

TOEFL[®]

GRAMMAR GUIDE

23 GRAMMAR RULES YOU MUST
KNOW TO GUARANTEE YOUR
SUCCESS ON THE TOEFL EXAM!

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MOTHY DICKESON

TOEFL GRAMMAR GUIDE – 23
Grammar Rules You Must Know To
Guarantee Your Success On The
TOEFL Exam!

Timothy Dickeson

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Why You Need To Read This Book

If you are about to take the TOEFL exam soon, then you must review your grammar, especially the principles that are most commonly used in the TOEFL.

Did you know that your overall TOEFL score is weighed based on your grammar accuracy and use?

If you look at the scoring criteria that the TOEFL evaluators use, you will see an element which covers at how well you use the different grammar principles and how accurate you use them.

So, apart from learning how to develop high scoring answers in the writing and speaking sections and understanding the correct strategies for answering the reading and listening questions, you **MUST** correct your grammar to ensure you achieve a high score.

This book has been especially written to help you review, understand and correct the most common grammar rules used in the TOEFL exam.

For each TOEFL grammar rule, you will learn:

- The fundamental use of the rule
- How to use it (with simple examples and explanations)
- When to use it
- Signalling words

- Important tips

So, if you are about to take the TOEFL exam soon, you **MUST NOT FORGET** to review your grammar, because it could mean the difference between achieving the score you need or not!

About The Author



Tim Dickeson

Tim is a highly sought after TOEFL consultant due to his ability to "translate the complexities of the TOEFL into a simple language".

His simplified but highly effective approach to TOEFL preparation has proven time after time that his methods get results.

Tim is Australian born and raised and has taught English and TOEFL in Australia, Europe and South America. He currently owns a TOEFL preparation company in South America and has consulted for universities and language institutions about how to correctly prepare people for the TOEFL iBT.

He has a love of teaching and helping people achieve results and his number one objective with the TOEFL High Score System is to help as many people as possible pass the TOEFL so they can continue to pursue their dreams.

For more information about Tim's TOEFL consulting services, or for more information, contact Tim at:
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TOEFL Grammar Rule No.1 - *Simple Present*

Description:

Simple present is a tense that is used to express an idea that occurs 'usually' or is repeated continuously. Some examples are daily events, a habit or something that often happens.

How to Use It:

VERB + s/es (in the third person)

For example > "She speaks English", "I like salad", "They don't like fish"

The Simple present is easy to conjugate with Regular verbs because they all finish in the same form. For example, the verb 'to eat':

Subject	Conjugated Verb
I	Eat
You	Eat
She/He	Eats
We	Eat
You (plural)	Eat

They

Eat

However, Irregular verbs do NOT follow this pattern. For example, the verb 'to be':

Subject	Conjugated Verb
I	Am
You	Are
She/He	Is
We	Are
You (plural)	Are
They	Are

When to Use It:

Here are the 4 ways to use it

- Repeated actions > "I go to the gym on Monday and Thursday"
- Permanent states > "The Sun rises in the morning"
- Scheduled events in the near future > "The plane leaves at 6am tomorrow"
- Now (non-continuous) > "I am here now"

Signalling Words:

Frequency Adverbs: Always, never, sometimes, Once/Twice a week/month etc.

Important Tips:

Many people make the mistake of combining the present continuous with the simple present.

These forms are **INCORRECT**:

“She running fast”

“I am go to the mountains”

These forms are **CORRECT**:

“She is running fast”

“I am going to the mountains”

TOEFL Grammar Rule No.2 - *Simple Past*

Description:

Simple past expresses an action that started and finished at a specific time in the past. The action must be completely finished in the past.

How to Use It:

VERB + ed (regular verbs), or other forms for irregular verbs

Below it is shown how the verb changes for a Regular verb and an Irregular verb:

Regular verb (Simple Past)

Positive	Negative	Question
I talked	I did not talk	Did I talk?

Irregular verb (Simple Past)

Positive	Negative	Question
I spoke	I did not speak	Did I speak?

When to Use It:

Here are the 5 ways to use it

- Completed action in the past > “Last year, she travelled to Japan”
- A series of completed actions > “We talked on the phone, then met for coffee and later went to the movies”
- Duration in the past > “They lived in Brazil for 5 years”
- Habits in the past > “I never played the piano”
- Past facts or generalisations > “I was a shy child”

Signalling Words:

Yesterday, 2 minutes ago, in 1990, the other day, last Friday, etc

Important Tips:

Words ending in “ed” are often pronounced incorrectly, simply because people aren’t aware of the rules.

Rule 1) All words that have the last consonant before “ed” as a “t” or “d” must be pronounced with the “ed” as a separate syllable.

For example: (Pronunciation with syllables)

- Translated – (Trans – la – ted)
- Needed – (Nee – ded)
- Deposited – (De – pos – i – ted)

Rule 2) All other words that have the last consonant before "ed" other than "t" or "d" must be pronounced without the "e", and the "d" is combined with the previous syllable.

For example: (Pronunciation with syllables)

- Looked – (Lookd)
- Watched – (Watchd)
- Liked – (Likd)

TIP: For all words that end in sounds different to "t" or "d", It is easier to think of a "t" sound. Example, talked - /talkt/

Note: see how the "e" is not pronounced.

TOEFL Grammar Rule No.3 - *Present Perfect*

Description:

The present perfect has three main uses:

- To express an action which started at some point in the past and it is not finished yet.
- To describe actions that occurred in the past and their result is evident in the present. It expresses a process.
- To describe an action that occurred at an unspecified moment in the past.

How to Use It:

Have/has + past participle of the main verb

Time expressions, like; yesterday, one year ago, last week, when I was a child, when I lived in Australia, at the moment, that day, etc., are not used in the present perfect.

Common time expressions for the present perfect are; ever, never, once, many times, several times, before, already, etc.

The Basic Structure

Affirmative	Negative	Question
I <u>have been</u> to Spain	I <u>have</u> never/not <u>been</u> to Spain	<u>Have</u> you <u>been</u> to Spain?
She <u>has driven</u> a car	She <u>has</u> never/not <u>driven</u> a car	<u>Has</u> she <u>driven</u> a car?

When to Use It:

Here are the two forms of when to use the present perfect:

1. An unspecified time before now.

For example: 'I have seen that movie twenty times.'

People have not travelled to Mars.'

2. Duration from the past until now (non-continuous verbs)

For example: 'I have had a cold for two weeks.' 'Mary has loved chocolate since she was a little girl.'

Signal Words:

Ever: Since you were born until right now.

Just: A few minutes ago. The action has completed recently.

Already: Is completed and now I'm doing something else.

For: Used to express a period of time (duration).

Since: Used to refer to the specific moment an action began.

TOEFL Grammar Rule No.4 - *Subject-Verb Agreement*

Description:

Subject-verb agreement means there needs to be a balance between the subject and verb. For example, a singular subject must have a singular verb and a plural subject must have a plural verb.

Singular	Plural
The employee <u>goes</u> to work	The employees <u>go</u> to work
The employee <u>is going</u> to work	The employees <u>are going</u> to work
The employee <u>has gone</u> to work	The employees <u>have gone</u> to work
The employee <u>went</u> to work	The employees <u>went</u> to work

How to Use It:

To make sure you use the correct verb form with the subject, use the following steps:

1. Identify what the subject is
2. Decide if the subject is singular or plural
3. Identify which verb goes with the subject
4. Check that the verb form matches the subject

Let's firstly look at the Subject within a sentence.

Subjects

The subject of a sentence is usually a noun or pronoun.

Singular and Plural Noun forms:

The plural form for most nouns is made by adding -s or -es. However, some are irregular and don't have these endings, for example; man > men.

Regular Nouns

Singular	Plural
Table	Tables
Car	Cars
Plant	Plants

Irregular Nouns

Singular	Plural
Man	Men
Child	Children
Criterion	Criteria

Verbs

Knowing whether the verb is in its singular or plural form shows which form the subject must be in. The singular

present tense of many verbs is formed by adding -s or -es. Again however, irregular verb forms do not follow this rule.

When to Use It:

You use the Subject-Verb agreement in just about every sentence you use. This is because just about every sentence has a subject and most times you are using verbs to provide information about the noun, which means the verb must agree with the noun.

Here are some examples with explanations:

He _____ his desk yesterday.

- (A) cleaned
- (B) cleans
- (C) clean
- (D) cleaner

Since 'He' is a singular subject, a singular verb is necessary. (A) and (B) are both singular verbs, nevertheless (A) is the only correct answer because the word 'yesterday' shows that the action is in the past therefore the verb must also be in the past tense.

The new president and his CEO _____ in an hour.

- (A) arrives
- (B) arrived
- (C) has arrived
- (D) arrive

The subject is two people so the verb has to be plural.
Therefore the correct answer is (D).

Important Tips:

- Numbers as a collective noun can be singular or plural. When '*a*' comes before number, it is always plural. When '*the*' comes before a number, it is always singular. (The **group** agrees that action is needed.)
- A compound subject, two or more subjects joined by '*and*', takes a plural verb. (**Coffee and tea** are served hot.)
- A collective noun, which names a group of people or things, although looks plural is actually considered to be one unit, a whole, so it's singular. (The **group** agrees that action is needed.)
- When parts of a subject are joined by '*or*' or '*nor*', the verb agrees with the part closest to it. If the closest part is singular, the verb is singular. If the closest part is plural, the verb is plural. (Neither the

secretary **nor** the receptionist knows the phone number.) (Either he **or** they are early.)

- These words are always singular (Indefinite Pronouns): *anyone, anything, no one, nothing, neither, either, what, whatever, whoever, somebody, something, someone, each, everyone, everything, and everybody*

TOEFL Grammar Rule No.5 - *Negatives*

Description:

'Negatives' are used to change the meaning of the verb from positive to negative, or state that something is not true or incorrect.

How to Use It:

Whenever you make a negative statement, the word 'NOT' needs to be added after the first auxiliary verb which will vary according to the verb tense being used.

Note: When an auxiliary verb (including modals) is used, the main verb is not conjugated (no 'S' or 'ED' ending), meaning the verb remains in infinitive. The verb 'TO BE' uses a different negation pattern.

Tense	Negative Element + Contracted Forms	Examples
Simple Present	Do + not = don't Does + not = doesn't	I do not play He doesn't play
Simple Past	Did + not = didn't	They didn't play
Present	Am + not	I am not playing

Continuous	Is + not = Isn't Are + not = aren't	She isn't playing We aren't playing
Past Continuous	Was + not = wasn't Were + not = weren't	I wasn't playing They weren't playing
Present Perfect	Have + never Have + not = haven't Has + never Has + not = hasn't	I have never played I haven't played She has never played She hasn't played
Future	Will + not = won't 'to be' + going to	I won't play I am not going to play

When to Use It:

You use the 'negative' form whenever you need to change the meaning to show that it is not true or incorrect.

TOEFL Grammar Rule No.6 - Verb 'To Be' (Present / Past / Future)

Description:

Verb "to be" can be used as the main verb of a sentence or as the auxiliary verb. As a main verb it is used to express that something or someone exists or is located at a specific place.

It is important to remember that the verb "to be" is an Irregular verb.

How to Use It:

Pronoun + "to be" form + subject

The main verb is always the bare infinitive (infinitive without "to")

	Pronoun	'to be' form	Other
Affirmative	I	am	a student
Negative	He	is + not = isn't	a student
Question (Pronoun & 'to be' swap)	Are	they	students?

When to Use It:

"To be" can be used the present, past and future; however the form changes based on the tense.

Pronoun	<i>'to be' form</i>				Other
	<i>Present</i>	<i>Past</i>	<i>Future</i>	<i>Present Perfect</i>	
I	am	was	will be	have been	a student
You	are	were	will be	have been	a student
He/She/It	is	was	will be	has been	a student
We	are	were	will be	have been	a student
They	are	were	will be	have been	a student

TOEFL Grammar Rule No.7 - Verb 'Can' (Present / Past / Future)

Description:

The verb "Can" is one of the most commonly used modal/auxiliary verbs in English. Its main use is used to express ability, however it can also be used to show opportunity, possibility or impossibility and to request or give permission.

How to Use It:

Subject + can + main verb

The main verb is always the bare infinitive (infinitive without "to")

	Subject	Auxiliary verb	Main verb	Other
Affirmative	I	can	play	tennis
Negative	He	cannot can't	play	tennis
Question	Can	you	play	tennis?

When to Use It:

Can is used in the present, past and future; however the form changes based on the tense.

- Can / be able to (present)
- Could (past)
- Will be able to (future)

	Subject	Auxiliary verb	Main verb	Other
Present	I	can am able to	play	tennis
Past	I'	could	play	tennis
Future	I	will be able to	play	tennis?

Important Tip:

The main verb is ALWAYS the bare infinitive.

This is INCORRECT: "I can to play tennis."

TOEFL Grammar Rule No.8 - *Adverbs*

Description:

There are different types of Adverbs in the English language. The most common are those which modify verbs by telling us 'how' something is done.

How to Use It:

Adjective + ly

Adjective	Adverb
Dangerous	Dangerously
Careful	Carefully
Nice	Nicely
Horrible	Horribly
Easy	Easily
Electronic	Electronically
Irregular Forms	
Good	Well
Fast	Fast
Hard	Hard

If the adjective ends In 'y', change 'y' to 'i'. Then add 'ly'

For example: Happy > happily

If the adjective ends in 'le', the adverb ends in 'ly'.

For example: terrible > terribly

If the adjective ends in 'e', then add 'ly'

For example: Safe > safely

When to Use It:

Here is when you use adverbs:

Adverbs of manner

- Quickly
- Kindly

Adverbs of degree

- Very
- Rather

Adverbs of frequency

- Often
- Sometimes

Adverbs of time

- Now
- Today

Adverbs of place

- Here
- Nowhere

TOEFL Grammar Rule No.9 - *Adverbs of Frequency*

Description:

Adverbs of frequency aim to describe when or how often something is done. The two types are: adverbs of definite frequency and adverbs of indefinite frequency.

How to Use It:

Adverbs of Definite Frequency

Adverbs of definite frequency are placed at the beginning or the end of a sentence and show the exact number of times that an action happens in a given time period.

Common examples are:

- *hourly*
- *daily*
- *weekly*
- *monthly*
- *yearly*
- *once a month*
- *every month*
- *every other month*

Examples of Adverbs of Definite Frequency:

- **Every day**, some employees go out for lunch.

- Some employees go out for lunch **every day**.
- Payroll must be done **every two weeks**.
- The sales manager gets new e-mail **hourly**.

Adverbs of Infinite Frequency

Adverbs of indefinite frequency are more ambiguous since they do not determine the number of times an action happens in a given period of time.

Common examples are:

- *always*
- *usually*
- *never*
- *often*
- *very often*
- *rarely*
- *sometimes*
- *seldom*
- *once in a while*
- *repeatedly*
- *typically*
- *hardly ever*
- *occasionally*

Adverbs of Indefinite frequency are placed in the middle of the sentence. The exact location depends on the type of verbs in the sentence.

There are three possible locations:

1. Between the subject and the main verb **UNLESS** the verb is a form of '*be*': *is, am, are, was, were*.

Examples

- She **often** takes her vacation in winter.
- The employees **always** work until seven.
- The manager **usually** arrives first at the staff meetings.

2. After the '*be*' verb form when it is the main verb.

Examples

- She is **often** ill in winter.
- The employees are **always** working until seven.
- The manager is **usually** the first person to arrive.

3. Between the helping verb and the main verb. This is always true, even when the main verb is a verb form of *be*.

Examples

- She has **often** gone on vacation in winter.
- The employees can **always** work until seven.

- The manager will **usually** arrive first at the staff meetings.
- Incorrect: The owners have been **rarely** unreasonable.
- Correct: The owners have **rarely** been unreasonable.
- (*Have* is the helping verb, *been* is the *be* verb form)

When to Use Them:

You use adverbs of frequency when you need to provide more information about the verb you are using. Adverbs of frequency, when used correctly in speaking and writing and answered correctly in reading and listening, always help to increase your score.

TOEFL Grammar Rule No.10 - *This / That / These / Those*

Description:

Demonstratives are used to explain how close the speaker is from other people, things, situations and experiences. In other words; the distance from the speaker.

How to Use It:

- **THIS** is used for singular nouns that are close to the speaker.
- **THAT** is used for singular nouns that are far from the speaker.
- **THESE** is used for plural nouns that are close to the speaker.
- **THOSE** is used for plural nouns that are far from the speaker.

	Singular	Plural	Close	Far
This	X	-	X	-
That	X	-	-	X
These	-	X	X	-
Those	-	X	-	X

When to Use It:

	Demonstratives	Demonstrative Adjectives
This	That is the place.	That restaurant is really good.
That	This is really good.	This book is really good.
These	These are a lot of fun.	These games are a lot of fun.
Those	Those are really good English books.	Those English books are really good.

TOEFL Grammar Rule No.11 - *Uncountable and Countable Nouns*

Description:

Nouns can be classified as countable or uncountable.

Countable nouns can be given a number and take both singular and plural forms.

Uncountable nouns on the other hand, can only take the singular form since they cannot be counted and therefore cannot be plural.

How to Use It:

Countable - Use a/an or a number in front of a singular countable noun

Uncountable - There is no a/an or number in front of an uncountable noun

Countable	Uncountable
An apple / 1 apple	Rice
I eat an apple.	I eat rice every day. (INCORRECT > I eat a rice every day)
Apples are good for you.	Rice is good for you.

You can make most uncountable nouns countable by putting a countable expression in front of the noun.

For example:

- A piece of information
- 2 glasses of water
- 10 litres of coffee

When to Use It:

In other words, countable nouns are used when you can count the object and uncountable nouns are used when you can't.

Words you can use with Countable and Uncountable nouns:

	Countable	Uncountable
Small quantity	A few / few	A little / little
Large quantity	Many / a lot (There are...)	A lot (There is...)
Questions	Many (Are there...?)	Much (Is there...?)
Negative	Many (There aren't...)	Much (There isn't...)

TOEFL Grammar Rule No.12 - Comparisons

Description:

Comparisons are used to compare the differences or similarities between 2 or more objects.

To do this we can use adjectives in their comparative forms.

How to Use It:

In order to use a comparison, you must take an adjective and change it based on a set of specific rules.

For example:

Adjective	Comparative	Superlative (the most)
Cold	Colder	Coldest

Here are the rules:

1. Adjectives with 1 or 2 syllables (that end in 'Y' easy, 'LE' gentle, 'OW' shadow, 'ET' quiet)

Comparative > 'er'

Superlative > 'est'

2. Adjectives with 2 syllables (that end in 'Y' easy)

Comparative > 'ier'

Superlative > 'iest'

3. For all other 2 syllables and 3 syllables

Comparative > put the word 'more' in front of the adjective
(more exciting)

Superlative > put the word 'most' in front of the adjective
(most exciting)

Here are some exceptions to the rule:

Adjective	Comparative	Superlative
Good	Better than	The best
Bad	Worse than	The worst
Little	Less than	The least
Far	Farther than	The farthest
Many/Much	More than	The most

When to Use It:

Comparatives - are used when you want to compare 2 or more objects.

For example: She is taller than him.

Superlatives - are used when you want to state that an object is the maximum or minimum of all objects.

For example: she is the tallest. She is the smallest.

TOEFL Grammar Rule No.13 - *Indefinite Pronouns*

Description:

Indefinite Pronouns refer to unspecified people, things or amounts. Given that they are 'not definite' they usually take the third person form.

Most Indefinite Pronouns are either singular or plural. However, some of them can be singular in one context and plural in another.

How to Use It:

You simply replace the pronoun with the correct indefinite pronoun.

For example: 'Peter is driving the car.' > 'Someone is driving the car.'

Singular	Plural	Both
Another	Both	All
Anybody	Few	Any
Anything	Many	More
Each	Others	Most
Either	Several	None

Everybody		Some
Everyone		
Little		
Much		
Neither		
Nobody		
One		
Other		

When to Use It:

You use Indefinite Pronouns when you either don't know who or what the object is or it is not necessary to state who or what the object is.

Important Tip:

In English there can NEVER be two negatives in a sentence.

For example: 'There isn't nobody.' (INCORRECT) > 'There isn't anybody.' (CORRECT)

TOEFL Grammar Rule No.14 - *Conditional*

Description:

There are three conditionals in English and each one has a specific use and form. They are used to talk about possible or imaginary situations. A 'condition' is a situation or circumstance.

How to Use It:

First conditional - It is possible and also very likely that the condition will be fulfilled.

If + present simple, ... future simple (Will)

Second conditional - It is possible but very unlikely, that the condition will be fulfilled.

If + past simple, ... would/could + infinitive

Third conditional - It is impossible that the condition will be fulfilled because it refers to the past.

If + past perfect, ... would + have + past participle

When to Use It:

Here are examples of each conditional:

First conditional – “If I find her address, I will send her an invitation.”

Second conditional – “If I found her address, I would send her an invitation.”

Third conditional – “If I had found her address, I would have sent her an invitation.”

The conditional that you will most likely use and therefore need to know and understand is the Second Conditional. This is because the Second Conditional is the ONLY conditional used in TOEFL questions.

TOEFL example writing question:

“If you were given a gift of money, what would you do with the money and why?.”

TOEFL Grammar Rule No.15 - *Reported Speech*

Description:

When we repeat a message that has been said by someone else, we use reported speech. We do this by using the speaker's words but changing the tense in order to show the message was said in the past, this is why the verbs have to be in the past.

How to Use It:

When you report something someone has said, you must go back a tense.

Direct Speech	Reported Speech
<i>Present simple</i> She said, "it's cold"	<i>Past simple</i> "She said it was cold"
<i>Present continuous</i> She said, "I'm teaching English online"	<i>Past continuous</i> "She said she was teaching English online"
<i>Past simple</i> She said, "I taught online yesterday"	<i>Past perfect</i> "She said she had taught online yesterday"

Modal verb forms

Direct Speech	Reported Speech
<i>Will</i> She said, "I'll teach English online tomorrow"	<i>Would</i> "She said she would teach English online tomorrow"
<i>Can</i> She said, "I'll teach English online"	<i>Could</i> "She said she could teach English online"

When to Use It:

In the TOEFL exam the most likely time to use Reported Speech is for the Integrated Speaking and Writing questions because these questions involve listening to a speaker and requiring you to report on what they said.

TOEFL Grammar Rule No.16 - *Used to*

Description:

When we want to express that something was an old habit that has stopped in the present, we use the phrase *Used to*. This indicates that an action was often repeated in the past, but it is not usually done now.

How to Use It:

Below explains the difference between 'used' and 'use'.

- When there is 'did' in the sentence, we say 'use to' (without 'd')
- When there is no 'did' in the sentence, we say 'used to' (with 'd')

Type	Subject	Auxiliary "did"	Not	Main Verb "use"	Infinitive
<i>Affirmative</i>	I			used	to do
<i>Negative</i>	I	did	not	use	to do
<i>Question</i>	Did	you		use	to do?

When to Use It:

There are two uses for 'used to'.

1. Habit in the past

"Jerry used to study English." (*He doesn't do it anymore*)

"Sam and Mary used to go to Mexico in the summer." (*They don't do it anymore*)

"I used to start work at 9 o'clock." (*I don't do it anymore*)

2. Past facts and generalisations

"I used to live in Paris."

"Sarah used to be fat, but now she is thin."

"George used to be the best students in class, but now Lena is the best."

TOEFL Grammar Rule No.17 - *Either / Neither / Both*

Description:

Either and Neither are used in almost the same way as “so” and “too”, but they are used with negative verbs. Both are used to explain that two subjects something in common.

How to Use It:

Both = this AND that

- Used with the word ‘and’

Either = this OR that

- Goes at the end of the sentence after the negative helping verb

Neither = NOT this and NOT that

- Goes after the conjugation, the helping verb, and then the subject
- Neither has a negative connotation and therefore the sentence must not have another negative word
- Used with the word ‘nor’

When to Use It:

Here are examples of when to use each form:

Both

“Emma and Megan both went to the party.”

Either

“Do you want either chocolate or chips?”

“Max and Sophie are not going to either Spain or France.”

Neither

“I like neither cats nor dogs.”

“Neither Max or Sophie is going to the party.”

TOEFL Grammar Rule No.18 - *Transition Phrases or Words*

Description:

Transition phrases allow your ideas and paragraphs to flow together. Without these transition phrases it is difficult to connect your ideas throughout your TOEFL writing and speaking answers.

How to Use It:

Transition phrases are generally used at the beginning of a sentence, but can also be used in the middle of a sentence depending on the type.

In order to use them correctly you need to think about 'connection' between your sentences.

Here is a paragraph without transition phrases:

"Australia is a country with many places to visit but can be very hot in the summer time. This does not stop many people from coming to enjoy its attractions."

Here is a paragraph with transition phrases:

“Even though Australia is a country with many places to visit, it can be very hot in the summer. However, this does not stop many people from coming to Australia to enjoy its attractions.

As you can see above, the two transition phrases are used to help the reader and direct them with what the following sentence is about and helping connect the information together easier.

When to Use Them:

In order to achieve a high score on the TOEFL, you **MUST** use transition phrases.

Here are examples of phrases to use for different purposes:

Introduction

- “Firstly...”
- “Secondly...”
- “In my opinion...”
- “There are two reasons why...”

Supporting points

- “On the other hand...”

- "For example..."
- "In contrast..."
- "However..."
- "In fact..."
- "In addition..."

Conclusion

- "Therefore..."
- "As a result..."
- "In conclusion..."

'And' Group

- "Too (end of sentences)"
- "As well as..."
- "Furthermore..."
- "Both... and..."

'But' Group

- "Through..."
- "Although..."
- "Nevertheless..."
- "On the other hand..."

'So' Group

- "As a result..."
- "Therefore..."
- "Consequently..."

TOEFL Grammar Rule No.19 - *Other / Another*

Description:

Another and Other are two commonly used words in the English language but can easily be confused.

- Another - is used with singular nouns.
- Other - is used for both singular and plural or uncountable nouns.

How to Use It:

Another + singular nonspecific countable noun

For example:

- "Let's meet another day." [day = countable, singular]
- "Can I have another apple." [apple = countable, singular]

Note: Another is used for an additional person or thing of the same kind.

Other + plural or uncountable nonspecific noun

For example:

- "Other people have problems, too." [people = plural noun]

- “This book has other information.” [Information = uncountable noun]

Note: Other refers to all people or things that are not the particular one being mentioned.

Note: ‘Others’ is not the plural form of ‘Other’. ‘Other’ can be an adjective or a pronoun, while ‘others’ is always a pronoun.

“Susan was at the meeting with three other teachers.”
[adjective]

“Some students are better than others.” [pronoun]

When to Use It:

- Another – when you want the same of one thing.
- Other – when you are talking about nonspecific things singular or plural things different to the one being mentioned.

TOEFL Grammar Rule No.20 - *Passive Voice*

Description:

The Passive voice is a highly recommended form to use in the TOEFL as it is seen by the evaluators as a better level of English.

The Passive voice is used when the focus is on the action, rather than who or what is performing the action.

How to Use It:

Who/What receiving action + be + past participle of verb +
by + Who/What doing action

Tense	Active Voice	Passive Voice
<i>Simple Present</i>	Once a week, Tom cleans the house.	Once a week, the house is cleaned by Tom.
<i>Past Simple</i>	Sam repaired the car.	The car was repaired by Sam.
<i>Present Perfect</i>	Many tourists have visited that castle	That castle has been visited by many tourists.
<i>Simple Future</i>	Someone will finish the work by 5:00pm.	The work will be finished by 5:00pm.

When to Use It:

You must use the passive voice in your writing and speaking answers in the TOEFL.

This is because the passive voice is seen by TOEFL evaluators as a more formal form of presenting the information, whereas the Active voice is seen as a simpler form, hence the Passive voice will attract a higher TOEFL score.

TOEFL Grammar Rule No.21 - *Prepositions*

Description:

Prepositions are a complex and unique part of the English language due to their number and varied uses. These short words express time and place. They can also be used together with verbs forming phrasal verbs.

Prepositions can be difficult because one preposition in your native language may have a different meaning in English.

How to Use Them:

Prepositions are split into Time and Place (position and direction).

Prepositions – Time

Preposition	Use	Example
On	Days of the week	On Monday
In	Month Time of day Year	In August In the morning In 2006
At	Night Weekend	At night At the weekend

Since	From a certain point of time	Since 1980
For	Over a certain period of time	For 2 years
Ago	A certain time in the past	3 years ago
Before	Earlier than a certain point of time	Before 2003
To	Telling the time	Ten to six (5:50)
Past	Telling the time	15 past six (6:15)

Prepositions – Place (position and direction)

Preposition	Use	Example
In	Room, building, town Book Car World	In the kitchen In the book In the car In the world
At	For table For events Place where you do typical things	At the table At the concert At the cinema
On	Attached On a surface For public transport For television	The picture on the wall On the table On the bus On TV

Next to	Left or right of something	Jane is standing next to the car
Under	Lower than something else	The bag is under the table
Below	Lower than something else but above ground	The table is below the painting
Over	Covered by something	Put a jacket over your shirt
Above	Higher than something else but not directly over it	A path above the lake
Across	Getting to the other side	Walk across the bridge
From	In the sense of "where from"	A flower from the garden

TOEFL Grammar Rule No.22 - *Parallelism*

Description:

Parallelism is the balance of grammar structures within a sentence. This means that the elements used in a sentence need to match each other for the sentence to be balanced. Parallelism aims to prevent the sentence from being awkward or incoherent and increases clarity for the reader.

How to Use It:

There needs to be balance between the elements of a sentence, whether they are nouns, verb tenses, prepositional phrases, comparisons or conjunctions.

Nouns

- Nouns need to be balanced with nouns. In the sentence, "I enjoy soccer more than playing rugby," "soccer" is a noun, but "playing rugby" is a phrase.

Verb Tense

- Verb tenses also need to be balanced. There is something incorrect with this sentence: "Yesterday, I went to class, cooked and was listening to music."

The last element used, has a different verb tense than the first two; all verb tenses need to be the same. "Yesterday, I went to class, cooked and *listened* to music."

Prepositional Phrases

- Pair prepositional phrases with prepositional phrases. In the sentence: "Next month we can go to the movies or riding motorcycles in the mountains," the prepositional phrase "to the movies" is not parallel with the verb "riding." The corrected sentence looks like this: "Next month we can go to the movies or to the mountains to ride motorcycles."

Comparing

- When comparing two things using words like; "than" or "as," make sure the items on each side are parallel. This sentence is incorrect: "Driving to town is as fast as the bus." This sentence is correct: "Driving to town is as fast as taking the bus."

Conjunctions

- When using correlative conjunctions such as "both...and," "either...or" or "rather...than," the items

being joined must be parallel. This sentence is incorrect: "Mary wants both fame and wealthy." This sentence is correct: "Mary wants both fame and wealth."

When to Use It:

You must use parallelism when you are developing sentences using the above contexts.

TOEFL Grammar Rule No.23 - *Pronoun Reference*

Description:

Pronoun Reference occurs when a pronoun takes the place of a noun. Whenever this happens, the pronoun must clearly refer to the noun that comes right before its antecedent. The relationship between the pronoun and the noun being replaced must be clear in order to avoid confusion to the reader.

How to Use It:

When replacing a word by a pronoun, make sure there is a coherent relationship between them, this refers to: gender, number etc. If the pronoun does not have a clear antecedent, the reader can become confused.

The following are common errors people make when using Pronoun Reference:

Error No. 1 - Too many antecedents

For example:

“The student's father felt upset when he failed History.”

In this case, *“he”* is replacing either *“father”* or *“the student”*. However, it is not clear which noun is being replaced since both can be a singular feminine noun.

Solution: Do not use a pronoun; instead repeat the noun.

“The student’s father felt upset when the student failed History.”

Error No. 2 – No antecedent

For example:

“The victim called the police station, but they didn’t answer.”

In this case, *“they”* does not have a noun antecedent which it refers to.

Solution: Use the noun or insert an antecedent that clearly refers to the pronoun.

“The victim called the police station, but the police officers didn’t answer.”

Or

“The victim called the police officers, but they didn’t answer.”

BONUS - TOEFL Grammar Exercises

Choose the correct alternative for each sentence. Check the answers at the end of this section.

1) The Prime Minister _____ to make a quick decision.

(A) needs

(B) needing

(C) need

(D) needed

2) My teacher _____ me how to use the Simple Past yesterday in class.

(A) teached

(B) taught

(C) teaches

(D) teach

3) I _____ in this company for two years.

(A) have worked

(B) worked

(C) has worked

(D) working

4) The students' mother _____ very upset about her children's behaviour

- (A) been
- (B) were
- (C) was
- (D) being

5) Citizens _____ decided who to vote for in the next elections.

- (A) hasn't
- (B) wasn't
- (C) weren't
- (D) haven't

6) Tomorrow _____ a very rainy and windy day.

- (A) is
- (B) will be
- (C) was
- (D) be

7) I'm sorry, I _____ help you with your homework tomorrow, I'll be busy.

- (A) won't able to
- (B) am not able to

(C) wasn't able to

(D) being able to

8) After the accident, the witness _____ called the police to get help.

(A) quick

(B) quicker

(C) quickly

(D) quickest

9) My classmate _____ late for class.

(A) always be

(B) always is

(C) be always

(D) is always

10) We are all equal and free. _____ are undeniable rights stated in our constitution.

(A) This

(B) These

(C) That

(D) Those

11) _____ students _____ in class today?

(A) How much – is there

(B) How many – is there

(C) How much – are there

(D) How many – are there

12) Commuting by train is _____ than by doing it by bus.

(A) much faster

(B) much more fast

(C) much fast

(D) much fastest

13) _____ broke into the apartment and stole US \$3000.

(A) somebody

(B) everybody

(C) nobody

(D) anybody

14) I know that if I _____ hard, I _____ get the TOEFL score I need.

(A) studies – would

(B) study – will

(C) studied – will

(D) study – would

15) Peter _____ buy a sports car if he _____ the lottery.

(A) will – wins

(B) would – won

(C) would – wins

(D) will – win

16) If Sarah _____ how hard this class was, she _____ it.

(A) knew – wouldn't take

(B) has known – wouldn't take

(C) had known – wouldn't have taken

(D) had known – wouldn't has taken

17) Anna said that she _____ that mistake again.

(A) would never make

(B) is never make

(C) isn't ever making

(D) never is making

18) My mother _____ a lullaby before going to bed every night.

(A) use to sang

(B) used to sang

- (C) use to sing
(D) used to sing

19) _____ Sam _____ Tom _____ going to the conference tomorrow.

- (A) either – or – are
(B) neither – or – is
(C) either – nor – is
(D) neither – nor – is

20) _____, studies have shown a negative increase in the levels of obesity worldwide _____ all the efforts made to reduce this global problem.

- (A) Recently – however
(B) Recently – in spite of
(C) Seriously – but
(D) Later – due to

21) The president said we need _____ policies to solve the problems in economy, otherwise _____ crisis will affect the country.

- (A) others – other
(B) other – others
(C) other – another
(D) others – another

22) Twenty people _____ after the student protests held yesterday.

- (A) have been arrested
- (B) has been arrested
- (C) have been arrest
- (D) has been arrest

23) The book was _____ the shelf but it just fell _____ and now it is _____ the drawer.

- (A) in – from – on
- (B) on – off – in
- (C) on – from – in
- (D) in – off – on

24) Mr Smith is one of the best teachers I have had, not only is he a good professional, but also _____.

- (A) qualified
- (B) has qualifications
- (C) a qualified individual
- (D) a qualification individual

25) Ms. Simms told Bob's associate that _____ had written a fine report.

- (A) Bob's associate

(B) she

(C) he

(D) Bob

ANSWER KEY

- 1) A
- 2) B
- 3) A
- 4) C
- 5) D
- 6) B
- 7) A
- 8) C
- 9) D
- 10) B
- 11) D
- 12) A
- 13) A
- 14) B
- 15) B
- 16) C
- 17) A
- 18) D
- 19) D
- 20) B
- 21) C
- 22) A
- 23) B
- 24) C
- 25) A

Are you about to take the TOEFL exam soon?

Did you know that your overall TOEFL score is partly weighed on your grammar accuracy and use?

Apart from learning how to develop high scoring answers in the writing and speaking sections and understanding the correct strategies for answering the reading and listening questions, you **MUST** correct your grammar to ensure you achieve a high score.

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- Important tips

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