PART A
Structure and Written Expression

1. Structure
Structure is tested in the second section on both the paper TOEFL test and the computer TOEFL test. This section consists of a number of multiple-choice questions that test your knowledge of the structure of English sentences and error recognition questions that test your knowledge of correct written expression. The paper and the computer structure sections are similar in the following ways:

- the types of questions
- the language skills tested

The paper and the computer structure sections are different in the following ways:

- the number of questions
- the amount of time
- the ordering of the questions
- the strategies
- the scoring

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**GENERAL STRATEGIES**
(Paper TOEFL® Test)

1. **Be familiar with the directions.** The directions on every paper TOEFL test are the same, so it is not necessary to spend time reading the directions carefully when you take the test. You should be completely familiar with the directions before the day of the test.

2. **Begin with questions 1 through 15.** Anticipate that questions 1 through 5 will be the easiest. Anticipate that questions 11 through 15 will be the most difficult. Do not spend too much time on questions 11 through 15. There will be easier questions that come later.

3. **Continue with questions 16 through 40.** Anticipate that questions 16 through 20 will be the easiest. Anticipate that questions 36 through 40 will be the most difficult. Do not spend too much time on questions 36 through 40.

4. **If you have time, return to questions 11 through 15.** You should spend extra time on questions 11 through 15 only after you spend all the time that you want on the easier questions that follow.

5. **Guess to complete the section before time is up.** There is no penalty for guessing, so it can only increase your score to guess the answers to questions that you do not have time to complete.
2. Written Expression

Written expression questions test your knowledge of the correct way to express yourself in English writing appear on both the paper TOEFL test and the computer TOEFL test. Each question consists of one sentence in which four words or groups of words have been underlined. You must choose the underlined word or group of words that is not correct. Look at an example of a written expression question from the paper TOEFL test.

Example from the Paper TOEFL® Test

A nerve is actually many nerve fiber bound together.

A  B  C  D

In this example, you should notice that the plural quantifier many is accompanied by the singular noun fiber. Many should be accompanied by the plural noun fibers. You should choose answer (C) because answer (C) is not correct.

Now, look at an example of a written expression question from the computer TOEFL test.

Example from the Computer TOEFL® Test

Venus emits very intense radio waves of thermally origin.

In this example, you should notice that the adverb thermally is used to describe the noun origin. The adjective thermal should be used to describe the noun. You should click on the word thermally to answer this question because thermally is not correct.

| PROCEDURES FOR THE WRITTEN EXPRESSION QUESTIONS |
| (Paper TOEFL® Test and Computer TOEFL® Test) |

1. First, look at the underlined words or groups of words. You want to see if you can spot which of the four answer choices is not correct.

2. If you have been unable to find the error by looking only at the four underlined expressions, then read the complete sentence. Often an underlined expression is incorrect because of something in another part of the sentence.

Next, you should move on to the language skills. The following language skills will help you to implement the appropriate strategies and procedures in written expression questions on both the paper TOEFL test and the computer TOEFL test.
PART B
Structure

1. Sentences with one clause

Some sentences in English have just one subject and verb, and it is very important for you to find the subject and verb in these sentences. In some sentences it is easy to find the subject and verb. However, certain structures, such as objects of prepositions, appositions, and participles, can cause confusion in locating the subject and verb because each of these structures can look like a subject or verb. An object of the preposition or an appositive can be mistaken for a subject, while a participle can be mistaken for a verb.

Therefore, you should be able to do the following in sentences with one subject and verb: (1) be sure the sentence has a subject and a verb, (2) be careful of objects of prepositions and appositions when you are looking for the subject, and (3) be careful of present participles and past participles when you are looking for the verb.

SKILL 1: BE SURE THE SENTENCE HAS A SUBJECT AND A VERB

You know that a sentence in English should have a subject and a verb. The most common types of problems that you will encounter in structure questions on the TOEFL test have to do with subjects and verbs: perhaps the sentence is missing either the subject or the verb or both, or perhaps the sentence has an extra subject or verb.

Example 1 from the Paper and Computer TOEFL® Tests

Traffic was backed up for miles on the freeway.

(A) Yesterday
(B) In the morning
(C) Traffic
(D) Cars

In this example you should notice immediately that there is a verb was, but there is no subject. Answer (C) is the best answer because it contains the singular subject traffic that agrees with the singular verb was. Answer (A), yesterday, and answer (B), in the morning, are not subjects, so they are not correct. Although answer (D), cars, could be a subject, it is not correct because cars is plural and it does not agree with the singular verb was.

Example:
The boy……going to the movies with a friend.

(A) He is
(B) He always was
(C) is relaxing
(D) will be
This sentence has a subject boy and has part of a verb going; to be correct, some form of the verb he is needed to make the sentence complete. Answers (A) and (B) are incorrect because the sentence already has a subject boy and does not need the extra subject he. Answer (C) is incorrect because relaxing is an extra verb part that is unnecessary because of going. Answer (D) is the best answer; will be together with going is a complete verb.

The following chart outlines what you should remember about subjects and verbs:

<table>
<thead>
<tr>
<th>SUBJECTS AND VERBS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sentence in English must have at least one subject and one verb.</td>
</tr>
</tbody>
</table>

**EXERCISE 1:** Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

1. Last week _went_ fishing for trout at the nearby mountain lake.  **C**
2. A schedule of the day’s events _can be obtained_ at the front desk.  **I**
3. A job on the day shift or the night shift at the plant available.  **I**
4. The new computer program has provides a variety of helpful applications.  **I**
5. The box can be opened only with a special screwdriver.  **C**
6. The assigned text for history class it contains more than twenty chapters.  **I**
7. The papers in the wastebasket should be emptied into the trash can outside.  **C**
8. Departure before dawn on a boat in the middle of the harbor.  **C**
9. Yesterday found an interesting article on pollution.  **I**
10. The new machine is processes 50 percent more than the previous machine.  **I**

**Example from the paper and computer tests**

With his friend…B…found the movie theater.

(A) has  (C) later
(B) later  (D) when

In this example you should look first for the subject and the verb. You should notice the verb found and should also notice that there is no subject. Do not think that friend is the subject; friend is the object of the preposition with, and one noun cannot be both a subject and an object at the same time. Because a subject is needed in this sentence, answer (B), he, is the best answer. Answers (A), (C), and (D) are not correct because they cannot be subjects.
EXERCISE 2: Each of the following sentences contains one or more prepositional phrases. Underline the subjects once and the verbs twice. Circle the prepositional phrases that come before the verb. Then indicate if the sentences are correct (C) or incorrect (I).

1. The interviews (by radio broadcasters) were carried live by the station. **C**

2. In the last possible moment (before takeoff) took his seat in the airplane. **I**

3. At the neighborhood flower shop, flowers in quantities of a dozen or a half dozen can be delivered for free. **C**

4. The progressive reading methods at this school are given credit for the improved test scores. **C**

5. For the last three years at various hospitals in the county has been practicing medicine. **I**

6. In the past a career in politics was not considered acceptable in some circles. **C**

7. Shopping in the downtown area of the city has improved a lot in recent years. **C**
SKILL 3:  BE CAREFUL OF APPOSITIVES

Appositives can cause confusion in structure questions on the TOEFL test because an apposite can be mistaken for the subject of a sentence. An apposite is a noun that comes before or after another noun and has the same meaning.

Sally, the best student in the class, got an A on the exam.

In this example Sally is the subject of the sentence and the best student in the class can easily be recognized as an appositive phrase because of the noun student and because of the commas. The sentence says that Sally and the best student in the class are the same person. Note that if you leave out the appositive phrase, the sentence still makes sense (Sally got an A on the exam).

The following example shows how an appositive can be confused with the subject of a sentence in structure questions on the TOEFL test.

Example 1 from the Paper and Computer TOEFL Tests

——, George, is attending the lecture.

(A) Right now
(B) Happily
(C) Because of the time
(D) My friend

In this example you should recognize from the commas that George is not the subject of the sentence. George is an appositive. Because this sentence still needs a subject, the best answer is (D), my friend. Answers (A), (B), and (C) are incorrect because they are not subjects.

The next example shows that an appositive does not always come after the subject; an appositive can also come at the beginning of the sentence.

The following chart outlines the key information that you should remember about appositives:

<table>
<thead>
<tr>
<th>S</th>
<th>APP</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tom, a really good mechanic, is fixing the car.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>APP, S</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>A really good mechanic, Tom is fixing the car.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EXERCISE 3: Each of the following sentences contains an appositive. Underline the subjects once and the verbs twice. Circle the appositive phrases. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. (The son of the previous owner,) the new owner is undertaking some fairly broad changes in management policy.

I 2. Last semester, (a friend,) graduated cum laude from the university.

C 3. Valentine’s Day, February 14, is a special holiday for sweethearts.

I 4. At long last, the chief executive officer, has decided to step down.

C 5. Tonight’s supper, leftovers from last night, did not taste any better tonight than last night.

I 6. The only entrance to the closet, the door was kept locked at all times.

C 7. In the cold of winter, a wall heating unit, would not turn on.

C 8. The new tile pattern, yellow flowers on a white background, really brightens up the room.

I 9. The high-powered computer the most powerful machine of its type, was finally readied for use.

C 10. A long time friend and confidant, the psychologist was often invited over for Sunday dinner.

SKILL 4: BE CAREFUL OF PRESENT PARTICIPLES

A present participle is the -ing form of the verb (talking, playing). In structure questions on the TOEFL test, a present participle can cause confusion because it can be either a part of the verb or an adjective. It is part of the verb when it is preceded by some form of the verb be.

The man is talking to his friend.

In this sentence talking is part of the verb because it is accompanied by is.

A present participle is an adjective when it is not accompanied by some form of the verb be.

The man talking to his friend has a beard.

In this sentence talking is an adjective and not part of the verb because it is not accompanied by some form of be. The verb in this sentence is has.
PRESENT PARTICIPLES

A present participle is the -ing form of the verb. The present participle can be (1) part of the verb or (2) an adjective. It is part of the verb when it is accompanied by some form of the verb be. It is an adjective when it is not accompanied by some form of the verb be.

1. The boy is standing in the corner.
2. The boy standing in the corner was naughty.

EXERCISE 4: Each of the following sentences contains one or more present participles. Underline the subjects once and the verbs twice. Circle the present participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

1. The companies **offering** the lowest prices **will** have the most customers. **C**
2. These travelers **are completing** their trip on Delta should report to Gate Three. **I**
3. The artisans were demonstrating various handicrafts at booths throughout the fair. **C**
4. The fraternities are giving the wildest parties attract the most new pledges. **I**
5. The first team winning four games is awarded the championship. **C**
6. The speaker was trying to make his point was often interrupted vociferously. **I**
7. The fruits were rotting because of the moisture in the crates carrying them to market. **C**
8. Any students desiring official transcripts should complete the appropriate form. **C**
9. The advertisements were announcing the half-day sale received a lot of attention. **I**
10. The spices flavoring the meal were quite distinctive. **C**

SKILL 5: BE CAREFUL OF PAST PARTICIPLES

Past participles can cause confusion in structure questions on the TOEFL test because a past participle can be either an adjective or a part of a verb. The past participle is the form of the verb that appears with have or be. It often ends in -ed, but there are also many irregular past participles in English. (See Appendix F for a list of irregular past participles.)

The family **has purchased** a television.

The poem **was written** by Paul.
The following example shows how a past participle can be confused with the verb in structure questions on the TOEFL test.

<table>
<thead>
<tr>
<th>Example from the Paper and Computer TOEFL® Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>The packages ______ mailed at the post office will arrive Monday.</td>
</tr>
<tr>
<td>(A) have</td>
</tr>
<tr>
<td>(B) were</td>
</tr>
<tr>
<td>(C) them</td>
</tr>
<tr>
<td>(D) just</td>
</tr>
</tbody>
</table>

In this example, if you look only at the first few words of the sentence, it appears that packages is the subject and mailed is either a complete verb or a past participle that needs a helping verb. But if you look further in the sentence, you will see that the verb is will arrive. You will then recognize that mailed is a participial adjective and is therefore not part of the verb. Answers (A) and (B) are incorrect because mailed is an adjective and does not need a helping verb such as have or were. Answer (C) is incorrect because there is no need for the object them. Answer (D) is the best answer to this question.

<table>
<thead>
<tr>
<th>PAST PARTICIPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>A past participle often ends in -ed, but there are also many irregular past participles. For many verbs, including -ed verbs, the simple past and the past participle are the same and can be easily confused. The -ed form of the verb can be (1) the simple past, (2) the past participle of a verb, or (3) an adjective.</td>
</tr>
<tr>
<td>1. She painted this picture.</td>
</tr>
<tr>
<td>2. She has painted this picture.</td>
</tr>
<tr>
<td>3. The picture painted by Karen is now in a museum.</td>
</tr>
</tbody>
</table>

EXERCISE 5: Each of the following sentences contains one or more past participles. Underline the subjects once and the verbs twice. Circle the past participles and label them as adjectives or verbs. Then indicate if the sentences are correct (C) or incorrect (I).

1. The money was (offered) by the client was not (accepted).
2. The car (listed) in the advertisement had already (stalled).
3. The chapters were taught by the professor this morning will be on next week's exam.
4. The loaves of bread were baked in a brick oven at a low temperature for many hours.
5. The ports were reached by the sailors were under the control of a foreign nation.
6. Those suspected in the string of robberies were arrested by the police.
EXERCISE (Skills 1–5): Underline the subjects once and the verbs twice in each of the following sentences. Then indicate if the sentences are correct (C) or incorrect (I).

1. For three weeks at the beginning of the semester students with fewer than the maximum number of units can add additional courses.

2. On her lunch hour went to a nearby department store to purchase a wedding gift.

3. The fir trees were grown for the holiday season were harvested in November.

4. In the grove the overripe oranges were falling on the ground.

5. The papers being delivered at 4:00 will contain the announcement of the president’s resignation.

6. A specialty shop with various blends from around the world in the shopping mall.

7. The portraits exhibited in the Houston Museum last month are now on display in Dallas.

8. With a sudden jerk of his hand threw the ball across the field to one of the other players.

9. Construction of the housing development will be underway by the first of the month.

10. Those applicants returning their completed forms at the earliest date have the highest priority.

TOEFL EXERCISE (Skills 1–5): Choose the letter of the word or group of words that best completes the sentence.

1. The North Platte River ______ from Wyoming into Nebraska.
   (A) it flowed  
   (B) flows  
   (C) flowing  
   (D) with flowing water

2. ______ Biloxi received its name from a Sioux word meaning “first people.”
   (A) The city of  
   (B) Located in  
   (C) It is in  
   (D) The tour included
3. A pride of lions _____ up to forty lions, including one to three males, several females, and cubs.
   (A) can contain
   (B) it contains
   (C) contain
   (D) containing

4. _____ tea plant are small and white.
   (A) The
   (B) On the
   (C) Having flowers the
   (D) The flowers of the

5. The tetracyclines, _____ antibiotics, are used to treat infections.
   (A) are a family of
   (B) being a family
   (C) a family of
   (D) their family is

6. Any possible academic assistance from taking stimulants _____ marginal at best.
   (A) it is
   (B) there is
   (C) is
   (D) as

7. Henry Adams, born in Boston, _____ famous as a historian and novelist.
   (A) became
   (B) and became
   (C) he was
   (D) and he became

8. The major cause _____ the pull of the Moon on the Earth.
   (A) the ocean tides are
   (B) of ocean tides is
   (C) of the tides in the ocean
   (D) the oceans' tides

9. Still a novelty in the late nineteenth century, _____ limited to the rich.
   (A) was
   (B) was photography
   (C) it was photography
   (D) photography was

10. A computerized map of the freeways using information gathered by sensors embedded in the pavement _____ on a local cable channel during rush hours.
    (A) airs
    (B) airing
    (C) air
    (D) to air

2. Sentences with Multiple Clauses

Many sentences in English have more than one clause. (A clause is a group of words containing a subject and a verb.) Whenever you find a sentence on the TOEFL test with more than one clause, you need to make sure that every subject has a verb and every verb has a subject. Next you need to check that the various clauses in the sentence are correctly joined. There are various ways to join clauses in English. Certain patterns appear frequently in English and on the TOEFL test. You should be very familiar with these patterns.
**SKILL 6: USE COORDINATE CONNECTORS CORRECTLY**

When you have two clauses in an English sentence, you must connect the two clauses correctly. One way to connect two clauses is to use *and*, *but*, *or*, *so*, or *yet* between the clauses.

- Tom is singing, **and** Paul is dancing.
- Tom is tall, **but** Paul is short.
- Tom **must write** the letter, so Paul will do it.
- Tom **told a joke**, so Paul laughed.
- Tom **is tired**, yet he **is not going to sleep**.

In each of these examples, there are two clauses that are correctly joined with a coordinate conjunction *and*, *but*, *or*, *so*, or *yet*, and a comma (,).

The following example shows how this sentence pattern could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests

A power failure occurred, ____ the lamps went out.

(A) then
(B) so
(C) later
(D) next

In this example you should notice quickly that there are two clauses, a power failure occurred and the lamps went out. This sentence needs a connector to join the two clauses. *Then, later, and next* are not connectors, so answers (A), (C), and (D) are not correct. The best answer is answer (B) because *so* can connect two clauses.

The following chart lists the coordinate connectors and the sentence pattern used with them:

<table>
<thead>
<tr>
<th>COORDINATE CONNECTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>and</strong></td>
</tr>
<tr>
<td>S V</td>
</tr>
</tbody>
</table>

*She laughed, **but** she wanted to cry.*
EXERCISE 6: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

____ 1. The software should be used on a laptop computer, (and) this computer is a laptop.

____ 2. The rain clouds can be seen in the distance, (but) no has fallen.

____ 3. They are trying to sell their house, it has been on the market for two months.

____ 4. So the quality of the print was not good, I changed the typewriter ribbon.

____ 5. The lifeguard will warn you about the riptides, or she may require you to get out of the water.

____ 6. You should have finished the work yesterday, yet is not close to being finished today.

____ 7. The phone rang again and again, so the receptionist was not able to get much work done.

____ 8. The missing wallet was found, but the cash and credit cards had been removed.

____ 9. Or you can drive your car for another 2,000 miles, you can get it fixed.

____ 10. The chemist was awarded the Nobel Prize, he flew to Europe to accept it.

SKILL 7: USE ADVERB TIME AND CAUSE CONNECTORS CORRECTLY

Sentences with adverb clauses have two basic patterns in English. Study the clauses and connectors in the following sentences:

I will sign the check before you leave.

Before you leave, I will sign the check.

In each of these examples, there are two clauses: you leave and I will sign the check, and the clause you leave is an adverb time clause because it is introduced with the connector before. In the first example the connector before comes in the middle of the sentence, and no comma (,) is used. In the second example the connector before comes at the beginning of the sentence. In this pattern, when the connector comes at the beginning of the sentence, a comma (,) is required in the middle of the sentence.

Example:

____ was late, I missed the appointment.

(A) I
(B) Because
(C) The train
(D) Since he
In this example, there is a verb, *was*, that need a subject. There is also another clause, *I missed the appointment*. Answer D is the best answer because there is a subject, *he*, for the verb *was* and there is a connector, *since*, to join the 2 clauses.

<table>
<thead>
<tr>
<th>ADVERB TIME AND CAUSE CONNECTORS</th>
<th>TIME</th>
<th>CAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>after as soon as once when as long as by the time until while as now that</td>
<td>because since</td>
<td></td>
</tr>
</tbody>
</table>

Teresa went inside, *because* it was raining.


dv adverb connector

Because it was raining, Teresa went inside.

EXERCISE 7: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

1. (Since) the bank closes in less than an hour, the deposits need to be tallied immediately.
   - C

2. Their backgrounds are thoroughly investigated (before) are admitted to the organization.
   - I

3. The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.
   - C

4. The ground had been prepared, the seedlings were carefully planted.
   - C

5. We can start the conference now that all the participants have arrived.
   - C

6. The building quite vulnerable to damage until the storm windows are installed.
   - C

7. Once the address label for the package is typed, can be sent to the mail room.
   - I

8. Because the recent change in work shifts was not posted, several workers missed their shifts.
   - C

9. The mother is going to be quite upset with her son as long as he misbehaves so much.
   - C

10. Inasmuch as all the votes have not yet been counted the outcome of the election cannot be announced.
    - C
**Skill 8: USE OTHER ADVERB CONNECTORS CORRECTLY**

Adverb clauses can express the ideas of time and cause, as you saw in Skill 7; adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in Skill 7. Study the following examples:

\[
\text{I will leave at 7:00 if I am ready.}
\]

\[
\text{Although I was late, I managed to catch the train.}
\]

In each of these examples, there are two clauses that are correctly joined with adverb connectors. In the first sentence, the adverb condition connector *if* comes in the middle of the sentence. In the second sentence, the adverb contrast connector *although* comes at the beginning of the sentence, and a comma (,) is used in the middle of the sentence.

Example:

You will get a good grade on the exam provided ______.

(A) studying
(B) study
(C) to study
(D) you study

In this example you should quickly notice the adverb condition connector *provided*. This connector comes in the middle of the sentence; because it is a connector, it must be followed by a subject and a verb. The best answer to this question is answer (D), which contains the subject and verb you study.

<table>
<thead>
<tr>
<th>Condition</th>
<th>Contrast</th>
<th>Manner</th>
<th>Place</th>
</tr>
</thead>
</table>
| if
in case
provided
providing
unless
whether | although
even though
though
while
whereas | as
in that | where
wherever |

<table>
<thead>
<tr>
<th>S</th>
<th>V</th>
<th>S</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bob went to school</td>
<td>even though</td>
<td>he felt sick.</td>
<td></td>
</tr>
<tr>
<td>adverb connector</td>
<td>S</td>
<td>V</td>
<td>S</td>
</tr>
<tr>
<td>Even though</td>
<td>Bob felt sick, he went to school.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOTE: A comma is often used in the middle of the sentence with a contrast connector.

*The Smith family arrived at 2:00, while the Jones family arrived an hour later.*
EXERCISE 8: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Then indicate if the sentences are correct (C) or incorrect (I).

1. It is impossible to enter that program [if] you lack experience as a teacher.  
   [C]

2. The commandant left strict orders about the passes, several soldiers left the post anyway.  
   [I]

3. No one is admitted to the academy unless he or she the education requirements.  
   [I]

4. While most students turned the assignment in on time, a few asked for an extension.  
   [C]

5. I will take you wherever need to go to complete the registration procedures.  
   [I]

6. I will wait here in the airport with you whether the plane leaves on time or not.  
   [C]

7. Providing the envelope is postmarked by this Friday, your application still acceptable.  
   [I]

8. As the nurse already explained all visitors must leave the hospital room now.  
   [C]

9. This exam will be more difficult than usual in that it covers two chapters instead of one.  
   [C]

10. Though snow had been falling all day long, everyone got to the church on time for the wedding.  
    [C]

TOEFL EXERCISE (Skills 6–8): Choose the letter of the word or group of words that best completes the sentence.

1. The president of the United States appoints the cabinet members. _____ appointments are subject to Senate approval.
   (A) their
   (B) with their
   (C) because their
   (D) but their

2. The prisoners were prevented from speaking to reporters because _____.
   (A) not wanting the story in the papers
   (B) the story in the papers the superintendent did not want
   (C) the public to hear the story
   (D) the superintendent did not want the story in the papers

3. Like Thomas Berger's fictional character Little Big Man, Lauderdale managed to find himself where _____ of important events took place.
   (A) it was an extraordinary number
   (B) there was an extraordinary number
   (C) an extraordinary number
   (D) an extraordinary number existed

4. _____ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.
   (A) Pumps have
   (B) As pumps have
   (C) So pumps have
   (D) With pumps
5. Case studies are the target of much skepticism in the scientific community. (A) they are (B) are (C) yet they (D) yet they are

6. According to the hypothesis in the study, the monarchs pick up the magnetic field of the (A) target monarchs (B) target since monarchs (C) target since monarchs are (D) target

7. (A) show the relations among neurons, they do not preclude the possibility that other aspects are important. (B) Neural theories (C) Although neural theories (D) However neural theories

8. ______ or refinanced, the lender will generally require setting up an escrow account to ensure the payment of property taxes and homeowner's insurance. (A) A home is (B) A home is bought (C) When a home (D) When a home is bought

9. If ultraviolet radiation enters the Earth's atmosphere, ______ generally blocked by the ozone concentrated in the atmosphere. (A) it (B) it is (C) so it is (D) then it

10. Among human chromosomes, the Y chromosome is unusual ______ of the chromosome does not participate in meiotic recombination. (A) in (B) so (C) and (D) in that

TOEFL REVIEW EXERCISE (Skills 1–8): Choose the letter of the word or group of words that best completes the sentence.

1. The three basic chords in ______ the tonic, the dominant, and the subdominant. (A) functional harmony (B) functional harmony is (C) functional harmony are (D) functional harmony they are

2. ______ Hale Telescope, at the Palomar Observatory in southern California, scientists can photograph objects several billion light years away. (A) The (B) With the (C) They use the (D) It is the

3. Without the proper card installed inside the computer, ______ impossible to run a graphics program. (A) is definitely (B) because of (C) it is (D) is

4. The charter for the Louisiana lottery was coming up for renewal, ______ spared no expense in the fight to win renewal. (A) the lottery committee (B) so the lottery committee and (C) so the lottery committee (D) the lottery committee made
5. While in reality Alpha Centauri is a triple star, _____ to the naked eye to be a single star.
   (A) it appears  
   (B) but it appears  
   (C) appears  
   (D) despite it

6. The Sun’s gravity severely distorted the path of the comet _____ entered its wildly erratic orbit around Jupiter.
   (A) it  
   (B) when  
   (C) after the comet came into it  
   (D) once the comet

7. Each object _____ Jupiter’s magnetic field is deluged with electrical charges.
   (A) enters  
   (B) it enters  
   (C) entering  
   (D) enter

8. As its name suggests, the Prairie Wetlands Resource Center _____ the protection of wetlands on the prairies of the Dakotas, Montana, Minnesota, and Nebraska.
   (A) it focuses  
   (B) focuses on  
   (C) focusing  
   (D) to focus on

9. One of the largest and most powerful birds of prey in the world, _____ a six-foot wingspan and legs and talons roughly the size of a man’s arms and legs.
   (A) so the harpy has  
   (B) the harpy having  
   (C) with the harpy having  
   (D) the harpy has

10. _____ creation of such a community was a desirable step, the requisite political upheaval had to be accepted.
    (A) Since the  
    (B) The  
    (C) Later, the  
    (D) It was the

3. More Sentences with Multiple Clauses

**Skill 9: USE NOUN CLAUSE CONNECTORS CORRECTLY**

A noun clause is a clause that functions as a noun; because the noun clause is a noun, it is used in a sentence as either an object of a verb, an object of a preposition, or the subject of the sentence.

- NOUN CLAUSE AS OBJECT OF VERB
  
  I know [when he will arrive].

- NOUN CLAUSE AS OBJECT OF PREPOSITION
  
  I am concerned about [when he will arrive].

- NOUN CLAUSE AS SUBJECT
  
  When he will arrive is not important.
In the first example there are two clauses, *I know* and *he will arrive*. These two clauses are joined with the connector *when*.* When* changes the clause *he will arrive* into a noun clause that functions as the object of the verb *know*.

In the second example the two clauses *I am concerned* and *he will arrive* are also joined by the connector *when*. *When* changes the clause *he will arrive* into a noun clause that functions as the object of the preposition *about*.

The third example is more difficult. In this example there are two clauses, but they are a little harder to recognize. *He will arrive* is one of the clauses, and the connector *when* changes it into a noun clause that functions as the subject of the sentence. The other clause has the noun clause *when he will arrive* as its subject and *is* as its verb.

<table>
<thead>
<tr>
<th>NOUN CLAUSE CONNECTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>what, when, where, why, how</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOUN CLAUSE AS OBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>$V$</td>
</tr>
<tr>
<td>I know</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NOUN CLAUSE AS SUBJECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>$V$</td>
</tr>
<tr>
<td>What you did was wrong.</td>
</tr>
</tbody>
</table>

**EXERCISE 9**: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

1. **C** (When the season starts) is determined by the weather.
2. **I** The manual (how the device should be built) is determined by the weather.
3. **C** The schedule indicated if the teams would be playing in the final game.
4. **I** He refused to enter a plea could not be determined by the lawyer.
5. **I** Talked about where we should go for lunch.
6. **I** Why the condition of the patient deteriorated so rapidly it was not explained.
7. **C** Whether or not the new office would be built was to be determined at the meeting.
8. **I** That the professor has not yet decided when the paper is due.
9. **I** The contract will be awarded is the question to be answered at the meeting.
10. **I** He always talked with whomever he pleased and did whatever he wanted.
**SKILL 10: USE NOUN CLAUSE CONNECTOR/SUBJECTS CORRECTLY**

In Skill 9 we saw that noun clause connectors were used to introduce noun subject clauses or noun object clauses. In Skill 10 we will see that in some cases a noun clause connector is not just a connector; a noun clause connector can also be the subject of the clause at the same time.

- I do not know **what** is in the box.
- We are concerned about **who** will do the work.
- **Whoever** is coming to the party must bring a gift.

<table>
<thead>
<tr>
<th>NOUN CLAUSE CONNECTOR/SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>who</td>
</tr>
<tr>
<td>whoever</td>
</tr>
</tbody>
</table>

**NOUN CLAUSE AS OBJECT**

<table>
<thead>
<tr>
<th>S V (noun connector/subject)</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I know</em></td>
<td><em>what</em> happened.</td>
</tr>
</tbody>
</table>

**NOUN CLAUSE AS SUBJECT**

<table>
<thead>
<tr>
<th>noun connector/subject</th>
<th>V</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>What</em> happened was great.</td>
<td></td>
</tr>
</tbody>
</table>

**EXERCISE 10:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- **C** 1. The game show **contestant** was able to respond to **whatever** was asked.
- **I** 2. You should find out **which** the best physics department.

3. The employee was unhappy about what was added to his job description.

4. Whoever wants to take the desert tour during spring break signing up at the office.

5. The motorist was unable to discover who he had struck his car.
**Skill 11: Use Adjective Clause Connectors Correctly**

An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes.

The **woman** is filling the glass **that she put on the table**.

The glass **that she put on the table** contains milk.

<table>
<thead>
<tr>
<th>Adjective Clause Connectors</th>
<th>Whom (for people)</th>
<th>Which (for things)</th>
<th>That (for people or things)</th>
</tr>
</thead>
<tbody>
<tr>
<td>S V</td>
<td>adjective connector</td>
<td>S V</td>
<td></td>
</tr>
<tr>
<td><em>I liked the book</em> which you recommended.*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*The book which you recommended was interesting.*

**Note:** The adjective connectors can be omitted. This omission is very common in spoken English or in casual written English. It is not as common in formal English or in structure questions on the TOEFL test.

**Exercise 11:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

1. The car **which** I have been driving for five years is for sale at a really good price.
2. **That** you have been instructed is important to fill out.
3. The plane **that** he was scheduled to take to Hawaii was delayed.
4. The movie **which** we watched last night was really frightening.
5. I made an appointment with the doctor **whom** you recommended.
6. The enthusiasm **with which** he greeted me made me feel welcome.
SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECTS CORRECTLY

In Skill 11 we saw that adjective clause connectors were used to introduce clauses that describe nouns. In Skill 12 we will see that in some cases an adjective clause connector is not just a connector; an adjective clause connector can also be the subject of the clause at the same time.

The woman is filling the glass that is on the table.

The glass that is on the table contains milk.

<table>
<thead>
<tr>
<th>ADJECTIVE CLAUSE CONNECTOR/SUBJECTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>who (for people)</td>
</tr>
<tr>
<td>which (for things)</td>
</tr>
<tr>
<td>that (for people or things)</td>
</tr>
<tr>
<td>S</td>
</tr>
<tr>
<td>V</td>
</tr>
</tbody>
</table>

| adjective connector/subject         |
| who types fast.                     |

| S                                   |
| V                                   |

| A secretary                         |
| who types fast is invaluable        |

EXERCISE 12: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

C 1. The ice cream (that) is served in the restaurant has a smooth, creamy texture.

I 2. The cars are trying to enter the freeway system are lined up for blocks.

C 3. I have great respect for everyone who on the Dean’s List.

I 4. It is going to be very difficult to work with the man which just began working here.

I 5. The door that leads to the vault it was tightly locked.

C 6. The neighbors reported the man who was trying to break into the car to the police.

I 7. These plants can only survive in an environment is extremely humid.

I 8. The boss meets with any production workers who they have surpassed their quotas.
TOEFL EXERCISE (Skills 9–12): Choose the letter of the word or group of words that best completes the sentence.

1. Dolphins form extremely complicated allegiances and _____ continually change.
   (A) enmities that  
   (B) that enmities  
   (C) enmities that are  
   (D) that enmities

2. Scientists are now beginning to conduct experiments on _____ trigger different sorts of health risks.
   (A) noise pollution can  
   (B) that noise pollution  
   (C) how noise pollution  
   (D) how noise pollution can

3. The Apollo 11 astronauts _____ of the Earth’s inhabitants witnessed on the famous first moonwalk on July 20, 1969, were Neil Armstrong and Buzz Aldrin.
   (A) whom  
   (B) whom millions  
   (C) were some  
   (D) whom some were

4. At the end of the nineteenth century, Alfred Binet developed a test for measuring intelligence _____ served as the basis of modern IQ tests.
   (A) has  
   (B) it has  
   (C) and  
   (D) which has

5. _____ have at least four hours of hazardous materials response training is mandated by federal law.
   (A) All police officers  
   (B) All police officers must  
   (C) That all police officers  
   (D) For all police officers

6. A cloud’s reservoir of negative charge extends upward from the altitude at _____ the freezing point.
   (A) temperatures hit  
   (B) hit temperatures  
   (C) which temperatures hit  
   (D) which hit temperatures

7. In a 1988 advanced officers’ training program, Sampson developed a plan to incorporate police in enforcing environmental protection laws whenever _____ feasible.
   (A) it is  
   (B) is  
   (C) has  
   (D) it has

8. _____ will be carried in the next space shuttle payload has not yet been announced to the public.
   (A) It  
   (B) What  
   (C) When  
   (D) That

9. During free fall, _____ up to a full minute, a skydiver will fall at a constant speed of 120 m.p.h.
   (A) it is  
   (B) which is  
   (C) being  
   (D) is

10. The fact _____ the most important ratings period is about to begin has caused all the networks to shore up their schedules.
    (A) is that  
    (B) of  
    (C) that  
    (D) what
TOEFL REVIEW EXERCISE (Skills 1–12): Choose the letter of the word or group of words that best completes the sentence.

1. ______ loom high above the northern and northeastern boundaries of the expanding city of Tucson.
   (A) The Santa Catalina mountains
   (B) Because the Santa Catalina mountains
   (C) The Santa Catalina mountains are
   (D) That the Santa Catalina mountains

2. Radioactive ______ provides a powerful way to measure geologic time.
   (A) it
   (B) dates
   (C) dating
   (D) can

3. ______ contained in the chromosomes, and they are thought of as the units of heredity.
   (A) Genes which are
   (B) Genes are
   (C) When genes
   (D) Because of genes

4. The benefit ______ the study is that it provides necessary information to anyone who needs it.
   (A) of
   (B) which
   (C) that
   (D) because

5. The same symptoms that occur ______ occur with cocaine.
   (A) amphetamines can
   (B) with amphetamines can
   (C) so amphetamines
   (D) with amphetamines they

6. Many companies across the country have molded the concepts ______ describes into an integrated strategy for preventing stress.
   (A) and Wolf
   (B) that Wolf
   (C) what Wolf
   (D) so Wolf

7. ______ in the first draft of the budget will not necessarily be in the final draft.
   (A) Although it appears
   (B) It appears
   (C) What appears
   (D) Despite its appearance

8. If a food label indicates that a food is mostly carbohydrate, it does not mean ______ is a good food to eat.
   (A) and it
   (B) and
   (C) that it
   (D) when

9. A need for space law to include commercial concerns has been recognized inasmuch ______ been expanding drastically in recent years.
   (A) the commercial launch industry
   (B) the commercial launch industry has
   (C) as has the commercial launch industry
   (D) as the commercial launch industry

10. The report on the nuclear power plant indicated that when the plant had gone on line ______ unsafe.
    (A) and it had been
    (B) it had been
    (C) had been
    (D) that it had been