PROCEDURES FOR THE STRUCTURE QUESTIONS (Paper TOEFL® Test and Computer TOEFL® Test)

- 1. **First, study the sentence.** Your purpose is to determine what is needed to complete the sentence correctly.
- 2. Then study each answer based on how well it completes the sentence. Eliminate answers that do not complete the sentence correctly.
- 3. Do not try to eliminate incorrect answers by looking only at the answers. The incorrect answers are generally correct by themselves. The incorrect answers are generally incorrect only when used to complete the sentence.

Now, you should move on to the language skills. The following language skills will help you to implement these strategies and procedures in the structure questions of both the paper TOEFL test and the computer TOEFL test.

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.

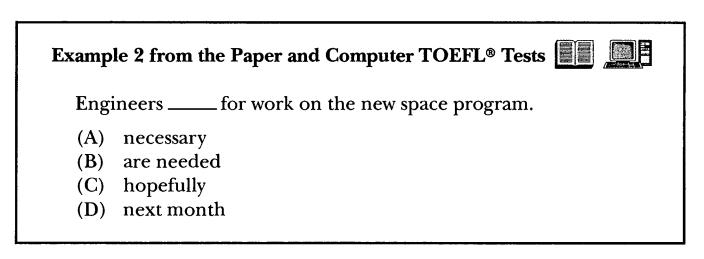
Therefore, you should be able to do the following in sentences with one subject and verb: (1) be sure the sentence has a subject and a verb, (2) be careful of objects of prepositions and appositives when you are looking for the subject, and (3) be careful of present participles and past participles when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

SKILL 1: BE SURETHE SENTENCE HAS A SUBJECT AND A VERB

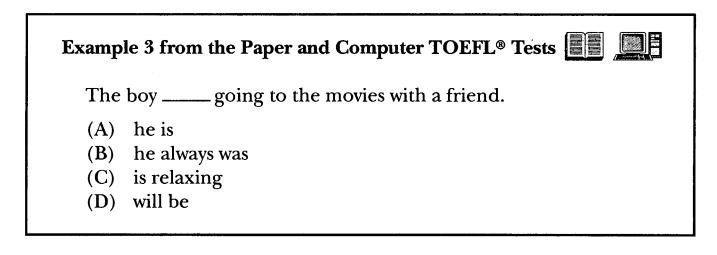
You know that a sentence in English should have a subject and a verb. The most common types of problems that you will encounter in structure questions on the TOEFL test have to do with subjects and verbs: perhaps the sentence is missing either the subject or the verb or both, or perhaps the sentence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

Examp	le 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.



In this example you should notice immediately that the sentence has a subject *engineers* and that there is no verb. Because answer (B), *are needed*, is a verb, it is the best answer. Answers (A), (C), and (D) are not verbs, so they are not correct.



This sentence has a subject boy and has part of a verb going; to be correct, some form of the verb be 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:

	SUDJECTS AIND VERDS	
A sentence in English i	must have at least one subject and one verb.	
	erline the subjects once and the verbs twice in each cate if the sentences are correct (C) or incorrect (I)	
1. Last week v	vent fishing for trout at the nearby mountain lake.	
	of the day's events can be obtained at the front desk.	
3. A job on th	e day shift or the night shift at the plant available.	
4. The new co	omputer program has provides a variety of helpful applic	ations.
5. The box ca	n be opened only with a special screwdriver.	
6. The assigne	ed text for history class it contains more than twenty chap	pters.
7. The papers	in the wastebasket should be emptied into the trash can	outside.
8. Departure	before dawn on a boat in the middle of the harbor.	
9. Yesterday fo	ound an interesting article on pollution.	
10. The new m	achine is processes 50 percent more than the previous m	nachine.

SKILL 2: BE CAREFUL OF OBJECTS OF PREPOSITIONS

An object of a preposition is a noun, pronoun, gerund or noun clause that comes after a preposition, such as *in*, *at*, *of*, *to*, *by*, *behind*, *on*, and so on, to form a prepositional phrase.

(After his exams) Tom will take a trip (by boat).

This sentence contains two objects of prepositions. *Exams* is the object of the preposition *after*, and *boat* is the object of the preposition *by*.

An object of a preposition can cause confusion in structure questions on the TOEFL test because it can be mistaken for the subject of a sentence.

Example from the Paper and Computer TOEFL® Tests

With his friend b found the movie theater.

- (A) has
- (B) he
- (C) 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.

The following chart outlines the key information that you should remember about objects of prepositions:

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.

NOTE: A lengthy list of prepositions and practice in recognizing prepositions can be found in Appendix D at the back of the text. You may want to complete these exercises before continuing with Exercise 2.

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).

tilat C	7111 (before the verb. Then maleute if the bentemees are correct (3) or meoritee (1).
C	1.	The interviews by radio broadcasters were carried live by the station.
	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.

	8.	At the building site the carpenters with the most experience were given the most
		intricate work.
	9.	For the fever and headache took two aspirin tablets.
10	0.	The report with complete documentation was delivered at the conference.

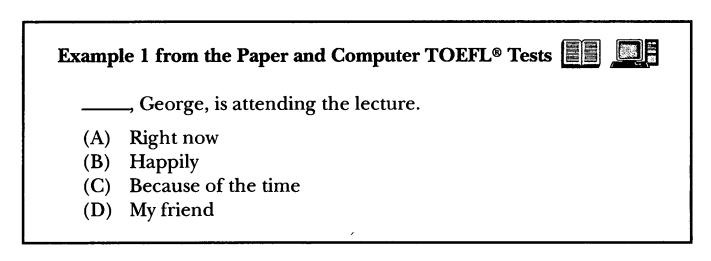
SKILL 3: BE CAREFUL OF APPOSITIVES

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.

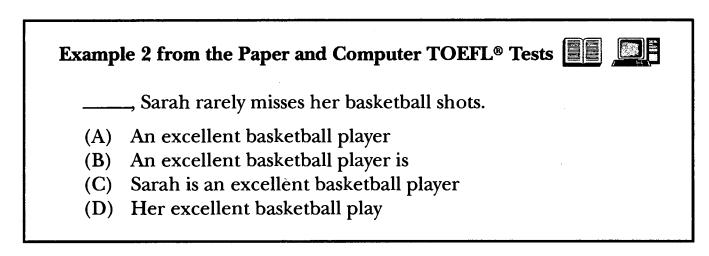
In this example Sally is the subject of the sentence and the best student in the class can easily be recognized as an appositive phrase because of the noun student and because of the commas. The sentence says that Sally and the best student in the class are the same person. Note that if you leave out 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.



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.



In this example you can tell that *Sarah* is the subject and *misses* is the verb because there is no comma separating them. In the space you should put an appositive for Sarah, and Sarah is *an excellent basketball player*, so answer (A) is the best answer. Answers (B) and (C) are not correct because they each contain the verb *is*, and an appositive does not need a verb. Answer (D) contains a noun, *play*, that could possibly be an appositive, but *play* is not the same as *Sarah*, so this answer is not correct.

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

APPOSITIVES			
noun with	is a noun that comes before or after another noun and is generally set off from the mmas. If a word is an <i>appositive</i> , it is not the subject. The following appositive 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).

alt C	OHE	et (C) of incorrect (I).
<u>C</u>	_ 1.	The son of the previous owner, the new owner is undertaking some fairly broad
		changes in management policy.
	_ 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.
<u> </u>	_ 10.	A longtime friend and confidant, the psychologist was often invited over for Sunday

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
$$\underbrace{is \ talking}_{VERB}$$
 to his friend.

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

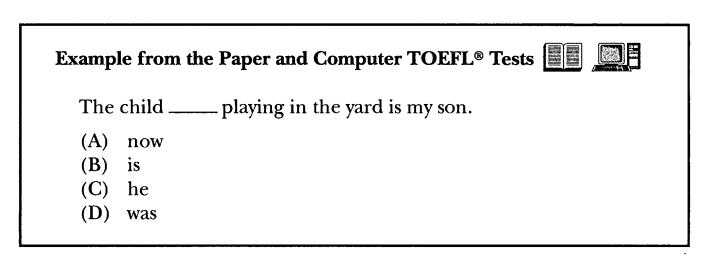
A present participle is an adjective when it is not accompanied by some form of the verb *be*.

The man <u>talking</u> 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 present participle can be confused with the verb in structure questions on the TOEFL test.



In this example, if you look at only the first words of the sentence, it appears that *child* is the subject and *playing* is part of the verb. If you think that *playing* is part of the verb, you might choose answer (B), *is*, or answer (D), *was*, to complete the verb. However, these two answers are incorrect because *playing* is not part of the verb. You should recognize that *playing* is a participial adjective rather than a verb because there is another verb in the sentence *is*. In this sentence there is a complete subject *child* and a complete verb *is*, so this sentence does not need another subject or verb. The best answer here is (A).

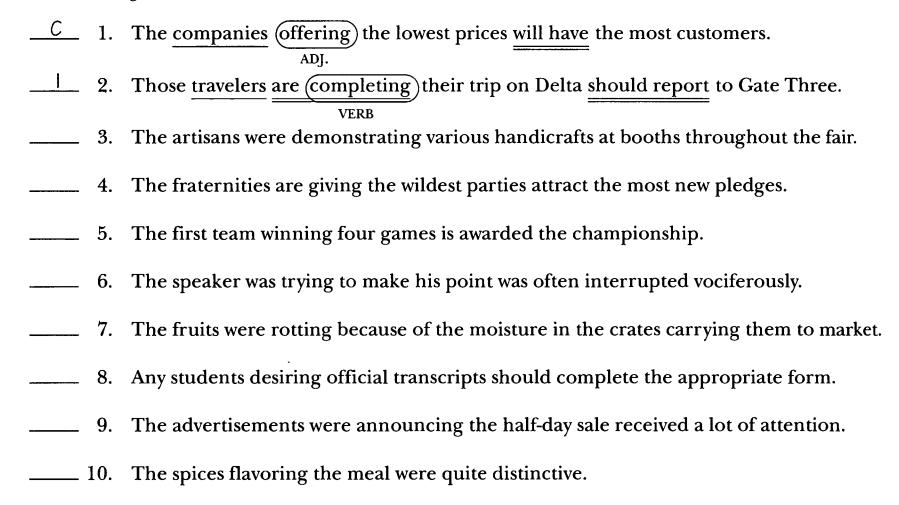
The following chart outlines what you should remember about present participles:

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).



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 $\frac{has\ purchased}{VERB}$ a television.

The poem $\frac{was\ written}{VERB}$ by Paul.

In the first sentence the past participle *purchased* is part of the verb because it is accompanied by *has*. In the second sentence the past participle *written* is part of the verb because it is accompanied by *was*.

A past participle is an adjective when it is not accompanied by some form of be or have.

The television <u>purchased</u> yesterday was expensive.

ADJECTIVE

The poem written by Paul appeared in the magazine.

ADJECTIVE

In the first sentence *purchased* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *was*, later in the sentence). In the second sentence *written* is an adjective rather than a verb because it is not accompanied by a form of *be* or *have* (and there is a verb, *appeared*, later in the sentence).

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.

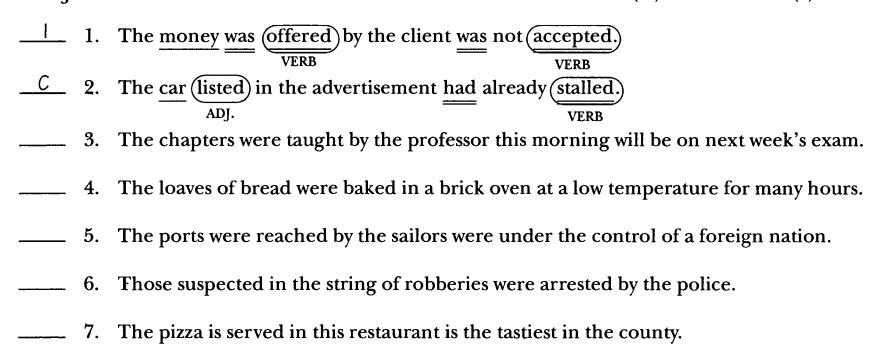
The following chart outlines what you should remember about past participles:

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).



<u>F</u>	8.	The courses are listed on the second page of the brochure have several prerequisites.
***************************************	9.	All the tenants were invited to the Independence Day barbecue at the apartment complex.
	10.	Any bills paid by the first of the month will be credited to your account by the next day.
		SE (Skills 1–5): Underline the subjects once and the verbs twice in each of the folentences. 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.
		EXERCISE (Skills 1–5): Choose the letter of the word or group of words that best es the sentence.
1.		North Platte River from 2 Biloxi received its name from a ming into Nebraska. Sioux word meaning "first people."
	(A) (B) (C) (D)	it flowed (A) The city of flows (B) Located in flowing (C) It is in with flowing water (D) The tour included

3.	A pride of lions up to forty lions, including one to three males, several	7.	Henry Adams, born in Boston, famous as a historian and novelist.
	females, and cubs.		(A) became
	(A) can contain		(B) and became
	(B) it contains		(C) he was
	(C) contain		(D) and he became
	(D) containing		(B) and he became
	(2)	8.	The major cause the pull of the
4.	tea plant are small and white.		Moon on the Earth.
	(A) The		(A) the ocean tides are
	(B) On the		(B) of ocean tides is
	(C) Having flowers the		(C) of the tides in the ocean
	(D) The flowers of the		(D) the oceans' tides
5.	The tetracyclines, antibiotics, are	9	Still a novelty in the late nineteenth
ο.	used to treat infections.	.	century, limited to the rich.
	(A) are a family of		(A) was
	(B) being a family		(B) was photography
	(C) a family of		(C) it was photography
	(D) their family is		(D) photography was
6.	Any possible academic assistance from	10.	A computerized map of the freeways
	taking stimulants marginal at best.		using information gathered by sensors
			embedded in the pavement on a
	(A) it is		local cable channel during rush hours.
	(B) there is		9
	(C) is		(A) airs
	(D) as		(B) airing

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.

(C) air

(D) to air

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.

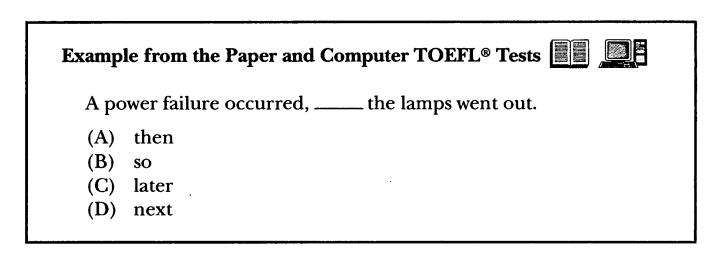
Tom must write the letter, or Paul will do it.

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.



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		
and bu	t or so yet	
S V, She laughed,	(coordinate connector) S V 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).

The software should be used on a laptop computer, and this computer is a laptop.
 The rain clouds can be seen in the distance, but no has fallen.
 They are trying to sell their house, it has been on the market for two months.
 So the quality of the print was not good, I changed the typewriter ribbon.
 The lifeguard will warn you about the riptides, or she may require you to get out of the water.

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 the flew to Furone to accept it

SKILL 7: USE ADVERB TIME AND CAUSE CONNECTORS CORRECTLY

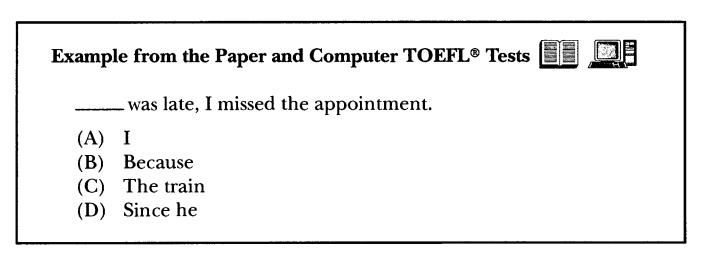
Sentences with adverb clauses have two basic patterns in English. Study the clauses and connectors in the following sentences:

<u>I will sign</u> 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.

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



In this example you should recognize easily that there is a verb, was, that needs a subject. There is also another clause, I missed the appointment. If you choose answer (A) or answer (C), you will have a subject for the verb was, but you will not have a connector to join the two clauses. Because you need a connector to join two clauses, answers (A) and (C) are incorrect. Answer (B) is incorrect because there is no subject for the verb was. 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 two clauses.

The following chart lists adverb *time* and *cause* connectors and the sentence patterns used with them:

	ADVERB TIMI	E AND CAUSE CONN	IECTORS	
TIME		CAL	JSE	
after as as long as	as soon as once before since by the time until	when whenever while	as because inasmuch as	now that since
	S V Teresa went inside	adverb connector because	S V it was raining.	
	adverb connector Because	S V, it was raining, T	S V eresa 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).

<u> </u>	1.	Since the bank <u>closes</u> in less than an hour, the deposits <u>need</u> to be tallied immediately.
	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.
1	0.	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

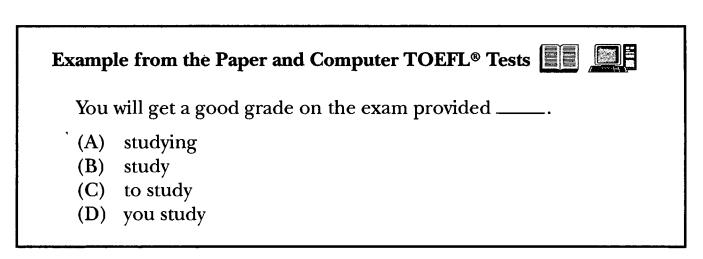
Adverb clauses can express the ideas of time and cause, as you saw in Skill 7; adverb clauses can also express a number of other ideas, such as contrast, condition, manner, and place. Because these clauses are adverb clauses, they have the same structure as the time and cause clauses in Skill 7. Study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

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<u>I will leave</u> at 7:00 if <u>I am</u> ready.

Although <u>I was late</u>, <u>I managed</u> to catch the train.
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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.

The following example shows a way that this sentence pattern can be tested in the Structure section of the TOEFL test.



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*.

The following chart lists adverb contrast, condition, manner, and place connectors and the sentence patterns used with them:

CONDITION		CONTRAST		ONNECTORS MANNER		PLACE
if in case provided providing unless whether		although even though though while whereas		as in that		where wherever
	S Bob v	V vent to school		onnector) hough	S V he felt si	ick.
nggingunain manunununun en		erb connector	S V, Bob felt s	S V	nt to sch	ool.

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).

<u> </u>	1.	It is impossible to enter that program if you lack experience as a teacher.
	2.	The <u>commandant left</u> strict orders about the passes, several <u>soldiers left</u> 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

low		ntences. Circle the connectors. Then		cate if the sentences are correct (C) or
	_ 1.	Until the registrar makes a decision ab category.	out yo	our status, you must stay in an unclassified
	_ 2.	Or the bills can be paid by mail by the	first o	f the month.
	_ 3.	The parents left a phone number with children.	the b	aby-sitter in case a problem with the
	_ 4.	The furniture will be delivered as soon	it is p	oaid for.
	_ 5.	Whenever you want to hold the meeting	ıg, we	will schedule it.
	6.	The government was overthrown in a nameland.	revolu	tion, the king has not returned to his
	_ 7.	Whereas most of the documents are co	mple	te, this form still needs to be notarized.
	_ 8.	Trash will be collected in the morning	, so yo	ou should put the trash cans out tonight.
	_ 9.	It is impossible for the airplane to take	off w	hile is snowing so hard.
	_ 10.	We did not go out to dinner tonight ev	en th	ough I would have preferred not to cook.
		EXERCISE (Skills 6–8): Choose the lost the sentence.	etter	of the word or group of words that bes
1.	appo	oresident of the United States ints the cabinet members, intments are subject to Senate oval.	3.	Like Thomas Berger's fictional character Little Big Man, Lauderdale managed to find himself where of important events took place.
	(B) (C)	their with their because their but their		 (A) it was an extraordinary number (B) there was an extraordinary number (C) an extraordinary number (D) an extraordinary number existed
2.	speak (A) (B) (C)	prisoners were prevented from king to reporters because not wanting the story in the papers the story in the papers the superintendent did not want the public to hear the story the superintendent did not want	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
		the story in the papers		

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	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
	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 show the relations among	9.	(D) When a home is bought 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
	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		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
	EFL REVIEW EXERCISE (Skills 1–8): Chest completes the sentence.	ioose tr	ie letter of the word or group of words
1.	The three basic chords in the tonic, the dominant, and the subdominant. (A) functional harmony (B) functional harmony is		Without the proper card installed inside the computer, impossible to run a graphics program. (A) is definitely (B) because of
	(C) functional harmony are(D) functional harmony they are		(C) it is (D) is
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		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

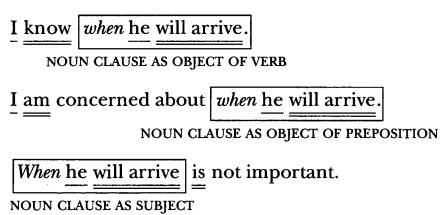
- 8. As its name suggests, the Prairie
 Wetlands Resource Center _____ the
 protection of wetlands on the prairies of
 the Dakotas, Montana, Minnesota, and
 Nebraska.
 - (A) it focuses
 - (B) focuses on
 - (C) focusing
 - (D) to focus on
- 9. One of the largest and most powerful birds of prey in the world, _____ a sixfoot 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

MORE SENTENCES WITH MULTIPLE CLAUSES

As we saw in Skills 6 through 8, many sentences in English have more than one clause. In Skills 9 through 12, we will see more patterns for connecting the clauses in sentences with multiple clauses. Because these patterns appear frequently in English and on the TOEFL test, you should be very familiar with them.

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.

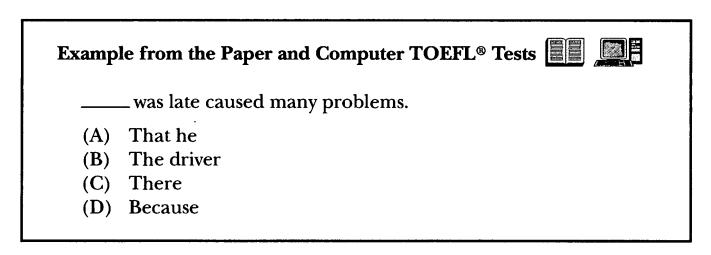


In the first example there are two clauses, *I know* and *he will arrive*. These two clauses are joined with the connector *when*. When changes the clause *he will arrive* into a noun clause that functions as the object of the verb *know*.

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*.

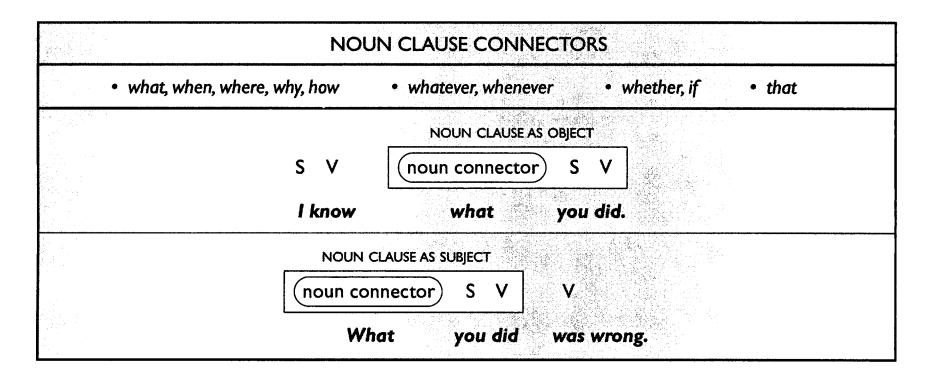
The third example is more difficult. In this example there are two clauses, but they are a little harder to recognize. He will arrive is one of the clauses, and the connector when changes it into a noun clause that functions as the subject of the sentence. The other clause has the noun clause when he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

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



In this example there are two verbs, was and caused, and each of these verbs needs a subject. Answer (B) is wrong because the driver is one subject, and two subjects are needed. Answers (C) and (D) are incorrect because there and because are not subjects. The best answer is answer (A). If you choose answer (A), the completed sentence would be: That he was late caused many problems. In this sentence he is the subject of the verb was, and the noun clause that he was late is the subject of the verb caused.

The following chart lists the noun clause connectors and the sentence patterns used with them:

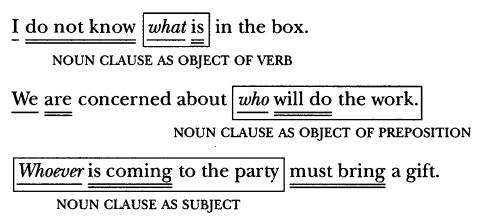


EXERCISE 9: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

<u> </u>	1.	When the season starts is determined by the weather.
	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.



In the first example there are two clauses: *I do not know* and *what is in the box*. These two clauses are joined by the connector *what*. It is important to understand that in this sentence the word *what* serves two functions. It is both the subject of the verb *is* and the connector that joins the two clauses.

In the second example there are two clauses. In the first clause we is the subject of are. In the second clause who is the subject of will do. Who also serves as the connector that joins the two clauses. The noun clause who will do the work functions as the object of the preposition about.

In the last example there are also two clauses: whoever is the subject of the verb is coming, and the noun clause whoever is coming to the party is the subject of must bring. The word whoever serves two functions in the sentence: It is the subject of the verb is coming, and it is the connector that joins the two clauses.

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

Examp	le from the Paper and Computer TOEFL® Tests
	_was on television made me angry.
(A)	It
(B)	The story
(C)	What
(D)	When

In this example you should notice immediately that there are two verbs, was and made, and each of those verbs needs a subject. Answers (A) and (B) are incorrect because it and the story cannot be the subject for both was and made at the same time. Answer (D) is incorrect because when is not a subject. In answer (C) what serves as both the subject of the verb was and the connector that joins the two clauses together; the noun clause what was on television is the subject of the verb made. Answer (C) is therefore the best answer.

The following chart lists the noun clause connector/subjects and the sentence patterns used with them:

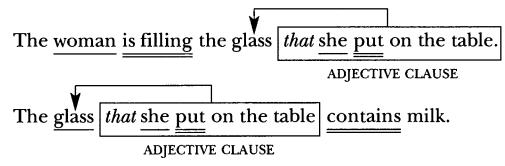
NOUN CLAUSE CONNECTOR/SUBJECTS	
who What Which whoever whatever whichever	
NOUN CLAUSE AS OBJECT	
S V noun connector/subject V	
l know what happened.	
NOUN CLAUSE AS SUBJECT	
noun connector/subject V V	
What happened was great.	

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).

 6.	The voters should elect whichever of the candidates seems best to them.
 7.	It was difficult to distinguish between what was on sale and what was merely on display.
 8.	You should buy whatever the cheapest and most durable.
 9.	What was written in the letter angered him beyond belief.
 10.	You can spend your time with whoever important to you.

SKILL II: USE ADJECTIVE CLAUSE CONNECTORS CORRECTLY

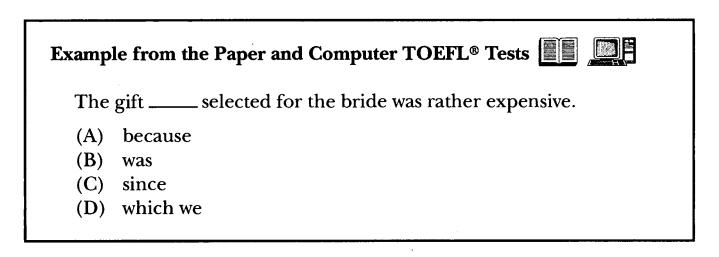
An adjective clause is a clause that describes a noun. Because the clause is an adjective, it is positioned directly after the noun that it describes.



In the first example there are two clauses: woman is the subject of the verb is filling, and she is the subject of the verb put. That is the adjective clause connector that joins these two clauses, and the adjective clause that she put on the table describes the noun glass.

In the second example there are also two clauses: glass is the subject of the verb contains, and she is the subject of the verb put. In this sentence also, that is the adjective clause connector that joins these two clauses, and the adjective clause that she put on the table describes the noun glass.

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



In this example you should notice quickly that there are two clauses: gift is the subject of the verb was, and the verb selected needs a subject. Because there are two clauses, a connector is also needed. Answers (A) and (C) have connectors, but there are no subjects, so these answers are not correct. Answer (B) changes selected into a passive verb; in this case the sentence would have one subject and two verbs, so answer (B) is not correct. The best answer to this question is answer (D). The correct sentence should say: The gift which we selected for the bride was rather expensive. In this sentence gift is the subject of the verb was, we is the subject of the verb selected, and the connector which joins these two clauses.

The following chart lists the adjective clause connectors and the sentence patterns used with them:

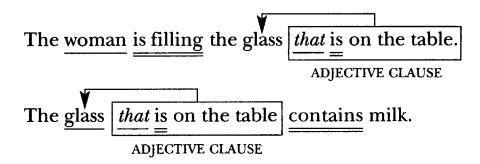
		ADJ	ECTIVE CLA	USE CON	NECT	ORS		
(1	whom for people)			which r things)			(foi	that people or things)
	s v		adjective of	connector)	S	٧	
	l like	d the book	wh	ich	y	ou rec	omme	nded.
	S	(adjective c	onnector	S	٧		٧	
	The book	whi	ch	you rec	omme	nded	was	interesting.

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).

<u> </u>	1.	It is important to fill out the form in the way that you have been instructed.
	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.
	8.	The story that you told me about Bob.
	9.	The men with whom were having the discussion did not seem very friendly.
	10.	I'm not really sure about taking part in the plans that we made last night.

SKILL 12: USE ADJECTIVE CLAUSE CONNECTOR/SUBJECTS CORRECTLY

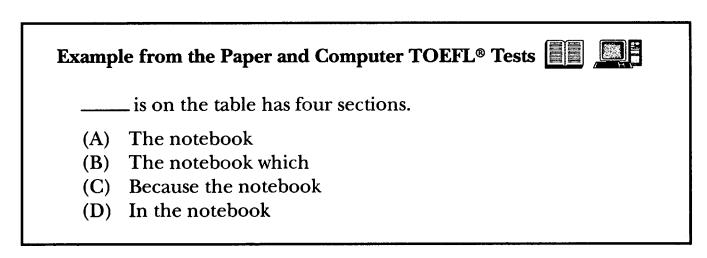
In Skill 11 we saw that adjective clause connectors were used to introduce clauses that describe nouns. In Skill 12 we will see that in some cases an adjective clause connector is not just a connector; an adjective clause connector can also be the subject of the clause at the same time.



In the first example there are two clauses: woman is the subject of the verb is filling, and that is the subject of the verb is. These two clauses are joined with the connector that. Notice that in this example the word that serves two functions at the same time: it is the subject of the verb is, and it is the connector that joins the two clauses. The adjective clause that is on the table describes the noun glass.

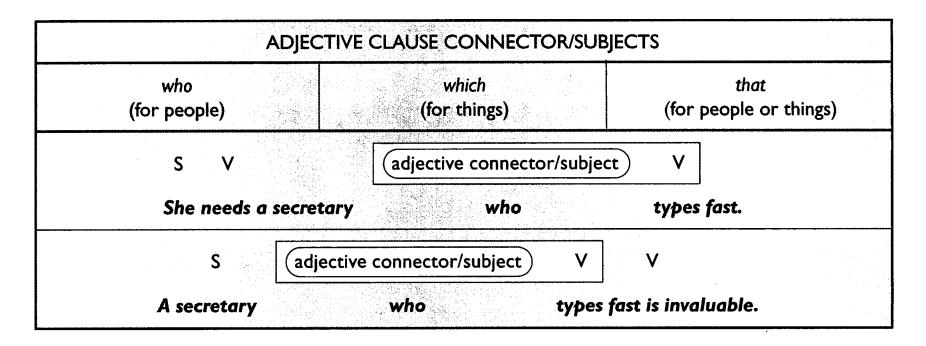
In the second example, there are also two clauses: glass is the subject of the verb contains, and that is the subject of the verb is. In this example that also serves two functions: it is the subject of the verb is, and it is the connector that joins the two clauses. Because that is on the table is an adjective clause describing the noun glass, it directly follows glass.

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



In this example you should notice immediately that the sentence has two verbs, is and has, and each of them needs a subject. You know that table is not a subject because it follows the preposition on; table is the object of the preposition. The only answer that has two subjects is answer (B), so answer (B) is the correct answer. The correct sentence should say: The notebook which is on the table has four sections. In this sentence notebook is the subject of the verb has, and which is the subject of the verb is. Which is also the connector that joins the two clauses.

The following chart lists the adjective clause connector/subjects and the sentence patterns used with them:



the sub	ISE 12: Each of the following sentences contains more than one clause. Underline ects once and the verbs twice. Circle the connectors. Put boxes around the adjectses. Then indicate if the sentences are correct (C) or incorrect (I).
<u> </u>	. The ice cream that is served in the restaurant has a smooth, creamy texture.
	The cars are trying to enter the freeway system are lined up for blocks.
8	. 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.
	. The salesclerk ran after the woman who had left her credit card in the store.
10	The shoes which matched the dress that was on sale.
	ISE (Skills 9–12): Each of the following sentences contains more than one clause. ne the subjects once and the verbs twice. Circle the connectors. Put boxes around ses. Then indicate if the sentences are correct (C) or incorrect (I).
the clau	ne the subjects once and the verbs twice. Circle the connectors. Put boxes around
the clau	ne the subjects once and the verbs twice. Circle the connectors. Put boxes around ses. Then indicate if the sentences are correct (C) or incorrect (I).
the clau 1 2	ne the subjects once and the verbs twice. Circle the connectors. Put boxes around ses. Then indicate if the sentences are correct (C) or incorrect (I). No one explained to me whether was coming or not.
the clau 1 2	ne the subjects once and the verbs twice. Circle the connectors. Put boxes around ses. Then indicate if the sentences are correct (C) or incorrect (I). No one explained to me whether was coming or not. The part of the structure that has already been built needs to be torn down.
the clau 2 3	ne the subjects once and the verbs twice. Circle the connectors. Put boxes around ses. Then indicate if the sentences are correct (C) or incorrect (I). No one explained to me whether was coming or not. The part of the structure that has already been built needs to be torn down. The girl who she just joined the softball team is a great shortstop.
the clau 2 3 4	ne the subjects once and the verbs twice. Circle the connectors. Put boxes around ses. Then indicate if the sentences are correct (C) or incorrect (I). No one explained to me whether was coming or not. The part of the structure that has already been built needs to be torn down. The girl who she just joined the softball team is a great shortstop. I have no idea about when the meeting is supposed to start.
the clau 1 2 3 4 5	ne the subjects once and the verbs twice. Circle the connectors. Put boxes around ses. Then indicate if the sentences are correct (C) or incorrect (I). No one explained to me whether was coming or not. The part of the structure that has already been built needs to be torn down. The girl who she just joined the softball team is a great shortstop. I have no idea about when the meeting is supposed to start. We have been told that we can leave whenever want.
the clau 1 2 3 4 5 6 7	ne the subjects once and the verbs twice. Circle the connectors. Put boxes around ses. Then indicate if the sentences are correct (C) or incorrect (I). No one explained to me whether was coming or not. The part of the structure that has already been built needs to be torn down. The girl who she just joined the softball team is a great shortstop. I have no idea about when the meeting is supposed to start. We have been told that we can leave whenever want. The racquet with whom I was playing was too big and too heavy for me.
the clau 1 2 3 4 5 6 7 8	ne the subjects once and the verbs twice. Circle the connectors. Put boxes around ses. Then indicate if the sentences are correct (C) or incorrect (I). No one explained to me whether was coming or not. The part of the structure that has already been built needs to be torn down. The girl who she just joined the softball team is a great shortstop. I have no idea about when the meeting is supposed to start. We have been told that we can leave whenever want. The racquet with whom I was playing was too big and too heavy for me. I will never understand that he did.

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.	6.	A cloud's reservoir of negative charge extends upward from the altitude at the freezing point.
	 (A) enmities that (B) that are enmities (C) enmities that are (D) that enmities 		 (A) temperatures hit (B) hit temperatures (C) which temperatures hit (D) which hit temperatures
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	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
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	8.	(C) has (D) it has — will be carried in the next space shuttle payload has not yet been announced to the public.
4.	 (B) whom millions (C) were some (D) whom some were At the end of the nineteenth century,		(A) It(B) What(C) When(D) That
	Alfred Binet developed a test for measuring intelligence served as the basis of modern IQ tests.	9.	During free fall, up to a full minute, a skydiver will fall at a constant speed of 120 m.p.h.
	(A) has(B) it has(C) and(D) which has		(A) it is(B) which is(C) being(D) is
5.	have at least four hours of hazardous materials response training is mandated by federal law.(A) All police officers	10.	The fact the most important ratings period is about to begin has caused all the networks to shore up their schedules.
	(B) All police officers must(C) That all police officers(D) For all police officers		(A) is that(B) of(C) that(D) what

	EFL REVIEW EXERCISE (Skills 1–12): ds that best completes the sentence.	Choos	se the letter of the word or group of
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 		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
2.	Radioactive provides a powerful way to measure geologic time. (A) it (B) dates (C) dating (D) can		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
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		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
4.	The benefit the study is that it provides necessary information to anyone who needs it. (A) of (B) which (C) that (D) because		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
5.	The same symptoms that occur occur with cocaine. (A) amphetamines can (B) with amphetamines can (C) so amphetamines (D) with amphetamines they	10.	industry (D) as the commercial launch industry has 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

SENTENCES WITH REDUCED CLAUSES

It is possible in English for a clause to appear in a complete form or in a reduced form.

My friend should be on the train which is arriving at the station now.

Although it was not really difficult, the exam took a lot of time.

The first sentence shows an adjective clause in its complete form, which is arriving at the station now, and in its reduced form, arriving at the station now. The second sentence shows an adverb clause in its complete form, although it was not really difficult, and its reduced form, although not really difficult.

The two types of clauses that can reduce in English are: (1) adjective clauses and (2) adverb clauses. It is important to become familiar with these reduced clauses because they appear frequently on the TOEFL test.

SKILL 13: USE REDUCED ADJECTIVE CLAUSES CORRECTLY

Adjective clauses can appear in a reduced form. In the reduced form, the adjective clause connector and the *be*-verb that directly follow it are omitted.

The woman who is waving to us is the tour guide.

The letter which was written last week arrived today.

The pitcher that is on the table is full of iced tea.

Each of these sentences may be used in the complete form or in the reduced form. In the reduced form the connector who, which, or that is omitted along with the be-verb is or was.

If there is no *be*-verb in the adjective clause, it is still possible to have a reduced form. When there is no *be*-verb in the adjective clause, the connector is omitted and the verb is changed into the *-ing* form.

appearing
I don't understand the article which appears in today's paper.

In this example there is no be-verb in the adjective clause which appears in today's paper, so the connector which is omitted and the main verb appears is changed to the -ing form appearing.

It should be noted that not all adjective clauses can appear in a reduced form. An adjective clause can appear in a reduced form only if the adjective clause connector is followed directly by a verb. In other words, an adjective clause can only be reduced if the connector is also a subject.

The woman that I just met is the tour guide. (does not reduce)

The letter which you sent me arrived yesterday. (does not reduce)

In these two examples the adjective clauses cannot be reduced because the adjective clause connectors *that* and *which* are not directly followed by verbs; *that* is directly followed by the subject *I*, and *which* is directly followed by the subject *you*.

A final point to note is that some adjective clauses are set off from the rest of the sentence with commas, and these adjective clauses can also be reduced. In addition, when an adjective clause is set off with commas, the reduced adjective clause can appear at the front of the sentence.

The White House, which is located in Washington, is the home of the president. The White House, located in Washington, is the home of the president. Located in Washington, the White House is the home of the president.

The president, who is now preparing to give a speech, is meeting with his advisors. The president, now preparing to give a speech, is meeting with his advisors. Now preparing to give a speech, the president is meeting with his advisors.

In these two examples, the adjective clauses are set off from the rest of the sentence with commas, so each sentence can be structured in three different ways: (1) with the complete clause, (2) with the reduced clause following the noun that it describes, and (3) with the reduced clause at the beginning of the sentence.

The following example shows how reduced adjective clauses could be tested in structure questions on the TOEFL test.

Example from the Paper and Computer TOEFL® Tests



on several different television programs, the witness gave conflicting accounts of what had happened.

- (A) He appeared
- (B) Who appeared
- (C) Appearing
- (D) Appears

In this example, answer (A) is incorrect because there are two clauses, *He appeared*... and the witness gave..., and there is no connector to join them. Answer (B) is incorrect because an adjective clause such as who appeared... cannot appear at the beginning of a sentence (unless it is in a reduced form). Answer (C) is the correct answer because it is the reduced form of the clause who appeared, and this reduced form can appear at the front of the sentence. Answer (D) is not the reduced form of a verb; it is merely a verb in the present tense; a verb such as appears needs a subject and a connector to be correct.

The following chart lists the structure for reduced adjective clauses and rules for how and when reduced forms can be used:

	REDUCED ADJECTIVE CLAUSES		
with a <i>be</i> -verb in the adjective clause	(ADJECTIVE CONNECTOR/SUBJECT) (who which that)	(BE)	
with no be-verb in the adjective clause	(ADJECTIVE CONNECTOR/SUBJECT) (Who which that)	(VERB + ING)	

- To reduce an adjective clause, omit the adjective clause connector/subject and the be-verb.
- If there is no be-verb, omit the connector/subject and change the main verb to the -ing form.
- Only reduce an adjective clause if the connector/subject is directly followed by the verb.
- If an adjective clause is set off with commas, the reduced clause can be moved to the front of the sentence.

EXERCISE 13: Each of the following sentences contains an adjective clause, in a complete or reduced form. Underline the adjective clauses. Then indicate if the sentences are correct (C) or incorrect (I).

<u>C</u>	1.	We will have to return the merchandise purchased yesterday at the Broadway.
	2.	The children sat in the fancy restaurant found it difficult to behave.
	3.	Serving a term of four years, the mayor of the town will face reelection next year.
	4.	The brand new Cadillac, purchasing less than two weeks ago, was destroyed in the accident.
	5.	The fans who supporting their team always come out to the games in large numbers.
	6.	The suspect can be seen in the photographs were just released by the police.
	7.	The food placing on the picnic table attracted a large number of flies.
	8.	Impressed with everything she had heard about the course, Marie signed her children up for it.
	9.	The passengers in the airport waiting room, heard the announcement of the canceled flight, groaned audibly.
	10.	Dissatisfied with the service at the restaurant, the meal really was not enjoyable.

SKILL 14: USE REDUCED ADVERB CLAUSES CORRECTLY

Adverb clauses can also appear in a reduced form. In the reduced form, the adverb connector remains, but the subject and *be*-verb are omitted.

Although he is rather unwell, the speaker will take part in the seminar.

When you are ready, you can begin your speech.

These two examples may be used in either the complete or reduced form. In the reduced form, the adverb connectors *although* and *when* remain; the subjects *he* and *you* as well as the *be*-verbs *is* and *are* are omitted.

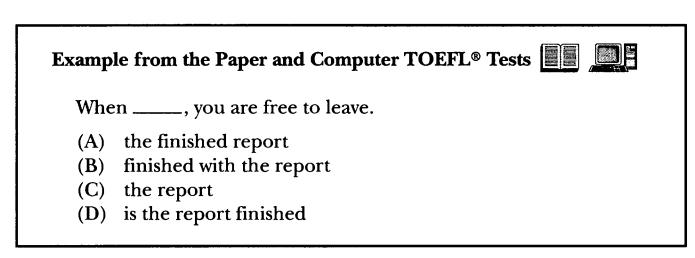
If there is no *be*-verb in the adverb clause, it is still possible to have a reduced form. When there is no *be*-verb in the adverb clause, the subject is omitted and the main verb is changed into the *-ing* form.

feeling
Although he feels rather sick, the speaker will take part in the seminar.

giving
When you give your speech, you should speak loudly and distinctly.

In the first example the adverb clause although he feels rather sick does not include a be-verb; to reduce this clause, the subject he is omitted and the main verb feels is changed to feeling. In the second example the adverb clause when you give your speech also does not include a beverb; to reduce this clause, the subject you is omitted and the main verb give is changed to giving.

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



In this example you should notice the adverb connector when, and you should know that this time word could be followed by either a complete clause or a reduced clause. Answers (A) and (C) contain the subjects the finished report and the report and no verb, so these answers are incorrect. In answer (D) the subject and verb are inverted, and this is not a question, so answer (D) is incorrect. The correct answer is answer (B); this answer is the reduced form of the clause when you are finished with the report.

It should be noted that not all adverb clauses can appear in a reduced form, and a number of adverb clauses can only be reduced if the verb is in the passive form.

Once you submit your thesis, you will graduate.

Once it is submitted, your thesis will be reviewed.

(active — does not reduce) (passive — does reduce)

In the first example, the adverb clause *once you submit your thesis* does not reduce because clauses introduced by *once* only reduce if the verb is passive, and the verb *submit* is active. In the second example, the adverb clause *once it is submitted* does reduce to *once submitted* because the clause is introduced by *once* and the verb *is submitted* is passive.

The following chart lists the structures for reduced adverb clauses and which adverb clause connectors can be used in a reduced form:

	RE	DUCED ADVERI	B CLAUSES			
with a be-verb in the adverb clause	dverb clause no be-verb in (ADVERB CONNECTOR)		(SUBJECT) (BE)			
with no be-verb in the adverb clause			(SUBJECT)	(VERB + ING)		
	Time	Condition	Contrast	Place	Manner	
reduces in ACTIVE	after before since while	if unless whether	although though			
reduces in PASSIVE	once until when whenever	if unless whether	although though	where wherever	as	

- To reduce an adverb clause, omit the subject and the be-verb from the adverb clause.
- If there is no be-verb, then omit the subject and change the verb to the -ing form.

EXERCISE 14: Each of the following sentences contains a reduced adverb clause. Circle the adverb connectors. Underline the reduced clauses. Then indicate if the sentences are correct (C) or incorrect (I).

	`	
<u> </u>	1.	If not completely satisfied, you can return the product to the manufacturer.
	2.	Steve has had to learn how to cook and clean since left home.
	3.	The ointment can be applied where needed.
	4.	Tom began to look for a job after completing his master's degree in engineering.
	5.	Although not selecting for the team, he attends all of the games as a fan.
	6.	When purchased at this store, the buyer gets a guarantee on all items.
	7.	The medicine is not effective unless taken as directed.
	8.	You should negotiate a lot before buy a new car.
	9.	Once purchased, the swimsuits cannot be returned.

_ 10. Though located near the coast, the town does not get much of an ocean breeze.

F.	SE (Skills 13–14): Each of the following educed clauses. Then indicate if the se	0	ences contains a reduced clause. Underces are correct (C) or incorrect (I).		
1. Though was surprised at the results, she was pleased with what she had done.					
2.	2. Wearing only a light sweater, she stepped out into the pouring rain.				
3.	The family stopped to visit many relati	ives wł	nile driving across the country.		
4.	The company president, needed a vac	ation,	boarded a plane for the Bahamas.		
5.	When applying for the job, you should	l bring	g your letters of reference.		
6.	She looked up into the dreary sky was	filled	with dark thunderclouds.		
7.	Feeling weak after a long illness, Sally	wante	d to try to get back to work.		
8.	Before decided to have surgery, you sh	ould	get a second opinion.		
9.	The construction material, a rather grafeeling.	ainy ty	ype of wood, gave the room a rustic		
10.	The application will at least be reviewed	ed if su	abmitted by the fifteenth of the month.		
1. When seaso territ	CFL EXERCISE (Skills 13–14): Choose the completes the sentence. When nests during spring nesting season, Canadian geese are fiercely territorial. (A) building		behind government secrecy for nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of		
(B) (C) (D) 2. In 18	are building built are built 70, Calvin, along with Adirondack er Alvah Dunning, made the first		the Cold War. (A) It is hidden (B) Hidden (C) Which is hidden (D) The plant is hiding		
know far fr (A) (B) (C)	om roads or trails. a remote peak it is a remote peak a remote peak a remote peak a remote peak which a remote peak	5.	Until incorrect, astronomers had assumed that the insides of white dwarfs were uniform. (A) they (B) their proof (C) the astronomers recently proven (D) recently proven		
and d (A) (B) (C)	nee salmon begin to deteriorate lie soon at the age of four. they spawn after spawning spawn spawned the salmon	6.	artifacts from the early Chinese dynasties, numerous archeologists have explored the southern Silk Road. (A) They were searching for (B) It was a search for (C) Searched for (D) Searching for		

7.	In Hailey, the best-known lecturer was women's rights activist Abigail Scott Duniway of Portland, Oregon, who could usually be persuaded to speak town visiting her son.	9.	in North American waterways a little over a decade ago, zebra mussels have already earned a nasty reputation for their expensive habit of clogging water pipes in the Great Lakes area.	
	(A) she was in(B) while in(C) while she was(D) was in		 (A) The first sighting (B) Although first sighted (C) Zebra mussels were first sighted (D) First sighting 	
8.	The National Restaurant Washington, says that federal efforts to regulate workplace smoking would limit restaurants' ability to respond to the desires of their patrons. (A) Association in (B) Association is in	10.	Small companies may take their goods abroad for trade shows without paying foreign value-added taxes by acquiring an ATA carnet. (A) a document calls (B) a document called (C) calls a document	
	(C) Association which is in(D) Association, based in		(D) called a document	
	EFL REVIEW EXERCISE (Skills 1–14): ds that best completes the sentence.	Choo	se the letter of the word or group of	
1.	In the United States approximately four million miles of roads, streets, and highways.	4.	Psychologists have traditionally maintained that infants cannot formulate long-term memories until	
	(A) there		the age of eight or nine months.	
	(B) is		(A) they	
	(C) they		(B) they reach	
	(D) there are		(C) to reach (D) reach	
2.	twelve million immigrants entered		(2) Teach	
	the United States via Ellis Island.	5.	a cheese shop has since grown into	
	(A) More than		a small conglomerate consisting of a	
	(A) More than(B) There were more than		catering business and two retail stores.	
	(C) Of more than		(A) In the beginning of	
	(D) The report of		(A) In the beginning of(B) It began as	
	(b) The report of		(C) Its beginning which was	
3.	The television, so long been a part		(D) What began as	
	of our culture, has an enormous		Duine anily a gray and a set a set of	
	influence.		Primarily a government contractor,	
	(A) has		preferential treatment from	
	(B) it has		government agencies as both a minority- group member and a woman.	
	(C) which		group member and a woman.	
	(D) which has		(A) receives Weber	
			(B) Weber receives	
			(C) the reception of Weber	
			(D) according to Weber's reception	

- 7. Because the project depends on _____ at the federal level, the city and county may have to wait until the budget cutting ends.
 - (A) it happens
 - (B) which happening
 - (C) what happens
 - (D) that it happens
- 8. _____ definitive study of a western hard-rock mining community cemetery appears to have been done is in Silver City, Nevada.
 - (A) Most
 - (B) The most
 - (C) Where most
 - (D) Where the most

- 9. One of the areas of multimedia that is growing quickly _____ is sound.
 - (A) yet is easily overlooked
 - (B) is easily overlooked
 - (C) it is easily overlooked
 - (D) that is easily overlooked
- 10. _____, early approaches for coping with workplace stress dealt with the problem only after its symptoms had appeared.
 - (A) Although well-intending
 - (B) Although it is a good intention
 - (C) Although a good intention
 - (D) Although well-intended

SENTENCES WITH INVERTED SUBJECTS AND VERBS _

Subjects and verbs are inverted in a variety of situations in English. Inverted subjects and verbs occur most often in the formation of a question. To form a question with a helping verb (be, have, can, could, will, would, etc.), the subject and helping verb are inverted.

He can go to the movies.

Can he go to the movies?

You would tell me the truth.

Would you tell me the truth?

She was sick yesterday.

Was she sick yesterday?

To form a question when there is no helping verb in the sentence, the helping verb do is used.

He goes to the movies.

Does he go to the movies?

You told me the truth.

Did you tell me the truth?

There are many other situations in English when subjects and verbs are inverted, but if you just remember this method of inverting subjects and verbs, you will be able to handle the other situations. The most common problems with inverted subjects and verbs on the TOEFL test occur in the following situations: (1) with question words such as what, when, where, why, and how; (2) after some place expressions; (3) after negative expressions; (4) in some conditionals; and (5) after some comparisons.