

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

## 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.

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.

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

**Example from the Paper and Computer TOEFL® Tests**



\_\_\_\_\_ was late caused many problems.

- (A) That he
- (B) The driver
- (C) There
- (D) Because

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:

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

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 coming to the party* and *must bring a gift*. *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.

**Example 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		
<i>who</i> <i>whoever</i>	<i>what</i> <i>whatever</i>	<i>which</i> <i>whichever</i>
NOUN CLAUSE AS OBJECT		
S V	(noun connector/subject)	V
<i>I know</i>	<i>what</i>	<i>happened.</i>
NOUN CLAUSE AS SUBJECT		
(noun connector/subject)		V V
<i>What</i>		<i>happened was great.</i>

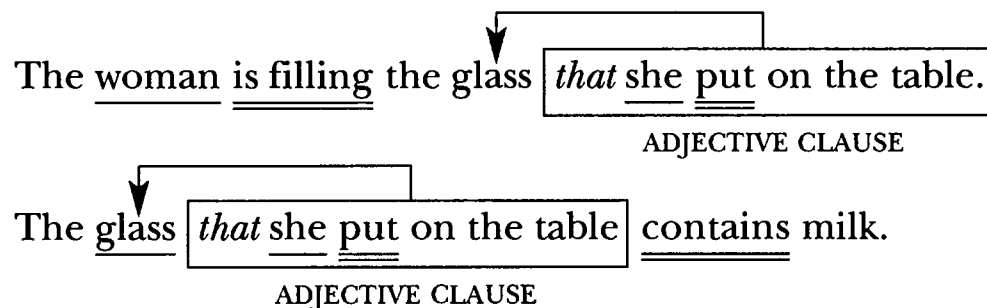
**EXERCISE 10:** Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- 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.

- \_\_\_\_\_ 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 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.



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.

### Example from the Paper and Computer TOEFL® Tests



The gift \_\_\_\_\_ selected for the bride was rather expensive.

- (A) because
- (B) was
- (C) since
- (D) which we

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:

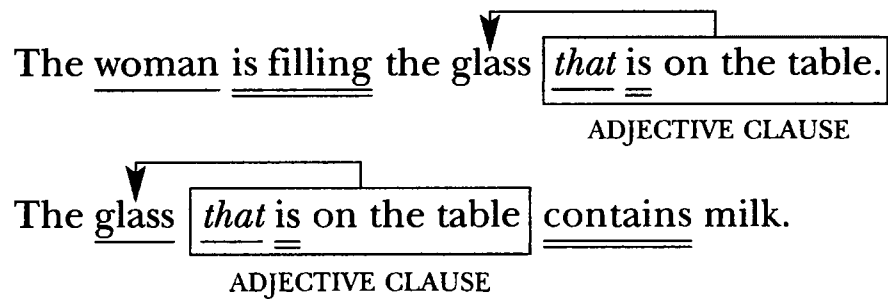
ADJECTIVE CLAUSE CONNECTORS			
<i>whom</i> (for people)	<i>which</i> (for things)	<i>that</i> (for people or things)	
S V	adjective connector	S	V
<i>I liked the book</i>	<i>which</i>	<i>you recommended.</i>	
S	adjective connector	S	V
<i>The book</i>	<i>which</i>	<i>you recommended</i>	<i>was interesting.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

**Example from the Paper and Computer TOEFL® Tests**



\_\_\_\_\_ is on the table has four sections.

- (A) The notebook
- (B) The notebook which
- (C) Because the notebook
- (D) In the notebook

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:

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: 15px; padding: 2px 10px; 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: 15px; padding: 2px 10px; 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 that is served in the restaurant has a smooth, creamy texture.
- I 2. The cars are trying to enter the freeway system are lined up for blocks.
- \_\_\_\_\_ 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.
- \_\_\_\_\_ 9. 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.

**EXERCISE (Skills 9–12):** 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 clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- \_\_\_\_\_ 1. No one explained to me whether was coming or not.
- \_\_\_\_\_ 2. The part of the structure that has already been built needs to be torn down.
- \_\_\_\_\_ 3. The girl who she just joined the softball team is a great shortstop.
- \_\_\_\_\_ 4. I have no idea about when the meeting is supposed to start.
- \_\_\_\_\_ 5. We have been told that we can leave whenever want.
- \_\_\_\_\_ 6. The racquet with whom I was playing was too big and too heavy for me.
- \_\_\_\_\_ 7. I will never understand that he did.
- \_\_\_\_\_ 8. He was still sick was obvious to the entire medical staff.
- \_\_\_\_\_ 9. What is most important in this situation it is to finish on time.
- \_\_\_\_\_ 10. The newspapers that were piled up on the front porch were an indication that the residents had not been home in some time.



**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