

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*

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 that 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, appositives, 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 appositives 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



_____ 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

OBJECTS OF PREPOSITIONS

A preposition is followed by a noun, pronoun, gerund or noun clause that is called an *object of the preposition*. If a word is an *object of a preposition*, it is not the *subject*.

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).

- C 1. The interviews (by radio broadcasters) were carried live by the station.
- I 2. (In the last possible moment) (before takeoff) took his seat in the airplane.
- ___ 3. At the neighborhood flower shop, flowers in quantities of a dozen or a half dozen can be delivered for free.
- ___ 4. The progressive reading methods at this school are given credit for the improved test scores.
- ___ 5. For the last three years at various hospitals in the county has been practicing medicine.
- ___ 6. In the past a career in politics was not considered acceptable in some circles.
- ___ 7. Shopping in the downtown area of the city it has improved a lot in recent years.


SKILL 3: BE CAREFUL OF APPOSITIVES

Appositives can cause confusion in structure questions on the TOEFL test because an appositive can be mistaken for the subject of a sentence. An appositive 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:

APPOSITIVES			
An <i>appositive</i> is a noun that comes before or after another noun and is generally set off from the noun with commas. If a word is an <i>appositive</i> , it is not the <i>subject</i> . The following appositive structures are both possible in English:			
S,	APP,	V	
Tom,	a really good mechanic,	is fixing	the car.
	APP,	S	V
	A really good mechanic,	Tom	is fixing the car.

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.
- ___ 3. Valentine's Day, February 14, is a special holiday for sweethearts.
- ___ 4. At long last, the chief executive officer, has decided to step down.
- ___ 5. Tonight's supper, leftovers from last night, did not taste any better tonight than last night.
- ___ 6. The only entrance to the closet, the door was kept locked at all times.
- ___ 7. In the cold of winter, a wall heating unit, would not turn on.
- ___ 8. The new tile pattern, yellow flowers on a white background, really brightens up the room.
- ___ 9. The high-powered computer the most powerful machine of its type, was finally readied for use.
- ___ 10. A longtime 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.
VERB

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.
ADJECTIVE

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*.

The following example shows how a past participle can be confused with the verb in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests  

The packages _____ mailed at the post office will arrive Monday.

- (A) have
- (B) were
- (C) them
- (D) just

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.

PAST PARTICIPLES

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*.

1. She **Painted** this picture.
2. She has **Painted** this picture.
3. The picture **Painted** by Karen is now in a museum.

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).

I 1. The money was (offered) by the client was not (accepted).

VERB

VERB

C 2. The car (listed) in the advertisement had already (stalled).

ADJ.

VERB

_____ 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 it 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.

- | | |
|---|--|
| <p>1. The North Platte River _____ from Wyoming into Nebraska.</p> <ul style="list-style-type: none">(A) it flowed(B) flows(C) flowing(D) with flowing water | <p>2. _____ Biloxi received its name from a Sioux word meaning "first people."</p> <ul style="list-style-type: none">(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, *or* 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:

COORDINATE CONNECTORS				
<i>and</i>	<i>but</i>	<i>or</i>	<i>so</i>	<i>yet</i>
S	V,	coordinate connector	S	V
<i>She laughed,</i>	<i>but</i>		<i>she wanted to cry.</i>	

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).

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

ADVERB TIME AND CAUSE CONNECTORS					
TIME				CAUSE	
<i>after</i>	<i>as soon as</i>	<i>once</i>	<i>when</i>	<i>as</i>	<i>now that</i>
<i>as</i>	<i>before</i>	<i>since</i>	<i>whenever</i>	<i>because</i>	<i>since</i>
<i>as long as</i>	<i>by the time</i>	<i>until</i>	<i>while</i>	<i>inasmuch as</i>	
S V		adverb connector		S V	
Teresa went inside		because		it was raining.	
adverb connector		S V,	S V		
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).

- C 1. Since the bank closes in less than an hour, the deposits need to be tallied immediately.
- I 2. Their backgrounds are thoroughly investigated before are admitted to the organization.
- ___ 3. The citizens are becoming more and more incensed about traffic accidents whenever the accidents occur at that intersection.
- ___ 4. The ground had been prepared, the seedlings were carefully planted.
- ___ 5. We can start the conference now that all the participants have arrived.
- ___ 6. The building quite vulnerable to damage until the storm windows are installed.
- ___ 7. Once the address label for the package is typed, can be sent to the mail room.
- ___ 8. Because the recent change in work shifts was not posted, several workers missed their shifts.
- ___ 9. The mother is going to be quite upset with her son as long as he misbehaves so much.
- ___ 10. Inasmuch as all the votes have not yet been counted the outcome of the election cannot be announced.

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:

I will leave at 7:00 *if* I am ready.

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*.

OTHER ADVERB CONNECTORS			
CONDITION	CONTRAST	MANNER	PLACE
<i>if</i> <i>in case</i> <i>provided</i> <i>providing</i> <i>unless</i> <i>whether</i>	<i>although</i> <i>even though</i> <i>though</i> <i>while</i> <i>whereas</i>	<i>as</i> <i>in that</i>	<i>where</i> <i>wherever</i>
S V Bob went to school		adverb connector even though	S V he felt sick.
adverb connector Even though		S V, Bob felt sick,	S V he went to school.
NOTE: A comma is often used in the middle of the sentence with a contrast connector. <i>The Smith family <u>arrived</u> at 2:00, <u>while</u> the Jones family <u>arrived</u> an hour later.</i>			

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).

- C 1. It is impossible to enter that program (if) you lack experience as a teacher.
- I 2. The commandant left strict orders about the passes, several soldiers left the post anyway.
- ___ 3. No one is admitted to the academy unless he or she the education requirements.
- ___ 4. While most students turned the assignment in on time, a few asked for an extension.
- ___ 5. I will take you wherever need to go to complete the registration procedures.
- ___ 6. I will wait here in the airport with you whether the plane leaves on time or not.
- ___ 7. Providing the envelope is postmarked by this Friday, your application still acceptable.
- ___ 8. As the nurse already explained all visitors must leave the hospital room now.
- ___ 9. This exam will be more difficult than usual in that it covers two chapters instead of one.
- ___ 10. Though snow had been falling all day long, everyone got to the church on time for the wedding.

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

- | | |
|--|--|
| <p>1. The president of the United States appoints the cabinet members, _____ appointments are subject to Senate approval.</p> <p>(A) their
(B) with their
(C) because their
(D) but their</p> | <p>3. Like Thomas Berger's fictional character <i>Little Big Man</i>, Lauderdale managed to find himself where _____ of important events took place.</p> <p>(A) it was an extraordinary number
(B) there was an extraordinary number
(C) an extraordinary number
(D) an extraordinary number existed</p> |
| <p>2. The prisoners were prevented from speaking to reporters because _____.</p> <p>(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</p> | <p>4. _____ sucked groundwater from below, some parts of the city have begun to sink as much as ten inches annually.</p> <p>(A) Pumps have
(B) As pumps have
(C) So pumps have
(D) With pumps</p> |

5. Case studies are the target of much skepticism in the scientific community, _____ used extensively by numerous researchers.
- (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 _____ migrate by following magnetic fields.
- (A) target monarchs
(B) target since monarchs
(C) target since monarchs are
(D) target
7. _____ show the relations among neurons, they do not preclude the possibility that other aspects are important.
- (A) Neural theories
(B) A neural theory
(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 _____ most 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.

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

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

When he will arrive is not important.
NOUN CLAUSE AS SUBJECT

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.

NOUN CLAUSE CONNECTORS			
• <i>what, when, where, why, how</i>	• <i>whatever, whenever</i>	• <i>whether, if</i>	• <i>that</i>
NOUN CLAUSE AS OBJECT			
S V	(noun connector)	S V	
<i>I know</i>	<i>what</i>	<i>you did.</i>	
NOUN CLAUSE AS SUBJECT			
(noun connector)	S V	V	
<i>What</i>	<i>you did</i>	<i>was wrong.</i>	

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).

- C 1. (When) the season starts is determined by the weather.
- I 2. The manual (how) the device should be built.
- ___ 3. The schedule indicated if the teams would be playing in the final game.
- ___ 4. He refused to enter a plea could not be determined by the lawyer.
- ___ 5. Talked about where we should go for lunch.
- ___ 6. Why the condition of the patient deteriorated so rapidly it was not explained.
- ___ 7. Whether or not the new office would be built was to be determined at the meeting.
- ___ 8. That the professor has not yet decided when the paper is due.
- ___ 9. The contract will be awarded is the question to be answered at the meeting.
- ___ 10. 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.
NOUN CLAUSE AS OBJECT OF VERB

We are concerned about who will do the work.
NOUN CLAUSE AS OBJECT OF PREPOSITION

Whoever is coming to the party must bring a gift.
NOUN CLAUSE AS SUBJECT

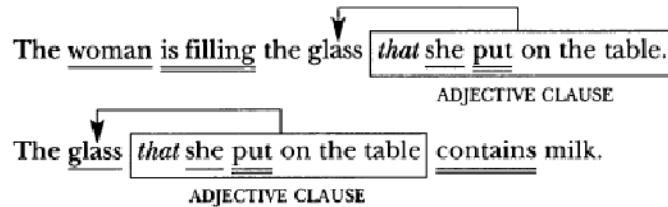
NOUN CLAUSE CONNECTOR/SUBJECTS		
<i>who</i> <i>whoever</i>	<i>what</i> <i>whatever</i>	<i>which</i> <i>whichever</i>
NOUN CLAUSE AS OBJECT		
S	V	V
<i>I know</i>	<i>what</i>	<i>happened.</i>
NOUN CLAUSE AS SUBJECT		
V	V	V
<i>What</i>	<i>happened</i>	<i>was great.</i>

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.



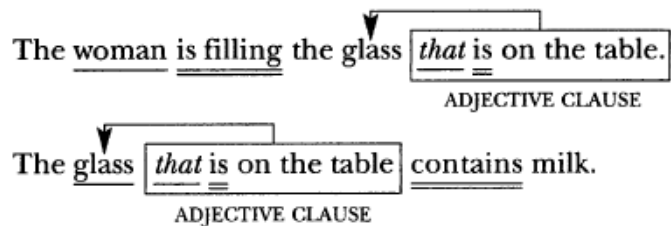
ADJECTIVE CLAUSE CONNECTORS					
<i>whom</i> (for people)		<i>which</i> (for things)		<i>that</i> (for people or things)	
S	V	adjective connector	S	V	
<i>I liked the book</i>		<i>which</i>	<i>you recommended.</i>		
S	adjective connector	S	V	V	
<i>The book</i>	<i>which</i>	<i>you recommended</i>		<i>was interesting.</i>	
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).

- C 1. It is important to fill out the form in the way that you have been instructed.
- I 2. The car which I have been driving for five years for sale at a really good price.
- ___ 3. I just finished reading the novel whom the professor suggested for my book report.
- ___ 4. The plane that he was scheduled to take to Hawaii was delayed.
- ___ 5. The movie which we watched on cable last night it was really frightening.
- ___ 6. I made an appointment with the doctor whom you recommended.
- ___ 7. 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.



ADJECTIVE CLAUSE CONNECTOR/SUBJECTS		
<i>who</i> (for people)	<i>which</i> (for things)	<i>that</i> (for people or things)
S	V	<div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;"> adjective connector/subject </div> V
<i>She needs a secretary</i>	<i>who</i>	<i>types fast.</i>
S	<div style="border: 1px solid black; border-radius: 10px; padding: 2px; display: inline-block;"> adjective connector/subject </div> V	V
<i>A secretary</i>	<i>who</i>	<i>types fast is invaluable.</i>

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 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.
- ___ 3. I have great respect for everyone who on the Dean's List.
- ___ 4. It is going to be very difficult to work with the man which just began working here.
- ___ 5. The door that leads to the vault it was tightly locked.
- ___ 6. The neighbors reported the man who was trying to break into the car to the police.
- ___ 7. These plants can only survive in an environment is extremely humid.
- ___ 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 are 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 has
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