

# **ACQUISITION OF INVERTED STRUCTURES IN ENGLISH, A BATTLEGROUND FOR MARKEDNESS AND SALIENCE: THE CASE OF IRANIAN EFL LEARNERS**

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## **ABSTRACT**

Inverted structures have been a focal point in the literature over the past few decades, attracting considerable scholarly attention. When examining the acquisition of these structures in EFL contexts, researchers often reference two theoretically competing perspectives: the Markedness Differential Hypothesis and the Salience Hypothesis. A review of the local literature in the Iranian context, however, reveals that little attention has been paid to this matter. The present study, thus, was an attempt to investigate the existence of any possible relationship between markedness and salience in the acquisition of inversion among Iranian EFL learners. A total of 102 participants at three proficiency levels at two language centres took part in this study. A grammar test was developed to reallocate the participants to new groups according to their grammar proficiency, and provide evidence on the variable of the study. The Chi-square test shows that the instructed group outperformed the other. Further analysis of the Wilcoxon signed rank test showed that the acquisition of such constructions, despite their relative salience, is largely explained by the markedness differential hypothesis.

**Keywords:** markedness differential hypothesis; interlanguage; learnability; inverted structure; salience

## **Introduction**

The study of how inverted structures are acquired seems to have received ample attention in the related literature throughout the past several decades (De Wit, 2016; Estigarribia, 2010; Hamlaoui & Makasso, 2015; Laleko, 2022). Two theoretically competing positions in the field of second language acquisition, namely, the Markedness Differential Hypothesis (MDH) and the Salience Hypothesis (SH) are frequently invoked to account for how such structures are acquired (Ayoum & Salaberry, 2008; Bardovi-Harlig, 1987; Blumenthal-Dramé et al., 2017; Kenanidis et al., 2021; Trenkic & Pongpairaj, 2013; Zarcone et al., 2016).

The central thesis of the MDH is that not all the differences between the grammars of any two languages will pose difficulties for the language learners. Thus, the relative degree of typological difference between languages will not be a good predictor of the areas of difficulty faced by the learners. The areas of difficulty are, however, mediated by the extent to which differing structures are more marked in the grammar of the target language than in that of the native one (MacWhinney, 1995).

In the course of the ups and downs in SLA research, the Markedness Hypothesis has been challenged by scholars and researchers (DeKeyser, 2003; Gass & Selinker, 2008; Mackey, 2006). In a seminal work, Bardovi-Harlig (1987) argued that in some cases evidence fails to prescribe a developmental trajectory along the prophecies of DMH. Bardovi-Harlig cites the acquisition of preposition stranding and pied piping in English observed in WH-constructions as a result of WH-movement as an example of this phenomenon. This includes WH-questions and relative clauses with indirect objects or prepositional phrases. The observations derived from the use of such constructions by ESL learners provided evidence contrary to the learnability predictions based solely on markedness which argue that “the marked construction is acquired before the unmarked one” (Bardovi-Harling, 1987, p. 386). Accordingly, Bardovi-Harlig, among many other scholars, held that salience as defined by the availability of input plays a major role in this process. Considering these two opposing views, the present study examines if salience or markedness accounts for the acquisition of tag endings of agreement and initial position negative adverbs of frequency in an EFL context.

## **Literature Review**

Markedness and the role it plays in acquiring a new language is by no means a new topic in SLA. In the recent literature as well, many studies investigated how markedness can justify the difficulties EFL learners come across in acquiring different aspects of a language (Alhammad, 2023; Ali, 2023; De Carvalho, 2023; Hayes-Harb & Barrios, 2021; Jiang & Shao, 2006; Mehrdad & Ahghar, 2015). Pan et al. (2022), for instance, investigated the negative transfer of Chinese syntactic structures to English writing. Such errors were less found among the advanced-level group rather than the basic-level group. Pan et al. maintained that by applying markedness theory, it is possible to provide appropriate

methods to overcome the obstacles and improve the writing skills of Chinese learners of English.

Bardovi-Harlig (1987) challenged the predictions of markedness position. The acquisition of preposition stranding and pied piping in English occurring in constructions derived by the *wh*-movement, such as *wh*-questions and relative clauses with indirect objects or prepositional phrases poses an interesting problem for theories which make learnability predictions based solely on markedness. According to Bardovi-Harlig, salience is defined as the availability of input and justifies why stranding (as in *Who did John give the book to?*) is acquired before the unmarked one, that is, pied piping (as in *The man who Cathy gave the book to was Kevin*); it is because there is more input for sentences such as 1-1 than 1-2 to which learners are exposed that the acquisition patterns are what they are.

- (1-1) Who did John give the book to?
- (1-2) To whom did John give the book?

Following a markedness position, 1-2 is predicted to be acquired before 1-1. Nevertheless, as Bardovi-Harlig (1987) argues, 1-1 is learned earlier because of its salience. DeKeyser (2000), along the same line, suggested that inversion behaves differently with different structures. For example, subject-verb inversion in yes-no questions is more salient and thus is easily learned explicitly in comparison with subject-verb inversion in *wh*-questions. In his attempt to objectify difficulty, DeKeyser (2003) argues that salience, the extent to which a linguistic element is easy to notice, along with rule scope and reliability, abstractness, and distance is a mediating factor determining the effectiveness of explicit/implicit learning. From a cognitive perspective, Schmidt (1990) argues that salience, together with frequency and varying task conditions affects the extent to which input is noticed by different learners. Likewise, Gass and Selinker (2008) interpret salience in terms of input frequency and form-focused instruction.

Recent researchers have also tried to investigate the role salience might play in acquiring a foreign language (Cintrón-Valentín & Ellis, 2016; Gass et al., 2017; Xia & Wolf, 2010). Zarcón et al. (2016), for example, explores how salience can play a role in various levels of linguistic processing, from low-level perceptual features to higher-level discourse and situational factors.

When it comes to the acquisition of inversion, one of the earliest studies was conducted by Bolander (1989), and the primary objective was to understand the role of chunks in the acquisition of inversion in Swedish by immigrants of Polish, Finnish, and Spanish backgrounds. It is an obligatory rule in Swedish to invert the order of subject-verb after a sentence-initial non-subject. Bolander noticed that in most cases, the occurrence of inversion in the data was of a chunk-like nature consisting of such stereotypical constructions as “*det kan man säga* (that can one say) and *det tycker jag* (so think I).” Bolander argued that such patterns are integrated into the interlanguage of the learners and maintained that creative language was developing out of familiar formulae.

More recent studies have also attempted to shed further light on how inverted structures are acquired (Assaiqeli et al., 2021; Boyadzhieva, 2018; Chou, 2020; Cichosz, 2017; Cuza, 2016; De Wit, 2016; Duffley, 2018; Fitz & Chang, 2017; Grinstead et al., 2018; Park-Johnson, 2017; Teixeira, 2020). In one study, Cuza (2016) explored the use of Spanish interrogative subject-verb inversion among Spanish-English bilingual children residing in the US. The findings revealed that the participants manifested lower levels of inversion mastery than their monolingual counterparts, particularly for embedded structures. Cuza concluded that such a phenomenon stems from syntactic transfer from English, language dominance, and structural complexity.

### **Purpose of the Study**

Notwithstanding the ongoing debate at the international level, a review of the local literature in the Iranian context reveals that little attention has been paid to the acquisition of inverted structures and the possible ways DMH and SH might provide a sensible account of such a phenomenon. Given this context, the present study seeks to determine whether, within the Iranian educational setting, where grammar instruction is prioritised and natural language use is comparatively rare, markedness and salience can account for the acquisition of tag agreement endings and the initial placement of negative adverbs of frequency. Accordingly, the research questions for this study are as follows:

1. Does receiving explicit grammar instruction improve Iranian EFL learners' use of tag endings of agreement and initial position negative adverbs of frequency?
2. Do Iranian EFL learners acquire tag endings of agreement and initial position negative adverbs of frequency before structures not requiring inversion?

### **Methodology**

#### **Participants**

The participants comprised 102 EFL students from two language centres in Zanjan, northwest Iran. At the First Language Centre (FLC), students were grouped into three proficiency levels, ranging from basic to advanced. Proficiency was determined by the institute's structured placement system, which included interviews and proficiency tests conducted during the registration process. For each proficiency level, learners studied a sequence of three locally developed course books before advancing to the next level. The elementary group consisted of 13 learners who were completing the third course book in the series for this level. The intermediate group included 17 learners completing the second course book for their level. The advanced group comprised 21 learners who were using the third course book designed for advanced students. All participants were males aged between 16 and 32, either attending high school or enrolled at a university. They reported attending language courses for at least three consecutive years. This language centre, which has many branches throughout the country, is known for its explicit

grammar instruction policy. The local course books devote considerable space to grammar, and teachers are required to focus specifically on the teaching of grammatical structures at each proficiency level (Gorgi, 2016).

The Second Language Centre (SLC), similar to many other private language centres in Iran, placed a stronger emphasis on communication, giving almost no explicit attention to grammar instruction. This institute developed its own course books in which grammar, according to the teachers' manuals, was embedded within dialogues. Teachers were expected to use their intuition to determine which grammar points were most relevant for the learning of dialogues and other activities. As a result, there was a lower degree of instructional focus on grammar, leading to reduced salience of grammatical features for learners. The SLC's placement system relied on large-scale selection tests administered at the start of the evening English courses. The institute offered English classes at various proficiency levels, from basic to advanced. For the purposes of this study, three proficiency groups were selected to roughly correspond to the levels used in the First Language Centre. The first group included 11 learners being taught with the second course book specified for elementary students. The second group consisted of 18 learners who were in the midst of the third course book designed for intermediate learners. Finally, the third group comprised 17 learners who were completing the second course book intended for the advanced level.

### **Instrumentation**

The instrument employed in the present study was an elicitation task requiring the learners to reformulate sentences based on the given trigger words. It included 27 items that served an additional purpose of regrouping the participants into new proficiency groups based on their grammar knowledge measured by the test. The questions were mainly adopted from Swan (2005) and Hughes (2023). They tested a wide range of grammatical structures including the use of subjunctives, tenses in constructions expressing wish, the use of bare infinitives, and so on (see Appendix A). As part of the grammar proficiency test, the constructions testing preposition stranding and pied piping utilised in the similar study conducted by Bardovi-Harlig (1987) that inspired the present project were included as well.

As to the evidence on the object of enquiry of the study, namely, inverted structures, two types of constructions either with tag endings of agreement including constructions with *so* and *neither* or initial-position negative adverbs such as *seldom*, *never*, etc. were employed. They were randomly distributed among the other questions so as not to let the subjects guess the point under investigation. The developed test was sent to six experts who were PhD holders in TEFL and had already conducted SLA-related research. They were asked to comment on the clarity and relevance of the items. The items were modified and to ensure the reliability of the composite grammar test (CGT), it was piloted with a group of 30 students, yielding a Cronbach's alpha of 0.88, which is considered to indicate a high level of internal consistency (Fraenkel et al., 2012).

## Data Collection and Analysis Procedures

The investigation of the patterns in learners' acquisition of inverted structures focused on two types: the constructions made by initial-position negative adverbs such as *never* and *seldom*, and the forms used to express agreement or disagreement in tag constructions using *so* and *neither* on the other. This study is best conceived of as an example of cross-sectional research in which relevant data is collected from a relatively large number of learners at a given point or across several points in time.

To provide evidence on the variables of the study, namely, tag endings of agreement and initial position negative adverbs such as *seldom* and *never*, a Composite Grammar Test (CGT) (see Appendix A) was developed by the researchers. It included 26 items that served double functions. Firstly, they function as a measure of general grammar proficiency to further assign learners into actual proficiency groups irrespective of the placement procedure adopted by the institute to determine learners' proficiency level. However, it is worth mentioning that the analysis of the learners' performance on the CGT did not yield much difference in terms of their grammar proficiency and their corresponding labelled level of proficiency determined by the institute's placement test.

Secondly, the CGT was administered to collect data for the study. Descriptive statistics (mean, standard deviation) were calculated to compare the learners' actual level of grammar proficiency. Following this stage, the analyses of the data were embarked on at two levels, within proficiency groups and across proficiency groups. Within proficiency group analysis yielded nearly similar performance patterns for the learners. This was informed by the results of the Chi-square test and Wilcoxon signed rank test obtained for each proficiency group to address the null hypotheses of the study. Finally, across proficiency groups analysis was carried out to identify interlanguage trajectories.

## Results

Table 1 summarises the descriptive statistics of the CGT for each language centre, FLC and SLC, for each proficiency level.

**Table 1**

*Descriptive Statistics of the CGT for Both Language Centres*

Proficiency Level	Min.		Max.		Mean		SD	
	FLC	SLC	FLC	SLC	FLC	SLC	FLC	SLC
Elementary	3	2	6	5	3.9	3.4	1.03	1.03
Intermediate	6	5	21	15	12.9	10.8	4.73	2.83
Advanced	12	8	27	27	17.7	14.3	4.13	3.47

Table 1 shows that the means and standard deviations for the proficiency groups at both language centres did not vary considerably. The mean scores for each pair of proficiency groups of elementary, intermediate, and advanced were 4.9 versus 4.3, 12.9

versus 10.8, and 17.7 versus 14.3, respectively. As we move along Table 1 vertically, it can be seen that the means and standard deviations vary across proficiency levels substantially. This contributes to the assumption that the CGT is a good measure of distinguishing between different proficiency groups confirming that placement systems of both language centres are valid.

**Figure 1**

*Correct Responses to Items Measuring Inversion across Three Proficiency Levels for Both Language Centres*

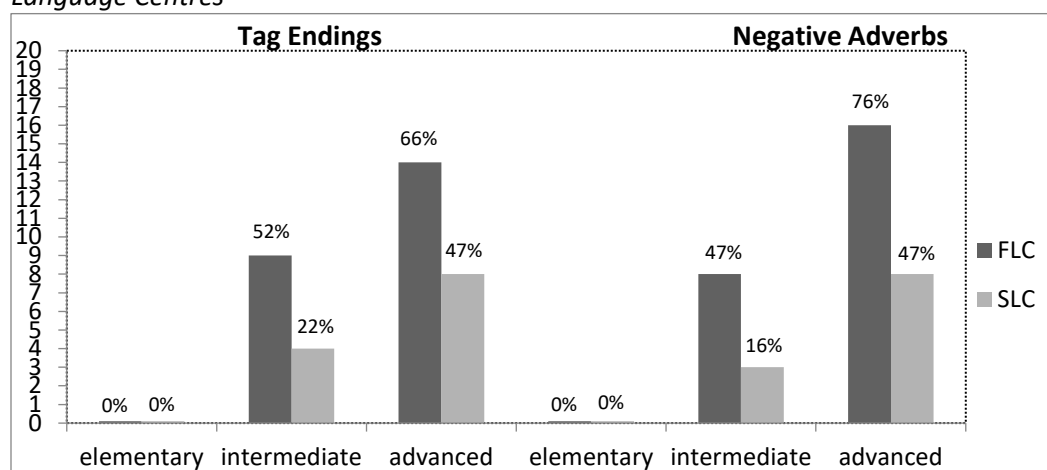


Figure 1 shows the responses of the participants at different proficiency levels to the questions eliciting information as to the inversion required in tag endings of agreement and initial position negative adverbs of frequency respectively (the first set of three pairs of columns show the response patterns for tag endings and the second set displays the response patterns for initial position negative adverbs of frequency). As predicted by the markedness differential hypothesis, all the learners at the elementary level at both language centres failed to produce the correct response. Hence, no further statistical test was run for this group of learners, and the general conclusion was drawn that knowledge of grammar, especially of complex structures of the types investigated in the present study, is too advanced to be acquired at the elementary level.

The responses of the learners at the intermediate level indicates that among all, only nine learners at FLC and four at SLC gave the correct responses to tag ending questions. In addition, only eight learners at FLC and three at SLC could get the items measuring the knowledge of inversion in negative adverbs of frequency right. Again, this confirms the expectation that complex grammar instruction is left to the higher levels of language teaching.

The corresponding value of continuity correction for this level from Table 2 (representing the results of the Chi-square test) was 1.82 at  $p$  obtained of .177. There were no significant differences in the performance of the two groups indicating that the

salience position is on par with the markedness argument. However, the markedness argument gains grounds as the results obtained from the third proficiency group were analysed. The responses of the learners at the advanced level suggest that 14 learners at FLC and eight at SLC provided the correct response to tag ending questions but 15 learners at FLC and nine at SLC got the items measuring the knowledge of inversion in negative adverbs of frequency right.

**Table 2**

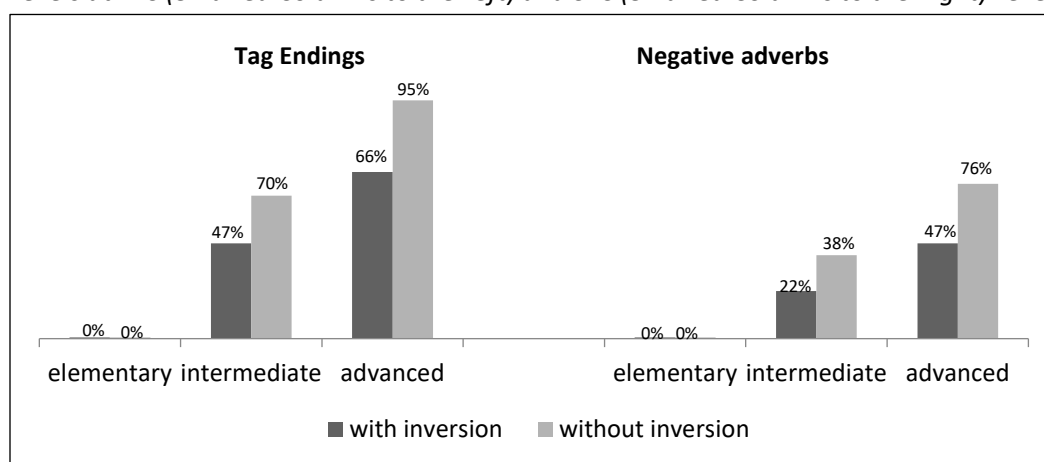
*Chi-square Test for the Total Number of Correct Responses across Corresponding Proficiency Levels in Both Language Centres*

Proficiency Level	Continuity Correction	df	Sig (2-tailed)
Intermediate	1.82	1	.177
Advanced	3.68	1	.055

The corresponding value of continuity correction standing at 3.68 with p observed of 0.55 (Table 2). The Chi-square test results highlight the role of direct instruction and, therefore, the argument put forward by the markedness camp is undermined. This reinforces the hypothesis that explicit teaching of complex grammatical structures is beneficial, and such structures are hardly learned heuristically. This observation is readily indicated by the margin of the correct responses to the items not requiring inversion and to those requiring inversion as can be seen in Figure 2, the proportion of the correct responses to the items without inversion is almost twice that of the items with inversion regardless of the level of proficiency of the students at both language centres.

**Figure 2**

*Correct Responses to Pairs of Items with (out) Inversion across Corresponding Proficiency Levels at FLC (3 Paired Columns to the Left) and SLC (3 Paired Columns to the Right) Levels*



To answer the second research question, the Wilcoxon signed rank test was run, allowing the researchers to investigate how consistently the same participants gave



correct responses to pairs of questions that did (not) necessitate inversion. As it can be inferred from Table 3, except for the intermediate learners at FLC, statistically significant differences were observed for the other groups at both language centres. The corresponding z value for the intermediate group at SLC is -2.00 which is significant at p observed of .046. For the advanced learners at FLC, z stands at -2.44 at p observed of .014. This indicates that these learners differ significantly in terms of their ability to respond correctly to the pairs of questions that did (not) require inversion. Finally, the observed z value of -2.00 for the advanced learners at SLC is significant at p obtained of .046.

**Table 3**

*Wilcoxon Signed Rank Test for Correct Responses to Pairs of Questions (not) Requiring Inversion across Corresponding Proficiency Levels*

Proficiency Level	Z		Sig (2-tailed)	
	FLC	SLC	FLC	SLC
Intermediate	-1.73	-2.00	.083	.046
Advanced	-2.44	-2.00	.014	.046

Following this step, in-depth interlanguage analyses of the data gathered from each proficiency group were conducted, producing mixed results. It seems that, as the results of the present study suggest, the acquisition of inverted structures initiates with chunk-like expressions following universal typological rules mediated by the structure of the first language. In other words, as the learners improve their knowledge of English, the markedness hypothesis enters the scene. The performance of the elementary and low intermediate proficiency groups validates the hypothesis that during the early stages of second language acquisition, markedness is not a good predictor of acquisition order. Formulaic expressions best account for learners' attempts to compensate for their lack of L2 knowledge. Inverted structures as was observed in the present study were lacking in the performance of the low-proficiency learners altogether.

With reference to the tag endings of agreement, two trends were detected. Firstly, the participants completely employed a chunk-like expression employing the trigger word (so, too, either, or neither). This was particularly the case with the elementary proficiency group. The expressions like I too, his wife neither, and my uncle too were frequent in their responses. It did come as a surprise that these students couldn't classify so as a member of the same group of conjunctions as either, neither, and too. They even failed to make a distinction between neither and either, too and so, and so and neither. Second, the more proficient learners in the low intermediate group tended to respond frequently with such expressions as I skate so, my uncle speaks too, and his wife speaks neither. This helps to draw the conclusion that modal auxiliaries are almost totally missing in their production. An interesting finding was that a few learners tended to employ such expressions as I do hope so or my uncle does speak too. This represents the emphatic auxiliary confusion.

As to the elementary and lower intermediate students' behaviour regarding the initial position negative adverbs, the general trend observed is one of double negation and lack of inversion altogether for the adverb *never*. Again, surprisingly enough, a few learners differentiated between *never*, and other negative adverbs such as *not* only. The expressions such as *Never I haven't seen such courage* and *Never we cannot cash these cheques* frequently took place in their production.

Figure 3 represents the pattern observed in the data. It can be seen that the path followed by the learners in the acquisition of tag endings of agreement is as follows:

**Figure 3**

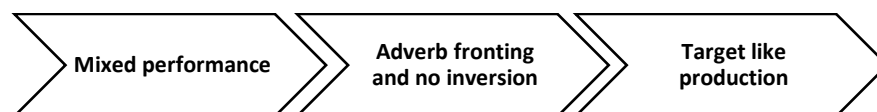
*The Pattern Observed in the Acquisition of Tag Endings of Agreement*



The point at which the above constructions are acquired seems to be at an upper intermediate level of English mastery and above. However, as instructional content at these levels emphasises grammar, the data obtained from the learners are likely to open up controversial interpretations in the light of the fact that instructional encounter predicts acquisition. Still, some learners persist to fail to produce these structures correctly even at higher levels of language proficiency. This presents further evidence to support the processability hierarchy. Inverted structures, despite the wealth of instructional data available to the learners and, hence, their instructional as well as naturalistic cross-linguistic and intra-lingual salience, remain among the most complex structures for EFL language learners.

The pattern extracted from the interlanguage analysis of the data associated with the production of initial position negative adverbs is presented in Figure 4. The same argument is forwarded for the initial position negative adverbs. The hypothesis formulated above predicts instructional salience to represent a high rate of acquisition. Again, the data obtained direct us to go with the idea that linguistic complexity overrides instructional salience, leading us to contend that no matter how frequently these structures form an essential part of the grammar instruction, acquisition remains to follow from typological universals heavily affected by the structure of the mother tongue given the internal complexity of target structures.

As to the use of constructions containing the alternation between preposition stranding and pied piping, the data revealed that at lower levels of language proficiency, the learners tended to employ a no-preposition strategy although they failed to use theses constructions correctly. It seems that they make their ways from no-preposition constructions through the ones with preposition stranding and finally to those containing pied piping.

**Figure 4***The Pattern from the Interlanguage Analysis***Discussion**

The findings of the current study should be interpreted cautiously. The first research question served a two-fold purpose; firstly, it investigated whether the acquisition of inverted structures in tag endings of agreement and initial position adverbs of frequency could be explained by the MDH or the rich instructional data available for the learners to make the inverted structures salient. Secondly, it addressed the inherent salience of these structures that makes them easier to notice compared to their relatively more neutral counterparts that follow a more canonical word order. In line with the existing literature (e.g., Wu & Lonin, 2023), the findings revealed that explicit teaching of such structures is needed, and they are too complex to be learned only on the basis of positive evidence. This is also consonant with what is called conservatism in inversion, the argument that postulates that language learners are not inclined towards inverting verbs that they are not already exposed to in inverted positions (Chen, 2003).

However, given the grammatical orientation of the first language centre in the present study, it seems that the learners at this language centre were more responsive to grammar instruction than those at the other language centre. From another perspective, it can be argued that although inverted structures can serve communicative functions like focus and attention concentration (Assaiqeli et al., 2021), their avoidance would do little, if no harm, to the flow of speech and thus would not lead to communication failure. In addition, the relative processing load these structures pose on the learners' minds could be another explanation for why teachers at the second language centre opted out of their otherwise communicative instruction (Alisoy, 2023). Finally, because of their formal complexity, learners might be unwilling to apply the obligatory inversion unless their awareness is improved through direct instruction as was not the case with the learners at SLC (Wu & Lonin, 2023).

The comparability of the corresponding proficiency groups at both language centres is not well justified. It seemed more warranted if a more valid measure of language proficiency would be used. Furthermore, although the results of the Chi-square and the Wilcoxon Ranked tests were significant, the magnitude of their values was relatively small indicating that they should be interpreted with care in drawing acquisition-related conclusions. Such conclusions are unwarranted based on the results of a cross-sectional research because of individual characteristics and chance differences. For example, it can be argued that teachers might find working with learners at higher levels of language proficiency worth their while and therefore invested more effort and energy than those teaching learners at lower levels of proficiency. All this vetoes the claim that they represent the characteristics of the same population. This point was taken up

by Ary et al. (2018) who argued that chance differences between samples distort the findings as one might draw a sample of first graders, for example, which is below average and a sample of fourth graders above average. A potential consequence is that the difference found between the groups might seem to be much tinier than it is. Furthermore, although the type of input and instruction to which the learners at each language centre were exposed to was assumed to differ significantly (based on teacher's comments obtained during informal interviews with them), they might have been similar. A possible solution might have been a direct observation of an instructional session at each language centre.

The last point to make concerns the developmental trajectories of the structures studied. The fact that learners initiated with chunk-like expressions might tempt us to underscore interlanguage conclusions and generalise toward the Structural Conformity Hypothesis that universal tendencies applying to primary languages are true for interlanguages (Le & Boonmoh, 2020). Given the scarcity of data, this finding might simply reflect the communicative bias that overemphasises strategic competence and the role of ready-made formulae in avoiding communication failures (the legacy of the lexical approach) than a universal feature of interlanguage. Such instances cannot be treated as interlanguage features.

### **Conclusion**

The present study investigated the interaction between MDH and SH in the acquisition of inversion in tag endings of agreement and initial position negative adverbs of frequency. As the findings indicate, salience cannot be a good causal explanation in the acquisition of these structures and for the most part, the acquisition of these constructions remains to follow from the predictions of the MDH. In addition, a between group comparison of the performance of the learners at corresponding proficiency levels at the two language centres revealed that complex structures like the ones studied here require direct instruction and cannot be left to be discovered by the learners in a communicative instruction setting.

Concerning the developmental trajectory of tag endings of agreement, the present study provided evidence supporting the use of unanalysed chunks at earlier stages of language development. This finding supports the contention that such constructions represent interlanguage source of knowledge that provides learners with further input for their own developing system (Lozano & Díaz-Negrillo, 2019; Taguchi, 2008). Finally, for the negative adverbs of frequency, it was observed that learners started with double negatives, and the occurrence of inversion was not observed until at an advanced level of language proficiency. This may indicate that current use of these adverbs (with single negative) is the product of historical conditions and is not an inherent feature of interlanguage. The findings should be interpreted cautiously due to limited data.

In order to put forward solid recommendations for instructed interlanguage development in the Iranian context, future researchers might replicate this study with

larger sample sizes in various parts of the country. Furthermore, more local and international research is needed to develop a better understanding of how grammar-based and communicative approaches toward foreign language teaching might affect the acquisition of inverted structures in English.

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## Appendix A

### 26-item Composite Grammar Test

Rewrite the following sentences using the given words.

1. She should get a job in a bank. He suggests that she ..... (get) a job in a bank
2. Mary doesn't like opera; also, I don't like opera. Mary doesn't like opera and ..... (neither)
3. I occasionally think that I'd like to live somewhere else. Occasionally .....
4. The person was Sara. I lent Sara the money. The person..... (whom)
5. I want tomorrow to be Sunday, but it is not possible. I wish tomorrow ..... (be) Sunday.
6. The man was Kevin. Cathy gave the man the book. The man..... (whom)
7. She didn't allow me to see what she was doing. She didn't let me ..... (see) what she was doing.
8. Ann skates beautifully; I also skate beautifully. Ann skates beautifully and ..... (so)
9. We can never cash these cheques. Never .....
10. She will get here; I'll wait until then. I'll wait until she ..... (get) here.
11. Peter isn't here today; also, John isn't here. Peter isn't here today and ..... (either)
12. The man was his uncle. Bob sent his uncle a post card. The man..... (whom)
13. The meeting must start at eight. It is essential that the meeting ..... (start) at eight.
14. I have rarely seen such a remarkable creature. Seldom .....
15. He doesn't smoke; also, his wife does not smoke. He does not smoke and..... (neither)
16. He hopes the postman comes soon. Also, I hope the postman comes soon. He hopes the postman comes soon and ..... (so)

17. I wanted to study medicine, but I didn't go to university. If I had gone to university, I ..... (study) medicine.
18. I have not seen such courage in my life. Never .....  
.....
19. Mary paid \$15 for the book; also, I paid \$15 for the book. Mary paid \$15 for the book and ..... (too)
20. My father can't swim; also, my uncle can't swim. My father can't swim ..... (nor)
21. I get up early. Usually, .....
22. I had not arrived when the trouble started. Hardly .....  
.....
23. She has been late; she has also done no work. Not only ..... but also .....
24. I speak French; also, my uncle speaks French. I speak French and ..... (too)
25. He didn't understand her feelings Until he received her letter. Not until .....
26. She is interested in making toys for her children. She prefers ..... (make) toys for her children.