

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

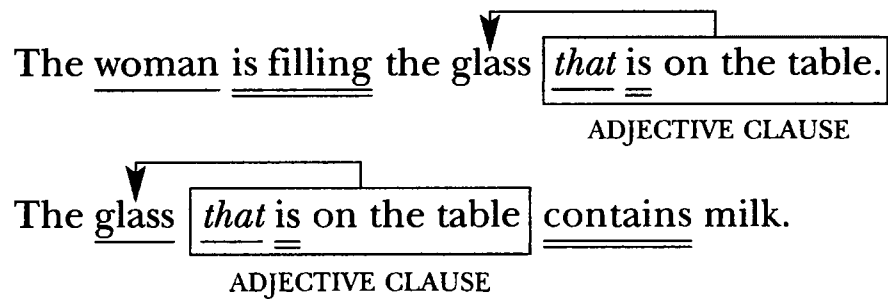
ADJECTIVE CLAUSE CONNECTORS			
<i>whom</i> (for people)	<i>which</i> (for things)	<i>that</i> (for people or things)	
S V	adjective connector	S	V
<i>I liked the book</i>	<i>which</i>	<i>you recommended.</i>	
S	adjective connector	S	V
<i>The book</i>	<i>which</i>	<i>you recommended</i>	<i>was interesting.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

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*.