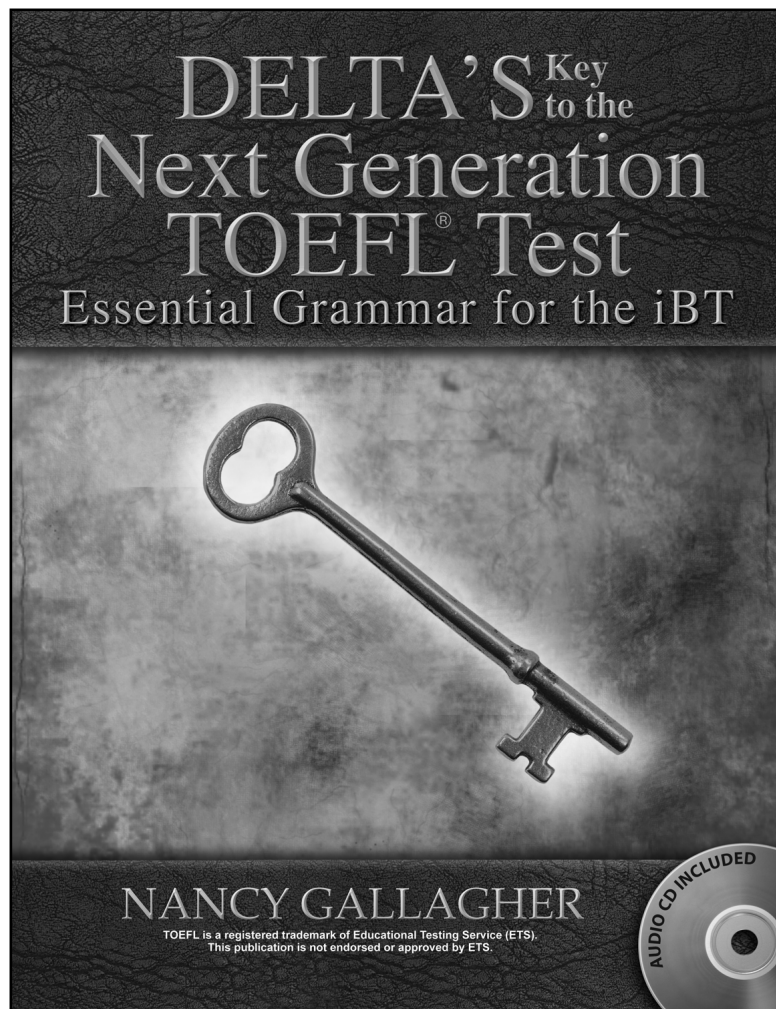


# DELTA'S<sup>Key</sup> to the Next Generation TOEFL<sup>®</sup> Test

Essential Grammar for the iBT



SAMPLE PAGES

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# ABOUT THIS BOOK

**Delta's Key to the Next Generation TOEFL® Test: Essential Grammar for the iBT** is designed for international students who wish to enter a program of study in an English-speaking institution. Although its chief focus is preparation for the Test of English as a Foreign Language® (TOEFL®), the book also provides a general review of English grammar. Content includes essential points of sentence structure, along with practice in reading, listening, speaking, and writing.

**Essential Grammar for the iBT** can be used in a number of ways:

- As practice for the TOEFL iBT, the TOEFL PBT, and other tests of English proficiency
- As the primary or secondary text in an English grammar course
- As a companion to other books in the **Delta's Key to the Next Generation TOEFL® Test** series
- As a resource for skill building in English for academic purposes

## Diagnostic Test

The Diagnostic Test is a short, timed pre-test of grammar knowledge. It may be used to identify a student's particular areas of concern and to assist in forming an individual study plan.

## Grammar Units

The chart below shows a breakdown of grammar topics in the book, by skill area. The units may be studied in the order given, or in any sequence that suits one's individual focus.

Unit	Grammar Topic	Skill Area			
		Reading	Listening	Speaking	Writing
1	Nouns	✓	✓	✓	✓
2	Verbs	✓	✓	✓	✓
3	Infinitives and Gerunds			✓	✓
4	Clauses and Sentences	✓		✓	✓
5	Conjunctions	✓			✓
6	Adverb Clauses	✓	✓	✓	✓
7	Adjective Clauses	✓	✓	✓	✓
8	Noun Clauses	✓		✓	
9	Conditional Sentences	✓	✓	✓	
10	Singular and Plural			✓	✓
11	Articles			✓	✓
12	Subject-Verb Agreement			✓	✓
13	Pronoun Agreement	✓		✓	✓
14	Comparison	✓	✓	✓	
15	Prepositions	✓		✓	
16	Word Order		✓	✓	
17	Parallel Structure				✓
18	Word Form	✓			✓
19	Common Word Errors		✓	✓	
20	Punctuation	✓			✓

## *ABOUT THIS BOOK*

Each unit opens with an exercise to focus attention on a particular topic, followed by a study of grammar points with numerous examples. Practice exercises allow students to apply knowledge and build skills. Many exercises simulate TOEFL form and content. Extension exercises include pair and group activities, discussion topics, and ways to link the classroom with the real world.

### **Quizzes**

The six timed quizzes review the grammar skills studied in the previous three or four units.

### **Review Test**

The timed Review Test assesses grammar skills from all 20 units. The Review Test mirrors the Diagnostic Test. Just as the Diagnostic Test is a pre-test, the Review Test is a post-test of grammar proficiency.

### **Answer Key**

The Answer Key gives the correct answer for each question, along with a brief explanation or a list of key points.

### **Audio Scripts**

The Audio Scripts include complete transcripts for all listening material in the book. The scripts can be used for checking answers, for reading and listening practice, and for learning vocabulary in context.

### **How to Score Speaking and How to Score Writing**

These charts provide criteria for evaluating responses to the TOEFL iBT speaking and writing tasks, with a description for each score level.

### **Score Charts**

The Score Charts are a place to record scores on the quizzes and tests.

### **Audio Disk**

The audio compact disk contains all of the audio texts for the TOEFL iBT exercises that involve listening, including integrated speaking and integrated writing tasks.

DIAGNOSTIC TEST

# DIAGNOSTIC TEST

Time – 30 minutes

Choose the word or phrase that best completes the sentence.

1. Humans ----- by what holds objects together.  
☐ (A) always fascinated  
☐ (B) have always fascinated  
☐ (C) always has been fascinated  
☐ (D) have always been fascinated
2. ----- slow changes in the distribution of Earth's magnetic field.  
☐ (A) The  
☐ (B) How the  
☐ (C) Do the  
☐ (D) There are
3. In eastern Canada ----- approaches two hundred inches in Quebec and Newfoundland.  
☐ (A) where the seasonal rainfall  
☐ (B) the seasonal rainfall  
☐ (C) that the seasonal rainfall  
☐ (D) the seasonal rainfall it
4. Large, fast-moving trucks have been known to create blasts of wind ----- a motorcyclist.  
☐ (A) can startle  
☐ (B) can they startle  
☐ (C) that can startle  
☐ (D) are startling
5. Bacteria have survived longer than any other organism, ----- the most abundant type of cell.  
☐ (A) why they  
☐ (B) and they are  
☐ (C) also are  
☐ (D) they are
6. Because of -----, mastiff bats require considerable space to take off in flight.  
☐ (A) large in size  
☐ (B) their large size  
☐ (C) it's a large size  
☐ (D) they are large size
7. The age of a white-tailed deer is determined not ----- but by its teeth.  
☐ (A) only its antlers  
☐ (B) it has antlers  
☐ (C) by its antlers  
☐ (D) all of its antlers
8. ----- on a two-lane road, you should pass only on the left side of the vehicle.  
☐ (A) If you overtake another vehicle  
☐ (B) Another vehicle is overtaken  
☐ (C) Can you overtake another vehicle  
☐ (D) You should overtake another vehicle
9. The hummingbird's agility in flight lets it ----- from flower to flower like an insect.  
☐ (A) flit  
☐ (B) flitting  
☐ (C) to flit  
☐ (D) flits
10. At ----- of sixty-five, workers become eligible to collect retirement benefits.  
☐ (A) age  
☐ (B) an age  
☐ (C) ages  
☐ (D) the age
11. ----- of deuterium and tritium are fused, they produce a nucleus containing two protons and three neutrons.  
☐ (A) The nuclei  
☐ (B) In the nuclei  
☐ (C) When the nuclei  
☐ (D) Which nuclei
12. ----- is a question that concerns the researchers who have been studying it.  
☐ (A) Because the spotted owl's survival  
☐ (B) Whether the spotted owl can survive  
☐ (C) Can the spotted owl's survival  
☐ (D) The spotted owl could survive

DIAGNOSTIC TEST

DIAGNOSTIC TEST

13. Most shrubs should be fertilized early in the summer ----- late fertilizing can damage some plants.
- (A) . Only if  
(B) ; in fact,  
(C) , which  
(D) : because
14. In the eighth century, the calendar used in Europe was not as ----- used by the Mayans in Central America.
- (A) accurately as  
(B) accurate than  
(C) accurate as that  
(D) accurate that was
15. ----- crude hydrocarbons into such products as gasoline and petrochemicals is at the heart of the petroleum industry.
- (A) Refine  
(B) Are refined  
(C) By refining  
(D) Refining
16. Claude Debussy started the harmonic revolution in France, ----- not without help from other musical impressionists.
- (A) although it was  
(B) because of  
(C) since  
(D) unless he did
17. Stores use computers to check inventory and to determine which products are selling well and which are -----.
- (A) less popular  
(B) less popularly  
(C) little popularity  
(D) least popularity
18. Everglades National Park, an area of ----- and saw grass, is rich in wildlife.
- (A) mud is a solid pack  
(B) solidly packed mud  
(C) pack mud solidly  
(D) solid mud is packed

One of the underlined parts in each sentence is incorrect. Circle the letter of the incorrect part.

19. Nettles are a good source of iron and silica, whose are important for healthy blood formation.
- A B C D
20. The dogwood tree tolerates a wide variety of conditions, such as pollution, sunny, and shade.
- A B C D
21. During the eighth century, the Mayan Empire achieved magnificent cultural also economic heights.
- A B C D
22. Because of the short growing season, trees at high altitudes may not have enough time produce seeds.
- A B C D
23. Tiles made of either clay and slate are popular roofing materials in areas where raw materials are easily found.
- A B C D
24. Between 1914 and 1932, T. S. Eliot taught school, wrote poems, and assistant in editing a literary journal.
- A B C D
25. Earth is divided to several climatic zones that are based on average annual temperature and rainfall.
- A B C D

DIAGNOSTIC TEST

26. Periods of recession and currency overvaluation is when countries are likely to establish protective tariffs.  
A B C D
27. In 1856 an English chemistry produced a brightly colored dye while he was trying to make a new drug.  
A B C D
28. The largest of the terrestrial carnivore, bears have massive bodies, moderate-sized heads, and tiny tails.  
A B C D
29. If one wants to keep up with the rapid advances in workplace technology, they must plan to take frequent refresher courses.  
A B C D
30. Alike most other endangered animals, the world's remaining caribou populations face an uncertain future due to habitat loss.  
A B C D

Answers to the Diagnostic Test are on page 252.

Record your score on page 300.

# UNIT 1 NOUNS

1. Noun Structures
2. Subjects
3. Objects
4. Appositives
5. *It* and *There* as False Subjects
6. Duplicate Subjects
7. Facts about Nouns



What does this sentence need?

----- of the water withdrawn by industry is used for cooling.

- ☐ In ninety percent
- ☐ Ninety percent is
- ☐ How ninety percent
- ☐ Ninety percent

The sentence needs a subject. The **subject** of a sentence performs the action of the verb. A subject must be a noun, a pronoun, or another noun structure. The fourth answer, *Ninety percent*, is a noun phrase that functions correctly as the subject. The other choices are not noun structures. The correctly formed sentence is:

**Ninety percent** of the water withdrawn by industry is used for cooling.

What does this sentence need?

The retina is the tissue at the back of the eye that sends ----- to the brain.

- ☐ to the visual impulses
- ☐ visual impulses
- ☐ impulses are visually
- ☐ they are visual impulses

The verb *sends* needs a direct object. A **direct object** receives the verb's action. A direct object must be a noun, a pronoun, or another noun structure. The second answer, *visual impulses*, is a noun phrase that functions correctly as the direct object of *sends*. The other choices are not noun structures. The correctly formed sentence is:

The retina is the tissue at the back of the eye that sends **visual impulses** to the brain.



UNIT 1 NOUNS



STUDY

1. Noun Structures

A **noun** is a word that identifies a person, place, thing, state, or quality. Nouns are content words; they are essential for conveying meaning. A **noun structure** may be a single word or a group of words.

Structure	What It Is	Examples
<b>Noun</b>	A word that names a person, place, thing, state, or quality	<u>Lenses</u> are very important in <u>devices</u> that use <u>light</u> .  <u>Condensation</u> occurs when <u>humidity</u> is high enough.
<b>Noun Phrase</b>	A group of words including a noun and words that modify it	<u>Silicon Valley</u> provides a <u>good example of the electronics industry</u> .  <u>The quickly forming clouds</u> were the cause of a <u>catastrophic flood</u> .
<b>Pronoun</b>	A word that replaces a noun	Bears are dangerous after <u>they</u> have lost their fear of people.  When <u>I</u> was very young, my grandmother told <u>me</u> a lot of stories.
<b>Infinitive</b>	A verb that acts as a noun: <i>to + base-form verb</i> (See Unit 3.)	<u>To transform</u> public opinion is the goal of some writers.  All North American canines tend <u>to travel</u> in packs.
<b>Gerund</b>	A verb that acts as a noun: <i>base-form verb + -ing</i> (See Unit 3.)	<u>Swimming, boating, and camping</u> are popular summer activities.  Language is the primary means of <u>transmitting</u> culture.
<b>Noun Clause</b>	A subordinate clause with a subordinator + subject + verb (See Unit 8.)	<u>How people learn</u> is a major topic in cognitive psychology.  We do not really understand <u>why cats purr</u> .

Noun structures perform various functions in sentences, acting as subjects or objects.

## 2. Subjects

Noun structures function as subjects. A **subject** identifies the doer of a verb's action. Every clause in every sentence must have a subject. The subject is always a noun structure.

Function	What It Is	Examples
<b>Subject of a Sentence or an Independent Clause</b>	Performs the action of the verb	After bathing, <u>elephants</u> coat their skin with dust for protection against insects.  In the 1990s, <u>executive salaries</u> doubled or tripled, but <u>most workers' salaries</u> barely changed.
<b>Subject of a Subordinate Clause</b>	Performs the action of the verb in a subordinate clause	When a <u>child</u> starts school, his view of the world changes.  River otters maintain holes in the ice through which <u>they</u> catch fish.
<b>Subject Complement</b>	Identifies or defines the subject and usually follows a form of the verb <i>be</i>	Yosemite is <u>a national park in California</u> .  Andrew Jackson was <u>the first president</u> who came from the western frontier.
<b>Passive Subject</b>	Receives the action of a passive-voice verb	<u>The global temperature balance</u> is maintained by the movement of maritime air.  In the nineteenth century, <u>meats</u> were salted or smoked.

The following pronouns function as subjects:

I      we      you      he      she      it      they

UNIT 1 NOUNS

### 3. Objects

Noun structures function as objects. An **object** receives the effect of a verb or a preposition. An object can receive the action of a verb, either directly or indirectly. An object can be controlled by a preposition. Every preposition must have an object, and the object must be a noun structure.

Function	What It Does	Examples
<b>Direct Object</b>	Receives the action of a verb and usually follows the verb	Chemical reactions often involve <u>the production of heat</u> .  Autumn transforms <u>a maple tree's leaves</u> into beautiful colors.
<b>Indirect Object</b>	Receives the effect of the verb and the direct object	Good parents teach <u>their children</u> the difference between right and wrong.  The art critic Lawrence Alloway gave <u>us</u> the term "Pop Art" in the 1950s.
<b>Object Complement</b>	Identifies or defines a direct object	My brother calls his son <u>Tiger</u> because he wants the boy to be a golf star someday.  In 1782 King George III appointed William Pitt <u>prime minister of Great Britain</u> .
<b>Object of a Preposition</b>	Follows a preposition and is controlled by the preposition	A star at <u>the end of its life</u> is called a white dwarf.  The General Assembly of <u>the United Nations</u> first met in <u>London</u> in 1946.

The following pronouns function as objects:

me      us      you      him      her      it      them

### 4. Appositives

An **appositive** is a noun structure that identifies, defines, describes, or gives information about another noun structure. An appositive is also called a **noun in apposition** because its position is near the other noun that it identifies. Appositives are placed either before or after the other noun and are separated from the rest of the sentence by commas, dashes, or parentheses.

A proven man-eater, the tiger shark is one of the most feared sharks in the world.

African-American dance—a blend of elements from diverse traditions—has attracted wide attention from the professional dance scene.

You should not operate machinery or drive a vehicle if you have taken a cold remedy containing codeine (a narcotic).

In the first example, *A proven man-eater* adds information about *the tiger shark*. In the second example, *a blend of elements from diverse traditions* defines *African-American dance*. In the third example, *a narcotic* gives information about *codeine*.

**Tip:** To check whether a structure between two commas is an appositive, try adding *who is*, *who are*, *which is*, or *which are* before the structure.

In the following sentence, *a cone-shaped organ* is an appositive because you can add *which is* before it.

The heart, a cone-shaped organ, pumps blood throughout the body.

The heart, which is a cone-shaped organ, pumps blood throughout the body.

## 5. It and There as False Subjects

Every clause must have a noun structure as the subject. Sometimes a clause has *it* or *there* as a “false” subject. The true subject will then follow the verb, which is usually a form of the verb *be*.

Each of the following sentences has a false subject. The true subject is underlined.

*It is* the boys in a middle school classroom who demand more attention from the teacher.

*There were* several causes for the ecological disaster known as the Dust Bowl.

**Tip:** You can rewrite each sentence without the false subject.

The boys in a middle school classroom demand more attention from the teacher.

Several causes existed for the ecological disaster known as the Dust Bowl.

## 6. Duplicate Subjects

A clause can have only one subject. A **duplicate subject** is incorrect because it incorrectly repeats or duplicates the subject.

Each of the following sentences has an incorrect duplicate subject, shown in *italics>. The correct subjects are underlined. In each example, the duplicate subject must be omitted for the sentence to be correct.*

Incorrect	Correct
<u>The octopus</u> <i>it</i> makes its home in a hole or rock crevice in shallow water.	<u>The octopus</u> makes its home in a hole or rock crevice in shallow water.
<u>W. C. Handy</u> , an orchestra leader, <i>he</i> wrote a popular song called “The St. Louis Blues.”	<u>W. C. Handy</u> , an orchestra leader, wrote a popular song called “The St. Louis Blues.”

**Note:** The third sentence has a **compound subject** connected by *and*. A subject is compound when two or more nouns perform the action of the verb. A compound subject is not the same as a duplicate subject. A compound sentence is correct, but a duplicate subject is incorrect.

## UNIT 1 NOUNS

### 7. Facts about Nouns

- ✦ The word *noun* came from the Latin word *nomen*, which means “name.”
- ✦ Every noun is either proper or common. A **proper noun** is the name of a specific person, place, or thing. Proper nouns always begin with a capital letter.

Albert Einstein

South Africa

Jupiter

Oxford University

A **common noun** is the name for one or all of the members of a class of persons, places, things, states, or qualities.

scientist

mountain

school

happiness

truth

- ✦ Nouns have singular and plural forms. (See Unit 10.)
- ✦ Nouns can be countable or uncountable. (See Unit 10.)
- ✦ In addition to subject and object forms, pronouns have possessive forms, as well as masculine, feminine, and neuter forms. (See Unit 13.)
- ✦ A **suffix**, or word ending, can indicate that a word is a noun. (See Unit 18.)



## PRACTICE

### Exercise 1–A

**Noun Structures.** Name the function of the underlined noun structure in each sentence, using the abbreviations below.

S	subject	IO	indirect object
SC	subject complement	OP	object of a preposition
DO	direct object		

- \_\_\_\_\_ When water evaporates, it absorbs heat and becomes steam.
- \_\_\_\_\_ How cells grow is not the only process that cell biologists study.
- \_\_\_\_\_ Except during rush-hour periods, commuter trains seldom run at full capacity.
- \_\_\_\_\_ Mount Everest is the highest mountain in the world.
- \_\_\_\_\_ Photographic prints may appear to have many colors, but they are made of only three colors arranged in layers.
- \_\_\_\_\_ The Cooperative Education Office offers students several internship opportunities each semester.
- \_\_\_\_\_ Sometimes in childhood there seems to be a war between reality and imagination.
- \_\_\_\_\_ In a short and simple musical instrument, such as the recorder, the fingers can cover all the holes directly.

### Exercise 1–B

**Appositives.** Identify the appositives in the following sentences. Underline each appositive and circle the noun that it identifies, defines, or describes.

- The work of A. Y. Jackson, a Montreal artist, inspired a generation of Canadian painters.
- To increase profits, supermarket chains are using a strategy that involves building bigger stores—super supermarkets.
- Adhesion, the ability of paint to remain attached to the canvas, is one of the basic considerations of permanence.
- An organ for breathing and smelling, the elephant's trunk is also an extra limb for picking up objects.
- Modern technology would collapse without engineers, the problem solvers of the world.
- Each of the gas giants—Jupiter, Saturn, Uranus, and Neptune—is a rapidly rotating sphere of gas surrounding a hot, dense core.

UNIT 1 NOUNS

Exercise 1–C

**Sentence Completion.** Choose the word or phrase that best completes the sentence.

1. Ocean currents are responsible for ----- around the planet Earth.  
 (A) to move the water  
 (B) the movement of water  
 (C) the water is moving  
 (D) have moved water
2. Because it decomposes violently when disturbed, ----- must be handled cautiously.  
 (A) nitroglycerin  
 (B) it's nitroglycerin  
 (C) for nitroglycerin  
 (D) nitroglycerin, it
3. Harvard, ----- in North America, was founded in 1636.  
 (A) was the first college  
 (B) it was the first college  
 (C) the first college was  
 (D) the first college
4. Water plants provide food for many animals, and ----- also supply oxygen to the water.  
 (A) what they  
 (B) do they  
 (C) they  
 (D) they are
5. Of all the senses, it is ----- that triggers the strongest memories and emotions.  
 (A) the sense is to smell  
 (B) by the sense of smell  
 (C) the sense of smell  
 (D) how the sense of smell
6. Allergic reaction to bee venom can be life threatening, so there are ----- for avoiding bee stings.  
 (A) precautions that several  
 (B) several precautions are  
 (C) for several precautions  
 (D) several precautions
7. Coal is classified as a fossil fuel because ----- is made from compressed plant fossils.  
 (A) it  
 (B) of its  
 (C) is coal  
 (D) coal it
8. In order to sustain a snowfall, there must be ----- to feed the growing ice crystals.  
 (A) a constant inflow of moisture is  
 (B) of a constant inflow of moisture  
 (C) a constant inflow of moisture  
 (D) moisture constantly flows in
9. -----, Edgar Allan Poe became known as the father of the modern detective story.  
 (A) The son of actors was  
 (B) He was the son of actors  
 (C) The son of actors  
 (D) Acted as the son of
10. While it is difficult for some people to change unhealthy habits, there are ----- for exercising frequently and eating fewer fatty foods.  
 (A) an excellent reason  
 (B) excellent reasons  
 (C) reasons are excellent  
 (D) because excellent reasons

UNIT 1 NOUNS

UNIT 1

Exercise 1–D

**Sentence Editing.** In each sentence, one of the underlined words is incorrect and must be omitted. Cross out the incorrect word.

1. Rosa Bonheur she lived in Paris and was one of the most popular artists of her day.
2. How the diesel engine is similar to the gasoline engine, but it runs on a heavier grade of fuel.
3. Bayberries, small trees or shrubs with leathery leaves, they have berries that produce a wax used in making candles.
4. Because an elementary school girl who is proud of her athletic ability may face an adjustment by the time she enters high school.
5. The digital camera, which has computer abilities, it does not need film but records onto computer memory.
6. In addition to pain on swallowing, with a sore throat may be associated with fever, headache, and a stuffy nose.
7. The Puerto Rican community in the United States is a young and growing population, and Puerto Ricans they are becoming more politically active.
8. Ichthyology, is a branch of zoology dealing with fish, has made important discoveries about the effects of pollution on the world's fish resources.
9. It was by the failure of the stock market in October 1929 that led to the Great Depression of the 1930s.
10. Although heat, water, or pressure they can affect the formation of a crystal, its structure will fall into one of seven groups.



UNIT 1 NOUNS

Exercise 1–E

**TOEFL iBT Reading.** Read the passages and choose the best answer to each question.

**QUESTIONS 1–6**

- 1 Dementia, a general decrease in intellectual abilities, involves **impairment** of memory, judgment, and social functioning. The two most frequent causes of dementia are Alzheimer's disease and multiple small strokes, but it can also be caused by depression, drug intoxication, alcohol abuse, head trauma, and advanced stages of AIDS.
- 2 Studies from China, Japan, Sweden, Italy, and the United States suggest that between 3 and 6 percent of all adults over age 65 show significant signs of dementia. The researchers concluded that as many as 47 percent of all adults 85 and older suffer from some level of dementia, and medical experts generally agree that the rate of dementia is highest in adults over 85.
- 3 The cause of approximately half of all cases of dementia, Alzheimer's disease involves specific processes in the brain, most prominently a kind of tangling of the fibers in the nerve cell bodies. This tangling, which contributes to a major loss of synapses, occurs mostly in the areas of the brain that regulate new learning and memory. While all aging adults appear to have some such tangling, those that show symptoms of Alzheimer's disease have far more. This tangling short-circuits many of the brain pathways, interfering with the person's ability to remember even well-learned skills, such as driving a car and using a fork.

1. The word **impairment** in paragraph 1 is closest in meaning to
  - (A) part
  - (B) growth
  - (C) study
  - (D) loss
2. The passage lists all of the following as causes of dementia EXCEPT
  - (A) depression
  - (B) heart attack
  - (C) AIDS
  - (D) alcohol abuse
3. What is the main purpose of paragraph 2?
  - (A) To list the symptoms of dementia
  - (B) To give rates of dementia in older adults
  - (C) To define the various types of dementia
  - (D) To explain how dementia progresses
4. The author mainly explains Alzheimer's disease as the result of
  - (A) tangling of the fibers in brain cells
  - (B) multiple small strokes or head trauma
  - (C) a major loss in sensory function
  - (D) changes that are a normal part of aging
5. What does the author say about tangling?
  - (A) It involves a decrease in a certain protein in brain cells.
  - (B) It affects areas of the brain that control memory.
  - (C) It is less evident in people with Alzheimer's disease.
  - (D) It has been a subject of controversy among researchers.
6. Why does the author mention **driving a car and using a fork** in paragraph 3?
  - (A) To argue that older adults can not learn new skills
  - (B) To point out tasks that most people perform every day
  - (C) To give examples of skills affected by Alzheimer's disease
  - (D) To suggest exercises for people with Alzheimer's disease

UNIT 1 NOUNS

Exercise 1–F

**TOEFL iBT Listening.** Listen to the recordings. You may take notes as you listen. Do not look at the questions until the conversation or lecture has ended. When you hear the questions, look at the questions and choose the best answer to each.



Audio Track 1

1. Why does the student speak to her professor?
  - (A) She wants to know his philosophy of life.
  - (B) She needs advice about an assignment.
  - (C) She has a problem with her grandmother.
  - (D) She needs more time to finish her project.
2. What is the student's idea for her project?
  - (A) A survey of grandmothers
  - (B) A handbook for host families
  - (C) A story about a fourteen-year-old girl
  - (D) A comparison of opinions
3. What does the professor suggest the student do?
  - (A) Prepare a list of possible questions
  - (B) Choose a more interesting topic
  - (C) Express her opinion more clearly
  - (D) Interview at least ten people



Audio Track 2

4. What is the main idea of the lecture?
  - (A) Young children have the ability to learn quickly.
  - (B) It is important for children to play every day.
  - (C) Children have a culture in which play is central.
  - (D) The best games for children have clear rules.
5. Listen again to part of the lecture. Then answer the question. 

What does the professor imply about child culture?

  - (A) Parents should tell children that child culture has rules.
  - (B) Child culture involves the ability to keep a secret.
  - (C) Children learn child culture from other children.
  - (D) Older children often treat younger children unfairly.
6. Why does the professor say this:
  - (A) To list important elements of child culture
  - (B) To compare various types of communication
  - (C) To explain why children need good teachers
  - (D) To describe a typical preschool curriculum
7. What characterizes the play of preschool children?
 

Choose two answers.

  - (A) Physical activity
  - (B) Team sports
  - (C) Strict rules
  - (D) Open games
8. How are the games of older children different from those of younger children?
  - (A) They are more difficult to play.
  - (B) They are the creation of teachers.
  - (C) They are played on the computer.
  - (D) They are more structured by rules.

*Exercise 1–G*

**TOEFL iBT Speaking.** In this integrated speaking task, you will listen to part of a lecture. You will then be asked to summarize important information from the lecture.

Cover the question while the lecture is playing. You may take notes, and you may use your notes to help you answer the question. After you hear the question, you may look at the question and prepare your response. You have 20 seconds to prepare your response and 60 seconds to speak.



*Audio Track 3*

Using points and examples from the lecture, explain how a bird's physical features contribute to its ability to fly.



*Stop*

*Preparation Time – 20 seconds*

*Response Time – 60 seconds*

Answers to Exercises 1–A through 1–G are on pages 252–253.

*Exercise 1–H*

**TOEFL iBT Writing.** For this independent writing task, respond to the question by writing an essay in which you state and support your opinion on the topic. Your essay will be scored on the quality of your writing, including how well you organize and develop your ideas and how well you use language to express your ideas. An effective essay will have a minimum of 300 words.

Read the following question and make any notes that will help you plan your response. Then begin writing. You have 30 minutes to plan and write your essay.

Do you agree or disagree with the following statement?

**You can learn about the character of a country from the way that it treats animals.**

Use specific reasons and examples to support your answer.

*Time – 30 minutes*

Answers to Exercise 1–H will vary.

UNIT 1 NOUNS



EXTENSION

1. **Sentence Analysis.** Outside class, look in a newspaper, magazine, or book for examples of sentences with various noun structures. Bring five examples to share in class. Write some of the sentences on the board. Your classmates must identify each noun structure and explain its function.
  - a. Identify subjects, direct objects, indirect objects, objects of prepositions, and appositives.
  - b. Identify proper nouns and common nouns.
2. **Sentence Writing.** Working in pairs, students write sentences about people or objects in the classroom. Add appositives to rename, define, explain, or provide information about the people or objects. Use commas or other punctuation around the appositives.

Example: Ali, a businessman from Kuwait, is sitting next to Solomon,  
an engineering student from Ethiopia.

Write some of the sentences on the board. Your classmates must identify the appositives.

# ANSWER KEY

Pages 3-5 in this Sample Packet

## Diagnostic Test (p. 4)

1. D 2 – Verbs
2. D 1 – Nouns; 4 – Clauses and Sentences
3. B 1 – Nouns
4. C 7 – Adjective Clauses
5. B 4 – Clauses and Sentences; 5 – Conjunctions
6. B 1 – Nouns; 15 – Prepositions
7. C 5 – Conjunctions; 17 – Parallel Structure
8. A 9 – Conditional Sentences
9. A 2 – Verbs
10. D 11 – Articles
11. C 4 – Clauses and Sentences; 6 – Adverb Clauses
12. B 8 – Noun Clauses
13. B 5 – Conjunctions; 20 – Punctuation
14. C 14 – Comparison; 17 – Parallel Structure
15. D 3 – Infinitives and Gerunds
16. A 4 – Clauses and Sentences; 6 – Adverb Clauses
17. A 14 – Comparison; 18 – Word Form
18. B 1 – Nouns; 16 – Word Order
19. C Correction: *which*. 7 – Adjective Clauses; 13 – Pronoun Agreement
20. D Correction: *sun*. 17 – Parallel Structure; 18 – Word Form
21. D Correction: *and*. 5 – Conjunctions; 19 – Common Word Errors
22. D Correction: *to produce*. 3 – Infinitives and Gerunds; 16 – Word Order
23. A Correction: *or*. 5 – Conjunctions
24. C Correction: *assisted*. 2 – Verbs; 17 – Parallel Structure; 18 – Word Form
25. A Correction: *divided in* or *divided into*. 15 – Prepositions
26. B Correction: *are when*. 12 – Subject-Verb Agreement
27. A Correction: *chemist*. 18 – Word Form
28. B Correction: *carnivores*. 10 – Singular and Plural
29. C Correction: *one*. 13 – Pronoun Agreement
30. A Correction: *Like*. 19 – Common Word Errors

Pages 6-18 in this Sample Packet

## Unit 1 – Nouns

### EXERCISE 1-A (p. 13)

1. DO *Heat* is the direct object of *absorbs*.
2. S *How cells grow*, a noun clause, is the subject of the sentence.
3. OP *Full capacity*, a noun phrase, is the object of *at*.
4. SC *The highest mountain in the world*, a noun phrase, is the complement of *Mount Everest*.
5. S *They*, a pronoun, is the subject of the second clause.
6. IO *Students* is the indirect object of *offers*.
7. OP *Reality and imagination*, a noun phrase, is the object of *between*.
8. S *The fingers* is the subject of the sentence.

### EXERCISE 1-B (p. 13)

1. The appositive, *a Montreal artist*, identifies *A. Y. Jackson*.
2. The appositive, *super supermarkets*, identifies *bigger stores*.
3. The appositive, *the ability of paint to remain attached to the canvas*, defines *adhesion*.
4. The appositive, *an organ for breathing and smelling*, defines *the elephant's trunk*.
5. The appositive, *the problem solvers of the world*, describes *engineers*.
6. The appositive, *Jupiter, Saturn, Uranus, and Neptune*, identifies *the gas giants*.

### EXERCISE 1-C (p. 14)

1. B The noun phrase *the movement of water* is the object of the preposition *for*.
2. A The noun *nitroglycerin* is the subject of the main clause.
3. D The appositive *the first college* identifies *Harvard*.
4. C The pronoun *they* is the subject of the second clause.
5. C The noun phrase *the sense of smell* is the true subject of the sentence; *it* is the false subject.
6. D The noun phrase *several precautions* is the true subject of the second clause; *there* is the false subject.
7. A The pronoun *it* is the subject of the second clause.
8. C The noun phrase *a constant inflow of moisture* is the true subject of the second clause; *there* is the false subject.
9. C The appositive *the son of actors* describes *Edgar Allan Poe*.
10. B The noun phrase *excellent reasons* is the true subject of the second clause; *there* is the false subject.

### EXERCISE 1-D (p. 15)

1. Omit *she*, an incorrect duplicate subject. The subject is *Rosa Bonheur*.
2. Omit *how*, a subordinator, which is incorrect at the beginning of an independent clause.
3. Omit *they*, an incorrect duplicate subject. The subject is *bayberries*.
4. Omit *because*, a subordinator, which is incorrect at the beginning of an independent clause.
5. Omit *it*, an incorrect duplicate subject. The subject is *the digital camera*.
6. Omit *with*, a preposition, which is incorrect before the subject, *a sore throat*.
7. Omit *they*, an incorrect duplicate subject. The subject of the second clause is *Puerto Ricans*.
8. Omit *is*, a verb, which is incorrect before a noun structure that is an appositive.
9. Omit *by*, a preposition, which is incorrect before the true subject, *the failure*.
10. Omit *they*, an incorrect duplicate subject. The subject of the first clause is *heat, water, or pressure*.

# ANSWER KEY

## EXERCISE 1-E (P. 16)

1. D *Impairment* means *loss* in this context. Clue: ...*a general decrease in intellectual abilities*....
2. B The passage does not list heart attack as a cause of dementia. All of the other answers are given: ...*it can also be caused by depression, ...alcohol abuse, ...and advanced stages of AIDS*.
3. B The purpose of the paragraph is to give rates of dementia in older adults. Clues: ...*between 3 and 6 percent of all adults over age 65*...; ...*as many as 47 percent of all adults 85 and older*...*the rate of dementia is highest in adults over 85*.
4. A The author mainly explains Alzheimer's disease as the result of tangling of the fibers in brain cells. Clue: ...*Alzheimer's disease involves specific processes in the brain, most prominently a kind of tangling of the fibers in the nerve cell bodies*.
5. B Tangling affects areas of the brain that control memory. Clue: *This tangling...occurs mostly in the areas of the brain that regulate new learning and memory*.
6. C The author's purpose is to give examples of skills affected by Alzheimer's disease. Clues: ...*those that show symptoms of Alzheimer's disease*...; ...*interfering with the person's ability to remember even well-learned skills, such as*...
7. B Big Band: A strong, driving dance rhythm: *Big band jazz was first and foremost dance music; ...a style of playing with a strong, driving rhythm*.  
E Big Band: Musical arrangements on charts: ...*highly arranged; prepared in advance and written on charts*.  
A Bebop: A band with five musicians: *A typical band consisted of five instruments*....  
C Bebop: Emphasis on harmonic structure: ...*based on harmonic structure rather than melody*.  
G Bebop: Jazz as a form of art: ...*viewed jazz not as dance music but as a form of art; ...bebop as an art form*....  
Answers (D) and (F) characterize neither big band nor bebop.

## EXERCISE 1-F (P. 18)

1. B The student needs advice about an assignment. She says *What I'd like to do for my survey project is interview three people. Would that be OK?*
2. D The student would like to do a comparison of opinions. She says *My idea is to interview three people*...; ...*a grandmother who has a lot of opinions*...; *I want to compare what she says with what the mother says, and also the fourteen-year-old daughter*.
3. A The student should prepare a list of possible questions. The professor says *Here's my suggestion. Why don't you prepare a list of questions—maybe five, six—no more than ten possible ideas for your interviews*.

4. C The main idea of the lecture is that children have a culture in which play is central. The professor says *Research on the play of young children has revealed that children have a culture of their own; We find it wherever two or more children are together and reveal their private code of rules in their play*. Most of the lecture discusses the role of play in child culture.
5. C The professor implies that children learn child culture from other children. The professor says *Younger children eagerly pick up the rules of play from older children*.
6. A The professor's purpose is to list important elements of child culture: *body language, spoken language, humor, songs*....
7. A, D Physical activity characterizes the play of preschool children: *In preschool, children are extremely active. They have good control of their bodies, and they enjoy activity for its own sake*. Also, open games characterize their play: *Just as important, however, are the open games, which are mostly created by the children themselves. These open games can be changed at will—kind of like improvisation on a theme*.  
8. D The games are more structured by rules. The professor says *Around the age of five, children start caring about the rules, and the games of five-year-olds tend to be more structured than the games of preschool children; At age six or seven, children like organized games in small groups, but they can be overly concerned with rules*....

## EXERCISE 1-G (P. 19)

Key points:

- A bird's wing design provides lift, which pushes the bird up. Different wing types provide the ability to soar, the ability to maneuver, and reduced turbulence during flight.
- A bird's tail helps the bird to steer. The tail allows the bird to brake as it lands and to make sudden stops.
- A bird's strong muscles allow it to flap its wings to take off.
- A bird's large heart beats fast and provides oxygen to the breast muscles.
- A bird's feathers and bones are hollow, which makes them light. The bones have struts, which adds strength without much weight.

## EXERCISE 1-H (P. 19)

Responses will vary.

# AUDIO SCRIPTS

Pages 6-18 in this Sample Packet

## EXERCISE 1-F (P. 18)

### Audio Track 1

Questions 1 through 3. Listen to a conversation between a student and a professor.

- W: Professor Wilson, can I ask you something?  
M: Sure.  
W: What I'd like to do for my survey project is interview three people. Would that be OK? Because in class you said a survey is usually done with a large number of people.  
M: That's right, it is. But tell me about your idea.  
W: My idea is to interview three people in my host family. There's a grandmother who has a lot of opinions—oh, about everything. I want to compare what she says with what the mother says, and also the fourteen-year-old daughter. Would that be all right?  
M: It's a start, but what would your focus be? You said the grandmother has opinions about everything—opinions about what?  
W: It's a philosophy of life, I guess.  
M: Here's my suggestion. Why don't you prepare a list of questions—maybe five, six—no more than ten possible ideas for your interviews. When you've done that, show me the list, and we'll go from there.  
W: All right. I'll work on it tonight. Thanks for the advice.  
M: You're welcome.

1. Why does the student speak to her professor?
2. What is the student's idea for her project?
3. What does the professor suggest the student do?

### Audio Track 2

Questions 4 through 8. Listen to part of a lecture in an anthropology class.

Research on the play of young children has revealed that children have a culture of their own. Where do we find this culture? We find it in the sandbox and at the daycare center. We find it in the schoolyard. We find it wherever two or more children are together and reveal their private code of rules in their play.

Games and play are the realities of child culture. At the age of three, children are initiated into the secrets of child culture. Younger children eagerly pick up the rules of play from older children. Older children are the leaders of play activities because, of course, older children are experienced players. At age three, the ability to learn is enormous. There are so many skills to be mastered, including body language, spoken language, humor, songs, and so on. All of these are like keys that open the door to the fellowship of child culture. It's a culture preserved in an oral tradition of songs and rhymes.

In preschool, children are extremely active. They have good control of their bodies, and they enjoy activity for its own sake. They love opportunities to run, climb, and jump. The play of preschool children has a broad range. Traditional games like hopscotch and ring around the rosy are an important part of their play. Just as important, however, are the open games, which are mostly created by the children themselves. These open games can be changed at will—kind of like improvisation on a theme.

In primary school, children are extreme in their physical activities and tend to express their emotions freely. Around the age of five, children start caring about the rules, and the games of five-year-olds tend to be more structured than the games of preschool children. Games are spontaneous and creative, but they also contain the rules, norms, and values of the group. At age six or seven, children like organized games in small groups, but they can be overly concerned with rules, or get carried away by team spirit. There are frequent quarrels, and many children indulge in punching, shoving, and wrestling.

4. What is the main idea of the lecture?
5. Listen again to part of the lecture. Then answer the question. "At the age of three, children are initiated into the secrets of child culture. Younger children eagerly pick up the rules of play from older children. Older children are the leaders of play activities because, of course, older children are experienced players." What does the professor imply about child culture?
6. Why does the professor say this: "There are so many skills to be mastered, including body language, spoken language, humor, songs, and so on. All of these are like keys that open the door to the fellowship of child culture."
7. What characterizes the play of preschool children?
8. How are the games of older children different from those of younger children?

## EXERCISE 1-G (P. 19)

### Audio Track 3

Listen to part of a lecture in a biology class.

Birds have many physical features that contribute to their flying ability. Wings are important, but so are adjustable tails, strong muscles, large hearts, and light bones.

A bird's wings are designed so air above the wing is forced to move faster than air below the wing. This creates higher pressure under the wings, called lift, which pushes the bird up. Different wing types evolved for different ways of flying. Birds that fly long distances need long wings and the ability to soar. Other birds need superior maneuverability. Fast birds, like hawks and falcons, have wings with built-in spoilers that reduce turbulence during a speedy flight.

A bird's tail acts like a rudder to help the bird steer. Birds brake by spreading out their tails as they land. This adjustment allows them to make sudden, controlled stops—an essential skill, since most birds need to land on tree branches, or on the prey that will be their dinner.

Flapping the wings to take off requires muscle strength, and strong muscles need oxygen. Birds have large, specialized hearts that beat much faster than the human heart and provide the necessary oxygen to the breast muscles. A bird's breast muscle accounts for 15 percent of its body weight. On some birds, such as pigeons, the breast muscle accounts for one-third of their total body weight.

Birds carry no excess baggage. They have hollow feathers and hollow bones. The bones have struts inside them, like the crossbeams in a bridge, which gives them strength without adding much weight.

Using points and examples from the lecture, explain how a bird's physical features contribute to its ability to fly.

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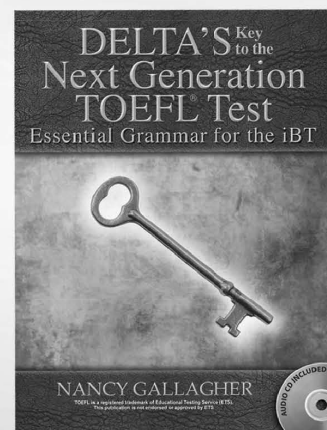
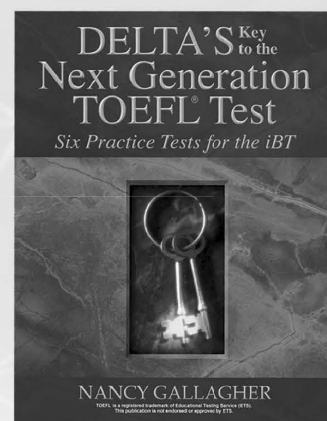
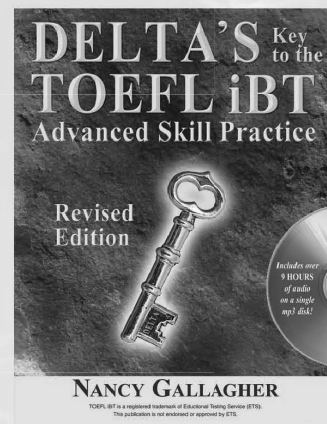
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