

**EXERCISE 15:** Each of the following sentences contains a question word. Circle the question words. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. The phone company is not certain (when) will the new directories be ready.
- C 2. The professor does not understand (why) so many students did poorly on the exam.
- \_\_\_ 3. How new students can get information about parking?
- \_\_\_ 4. Where is it cheapest to get typeset copies printed?
- \_\_\_ 5. Only the pilot can tell you how far can the plane go on one tank of fuel.
- \_\_\_ 6. What type of security does he prefer for his investments?
- \_\_\_ 7. Not even the bank president knows when the vault will be opened.
- \_\_\_ 8. How long it has been since you arrived in the United States?
- \_\_\_ 9. The jury doubts what the witness said under cross-examination.
- \_\_\_ 10. Do you know why he wants to take an extended leave of absence?

### SKILL 16: INVERT THE SUBJECT AND VERB WITH PLACE EXPRESSIONS

After ideas expressing place, the subject and the verb sometimes invert in English. This can happen with single words expressing place, such as *here*, *there*, or *nowhere*.

Here is the book that you lent me.

There are the keys that I thought I lost.

Nowhere have I seen such beautiful weather.

In the first example the place word *here* causes the subject *book* to come after the verb *is*. In the second example the place word *there* causes the subject *keys* to come after the verb *are*. In the last example the place word *nowhere* causes the subject *I* to come after the verb *have*.

The subject and verb can also be inverted after prepositional phrases expressing place.

In the closet are the clothes that you want.

Around the corner is Sam's house.

Beyond the mountains lies the town where you will live.

In the first example the prepositional phrase of place *in the closet* causes the subject *clothes* to come after the verb *are*. In the second example the prepositional phrase of place *around the corner* causes the subject *house* to come after the verb *is*. In the last example the prepositional phrase of place *beyond the mountains* causes the subject *town* to come after the verb *lies*.

It is important (and a bit difficult) to understand that the subject and verb will invert after place expressions at the beginning of a sentence only when the place expression is *necessary* to complete the sentence. Study the following examples:

*In the forest* are many exotic birds.  
*In the forest* I walked for many hours.

In the first example the subject *birds* and verb *are* are inverted because the place expression *in the forest* is needed to complete the idea *many exotic birds are*. . . . In the second example the subject *I* and the verb *walked* are not inverted because the idea *I walked for many hours* is complete without the place expression *in the forest*; the place expression is therefore not needed to complete the sentence.

The following example shows how this sentence pattern could be tested in the Structure section of the TOEFL test.

<p><b>Example</b></p> <p style="text-align: center;">On the second level of the parking lot _____.</p> <p>(A) is empty                  (B) are empty                  (C) some empty stalls are                  (D) are some empty stalls</p>
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This example begins with the place expression *on the second level of the parking lot*, which consists of two prepositional phrases, *on the second level* and *of the parking lot*. This sentence needs a subject and a verb to be complete, and the two answers that contain both a subject, *stalls*, and verb, *are*, are answers (C) and (D). The subject and verb should be inverted because the place expression is necessary to complete the idea *some empty stalls are*. . . . The best answer is therefore answer (D).

The following chart lists the sentence patterns used with place expressions:

INVERTED SUBJECTS AND VERBS WITH PLACE EXPRESSIONS	
<p>When a place expression at the front of the sentence is <i>necessary</i> to complete the sentence, the subject and verb that follow <i>are</i> inverted.</p>	<p>PLACE (necessary)      V                  S</p> <p><i>In the classroom      were some old desks.</i></p>
<p>When a place expression at the front of the sentence contains <i>extra</i> information that is <i>not</i> needed to complete the sentence, the subject and verb that follow <i>are not</i> inverted.</p>	<p>PLACE (extra)      S      V</p> <p><i>In the classroom,      I studied very hard.</i></p>

**EXERCISE 16:** Each of the following sentences contains an expression of place at the beginning of the sentence. Circle the expressions of place. Look at the clauses that immediately follow the place expressions and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- C   1. (In front of the house) were some giant trees.
- I   2. (There) a big house is on the corner.
- \_\_\_   3. In the cave was a vast treasure of gems and jewels.
- \_\_\_   4. To the north the stream is that the settlers will have to cross.
- \_\_\_   5. Around the corner are the offices that you are trying to find.
- \_\_\_   6. At the Italian restaurant was the food too spicy for my taste.
- \_\_\_   7. Nowhere in the world farmers can grow such delicious food.
- \_\_\_   8. In the backyard the two trees are that need to be pruned.
- \_\_\_   9. Around the recreation hall and down the path are the tents where we will be staying this week.
- \_\_\_   10. In the apartment next to mine, a family was that had a lot of pets.

### SKILL 17: INVERT THE SUBJECT AND VERB WITH NEGATIVES

The subject and verb can also be inverted after certain negatives and related expressions. When negative expressions, such as *no*, *not*, or *never*, come at the beginning of a sentence, the subject and verb are inverted.

*Not once* did I miss a question.

*Never* has Mr. Jones taken a vacation.

*At no time* can the woman talk on the telephone.

In the first example the negative expression *not once* causes the subject *I* to come after the helping verb *did*. In the second example the negative word *never* causes the subject *Mr. Jones* to come after the helping verb *has*. In the last example the negative expression *at no time* causes the subject *woman* to come after the helping verb *can*.

Certain words in English, such as *hardly*, *barely*, *scarcely*, and *only*, act like negatives. If one of these words comes at the beginning of a sentence, the subject and verb are also inverted.

*Hardly ever* does he take time off.

(This means that he *almost never* takes time off.)

*Only once* did the manager issue overtime paychecks.

(This means that the manager *almost never* issued overtime paychecks.)

In the first example the “almost negative” expression *hardly ever* causes the subject *he* to come after the helping verb *does*. In the second example the “almost negative” expression *only once* causes the subject *manager* to come after the helping verb *did*.

When a negative expression appears in front of a subject and verb in the middle of a sentence, the subject and verb are also inverted. This happens often with the negative words *neither* and *nor*.

I do not want to go, and *neither does Tom*.  
 The secretary is not attending the meeting, *nor is her boss*.

In the first example the negative *neither* causes the subject *Tom* to come after the helping verb *does*. In the second example the negative *nor* causes the subject *boss* to come after the verb *is*.

The following example shows how this sentence pattern could be tested in the Structure section of the TOEFL test.

<p><b>Example</b></p> <p>Only in extremely dangerous situations _____ stopped.</p> <p>(A) will be the printing presses</p> <p>(B) the printing presses will be</p> <p>(C) that the printing presses will be</p> <p>(D) will the printing presses be</p>
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In this example you should notice that the sentence begins with the negative *only*, so an inverted subject and verb are needed. Answer (D) contains a correctly inverted subject and verb, with the helping verb *will*, the subject *printing presses*, and the main verb *be*, so answer (D) is the best answer.

The following chart lists the negative expressions and the sentence pattern used with them:

INVERTED SUBJECTS AND VERBS WITH NEGATIVES					
<i>no</i>	<i>not</i>	<i>never</i>	<i>neither</i>	<i>nor</i>	
<i>barely</i>	<i>hardly</i>	<i>only</i>	<i>rarely</i>	<i>scarcely</i>	<i>seldom</i>
When a negative expression appears <i>in front of</i> a subject and verb (at the beginning of a sentence or in the middle of a sentence), the subject and verb are inverted.					
(negative expression)					
<b>Rarely</b>		V    S <b>were they so happy.</b>			

**EXERCISE 17:** Each of the following sentences contains a negative or "almost negative" expression. Circle the negative expressions. Look at the clauses that follow and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- I 1. Never the boy wrote to his sisters.
- C 2. On no occasion did they say that to me.
- \_\_\_ 3. Steve did not win the prize, nor did he expect to do so.
- \_\_\_ 4. Only once in my life gone I have to New York City.
- \_\_\_ 5. Did he go out of the house at no time.
- \_\_\_ 6. Seldom their secretary has made such mistakes.
- \_\_\_ 7. No sooner had she hung up the phone than it rang again.
- \_\_\_ 8. Sheila did not arrive late for work, nor she left early.
- \_\_\_ 9. Barely had he finished the exam when the graduate assistant collected the papers.
- \_\_\_ 10. The police did not arrive in time to save the girl, and neither did the paramedics.

### SKILL 18: INVERT THE SUBJECT AND VERB WITH CONDITIONALS

In certain conditional structures, the subject and verb may also be inverted. This can occur when the helping verb in the conditional clause is *had*, *should*, or *were*, and the conditional connector *if* is omitted.

If he had taken more time, the results would have been better.  
Had he taken more time, the results would have been better.

I would help you if I were in a position to help.  
 I would help you were I in a position to help.

If you should arrive before 6:00, just give me a call.  
Should you arrive before 6:00, just give me a call.

In each of these examples you can see that when *if* is included, the subject and verb are in the regular order (*if he had taken*, *if I were*, *if you should arrive*). It is also possible to omit *if*; in this case, the subject and verb are inverted (*had he taken*, *were I*, *should you arrive*).

The following example shows how this sentence pattern could be tested in the Structure section of the TOEFL test.

**Example**

The report would have been accepted \_\_\_\_\_ in checking its accuracy.

- (A) if more care
- (B) more care had been taken
- (C) had taken more care
- (D) had more care been taken

In this example a connector (*if*) and a subject and verb are needed, but *if* could be omitted and the subject and verb inverted. Answer (A) is incorrect because it contains the connector *if* and the subject *care* but no verb. Answer (B) is incorrect because it contains the subject *care* and the verb *had been taken* but does not have a connector. In answers (C) and (D), *if* has been omitted. Because it is correct to invert the subject *more care* and the helping verb *had*, answer (D) is correct.

The following chart lists the conditional verbs that may invert and the sentence patterns used with them:

INVERTED SUBJECTS AND VERBS WITH CONDITIONALS			
	<i>had</i>	<i>should</i>	<i>were</i>
When the verb in the conditional clause is <i>had</i> , <i>should</i> , or <i>were</i> , it is possible to omit <i>if</i> and invert the subject and verb.			
(omitted <i>if</i> )	V	S	
	<b>Were he</b>	<b>here, he would help.</b>	
It is also possible to keep <i>if</i> . Then the subject and verb <i>are not</i> inverted.			
<i>if</i>	S	V	
<b>If</b>	<b>he were</b>	<b>here, he would help.</b>	

**EXERCISE 18:** Each of the following sentences contains a conditional (with a stated or implied *if*). Circle the conditionals, or put an asterisk (\*) where *if* has been omitted. Look at the clauses that follow and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. \*Were our neighbors a bit more friendly, it would be somewhat easier to get to know them.
- I 2. There are plenty of blankets in the closet if should you get cold during the night.
- \_\_\_ 3. Has he enough vacation days left this year, he will take two full weeks off in December.
- \_\_\_ 4. Had we been informed of the decision, we might have had something to say about it.

- \_\_\_\_\_ 5. I would like to know could you help me pack these boxes.
- \_\_\_\_\_ 6. He would have been in big trouble had not he remembered the assignment at the last minute.
- \_\_\_\_\_ 7. If your friends come to visit, will they stay in a hotel or at your house?
- \_\_\_\_\_ 8. He might be a little more successful today was he a little more willing to do some hard work.
- \_\_\_\_\_ 9. Should you ever visit this town again, I would be delighted to show you around.
- \_\_\_\_\_ 10. Do you think that she would give the speech were she asked to do so?

### SKILL 19: INVERT THE SUBJECT AND VERB WITH COMPARISONS

An inverted subject and verb may occur also after a comparison. The inversion of a subject and verb after a comparison is optional, rather than required, and it is a rather formal structure. There have been a number of inverted comparisons on recent TOEFL tests, so you should be familiar with this structure.

My sister spends *more* hours in the office *than* John.

My sister spends *more* hours in the office *than* John does.

My sister spends *more* hours in the office *than* does John.

All three of these examples contain the comparison *more . . . than*, and all three are correct in English. It is possible to have the noun *John* alone, as in the first example; it is possible that the comparison is followed by the subject and verb *John does*, as in the second example; it is also possible that the comparison is followed by the inverted subject and verb *does John*, as in the third example.

The following example shows how this sentence pattern could be tested in the Structure section of the TOEFL test.

#### Example

The results of the current experiment appear to be more consistent than \_\_\_\_\_ the results of any previous tests.

- (A) them
- (B) were
- (C) they were
- (D) were they

In this example you should notice the comparison *more consistent than*, and you should also understand that *the results of the current experiment* is being compared with *the results of any previous tests*. Because *the results of any previous tests* is the subject, only a verb is needed; the best answer to this question is therefore answer (B). We know that it is possible for a subject and a verb to be inverted after a comparison, and in this case the subject *the results of any previous tests* comes after the verb *were*.

The following chart lists the sentence patterns used with comparisons:

INVERTED SUBJECTS AND VERBS WITH COMPARISONS					
The subject and verb <i>may</i> invert after a comparison. The following structures are both possible.					
S	V	comparison	S	V	
We	were	more prepared than	the other performers	were.	
S	V	comparison	V	S	
We	were	more prepared than	were	the other performers.	

NOTE: A subject-verb inversion after a comparison sounds rather formal.

**EXERCISE 19:** Each of the following sentences contains a comparison. Circle the comparisons. Look at the clauses that follow and underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- C   1. This candidate has received more votes than has any other candidate in previous years.
- I   2. Obviously we were much more impressed with the performance than did the other members of the audience.
3. The film that we saw last night at the festival was far better than any of the other films.
4. The vegetables at the market this morning were far fresher than were those at the market yesterday.
5. I am afraid that is the condition of these tires as bad as the condition of the others.
6. We firmly believed that our team could achieve a much faster time than any of the others.
7. This apple pie is not as good as the last one that you made.
8. On the fishing trip, Bobby caught twice as many fish as anyone else did.
9. The final speaker gave us more details than had any of the previous speakers.
10. Do you know why does he need to sleep so many more hours than do the others?

**EXERCISE (Skills 15–19):** Each of these sentences contains a structure that could require an inverted subject and verb. Circle the structures that may require inverted subjects and verbs. Underline the subjects once and the verbs twice. Then indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_ 1. The town council is not sure why have the land developers changed their plans.
- \_\_\_ 2. Never in the world I believed that this would happen.
- \_\_\_ 3. The day might have been a little more enjoyable had the sun been out a little more.
- \_\_\_ 4. Only once did the judge take the defense lawyer's suggestion.
- \_\_\_ 5. Down the hall to the left the offices are that need to be painted.
- \_\_\_ 6. Did the scientist explain what he put in the beaker?
- \_\_\_ 7. Hardly ever it snows in this section of the country.
- \_\_\_ 8. Elijah scored more points in yesterday's basketball final than had any other player in history.
- \_\_\_ 9. In the state of California, earthquakes occur regularly.
- \_\_\_ 10. He should ever call again, please tell him that I am not at home.

**TOEFL EXERCISE (Skills 15–19):** Choose the letter of the word or group of words that best completes the sentence.

1. Rarely \_\_\_ located near city lights or at lower elevations.
- (A) observatories are  
(B) are  
(C) in the observatories  
(D) are observatories
2. There are geographic, economic, and cultural reasons why \_\_\_ around the world.
- (A) diets differ  
(B) do diets differ  
(C) are diets different  
(D) to differ a diet
3. Were \_\_\_ millions of dollars each year replenishing eroding beaches, the coastline would be changing even more rapidly.
- (A) the U.S. Army Corps of Engineers not spending  
(B) the U.S. Army Corps of Engineers not spend  
(C) the U.S. Army Corps of Engineers does not spend  
(D) not spending the U.S. Army Corps of Engineers
4. Nowhere \_\_\_ more skewed than in the auto industry.
- (A) that retail trade figures  
(B) retail trade figures  
(C) are retail trade figures  
(D) retail trade figures

5. New York City's Central Park is nearly twice as large \_\_\_\_\_ second smallest country, Monaco.
- (A) as  
(B) is the  
(C) as is  
(D) as is the
6. Potassium has a valence of positive one because it usually loses one electron when \_\_\_\_\_ with other elements.
- (A) does it combine  
(B) it combines  
(C) in combining  
(D) combination
7. The economic background of labor legislation will not be mentioned in this course, \_\_\_\_\_ be treated.
- (A) trade unionism will not  
(B) nor trade unionism will  
(C) nor will trade unionism  
(D) neither trade unionism will
8. \_\_\_\_\_ test positive for antibiotics when tanker trucks arrive at a milk processing plant, according to federal law, the entire truckload must be discarded.
- (A) Should milk  
(B) If milk  
(C) If milk is  
(D) Milk should
9. Located behind \_\_\_\_\_ the two lacrimal glands.
- (A) each eyelid  
(B) is each eyelid  
(C) each eyelid are  
(D) each eyelid which is
10. Only for a short period of time \_\_\_\_\_ run at top speed.
- (A) cheetahs  
(B) do cheetahs  
(C) that a cheetah can  
(D) can

**TOEFL REVIEW EXERCISE (Skills 1–19):** Choose the letter of the word or group of words that best completes the sentence.

1. \_\_\_\_\_ variety of flowers in the show, from simple carnations to the most exquisite roses.
- (A) A wide  
(B) There was a wide  
(C) Was there  
(D) Many
2. The wedges \_\_\_\_\_ dartboard are worth from one to twenty points each.
- (A) they are on a  
(B) are on a  
(C) are they on a  
(D) on a
3. \_\_\_\_\_ producing many new movies for release after the new season begins.
- (A) His company is  
(B) His companies  
(C) The company  
(D) Why the company is
4. \_\_\_\_\_ that Emily Dickinson wrote, 24 were given titles and 7 were published during her lifetime.
- (A) Of the 1,800 poems  
(B) There were 1,800 poems  
(C) Because the 1,800 poems  
(D) The 1,800 poems
5. Since an immediate change was needed on an emergency basis, \_\_\_\_\_ by the governor to curtail railway expenditure.
- (A) so it was proposed  
(B) was proposed  
(C) because of the proposal  
(D) it was proposed
6. In the Morgan Library in New York City \_\_\_\_\_ of medieval and renaissance manuscripts.
- (A) a collection is  
(B) in a collection  
(C) is a collection  
(D) which is a collection

7. Some fishing fleets might not have been so inefficient in limiting their catch to target species \_\_\_\_\_ more strict in enforcing penalties.

- (A) the government had been
- (B) if the government had
- (C) had the government been
- (D) if the government

8. The Dewey decimal system, currently used in libraries throughout the world, \_\_\_\_\_ all written works into ten classes according to subject.

- (A) dividing
- (B) divides
- (C) it would divide
- (D) was divided

9. Individual differences in brain-wave activity may shed light on why some people are more prone to emotional stress disorders \_\_\_\_\_.

- (A) that others are
- (B) and others are
- (C) others are
- (D) than are others

10. \_\_\_\_\_ squeezed, the orange juice in a one-cup serving provides twice the minimum daily requirement for vitamin C.

- (A) It is freshly
- (B) If freshly
- (C) You freshly
- (D) If it freshly