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TOEFL TOEFL-Sentence-Correction

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QUESTION NO: 1

Some bears are attracted to human camping areas for food, which has led to some unfortunate incidents, if in danger experts advise campers to act death.

A. if in danger experts advise campers to act death.

B. if in danger experts advise campers to act die.

C. if in danger experts advise campers to act dying.

D. if in danger experts advise campers to act dead.

E. if in danger experts advise campers to act deadly.

ANSWER: D

Explanation:

The correct completion is “if in danger experts advise campers to act dead.” In this structure, *act* functions as a linking verb describing the condition or manner that campers should imitate. It is therefore followed by the adjective *dead*, which describes an apparent state. The phrase *act dead* means to pretend to be dead, a recognized meaning of *act* in English. Merriam-Webster defines *act* in this sense as behaving so as to appear to be a particular thing or in a particular condition; see Merriam-Webster’s entry for “act”. The adjective *dead* appropriately names the state being performed, just as English speakers can say “act calm,” “act surprised,” or “act asleep.” Cambridge Dictionary likewise identifies *dead* as an adjective meaning not alive, which is the state the campers are being advised to simulate: Cambridge Dictionary: “dead”. Thus, “act dead” is the grammatically suitable and idiomatic correction in the intended sentence.

QUESTION NO: 2

The oil is transported via a pipeline that runs north- south no Alaska to port of valdez.

A. that runs north- south on Alaska to port

B. that runs north- south in Alaska to port

C. that runs north- south to Alaska to port

D. that runs north- south into Alaska to port

E. that runs north- south across Alaska to port

ANSWER: E

Explanation:

The correct phrasing is “that runs north- south across Alaska to port” because *across* expresses movement or extension from one side of a geographic area to another. A pipeline is a long physical structure, so describing it as running north to south *across Alaska* clearly conveys that its route traverses the state’s land area on its way to Valdez. This is also consistent with the real Trans-Alaska Pipeline System: it carries oil from Prudhoe Bay on Alaska’s North Slope to the Valdez Marine Terminal in southern Alaska. The route therefore extends through Alaska rather than merely identifying Alaska as a static location. Cambridge Dictionary defines *across* for movement “from one side to the other,” which matches the intended geographic relationship in this sentence. The pipeline’s north-to-south route is documented by Alyeska Pipeline Service Company, the operator of the Trans-Alaska Pipeline System. See Cambridge Dictionary: across and Alyeska Pipeline Service Company: Pipeline Operations.

QUESTION NO: 3

Our name, which has become a legend among the students for the highest standards in teaching, and hence has been copied by a lot of people across nation, for no one can match our quality.

A. across nation, for no one can match our quality.

B. across nation, no one can match our quality.

C. across the nation, but no one can match our quality.

D. across nation, and no one can match our quality.

E. across nation, nor no one can match our quality.

ANSWER: C

Explanation:

“across the nation, but no one can match our quality.” is correct because *but* clearly connects two ideas that stand in meaningful contrast. The first idea states that many people have copied the institution’s name, an action suggesting that its reputation and branding are widely imitated. The following idea emphasizes that, despite such copying, those people cannot equal the institution’s actual teaching quality. *But* is the coordinating conjunction that signals this contrast while joining two independent clauses: “our name … has been copied by a lot of people across the nation” and “no one can match our quality.” The resulting sentence communicates the intended distinction between imitation of the name and the unmatched standard behind it. The revision also supplies the needed article in the idiomatic expression “across the nation.” Coordinating conjunctions can join independent clauses when preceded by a comma, and *but* is specifically used to mark contrast between connected statements. See the Purdue OWL guidance on commas and coordinating conjunctions and the Cambridge Dictionary grammar entry for “but”.

QUESTION NO: 4

Instead of focusing on your agitation, try paying attention to the underlying problem and resolving it. These could be an effective way to use anger positively.

A. These could be an effective way to use anger positively

B. This could be an effective way to use anger positively

C. Those could be an effective way to use anger positively

D. That could be an effective way to use anger positively

E. which could be an effective way to use anger positively

ANSWER: B

Explanation:

“This could be an effective way to use anger positively” is correct because *this* is a singular demonstrative pronoun that appropriately refers to the preceding overall course of action: paying attention to the underlying problem and resolving it. Although that course of action includes more than one activity, the sentence presents it as one integrated approach to handling anger. The singular verb phrase *could be* and the singular complement *an effective way* therefore align naturally with *this*.

Demonstrative pronouns should agree in number with the idea or noun phrase they represent. In this context, the writer is not identifying several separate ways to use anger; the writer is evaluating one proposed method. Using *this* also creates a clear connection to the immediately preceding statement, which is a common function of this demonstrative in academic and instructional prose. Clear pronoun reference is important in sentence-correction tasks because readers must be able to identify the antecedent without ambiguity. Guidance on demonstratives and pronoun agreement is available from the Purdue Online Writing Lab and the Cambridge Dictionary Grammar.

QUESTION NO: 5

When an European wanted to dance in the moon the American said he will try reach further planets.

A. When an European wanted to dance in the moon the American said

B. When a European wanted to dance in the moon the American said

C. When an European wanted to dance in the moon a American said

D. When a European wanted to dance in the moon an American said

E. When the European wanted to dance in the moon a American said

ANSWER: D

Explanation:

"When a European wanted to dance in the moon an American said" correctly applies the indefinite articles according to the initial *sound* of each noun phrase, rather than simply the first written letter. Although *European* begins with the vowel letter *e*, it is pronounced with an initial /j/ ("y") consonant sound, as in "you-ropean." It therefore requires *a*: "a European." In contrast, *American* begins with a vowel sound, so it takes *an*: "an American." The people are introduced as unspecified individuals, making indefinite articles appropriate in this context. This follows the standard English article rule that *a* is used before consonant sounds and *an* before vowel sounds. Cambridge Dictionary's grammar guidance discusses this sound-based distinction, including words that begin with vowel letters but consonant sounds: Cambridge Dictionary: a, an and the. The pronunciation of *European* can also be checked in the Merriam-Webster dictionary, where it begins with a "y" sound.

QUESTION NO: 6

The framework includes structures for implementing programs such as fun at work, individual development, talent recognition, and sports cultural events.

A. fun at work, individual development, talent recognition, and sports cultural events.

B. fun at work, individual development, and talent recognition, sports, cultural events.

C. fun at work, individual development, talent recognition, sports and cultural events.

D. fun at work, individual and development, talent recognition, sports cultural events.

E. fun at work, and individual development, talent recognition, sports cultural events.

ANSWER: C

Explanation:

The correct completion is **"fun at work, individual development, talent recognition, sports and cultural events."** It creates a clear, parallel series of program types: fun at work; individual development; talent recognition; sports; and cultural events. Each item functions as a noun phrase naming a kind of program, so the list is balanced and easy to read. The conjunction *and* correctly joins the final two coordinated items, "sports" and "cultural events," rather than making "sports cultural events" appear to be one unclear compound category. In a series, coordinated elements should have the same grammatical role and should be linked so that the intended grouping is unambiguous. Here, "sports and cultural events" identifies two distinct categories while preserving the parallel pattern established by the earlier noun phrases. This is especially important in formal academic English, where precise coordination helps readers identify every item governed by "such as." TOEFL preparation materials emphasize recognizing grammatical relationships and parallel structures in sentence-level editing tasks; see the ETS TOEFL preparation resources. For a concise reference on coordination in lists, consult the Purdue OWL guidance on commas in series.

QUESTION NO: 7

The facts are well known. About half of all Indian children are undernourished, more than half suffer from anemia, a similar proportion escapes full immunization.

A. About half of all Indian children are undernourished, more than half suffer from anemia, a similar

B. About half of all Indian children are undernourished, and more than half suffer from anemia, a similar

C. About half of all Indian children are undernourished, and more than half suffer from anemia, a similar

D. About half of all Indian children are undernourished and, more than half suffer from anemia, a similar

E. About half of all Indian children are undernourished, more than half suffer from anemia, and a similar

ANSWER: E

Explanation:

"About half of all Indian children are undernourished, more than half suffer from anemia, and a similar" is correct because, when completed by the text that follows it, it creates a clear series of three coordinated statements: children are undernourished; more than half suffer from anemia; and a similar proportion escapes full immunization. The conjunction *and* immediately precedes the final item in that series, clearly signaling that the final clause belongs with the two preceding clauses. This organization lets readers process the statistics as three related facts of equal importance, while preserving the intended contrast among the different health measures. The comma before *and* is also appropriate because the final coordinated element is an independent clause with its own subject, "a similar proportion," and verb, "escapes." In formal edited prose, using a coordinating conjunction to join the last item of a three-part series supports grammatical parallelism and makes the relationship between the complete clauses explicit. See the guidance on coordination and comma use from the Purdue Online Writing Lab and the overview of parallel structure from the UNC Writing Center.

QUESTION NO: 8

Some of the perpetrators even foulmouth the voters and asked them to leave.

A. even foulmouth the voters and asked them to leave.

B. even foulmouthed the voters and asked them to leave.

C. even foul mouth the voters and asked them to leave.

D. even will foulmouth the voters and asked them to leave.

E. even may be foulmouthed the voters and asked them to leave.

ANSWER: B

Explanation:

The correct completion is "even foulmouthed the voters and asked them to leave." The sentence describes completed actions by "some of the perpetrators": they used abusive language toward voters and then told the voters to leave. In this context, the simple past form *foulmouthed* establishes that the first action happened in the past. The coordinated verb phrase "asked them to leave" is also in the simple past, so the two actions are grammatically parallel and clearly belong to the same completed sequence of events. English commonly coordinates past-tense verbs with *and* when a single plural subject performed both actions; here, "some of the perpetrators" is understood as the subject of both "foulmouthed" and "asked." This consistent tense also helps readers understand that the reporting concerns an event that has already occurred rather than a habitual or future action. Major dictionaries recognize *foulmouth* as a verb meaning to abuse or insult with foul language; its regular past-tense form is *foulmouthed*. See the definition and inflections at Merriam-Webster's entry for "foulmouth" and guidance on the simple past at Cambridge Dictionary Grammar: Past simple.

QUESTION NO: 9

The brown bear, make famous in movies as man-hater, has evoked renewed interest among the tourists in Alaska.

A. make famous in movies as man-hater

B. making famous in movies as man-hater

C. will make famous in movies as man-hater

D. made famous in movies as man-hater

E. to make famous in movies as man-hater

ANSWER: D

Explanation:

The phrase *made famous in movies as man-hater* is correct because *made* is a past participle that introduces a reduced relative clause modifying *the brown bear*. In its full form, the clause would be “the brown bear, which was made famous in movies as man-hater, has evoked renewed interest.” The passive construction is required because the bear did not perform the action of making itself famous; films made the bear famous. Reducing “which was made” to “made” is a standard way to make a sentence more concise while preserving its meaning. The main finite verb of the sentence remains *has evoked*, which correctly states that the bear has generated renewed tourist interest in Alaska. This structure therefore clearly separates the descriptive participial phrase from the sentence’s main predicate. For guidance on participial phrases and their role as modifiers, see the Purdue Online Writing Lab’s participles overview. The use of passive participle clauses is also discussed by the Cambridge Dictionary Grammar guide to participle clauses.