

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			
• what, when, where, why, how	• whatever, whenever	• whether, if	• that
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* 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		
who whoever	what whatever	which whichever
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</i>	<i>was great.</i>

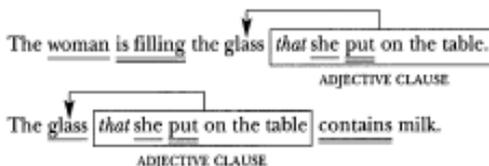
EXERCISE 10: Each of the following sentences contains more than one clause. Underline the subjects once and the verbs twice. Circle the connectors. Put boxes around the noun clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- C 1. The game show contestant was able to respond to whatever was asked.
- I 2. You should find out which the best physics department.
- _____ 3. The employee was unhappy about what was added to his job description.
- _____ 4. Whoever wants to take the desert tour during spring break signing up at the office.
- _____ 5. The motorist was unable to discover who he had struck his car.

- ___ 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:

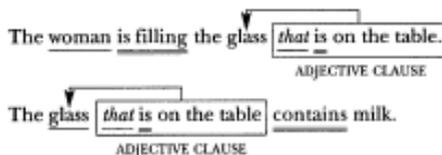
ADJECTIVE CLAUSE CONNECTORS		
whom (for people)	which (for things)	that (for people or things)
S	V	adjective connector S V
<i>I liked the book which you recommended.</i>		
S	adjective connector	S V V
<i>The book which you recommended was interesting.</i>		
NOTE: The adjective connectors can be omitted. 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		
who (for people)	which (for things)	that (for people or things)
S V	adjective connector/subject	V
She needs a secretary	who	types fast.
S	adjective connector/subject	V V
A secretary	who	types fast is invaluable.

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

- C 1. The ice cream that is served in the restaurant has a smooth, creamy texture.
- I 2. The cars are trying to enter the freeway system are lined up for blocks.
- ___ 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.

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

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.

I don't understand the article *which* ^{appearing} *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 be-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)
<ul style="list-style-type: none"> • 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).

- C 1. We will have to return the merchandise purchased yesterday at the Broadway.
- I 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.

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

When you ^{giving} 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 *be*-verb; 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.

Example from the Paper and Computer TOEFL® Tests

When _____, you are free to leave.

- (A) the finished report
- (B) finished with the report
- (C) the report
- (D) is the report finished

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.
(active — does not reduce)

Once it is submitted, your thesis will be reviewed.
(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:

REDUCED ADVERB CLAUSES					
with a be-verb in the adverb clause	(ADVERB CONNECTOR)	(SUBJECT)		(BE)	
with no be-verb in the adverb clause	(ADVERB CONNECTOR)	(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
<ul style="list-style-type: none"> • 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).

- C 1. (if) not completely satisfied, you can return the product to the manufacturer.
- I 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.

EXERCISE (Skills 13–14): Each of the following sentences contains a reduced clause. Underline the reduced clauses. Then indicate if the sentences are correct (C) or incorrect (I).

- ___ 1. Though was surprised at the results, she was pleased with what she had done.
- ___ 2. Wearing only a light sweater, she stepped out into the pouring rain.
- ___ 3. The family stopped to visit many relatives while driving across the country.
- ___ 4. The company president, needed a vacation, boarded a plane for the Bahamas.
- ___ 5. When applying for the job, you should bring 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 wanted to try to get back to work.
- ___ 8. Before decided to have surgery, you should get a second opinion.
- ___ 9. The construction material, a rather grainy type of wood, gave the room a rustic feeling.
- ___ 10. The application will at least be reviewed if submitted by the fifteenth of the month.

TOEFL EXERCISE (Skills 13–14): Choose the letter of the word or group of words that best completes the sentence.

- 1. When ___ nests during spring nesting season, Canadian geese are fiercely territorial.
 - (A) building
 - (B) are building
 - (C) built
 - (D) are built
- 2. In 1870, Calvin, along with Adirondack hunter Alvah Dunning, made the first known ascent of Seward Mountain, ___ far from roads or trails.
 - (A) a remote peak
 - (B) it is a remote peak
 - (C) a remote peak is
 - (D) which a remote peak
- 3. Kokanee salmon begin to deteriorate and die soon ___ at the age of four.
 - (A) they spawn
 - (B) after spawning
 - (C) spawn
 - (D) spawned the salmon
- 4. ___ behind government secrecy for nearly half a century, the Hanford plant in central Washington produced plutonium for the nuclear weapons of the Cold War.
 - (A) It is hidden
 - (B) Hidden
 - (C) Which is hidden
 - (D) The plant is hiding
- 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
- 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.
- (A) she was in
 - (B) while in
 - (C) while she was
 - (D) was in
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
 - (C) Association which is in
 - (D) Association, based in
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) The first sighting
 - (B) Although first sighted
 - (C) Zebra mussels were first sighted
 - (D) First sighting
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
 - (D) called a document