation, better models of classification will be proposed.

# Story 2

1. With what topic is the passage primarily concerned?
  - (A) Colonies of protozoans
  - (B) Mastigophora
  - (C) Motility in protozoans
  - (D) Characteristics of protozoans
2. The word “minute” in line 1 could best be replaced by?
  - (A) very common
  - (B) very fast
  - (C) very old
  - (D) very small
3. Where do protozoans probably live?
  - (A) Water
  - (B) Sand
  - (C) Grass
  - (D) Wood
4. What is the protoplasm?
  - (A) A class of protozoan
  - (B) The substance that forms the cell of a protozoan.
  - (C) A primitive animal similar to a protozoan.
  - (D) An animal that developed from a protozoan.
5. To which class of protozoans do the amoebae belong?
  - (A) Mastigophora
  - (B) Ciliata
  - (C) Sarcodina
  - (D) Motility

# Story 2

6. What is the propose of the large nucleus in the ciliate?
- (A) It generates the other nucleus.
  - (B) It contains the genetic code for the small nucleus.
  - (C) It regulates growth.
  - (D) It reproduces itself.
7. Why are protozoans classified as animals?
- (A) They do not live in simple organic compounds.
  - (B) They collect in colony.
  - (C) They respond uniformly to outside stimulate.
  - (D) They may have more than one cell.
8. The word “uniformly” in line 19 is the closest in the meaning to?
- (A) in the same way
  - (B) once in a while
  - (C) all of a sudden
  - (D) in the long run
9. The word “they” in line 15 refers to
- (A) protozoans
  - (B) microscopes
  - (C) investigations
  - (D) Colonies
10. Which of the following statements is not true of protozoans?
- (A) They are approximately 40,000 species.
  - (B) They are almost primitive forms of animal life.
  - (C) They have a large cell and a smaller cell.
  - (D) They are difficult to observe.

# Story 3

Only a handful of creatures on earth carry ..... the dreadful title 'man eater'. The great white shark is one, quick at times to snap up swimmers and shipwrecked sailors. People have been meals for lions and tigers. Crocodiles will attack human prey. But perhaps no creature is more blindly savage than a small fish of South America's inland waters ..... the piranha.

At first glance, the piranha seems harmless enough. Deep bellied and flat, it has the features of a sunfish a youngster might catch on a Sunday afternoon. In fact, it is a close relative of the silver dollar ..... an ornamental and placid fish prized by aquarium enthusiasts. However, any similarity to its more docile brethren is grossly misleading.

It is in shallow waters that the piranhas are most dangerous in oxbows, inlets, lakes, or ponds that shrink with the summer's sun. As the waters recede and the piranhas' natural food supply (mainly other fish) is exhausted, they become particularly aggressive. In cattle country, they often attack livestock, even swimming beneath cows wading in shallow water, nipping off teats and tail tips. There is a report from Brazil that during one year in Mato Grosso State, one cattle owner lost 1200 head of his cattle; mutilated by piranhas, they had to be destroyed.

It is probably not one, but a combination of factors (including hunger, low water, and high piranha density) occurring at the same time which drives many of the fish to attack. The piranha is sharp-eyed and uses vision, smell, and a sensitivity to vibrations in the water to find its prey. The scent of blood maddens them, sending them knifing to the source, mouth agape, at speeds that make them a blur to the human eye.

There are at least a score of piranha species ..... ranging from several inches to about two feet ..... that infest lakes, rivers, and ponds throughout most of South America east of the Andes between the Caribbean Sea and northern Argentina. Some are little more dangerous than guppies. Others, like the red piranha, are killers like sharks, piranhas are feeders of opportunity, both as loners and in schools, they will attack and eat anything size, if such victims are wounded or behaving strangely.

1. One interesting fact about the piranha is that it ...
  - a. is closely related to the sunfish.
  - b. is a calm fish prized by aquarium enthusiasts.
  - c. is not at all a tame fish
  - d. has the appearance of a large silver coin.
2. Piranhas are especially dangerous .....
  - a. in bodies of water greatly reduced by evaporation.
  - b. throughout most of South America
  - c. when their prey become too tired to escape from them.
  - d. in swamps which are located in cattle country.
3. Which of the following describes the eating habits of piranhas?
  - a. They have a favorite kind of prey.
  - b. They select their food carefully
  - c. They will eat whatever they can.
  - d. They find a certain time to eat.

4. The third paragraph mainly describes .....
  - a. cattle's prey.
  - b. a dreadful report.
  - c. dangerous piranha places.
  - d. piranhas' rare food.
5. 'a handful of creatures' (line 1) refers to
  - a. the size of creatures.
  - b. the shape of creatures.
  - c. the parts of creatures.
  - d. the number of creatures.
6. 'Some are little more dangerous than guppies' (last paragraph third sentence) means .....
  - a. some piranhas are almost as harmless as guppies.
  - b. some little piranhas are even more dangerous than guppies.
  - c. some little guppies are more dangerous than piranhas.
  - d. guppies are harmless and all piranhas are dangerous.

# Story 1: Classifying Life

More than five million different kinds of organisms live on the Earth. For thousands of years, humans have searched for ways to organize this diversity. In the eighteenth century, a Swedish professor, physician, and naturalist named Carolus Linnaeus developed the system of classifying and naming organisms that we use today.

Linnaeus contributed to the modern classification of organisms in two ways. He first developed a convention for naming life forms known today as binomial nomenclature, in which the scientific name of a species is formed by a combination of two terms, as the word “binomial” suggests. The first term provides the genus (plural: genera) of the organism, a group that includes similar species, while the second gives the specific name of the species. When written alone, the specific name is meaningless since many different species in different genera have the same specific name. The specific name *familiaris*, for example, is commonly used to describe a species. Therefore, when used by itself, it would not describe any one organism. When the genus is also given, however, as in *Canis familiaris*, we know that the name refers to a specific organism: the domestic dog.

# Classifying Life (cont.)

Linnaeus was also the originator of modern taxonomy, a system of classifying nature based on hierarchical groupings. The Linnaean system first groups life forms into kingdoms. Of the five kingdoms commonly accepted today, Linnaeus recognized only the plant and animal kingdoms, but he included a third kingdom, the mineral kingdom, in his natural taxonomy. Minerals were later excluded from biological taxonomy on the grounds that they are not living natural forms. Linnaeus divided his three kingdoms into classes, classes into orders, orders into genera, and genera into species, grouping organisms according to shared physical characteristics. Although modern taxonomists still use the hierarchical structure of Linnaeus's classification system as well as his method of grouping organisms according to observable similarities, they have added hierarchical levels and significantly changed Linnaeus's original groupings. A *phylum* is now used to describe a level of classification broader than class but still more specific than kingdom. The taxonomical group *family* was also added, inserted between order and genus.

In addition to the Linnaean kingdoms of plants and animals, biologists recognize prokaryotes, protists, and fungi as separate kingdoms. The prokaryotes are the oldest and most abundant group of organisms. They are also the smallest cellular organisms; a single gram of soil can contain more than two billion prokaryotic organisms. Prokaryotes are distinguished from other kingdoms by the absence of a cell nucleus. Their free-flowing DNA allows them to reproduce at an accelerated rate. Common bacteria, which have been known to survive in many environments that support no other form of life, fall into this category.

# Classifying Life (cont.)

<sup>5</sup> The protist kingdom is made up of a variety of single-celled or simple multicellular organisms, all of which have membrane-bound nuclei. Protists do not have much else in common. They are, essentially, those organisms, including many types of algae, which do not fit into any other kingdom.

<sup>6</sup> Fungi compose a third kingdom. Like plants, the cells of fungi have cell walls, giving them a tube-like structure. However, fungi do not produce their own carbon through photosynthesis as plants do. Rather, they acquire nutrients by absorbing and digesting carbon produced by other organisms. Yeasts, molds, and mushrooms are all examples of fungi.

<sup>7</sup> The plant kingdom includes such familiar organisms as trees, flowers, herbs, bushes, grasses, vines, ferns, and mosses. They obtain their energy by converting sunlight and carbon dioxide into food for energy in the process known as photosynthesis. The cells of plants are surrounded by a supporting cell wall containing cellulose. Cellulose allows plants to stand upright, giving them their characteristic rigid appearance.

<sup>8</sup> Animals make up the final kingdom in the modern biological taxonomy. Animals acquire nutrients by consuming other organisms. They digest food in an internal cavity and store energy in fat cells. Reproduction in animals is typically sexual. Sexual reproduction requires the meeting of genetic material from two kinds of individuals: a male and a female. It is different from asexual reproduction, which allows a single individual to produce its own offspring.



# Classifying Life (cont.)

1. In paragraph 2, why does the writer give the scientific name of the domestic dog?
  - (A) To demonstrate Linnaeus's method of hierarchical classification
  - (B) To introduce the need for a better system of naming organisms
  - (C) To criticize the complexity of Linnaeus's system of nomenclature
  - (D) To illustrate the necessity of including both the genus and species when naming an organism
  
2. Which of the sentences below best expresses the essential information in the highlighted sentence in the passage? *Incorrect* choices change the meaning in important ways or leave out essential information.
  - (A) The hierarchical structure of Linnaeus's original system for classifying life forms has significantly changed since modern taxonomists developed new ways of grouping organisms.

- (B) Modern taxonomists have added categories and regrouped organisms while following the basic methods of Linnaean classification and grouping.
  - (C) Linnaeus's classification system and method of grouping organisms have been significantly altered by modern taxonomists, who no longer group according to observable similarities.
  - (D) Organisms are still classified and grouped according to Linnaeus's original system despite the efforts of modern taxonomists to add levels and change groupings.
3. According to paragraph 5, which of the following is NOT true about protists?
    - (A) They do not share the characteristics of any of the other four kingdoms.
    - (B) They are grouped together based on similar characteristics.
    - (C) They are often single-celled organisms.
    - (D) They are often single-celled organisms membrane.

# Classifying Life (cont.)

4. Based on information presented in paragraph 8, which of the following is NOT a characteristic of the animal kingdom?
- (A) Animals take nutrients by eating other organisms.
  - (B) Animals store energy in fat cells.
  - (C) Reproduction in animals is typically asexual.
  - (D) Animals digest food in an internal cavity.
5. An introductory sentence for a brief summary of the passage is provided below. Complete the summary by selecting the THREE answer choices that express the most important ideas in the passage.

**The modern system of organismal taxonomy developed from Linnaeus's ideas about classifying and naming life forms.**

- (A) Organisms are scientifically named according to a two-term system which gives the genus and specific name of the species.

- (B) Taxonomists classify organisms according to a hierarchy of groupings based on similar characteristics.
- (C) Minerals are no longer considered a kingdom used for classifying life.
- (D) All life forms may be either single-celled or multi-celled.
- (E) The characteristics of one kingdom often overlap with the characteristics of other kingdoms.
- (F) All organisms are categorized into five kingdoms consisting of prokaryotes, protists, fungi, plants and animals.