

## Iranian Learners' Knowledge of English Grammatical Collocations of Gerund

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### ABSTRACT

It is now widely accepted that native-speakers have a lexicon that consists of prefabricated chunks and that they use these chunks in order to comprehend and produce language. Collocations are the biggest part of these chunks. Thus, learning collocations is also vital for an L2/LF learner in order to achieve a native-like, fluent and natural language. Based on Benson et al's definition of collocation "In English, as in other languages, there are many fixed, identifiable, non-idiomatic phrases and constructions. Such groups of words are called recurrent combinations, fixed combinations, or collocations". Collocations fall into two major groups: grammatical collocations and lexical collocations. This paper investigates the correlation between Iranian English learners' receptive and productive knowledge of English grammatical collocations of gerund in two different proficiency levels. The participants of the study were 70 junior students majoring in English teaching, at Islamic Azad University of Qazvin who divided into two groups on the basis of their GEP. Based on Benson et al's category of grammatical collocations, there are three types of collocations of gerund: **verb + v-ing**, **verb (trans) + object + v-ing**, and **verb (trans) + poss + gerund**. The study used three data collection instruments. The instruments designed and used to collect the data of the present study were a TOEFL 'structure' test adapted from Sharpe (2004), a 'blank-filling test of English collocations' and a 'multiple-choice test of English collocations'. As a consequence of running Pearson correlation, it has been cleared that there is a significant correlation between students' receptive and productive knowledge of English grammatical collocations of gerund in both groups.

**Key words:** language learning, language teaching, collocation, lexical collocation, grammatical collocation, collocations of gerund

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### INTRODUCTION

Learners of English as a second or foreign, like learners of any language, have traditionally devoted themselves to mastering words, their pronunciation, forms and meaning. However, if they wish to acquire active mastery of English, that is if they wish to be able to express themselves fluently and accurately in speech and writing, they must learn to cope with the combination of words into phrases sentences and texts (Benson et al,1997,p.ix). Collocations are defined as structured word phrases which bond together and appear recurrently in the usage of English. They have characteristics involved in lexis, syntax, and semantics. On the lexical level, collocations are lexical items co-occurring repeatedly in texts and are more or less prefabricated in nature. For example, the collocations *in addition* and *make a mistake* recurrently appear in texts and cannot be substituted by their synonyms. We cannot say *\*in totaling* and *\*do a mistake*. On the syntactic level, collocations are structural word phrases involving grammatical patterns and are syntactically restricted. For instance, we usually say *look at a picture* but not *\*look a picture*.

On the semantic level, collocations are language chunks with semantic restrictions to some degree. Collocations contain those word combinations that are totally literal, partially literal, and idiomatic.

Some collocations are semantically opaque, but some are obviously transparent. For example, we have the collocation *drink tea*, which is completely literal, the collocation *strong tea*, which is partially literal, and the collocation *high tea* (meaning early dinner in British English), which is idiomatic. Collocations, generally speaking, are structured word phrases which bond together and appear recurrently in the usage of English, and are involved in characteristics of idiomaticity, restrictedness, syntactic structure, and frequency of co-occurrence in a corpus. The importance and value of collocations for the development of L2/LF vocabulary and communicative competence has been emphasized by a number of researchers (Benson, 1986; Brown, 1974; Channell, 1981; Cowie, 1988; Lewis, 2000). In an early study, Brown (1974) underscores that collocations enhance improvement of learners' oral

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communication, listening comprehension, and reading speed, and that teaching collocations enables learners to be aware of language chunks used by native speakers in speech and writing. Channell (1981) supports Brown's statement and affirms that heightening learners' awareness of collocations is a very efficient way of increasing their communicative power. Nattinger (1988) asserts that language production includes "piecing together the ready-made units appropriate for particular situations and that comprehension relies on knowing which of these patterns to predict in these situations". Cowie (1988), furthermore, claims that institutionalized units (lexical phrases and collocations) serve communicative needs and enable individuals to reuse and create the units. He indicates that stability and creativity of institutionalized units are complementary and interactive factors in vocabulary use and suggests vocabulary teaching should keep a balance between lexical phrases and collocations. Collocations are also useful for teaching language production because learners will subconsciously notice certain lexical restrictions while memorizing collocations. Moreover, teaching lexical phrases (collocations with pragmatic functions) will lead to fluency in speaking and writing because they shift learners' concentration from individual words to the larger structure of the discourse (Lien, 2010, p.177). Nattinger (1988) also provides some methods of teaching lexical phrases and claims that learners will gradually generate the patterns after exposure to fixed phrases. In subsequent research, Aghbar (1990) emphasizes the importance of collocations and indicates that the reason English foreign learners have poor performance in the test of short formulaic expressions is not simply a lack of vocabulary proficiency, but insufficient acquisition of language chunks. He argues that the knowledge of formulaic language consisting of idioms, proverbs, sayings, collocations, short set expressions, and long set expressions is a vital element of language capability, and is used to distinguish native speakers from nonnative speakers. Nattinger and DeCarrico (1992) also regard formulaic units or lexical phrases, including collocations, as the very center of language acquisition, and they provide some applications of lexical phrases for language teaching, including teaching spoken discourse, listening comprehension, reading, and writing. In recent years, more and more researchers and language teachers have advocated the significance of collocations in language development and teaching. Collocations are regarded as an important part of L2 lexical development (Ellis, 1996). Leffa (1998) also points out that collocation is superior to using encyclopedic knowledge to solve lexical ambiguities. Moreover, language teachers state the value of collocations and provide practical and useful ways of teaching collocations (Woolard, 2000, p.12). As Ellis (2001) argues, collocational knowledge is the essence of language knowledge. Researchers notice the benefits of collocation instruction in improving not only learners' lexical competence but also their grammatical proficiency. Hunston and Francis (1998) indicate that syntax and lexis are completely interdependent and "pattern and meaning are strongly associated" (p. 51). Single-item vocabulary instruction will only focus on the development of lexical knowledge, but collocational instruction will involve the growth of syntactic knowledge. Syntactic knowledge and lexical knowledge cannot be separated, but learners more readily acquire syntactic information through the lexicon (Lien, 2010, p.178). Taylor (1983) also proposes various reasons for studying words in collocations. He claims that words naturally associated in text are learned more easily than those not so associated, and that vocabulary is best learned in context. Furthermore, he declares that context alone is insufficient without deliberate association, and that vocabulary is a distinct feature of language which needs to be developed alongside a developing grammatical competence. According to Hsueh (2010) when it comes to the classification of collocation, Benson et al.'s (1986) has been second to none so far (Liu, 1999, Tsai, 1996). He mentions that much collocation research (Bahns, 1993; Chang, 1997; Liu, 1999, Wang, 2001) was conducted by using what Benson et al. advocated about collocation. According to Benson et al. (1986), collocation could be sorted systematically into two major groups-lexical collocations and grammatical collocations. A lexical collocation could be made up of nouns, adjectives, verbs, or adverbs, like warmest regards, file an affidavit, strictly accurate, etc. There were seven types of lexical collocations, labeled from L1 to L7, whose structures and examples were given in Appendix 1. On the other hand, a grammatical collocation was made up of a dominant word, such as a noun, an adjective, or a verb, and a preposition or grammatical structure like an infinitive or a clause. Benson et al. (1986) further categorized the grammatical collocations into eight small groups, marked as G1 to G8, among which, G8 collocations contained nineteen English verb patterns. (Appendix 1).

The above literature review shows the importance of collocation in the learning of a foreign language and the problems that second and foreign language learners face with in using collocations have been underscored by researchers. There have been, however, few studies to take all types of collocations, particularly the grammatical type, into consideration. As a result, this study has devoted special attention to grammatical collocations. In this research, the researcher studies the Iranians' knowledge of grammatical collocations of gerund on the basis of Benson et al.'s categorization of grammatical collocations, i.e. **verb + v-ing**, **verb (trans) + object + v-ing**, and **verb (trans) + poss + gerund** (Appendix 1). In their categorization of the gerund collocations, in G pattern, (Appendix 1) verbs are followed by a second verb in -ing. Typical examples of this construction are: they enjoy watching television, he kept talking and etc. In J pattern, verbs are followed by an object and a verb form in -ing. Typical examples of this construction are: I caught them stealing apples, we found the children sleeping on the floor, and so

on. Pattern K deals with verbs can be followed by a possessive (pronoun or noun) and a gerund, i.e., a verbal noun. Typical examples of this construction are: please excuse my waking you so early, this fact justifies Bob's coming late and etc. Benson et al(1986) mention that some of these constructions are very close to those in pattern J, which consist of verb + direct object + verb +ing. Therefore the following constructions that are virtually synonymous: "I cannot imagine them stealing apples" and "I cannot imagine their stealing apples", however, the possessive construction is awkward when two objects are joined by a conjunction. Thus, the construction "I can't imagine Bill (or Bill's) and Mary's doing that" is far less likely to occur than the pattern J construction I can't imagine Bill and Mary doing that.(ibid). In this relation, the research questions have been formulated as follows:

- 1) Is there any correlation between the students' receptive and productive knowledge of gerund's collocations in low proficient group of students?
- 2) Is there any correlation between the students' receptive and productive knowledge of gerund's collocations in high proficient group of students?

## METHODS AND MATERIALS

This study were conducted at Islamic Azad University of Qazvin, Iran. 70 junior English teaching students were divided into two groups based on their GEP. The rationale behind selecting subjects suitable for this study was to select homogeneous subjects regarding their language proficiency. This has been determined from their results on a 30-item TOEFL 'structure' test adapted from Sharpe (2004)- (Appendix 2). The students who got the average score and above it regarded as the high proficient students in this study and the students whose scores were below the average score have been considered as the low proficient students. In addition, all of the junior students were on the third year and sixth term, and had passed the listening, grammar, reading and some other courses . In order to conduct this study, two collocational tests were designed. They were a 'blank-filling' test (Test 1) and a 'multiple-choice' one (Test 2). In designing these tests, the researcher used examples from the "*BBI Dictionary of English Word*"(1997) and "Using the BBI, *A workbook with exercises for the BBI Combinatory Dictionary of English*"(2010). In Test 1, the participants of both groups were given a blank-filling test of three types of English collocations of gerund with 30 items,(10 items for each type of collocation).The participants were asked to fill in each blank with the most suitable form of given words. The aim of this test was to determine the respondents' production knowledge of English gerund collocations. The other instrument used in this study was a 'multiple-choice test of English gerund collocations'(Test 2). Again, the participants were given thirty items ,(10 items for each type of collocation).The aim of the 'multiple-choice test was to test the participants' receptive knowledge of English collocations of gerund. After collecting the data from both tests, they were classified and summarized for further analysis which come as follow.

To investigate the research questions posed above, the following null hypotheses were set forth to be studied as follows:

**"There is no relationship between the students' receptive and productive knowledge of gerund's collocations in low proficient group of students".**

**"There is no relationship between the students' receptive and productive knowledge of gerund's collocations in high proficient group of students".**

A quick glance at the results of descriptive statistics (Table 1,2) would indicate that the means obtained from students' receptive and productive knowledge in low proficient group are not that much different. The same also is true concerning students in high proficient group and the standard deviation of scores among different measures is not large. This superficial analysis has thus revealed that these measures may be related to each other in terms of the ability they assess.

Table1. Descriptive Statistics in Low Proficient Group

Variables	N	Maximum	Mean	Std. Deviation	Variance
Low proficient learners' receptive competence	35	9.00	7.2000	.99410	.988
Low proficient learners' productive competence	35	8	6.1571	1.24127	1.541

Table2. Descriptive Statistics in High Proficient Group

Variables	N	Maximum	Mean	Std. Deviation	Variance
High proficient learners' receptive competence	35	28.00	23.5143	3.09051	9.551
High proficient learners' productive competence	35	27.00	21.0857	3.82231	14.610

In order to investigate the first null hypothesis, Pearson Product Moment correlation was run the results of which are depicted in Table 3. Setting the level of significance at .01, the index of .67 would indicate that there is a correlation between students' receptive and productive knowledge of collocations of gerund in low proficient group. That is, the hypothesis was rejected with the p-value of .001.

Table3. Low Proficient Group: Correlation between receptive and productive knowledge

			<i>LP-RC</i>	<i>LP-PC</i>
<i>Low proficiency - receptive competence</i>	<b>Pearson Correlation</b>	1	.677(**)	
	<b>Sig. (2-tailed)</b>		.001	
	<b>Sum of Squares and Cross-products</b>	33.600	28.400	
	<b>Covariance</b>	.988	.835	
	<b>N</b>	35	35	
<i>Low proficiency - productive competence</i>	<b>Pearson Correlation</b>	.677(**)	1	
	<b>Sig. (2-tailed)</b>	.001		
	<b>Sum of Squares and Cross-products</b>	28.400	52.386	
	<b>Covariance</b>	.835	1.541	
	<b>N</b>	35	35	

\*\* Correlation is significant at the 0.01 level (2-tailed).

To investigate the second null hypothesis as to the relation between receptive and productive knowledge in high proficient group assessment and another correlation was conducted the results of which are illustrated in Table 4 below. The index of .82 with the value of .001 would indicate a high correlation between students' receptive and productive knowledge of collocations of gerund in high proficient group. That is, the second null hypothesis was rejected with the p-value of .001.

Table4. High Proficient Group: Correlation between receptive and productive knowledge

			<i>HP-RC</i>	<i>HP-PC</i>
<i>High proficiency - receptive competence</i>	<b>Pearson Correlation</b>	1	.823(**)	
	<b>Sig. (2-tailed)</b>		.000	
	<b>Sum of Squares and Cross-products</b>	496.743	330.457	
	<b>Covariance</b>	14.610	9.719	
	<b>N</b>	35	35	
<i>High proficiency - productive competence</i>	<b>Pearson Correlation</b>	.823(**)	1	
	<b>Sig. (2-tailed)</b>	.000		
	<b>Sum of Squares and Cross-products</b>	330.457	324.743	
	<b>Covariance</b>	9.719	9.551	
	<b>N</b>	35	35	

\*\* Correlation is significant at the 0.01 level (2-tailed).

## DISCUSSION AND CONCLUSION

As a consequence of running a set of Pearson Product Moment correlation, a number of intriguing findings were obtained which will be discussed in the following order. As shown in Table 3 above, the obtained correlation between students' receptive and productive knowledge of collocations of gerund in low proficient group is

meaningful at .001 level of significance. The first null hypothesis was thus rejected. The findings in Table 4 would indicate that the correlation between students' receptive and productive knowledge of collocations of gerund in high proficient group is high, so the second null hypothesis was also rejected. Based on the data obtained from this study, as shown in tables 1 and 2, it can be also said that in both groups, learners in the receptive test i.e. the multiple-choice test performed better than in the productive test, i.e. the blank-filling test.

In addition to various hypotheses presented as the probability of subjects' weakness in collocations on the whole, one possible reason for the discrepancy of our subjects' performance on grammatical collocation is the more arbitrary nature of this type of collocation in comparison with lexical collocation. Cobb (2000), for example, claims that all collocations are of an arbitrary nature and there is no logic underlying them (p. 94). He maintains that this arbitrariness, which is more noticeable in the case of grammatical collocations, certainly creates problem for those who are not native speakers of English. Lewis (2000) supports this position and stresses that in English, the unacceptability of some combinations, such as grammatical collocations, is not necessarily based on compatibility in meanings of individual items, but rather on convention. Learners who are not aware of these conventions may produce unacceptable combinations. A further source of difficulty is the unfamiliarity of subjects with English collocations due to insufficient exposure. The more learners encounter a certain type of collocation, the more they can comprehend and use it. Tajalli (1994) maintains that exposure or lack of exposure to a certain type of collocation influences the learning of that kind of collocation (p. 124). For example, for item 5 of *verb+ verb+ ing* collocations ( Test 1): "she usually enjoys ....to them". Most subjects used the correct form of word, which could be because of the subjects' exposure to the language of their textbooks and exposure to teachers' repetitions or classmates using this grammatical collocation. However, in item 16 "I caught.....apples."(ibid) few of the subjects produced the correct item . Conversely, this could be due to lack of exposure to this particular collocation, as it is less used in their textbooks. Hence, it would be wise to attribute the difficulty or ease of some collocations to the extent of subjects' exposure to these types of collocations. Moreover, the researcher found that majority of Iranian learners in both groups and tests, have difficulty in these two collocations of gerund, verb (trans) + object + v-ing , and verb (trans) + poss + gerund . In other words, they are not aware of the rule concerning the use of them. Regarding wrong responses of the collocation of v+ v+ ing, it should be mentioned that most of them occurred due to lack of enough knowledge regarding verb patterns, i.e. they do not know which verbs followed by infinitive or gerund. This problem has been observed even in the performance of high proficient learners. The syntactic patterning of words in English frequently helps determine their meaning, and thus knowledge of grammatical collocation is an important component of effective usage. Many foreign learners of English, however, appear to lack such knowledge to the degree that they do not recognize it and moreover, display dramatic levels of incompetence in performing and self-evaluating tasks involving applications of grammatical collocation. Based on the findings of this study it is suggested that particular attention be paid to the teaching of all types of collocations, especially grammatical collocations, because of the learners' general weakness in these types of collocation and also teaching all types of grammatical collocations along with the concerning rules and details should be started in the early stages of language learning. To sum, it is suggested that teachers devise exercises that boost the involvement of learners in the process of recognition and production of grammatical collocations.

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## Appendix 1

### **BBI Dictionary classification of collocations – lexical collocation**

L1 *verb + noun/ pronoun*

(creation/activation)

„make an agreement“; „set an alarm“

L2 *verb + noun*

(eradification/nullification)

„reject an appeal“; „lift a blockade“

L3 *adj + noun* „strong tea“; „reckless abandon“

L4 *noun + verb* „alarms go off“; „blizzards rage“

L5 *noun □ of noun □* „a swarm of bees“; „a bit of advice“; „an act of violence“

L6 *adverb + adjective* „deeply absorbed“; „strictly accurate“

L7 *verb + adverb* „affect deeply“; „strictly accurate“

### **BBI Dictionary classification of collocations – grammatical collocation**

G1 *noun + prep* „blockade against“; „apathy towards“

G2 *noun + to-inf* „a pleasure to do it“; „the foresight to do it“

G3 *noun + that-clause* „we reached an agreement that she would represent us in court“

G4 *prep + noun* „by accident“; „in advance“

G5 *adj + prep* „angry at everyone“; „afraid of him“

G6 *pred adj + to-inf* „it was necessary to work“; „she is ready to go“

G7 *adj + that-clause* „she was afraid that she would fail the exam“

G8

A *verbs (trans) that allow dative movement transformation* „he sent the book to his brother“ → „he sent his brother the book“

B *verbs (trans) that do not allow dative Movement* „they described the book to her“

C *verbs (trans) used with 'for' that allow dative movement transformation*

„she bought a shirt for her husband“ → „she bought her husband a shirt“

D, *verb + prep* „act as“; „adhere to the plan“

E *verb + to-inf* „they began to speak“; „he decided to come“

F *verb + inf without 'to'* „we must work“; „he had better go“

G *verb + v-ing* „they enjoy watching TV“

H *verb (trans) + obj + to-inf* „she asked me to come“; „we forced them to leave“

I *verb (trans) + obj + inf without 'to'* „she heard them leave“; „we let the children go to the park“

J *verb (trans) + object + v-ing* „I caught them stealing apples“

K *verb (trans) + poss + gerund* „please excuse my waking you so early“; „this fact justifies Bob's coming late“

L *verb (trans) + that-noun clause* „they admitted that they were wrong“

M *verb (trans) + obj + inf 'to be' + complement (adj/past part/noun/pronoun)* „we consider her to be well trained“;

N *verb (trans) + obj + complement (adj/past part/noun/pronoun)* „she dyed her hair red“

O *verb (trans) + obj + obj* „the teacher asked the boy a question“; „the police fined him fifty dollars“

P *verb + adverbial* „he carried himself well“; „the meeting will last two hours“

Q *verb + wh-word* „he asked how to do it“; „we told them what to do“

R *subj (it) + verb + to-inf or that-clause* „it puzzled me that they never answered the telephone“

S *verb (intrans) + complement (noun or adj)* „she became an engineer“; „she was enthusiastic“

s *Verb (intrans) + pred adj* „she looks fine“; „the flowers smell nice“

## Appendix 2

Level: \_\_\_\_\_ Date: \_\_\_\_\_ Score: \_\_\_\_\_/30\_

Instructions: This test is designed to measure your ability to recognize language that is appropriate for standard written English. You will be required to answer two types of questions.

### 1. Sentence Completion

In the sentence completion questions, one or more words are left out of each sentence. Under each sentence you will see four words or phrases. Choose the one word or phrase that completes the sentence correctly. Example:

1. Birds make nests in trees \_\_\_\_\_ hide their young in the leaves and branches.

- ☐ can where they
- ☒ where they can
- ☐ where can they
- ☐ where can

### 2. Error Identification

In the error identification questions, each sentence has four bold typed words or phrases. Choose, and then put \* under one word or phrase that must be changed in order for the sentence to be correct. Example:

1. Aspirin is **recommend** to **many** people for **its ability to thin** the blood.

\*

### Part One: Sentence Completion

1. \_\_\_\_\_ the passage of light, many new plastics are processed using technologies rivaling those used in the manufacture of computer chips.

- ☐ To better permit
- ☐ Permitting better
- ☐ For the better of
- ☐ It is better for

2. Sleeping, resting, and \_\_\_\_\_ are the best ways to care for a cold.
- ☐ to drink fluids
  - ☐ drank fluids
  - ☐ one drink fluids
  - ☐ drinking fluids
3. Despite Hollywood's portrayal of them, most types of sharks are not \_\_\_\_\_ their reputation would suggest.
- ☐ as dangerous
  - ☐ as the most dangerous
  - ☐ as dangerous as
  - ☐ dangerous as
4. It is the lack of gravity on the moon that makes \_\_\_\_\_ leaps of 30 feet or more.
- ☐ possible
  - ☐ it possible
  - ☐ to be possible
  - ☐ it to be possible
5. From the beginning of the twentieth century to the present, technology \_\_\_\_\_ people are beginning to imagine there are no limits to what we can achieve.
- ☐ progressed to the point that
  - ☐ has to progress to a point
  - ☐ has progressed to the point that
  - ☐ progressed a point that
6. The development of the light bulb \_\_\_\_\_ partly as a result of the widespread availability of electricity and the need for cheap, clean light.
- ☐ occurring
  - ☐ was occurring
  - ☐ was occurred
  - ☐ occurred
7. It is believed that the modern bird \_\_\_\_\_ the pterodactyls that existed millions of years ago.
- ☐ was evolved from
  - ☐ evolved from
  - ☐ evolved
  - ☐ was evolving from
8. \_\_\_\_\_ big cats, housecats have polyphasic sleeping patterns; that is, they take several naps a day.
- ☐ They are like
  - ☐ Like
  - ☐ It is the
  - ☐ The
9. \_\_\_\_\_ many communications companies are now able to offer radio and television broadcasts over the Internet.
- ☐ Advanced technology has enabled
  - ☐ Introducing advanced technology and
  - ☐ Because the introduction of advanced technology
  - ☐ With the introduction of advanced technology
10. It was \_\_\_\_\_ the Industrial Revolution that the United States was able to increase productivity through mechanization.
- ☐ when
  - ☐ at the time
  - ☐ during
  - ☐ because
11. John Hancock's signature on the Declaration of Independence is known for \_\_\_\_\_.
- ☐ large size
  - ☐ its large size
  - ☐ being large size
  - ☐ to be large size



12. It was \_\_\_\_\_ the Industrial Revolution that the United States was able to increase productivity through mechanization.

- ☐ when
- ☐ at the time
- ☐ during
- ☐ because

13. While oxygen is readily available in isolated form, \_\_\_\_\_ .

- ☐ hydrogen does not
- ☐ no hydrogen
- ☐ not any hydrogen
- ☐ hydrogen is not

14. \_\_\_\_\_ are most mammals able to receive the most information about what is happening in their immediate environment.

- ☐ Because they use sight
- ☐ By means of sight
- ☐ With the sights
- ☐ Using sight

15. Information technology is quickly becoming the most important economic export \_\_\_\_\_.

- ☐ in certain geographical areas
- ☐ for area that are geographic
- ☐ in certain areas geographical
- ☐ of certain geographical area

16. Most wood will float in water, but if it is \_\_\_\_\_ , it will sink.

- ☐ dense enough
- ☐ so dense that
- ☐ enough dense
- ☐ density

17. \_\_\_\_\_ are contained in DNA, the complex chemical mixture that determines the hereditary characteristics of an organism.

- ☐ The genes
- ☐ The genes that
- ☐ Although the genes
- ☐ There are genes

18. Born in 1924, Shirley Chisholm became \_\_\_\_\_ elected to the Congress of the United States.

- ☐ the first African-American woman who
- ☐ the first African-American woman to be
- ☐ first African-American woman who was
- ☐ the first African-American woman to

19. Geysers have often been compared to volcanoes \_\_\_\_\_ they both emit hot liquids from below the Earth's surface.

- ☐ due to
- ☐ because
- ☐ in spite of
- ☐ regardless of

20. During the early period of ocean navigation, \_\_\_\_\_ any need for sophisticated instruments and techniques.

- ☐ so that hardly
- ☐ where there hardly was
- ☐ hardly was
- ☐ there was hardly

### Part Two: Error Identification

1. The **smaller** of **all** nine **planets** in the **solar** system is Pluto.

2. Cotton was **one** of **the first major agricultural industries establishment** in North America after the arrival of the Europeans.

3. **Weighing** less than **gram** at birth, infant kangaroos are reared in their mothers' pouches from birth to roughly seven to ten months.

4. Because of extensive **research** in the field of genetic **engineers**, scientists can now create plants that **farmers** can grow in **harsh** climates.
5. Martha Graham was **an** excellent dancer; her body was strong and **flexible**, **her movements** graceful and **power**.
6. The Great Fire of 1906 in San Francisco **was happened primarily as a result** of the great earthquake preceding it.
7. **While** it is actually **a planet**, Venus is often **mistaken** a star in **the night** sky.
8. Engraving is a process **which** the surface of metal is **first covered** with **an acid** and then inscribed with some sharp **instrument**.
9. **Though** difficult, it **possible** for an adult learner of a new language **to master** the subtleties of the grammar and syntax of **the new** language.
10. **The** human body is composed **largely** of water and needs **a steady** supply of water to remain **healthily**.

### Test 1: Blank-filling test of English gerund collocations

Use the correct form of the given words for each blank.

1. we miss .....to work every day.(to go)
- 2.I appreciate ....opinion on the matter.,( to ask, he).
- 3..He kept ....two hours.(to wait, I)
- 4.She admitted ....early.(to leave, I, Bill)
- 5.She usually enjoys ....to them.(to talk)
6. Mary noticed.... Early.(to leave, I, Maria)
- 7.He can not tolerate ....(to cheat, they )
8. A famous person can not escape ..... (be recognized)
9. please excuse ..... you so early.(to wake, I, John)
10. Her husband faced ... to prison .( to go)
- 11.He postponed.....to New York as he felt ill.(to go, the child, Maria)
- 12.He offered ....polar and went back to the mountains.(to leave, I)
- 13.Ido not mind ...a difficult question.(to ask)
- 14.For dinner, Jimmy suggested ....to the restaurant.(to go, Bob ,Mary)
- 15.They were caught ....in the playground.(to smoke)
- 16.I caught ...apples.(to steal ,he)
17. He regrets .....so far from his family.(to live)
- 18.We enjoyed .....(to meet, Sally, Tommy)
19. I don't recall ..... the computer. (to turn off, ,you)
20. Can you imagine ..... that? (do, he)
21. we noticed .....early.(to leave, they)
22. we excused ....for ... late.(come, he)
23. The children kept....(to talk).
24. I can't imagine ... that.(to do, Bill, Mary)
- 25.He denied .... at home that evening.( to be)
26. we anticipated ....(to refuse, Mary ,Bob)
- 27.Please forgive ....(to interfere, I, Jimmy)
- 28.I do not understand .....(to leave, Kate, Helen)
29. We found ..... ( to rehearse, they)
30. She quit .....(to smoke)

### Test 2:Multiple-choice test of English gerund collocation

Choose the best answer,(a, b, c or d)

- 1.I will consider ....with you. a. to going b. Mary and your going c. you being gone d. Mary and your to go
- 2.John postponed .... a. to leave b. us to leave c. our leaving d. us being leaved
- 3.She enjoys ... an expensive car. a. drive b .to drive c. being drive d. driving
- 4.She does not mind .... A lot you know. a. working b. worked c. to work d. a & c
5. He felt ..... a. him the heart beat fast b. his heart to beat fast c. him the heart beating fast d. his heart beating fast
6. We watched ..... a. they singing b. them singing c. their to sing d. them to sing
- 7.She does not like .... a. wash and iron b. to be wash and being ironed c. washing and ironing d. a & c

- 8.They admitted ....with them .a. Kate and Mary 's to stay b. Kate and Mary 's staying c. stay Kate and Mary d. to stay Kate and Mary
- 9.I like .... in the morning . a. bird to sing b. bird's sing c. bird's singing d. singing the bird
- 10.The house needs ...a. being paint b. paint c. to be painting d .painting
- 11.Julia hates ....a. ignore b. to being ignore c. to ignore d. being ignored
- 12.He offered .....money, Mary got surprised. a. lend b .to lend c. lending d. b& c
- 13.I saw ...down street. a. my friend run b. running my friend c. my friend to run d. my friend running
- 14.She denied ....the crime .a. Robert and John's committing b. Robert and John's committee d. to committee Robert and John d. committing Robert and John
- 15.I suggest ... this parcel with Ann. a. leave b. to leave c. leaving d. b& c
- 16.I heard ...on the roof. a. to fall the rain b the rain .falling c. being falling the rain d . the rain to be fallen
- 17.I saw ...the street. a. Mary crossing b. being crossing Mary c. Mary to cross d. to be crossed Mary
- 18.He started... a few years ago. a. smoke b. smoking c. smoke d. a& b
- 19.He continued ...seriously. a. discuss b. discussing c. being discuss d. to be discussing
- 20.The boss considers ...silly mistakes. a. making us b. making our c. to make our d. our making
- 21.Every one shocked ...away to get married. a. to run John and Sally b .running John and Sally c. John and Sally 's running d. John and Sally 's to run
- 22.I finally completed ....yesterday. a. writing you and Mary b. to write you and Mary c. you and Mary's writing d. you and Mary's to write
- 23.I noticed ...to the stranger. a. speaking Henry b. to speak Henry c. Henry to speak d. Henry speaking
- 24.He stood and looked at ...the part. a. leave the ship b. the ship leaving c. leaving the ship d. to leave the ship
- 25.I dislike ... long distances. a. drive b to drive c. driving d. b &c
- 26.I appreciated ....to the company. a. Tom's to go b. Tom to going c. to go Tom d. Tom's going
- 27.The boy resented .... about him behind his back. a. talking John and Tom b. to talk John and Tom c. John and Tom's going d. John and Tom's to go
- 28.I felt ...itself on my leg.a.to rub the cat b. rubbing the cat c. the cat being to rub d. the cat rubbing
- 29.We noticed ...his shoes. a. the man cleaning b. the man to clean c. cleaning the man d. a & b
- 30.I saw ... the door. a. to open the policeman b. opening the policeman c. the policeman to open d. the policeman opening