

PART 4

Subordination

INTRODUCTION TO PART 4

In Part 2 you studied coordination as a means of connecting two or more independent clauses (complete sentences). In Part 4, you will study how to join an independent clause with a dependent clause. This is called subordination.

DEPENDENT CLAUSE INDEPENDENT CLAUSE

Although I had a wonderful vacation, it was too short.

This method of subordination allows the speaker or writer to express a larger variety of relationships between ideas. It also allows the speaker or writer to show the relationships between facts or ideas more clearly and specifically. Compare:

- A. *I opened the medicine cabinet, and a bottle fell out.*
- B. *When I opened the medicine cabinet, a bottle fell out.*

In sentence A, the coordinating conjunction *and* simply adds one fact to another. In sentence B, by changing one of the independent clauses to a dependent adverb clause of time, we are able to bring out the relationship between the two facts.

LESSON EIGHT

Introduction to Adverb Clauses

1. Adverb clauses have the same function as single-word adverbs or adverbial expressions. They modify a verb by answering questions such as *when?*, *where?*, *how?* and so on about the verb.

Yousef bought a new car recently. (single-word adverb)

Yousef bought a new car last week. (adverbial expression)

Yousef bought a new car after he had wrecked his Jeep. (adverb clause)

All the sentences answer the question *when?* about the verb. The last sentence is an **adverb clause** because, like all dependent clauses, it contains a subject (*he*) and a verb (*had wrecked*), but it does not make sense by itself.

2. The following words introduce adverb clauses. These words are called **subordinating conjunctions**.

Time	Place	Manner	Condition
after	where	as	as long as
as	wherever	as if	if
as long as		as though	in case
as soon as	Reason		provided that
before	because	Contrast	unless
since	since	although	whether or not
until		though	
when	Purpose	even though	Result
whenever	so that	while	so . . . that
while	in order that	in spite of the fact that	such . . . that

3. It is important to remember the punctuation rules about adverb clauses. If the adverb clause precedes an independent clause, a comma must follow the adverb clause.

When I was a child, I loved Dracula movies.

If the adverb clause is within an independent clause, a comma precedes and follows the adverb clause.

Once, after I had seen a Dracula movie, I had a nightmare.

If the adverb clause follows an independent clause, a comma is not needed.

My mother would not let me watch any more Dracula movies because they gave me nightmares.

Exception: A comma is sometimes used when the adverb clause comes after the independent clause to indicate a pause in speaking.

8-1 ADVERB CLAUSES

■ Subordinating Conjunctions of Time ■

After it had stopped snowing, I went outside.

As I was walking to the store, it began to snow again.

I will never like the snow as long as I live.

As soon as I returned home, I made some hot tea.

My roommate had decided to go skiing before I returned.

I had never seen snow until my family moved from Florida to Boston.

When I was a young child, I thought snow was only in Alaska.

In Boston, my father tried to get me outside whenever it snowed.

While he was putting on his boots, I was hiding in my room.

1. *When* indicates a specific point in time or a period in time.

When I met my roommate, I liked her immediately.

When we were roommates, we had a great time doing all sorts of crazy things.

2. *Just* is often used before the words *as* and *when*.

He arrived just as we were getting ready to leave.

He arrived just when we were getting ready to leave.

3. *While* indicates a period of time during which another simultaneous action takes place.

While we were waiting inside, our friend was waiting outside.

4. *Whenever* means *any time*.

Whenever I think of the time when we were roommates, the memories are always good.

5. *Until* indicates from an unknown point in the past up to the time that something happens.

My roommate and I continued to live together until she got married.

6. When the verb in the independent clause is a future tense, the verb in the time clause is in the present tense.

After I leave the library, I will return home.

I will finish before you return home.

7. When the adverb clause starts with *since*, its verb is in the simple past tense if the verb refers to an action that started and finished in the past. The present perfect, present perfect continuous, or past perfect is used in the independent clause.

My roommate has been in the cafeteria since it opened this morning.

He has been eating since the servers put out the food.

When the adverb clause starts with *since*, its verb is in the present perfect if the verb refers to an action that started in the past and continues into the present.

My roommate hasn't missed breakfast since he has lived in the dorm.

Exercise 1

Make complete sentences with adverb clauses by matching items in column A with items in column B

A

B

- | | |
|--|--|
| 1. John F. Kennedy became president of the United States | a. whenever he spoke. |
| 2. He had been a naval officer | b. as long as I live. |
| 3. As soon as he became president, | c. when he was forty-three years old. |
| 4. While he was in office, | d. since this country began. |
| 5. The American people listened carefully | e. as I was watching the news of his death. |
| 6. Four American presidents have been assassinated | f. he pledged to help people everywhere. |
| 7. Until an assassin's bullet killed him, | g. before he was elected president. |
| 8. I cried bitterly | h. he created the Peace Corps. |
| 9. After he had died, | i. Lyndon B. Johnson became president. |
| 10. I will remember President Kennedy | j. he was one of the most beloved American presidents. |

Exercise 2

Complete the sentences.

- Most politicians smile a lot when _____.
- Many people approved of Kennedy's decisions while _____.
- I vote in an election whenever _____.
- My brother wants to enter politics as soon as _____.
- I had thought that all politicians were dishonest before _____.
- A large investigation into Kennedy's death was carried out after _____.
- My brother has wanted to be in politics since _____.
- I really didn't have much respect for politicians until _____.
- I learned about Kennedy's death as _____.
- Kennedy was a member of Congress before _____.

- Whenever he made a speech, _____.
- While I was watching the news about his assassination on television, _____.

■ Subordinating Conjunctions of Place ■

- Where* means a definite place.
I prefer to live where the sun shines all year.
- Wherever* means any place.
Wherever it's sunny and warm, I'm happy.

Exercise 3 ■ Complete the sentences with *where* or *wherever*.

- Put the packages _____ you want.
- Did you find the packages _____ I had put them?
- I don't know _____ he went.
- I'll go _____ you want; it doesn't matter to me.
- My parents are staying _____ we stayed when we visited San Francisco.
- Every village was noisy. _____ we stayed, we couldn't get away from the noise.

■ Subordinating Conjunctions of Reason and Purpose ■

- The subordinating conjunctions *because* and *since* introduce the reason for the situation expressed in the independent clause.
My brothers are studying in California because they don't like snow.
Since it is so beautiful there, my parents are going to move.

2. The subordinating conjunction *since* can mean both *reason* and *time*.

Reason: He took another course in English *since* his TOEFL score was so low.

Time: He has been studying very hard *since* the new course began.

3. The subordinating conjunctions *so that* and *in order that* are similar in meaning to *in order to* and show the purpose for the action in the independent clause.

My parents are going to move to California so that they can be closer to my brothers.

A lawyer has advised my parents about selling their business in order that they might avoid legal problems.

4. The subordinating conjunction *so that* is usually followed by the modal auxiliaries *can*, *could*, *may*, *might*, *will*, or *would*. Use *can*, *may*, or *will* when the verb in the independent clause is in a present, present perfect, or future tense.

We make our airline reservations early so that we can be sure of a seat.

Use *could*, *might*, or *would* when the verb in the independent clause is in a past tense.

We made our airline reservations early so that we could be sure of a seat.

5. The subordinating conjunction *in order that* has the same meaning as *so that*, but it is more formal and is usually followed by *may* or *might*.

We made our reservations early in order that we might be assured of seats on that flight.

6. In informal English *so* by itself can also introduce a clause of purpose.

We made airline reservations early so we would be sure of a seat.

No comma precedes *so* when it introduces a clause of purpose. (Compare *so* as a coordinating conjunction that introduces a result. See Lesson Four, pages 51–52.)

Exercise 4

Restate each sentence, using the subordinating conjunction in parentheses.

Example: We bought the tickets early in order to get good seats. (so that)

We bought the tickets early so that we could get good seats.

- This manual should be read carefully in order for you to be able to operate the device correctly. (in order that)
- Please keep this number handy in order for us to help you if a problem arises. (in order that)

- The meeting was held late in the day in order for students from the other campus to attend. (in order that)
- All students were asked to submit their questions in advance in order for the university president to answer those questions at the meeting. (in order that)
- I'm going to use a computer in order to do the assignment quickly. (so that)
- You'd better go to the library early in order to use a computer terminal there. (so that)
- Please read this report in order to see if there are any problems. (so that)
- I've made some changes in order for it to be clearer. (so that)

Exercise 5

Complete the sentences with adverb clauses, according to the meaning in parentheses.

Examples: I have been searching for a good lawyer since _____. (time)

I have been searching for a good lawyer since I found out about the problem.

I need the name of a good lawyer since _____. (reason)

I need the name of a good lawyer since I have to appear in court next week.

- Amy has wanted to be a teacher since _____. (time)
- Amy will probably be a good teacher since _____. (reason)
- My roommate has not received one letter since _____. (time)
- I don't read my letters in front of my roommate since _____. (reason)
- Ray has wanted to marry Sylvia since _____. (time)
- Ray hasn't asked Sylvia to marry him since _____. (reason)
- Louisa hasn't had a car since _____. (time)
- Louisa's going to get a car since _____. (purpose)

Subordinating Conjunctions of Manner

- The subordinating conjunction *as* means *the way* (that is, manner).

In California, we can enjoy the beach as we used to in Florida.

You didn't do the report as I had showed you to.

2. The subordinating conjunction *as* can also mean *time*.

They arrived as I was leaving.

3. The subordinating conjunctions *as if* and *as though* refer to how something appears, not how it is.

My brothers swim as if they were fish.

In California, I would feel as though I were alive again.

You look as though you know each other. (Maybe you do, and maybe you don't.)

4. The idea that follows *as if* or *as though* may be possible, or it may be untrue.

Compare:

It looks as if it is going to rain. (It might rain.)

She looks as if she had seen a ghost. (She didn't see a ghost. She was just very shocked.)

5. When the idea that follows *as if* or *as though* is untrue, a past tense is often used for a present meaning. In such sentences *were* is used for all persons.

I feel as if I were on top of the world. (I'm not on top of the world.)

I felt as though I had been hit by a car. (I wasn't hit by a car.)

The choice of verb tense is similar to the choice of tenses used in conditional sentences. (See Lesson Thirteen for an explanation of the verb tenses used in conditional sentences.)

Exercise 6

Make complete sentences by matching items in column A with items in column B.

A

B

- | | |
|---|---|
| 1. She backed into the driving space as | a. he knows a lot about computers. |
| 2. The man is tired and looks as if | b. she had been driving all her life. |
| 3. He writes as | c. she's going to fall. |
| 4. The thirteen-year-old drove as though | d. she were thirteen. |
| 5. My thirty-year-old sister sometimes acts as if | e. he talks. |
| 6. The mechanic thinks he's smart and acts as if | f. he's been running. |
| 7. She looks as if | g. her mother did when she was alive. |
| 8. She cooked as | h. her driving instructor had taught her. |

Exercise 7 ■■ Complete the dialogs with *as if* or *as though*.

Example: A: Has Joanne been studying all night?

B: No, but I agree she looks as if she's been studying all night.

1. A: Ria is nicer to her cats than some people are to their own children.

B: I know. She treats her cats _____.

2. A: Has Joe been playing the piano since he was a child?

B: No, but he plays _____.

3. A: Does Anthony really know everything?

B: No. He just talks _____.

4. A: Is John's father rich?

B: No, but he spends money _____.

5. A: Did Brenda know about the accident?

B: I'm not sure, but when I told her she acted _____.

6. A: Hasn't Sheila met you before?

B: Yes, she has. I don't know why she acted _____.

7. A: Have you been running?

B: No. Why? Do I look _____?

8. A: Is Andy the boss?

B: No, but he likes to act _____.

■ Subordinating Conjunctions of Condition ■

I will enjoy living with my brothers as long as they keep the apartment clean.

If they keep it clean, I will stay with them.

In case they become too messy, I'm going to save enough money to get my own apartment.

I will become a good water skier provided that I can find a good teacher.

Unless the lessons are very cheap, I won't be able to take any.

*I'm definitely planning to take surfing lessons whether they are cheap or not.
whether or not they are cheap.*

1. The subordinating conjunction *as long as* means that the situation in the dependent clause must be true for the situation in the independent clause to be true. In this sentence, in order for you to avoid a fine, your check must arrive on time.

As long as we get your check on time, you won't have to pay a fine.

2. The subordinating conjunction *whether or not* means that neither this situation nor that situation matters. Note that it is possible to separate *whether* and *or not*.

They're going to get married whether or not their parents approve.

They're going to get married whether their parents approve or not.

3. The subordinating conjunction *whether or not* can also mean that there is a choice between two alternatives.

I'm not sure whether or not I want to go.

(See Lesson Thirteen, page 236, for an explanation of *in case*, *provided that*, and *unless*.)

Exercise 8 ■ ■ Complete the sentences.

- As long as the tickets are not expensive, I'll _____.
- As long as you're not busy, could you _____?
- As long as the weather is good, why don't we _____?
- As long as you don't make noise, you can _____.
- As long as you're careful, you shouldn't _____.
- I'll go whether _____.
- Whether or not I have the money, _____.
- The president will not be re-elected whether _____.
- I wake up early whether _____.
- You should apply for the scholarship whether _____.

■ Subordinating Conjunctions of Result ■

1. When the conjunctions *so . . . that* or *such . . . that* are used, the word *that* introduces the result.

California is so beautiful that I can't imagine staying in Boston.

California is such a beautiful state that I can't imagine staying in Boston.

2. *So . . . that* can be used in the following patterns.*so + adjective + that**so + adverb + that**so + many + plural noun + that**so + few + plural noun + that**so + much + uncountable noun + that**so + little + uncountable noun + that**It was so hot that we couldn't sleep.**The air conditioner was humming so loudly that I couldn't sleep.**There were so many students in the small room that I couldn't breathe.**There were so few windows that the air circulation was poor.**There was so much noise that I couldn't hear the professor.**There was so little time to finish the exam that I gave up.*3. *Such (a/an) . . . that* can be used in the following patterns.*such + a (or an) + adjective + noun + that**such + adjective + uncountable noun + that**such + adjective + plural noun + that**He had such a low grade that he hid his exam paper.**This is such an interesting book that I can't stop reading it.**She makes such good coffee that I always have more than one cup.**She wears such beautiful dresses that everyone always compliments her.***Exercise 9**Combine the sentences. First, use *so . . . that*. Then, if possible, use *such . . . that*.**Example:** The line at the movie theater was long. We had to wait an hour.The line at the movie theater was so long that we had to wait an hour.The movie theater had such a long line that we had to wait an hour.

- The theater was crowded. We couldn't breathe.
- The people sitting behind us talked loudly. We couldn't hear.
- The movie was exciting. We saw it twice.
- The popcorn tasted salty. We got our money back.
- I was thirsty. I had to get a drink in the middle of the movie.
- The seats were comfortable. We didn't want to get up.
- The movie was good. We've been telling all our friends to see it.
- The end of the movie was happy. Everyone left the theater smiling.
- There were cars in the parking lot. We couldn't find our car.
- There was traffic on the way home. We got home late.

Exercise 10

With another student, take turns asking each other the questions. In your answers use so . . . that or such . . . that.

Example: How homesick were you when you first came to the United States?

I was so homesick that I called home every day.

How difficult was the test?

It was such a difficult test that I couldn't answer ten of the questions.

1. How bad did you feel the last time you were sick?
2. How nervous were you on the first day of class?
3. How cold (or hot) is the weather in your hometown?
4. How good a time did you have at the last party you went to?
5. How tired are you?
6. How hungry are you?
7. How much time did you spend studying for the last test?
8. How much money do you spend every week?

Subordinating Conjunctions of Contrast

Although Boston is a beautiful city, I just don't like cold weather.

Though my father likes mountains and snow, I'm sure he will learn to like beaches and sand.

He'll probably enjoy water skiing, even though he prefers to ski in snow.

While I will never miss the cold weather, I will miss my friends in Boston.

I'll probably visit Boston from time to time, in spite of the fact that I will never live there again.

1. The subordinating conjunction *while* can mean both contrast and time. When *while* shows contrast, it is usually placed at the beginning of a sentence.

Contrast: *While I don't like studying English grammar, I know I have to.*

Time: *I heard a strange noise while I was studying the other night.*

2. A comma can be used before the subordinating conjunctions *though*, *although*, *even though*, *while*, and *in spite of the fact that* when the dependent clause follows the independent clause. This happens when the dependent clause introduces ideas that are unnecessary or connected only loosely with the ideas in the independent clause.

I sometimes eat at the restaurant down the street, even though the food and the service are not very good.

The restaurant does a good business, in spite of the fact that nobody I know likes it.

Exercise 11 ■ ■ ■ Rewrite each sentence, using the subordinating conjunction in parentheses.

1. There are many people in the world who are afraid to fly, but air travel is very popular. (even though)
2. Airline companies offer courses to help people overcome their fear of flying. However, few people know about these courses. (although)
3. One of my friends is very afraid of flying, yet she still flies when she has to. (though)
4. More people are afraid of flying than of driving; traveling by airplane is much less risky than traveling by car. (in spite of the fact that)
5. Passengers are not required to keep their seat belts fastened during an entire flight, but pilots recommend that they do. (despite the fact that)
6. My children love to fly. Nevertheless, they rarely do. (even though)
7. When I am on a plane during a thunderstorm, I worry a bit. I am generally not afraid to fly. (even though)
8. I prefer to travel by train. Traveling by plane is fast and safe. (in spite of the fact that)

Exercise 12 ■ ■ ■ Complete the sentences.

1. While I believe our grammar instructor is a good teacher, _____.
2. Although I know it's necessary to take tests, _____.
3. In spite of the fact that I believe this is a good English program, _____.
4. While I think it's necessary to practice speaking in class, _____.
5. Even though I dislike memorizing words, _____.
6. _____, in spite of the fact that I have been happy here.

7. _____, though I believe that it's a good experience to study in a foreign country.
8. While my English has gotten better since I've been in this country, _____.

Exercise 13 ■■

In a group of three or four, make up a story by using the phrases in sentences with adverb clauses. You can use the phrases in any order, and you will need to add other details.

go there

see somebody I know

have a good time

get some information

not have enough money

receive a note

be very crowded

know everything

make plans

not want to leave

8-2 SEQUENCE OF TENSES

1. In sentences that contain independent and dependent clauses, it is important to be careful of the choice of tense in each clause. Two or more actions must be put into the correct relationship with each other. Remember that meaning also plays an important part in the decision how to combine various tenses.

2. The simple present tense in the independent clause can be followed by any tense in the dependent clause.

I feel calm although I'm waiting for the dentist.

I feel calm whenever I go to the dentist.

I feel calm because I had a good night's sleep.

I feel calm even though I was shaking earlier.

3. When the verb in the independent clause is in a past tense, the verb in the subordinate clause must also be in a past tense.

I ate Chinese food every night because I liked it.

I ate Chinese food every night because I was working in a Chinese restaurant.

At that time, I was eating Chinese food every night because I was working in a Chinese restaurant.

Exercise 14

Read the sentences and underline the verbs in the two clauses. Then identify the verb tense in each clause.

Examples:

She is angry because he will be leaving ahead of time.

Before the instructor asked for the exam, Ann had finished it.

Independent
Clause

Dependent
Clause

Simple present

Future continuous

Past perfect

Simple past

- I eat Italian food every night because I like it.
- I eat Italian food every night because I have always liked it.
- They are disappointed because the plane will have left by then.
- Even though I was shaking earlier, I feel calm now.
- I'll see you before you leave.
- Because my girlfriend will be visiting me soon, I haven't written her for a few weeks.
- Although I needed only three courses to graduate, I was taking five.
- Lou was trying to get a taxi because he had been waiting for his cousin to pick him up at the airport for two hours.
- The little girl is doing her homework carefully since her father has promised her a reward.
- While I'm studying in this country, my parents are coming to visit me.

Exercise 15

Find and correct the tense mistake in each sentence.

- We can have the party in my apartment next Saturday unless my parents came a day early.
- I didn't want to have the last party at my place because my roommate is sick.
- The party last week was so good that many people have stayed very late.
- Our landlord never minds parties as long as the guests were quiet.
- Our next-door neighbor had a very loud party two months ago, and at 1:00 in the morning the landlord was knocking on his door as though he will tear it down.

6. As soon as he leaves, our neighbor's party became less noisy.
7. As the guests are leaving, I noticed that they were speaking in low voices.
8. My roommate and I finally got to sleep after everyone has gone home.
9. At our party next Saturday we will tell our guests not to get too loud so that we didn't disturb the other people in the building.
10. The landlord probably won't bother us provided that everyone paid attention to our request.
11. Since we were living in this apartment for two years and we like it, we really don't want any trouble.
12. Although everyone is having the right to entertain his personal friends, we must respect the rights of the other people in the building.

Exercise 16

Complete the sentences, using the correct tenses.

1. The instructor told us to sit wherever _____.
2. Before the instructor handed out the history exams, _____.
3. While I was taking the exam, _____.
4. Even though I had studied for two weeks, _____.
5. I answered the questions in Part 2 quickly so that _____.
6. Part 3 of the exam was so difficult that _____.
7. Since I didn't answer all the questions, _____.
8. So that the instructor could read my answers, _____.
9. Since I have been in this class, _____.
10. In spite of the fact that I had really studied, _____.
11. Although I did the best I could, _____.
12. Provided that the instructor agrees with my answers, _____.
13. If he grades the papers strictly, _____.
14. As soon as I see my grade, _____.
15. Until I get my grade, _____.
16. While I usually don't worry about grades, _____.
17. When the exam was finished, _____.
18. I may get a passing grade on the exam unless _____.
19. I'm studying for a make-up test in case _____.
20. I will never take another history class as long as _____.

Exercise 17

You are going to read part of a text about Albert Einstein. Then you are going to summarize what you read to a partner. Your partner will use your summary to complete some sentences. If your partner cannot complete the sentences, he or she will need to ask you some questions to get more specific information.

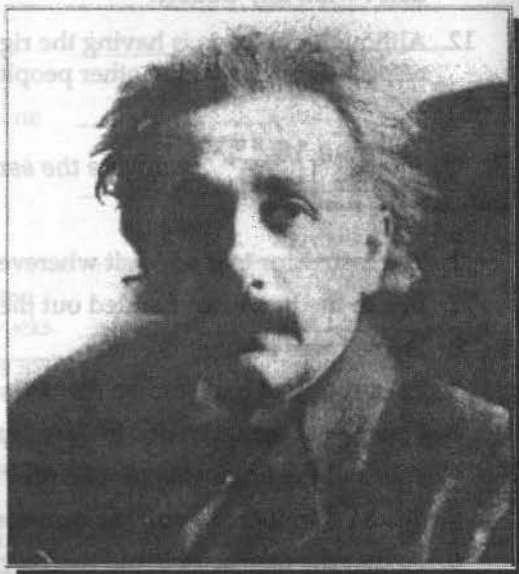
Student A should look at the story. Student B should look at the incomplete sentences on the next page.

Student A: Read the two paragraphs about Albert Einstein. Then summarize what you read for your partner. If he or she asks you a question, look again at the text; then summarize the answer in your own words.

Albert Einstein (1879–1955)

In his early years, Einstein showed no obvious sign of genius. He did not even talk until the age of three. In high school, in Germany, he hated the system of rote* learning and the drill sergeant* attitude of his teachers; as a result, he annoyed them with his rebellious* attitude. One of his teachers remarked, "You will never amount to anything."

Yet there were also some hints* of the man to be. At five, when he was given a compass,* he was fascinated by the mysterious force that made the needle move. Before adolescence* Einstein went through a very religious period, and he frequently argued violently with his freethinking father because his father strayed* from the path of Jewish orthodoxy* that Einstein believed in. Einstein calmed down after he began studying science, math, and philosophy on his own. He especially loved math. At age sixteen he devised one of his first "thought experiments." These are experiments that an individual must do in the mind; they cannot be done in a laboratory.



*rote: Learning by rote is memorizing without thought or understanding.

drill sergeant: An army officer whose job it is to train new soldiers.

rebellious: Someone who refuses to do what others tell him or her to do.

hints: Small signs of something that will happen.

compass: An instrument used for finding directions.

adolescence: The period of a person's life when he or she develops from a child to an adult.

strayed: To have gone away from where he or she is supposed to be.

orthodoxy: The traditional and accepted beliefs of a particular religion.

Student B: Listen to your partner's summary. Then complete the sentences. If you need to, ask your partner questions about specific sentences.

1. Until he was three years old, _____.
2. When Einstein was in high school, _____.
3. His high school teachers in Germany didn't like him because _____.
4. In spite of the fact that his high school teachers said he would never amount to anything, _____.
5. Before he became a teenager, _____.
6. In school, he annoyed his teachers whenever _____.
7. He treated his teachers as if _____.

Student B: Read the next two paragraphs about Albert Einstein. Then summarize what you read for your partner. If he or she asks you a question, look back at the text; then summarize the answer in your own words.

Albert Einstein (1879–1955)

Within a year after Einstein's father's business failed and he moved his family to northern Italy to start a new business, Einstein dropped out* of school and renounced* his German citizenship. He spent a year hiking in the Apennine Mountains of Italy, where he visited relatives and toured museums so that he could forget the bitter memories of his high school days in Germany. He then decided to enroll in the famous Swiss Federal Institute of Technology in Zurich. It is interesting to note that he failed the entrance exam because of deficiencies* in botany and zoology as well as in languages. After a year's study at a Swiss high school, however, the institute admitted him. Eventually, Einstein became a Swiss citizen.

Even at the Institute of Technology, Einstein's rebellious attitude continued. He cut* lectures, read what he wanted to read, used the school's lab illegally, and made his teachers hate him. One of the teachers, mathematician Hermann Minkowski, who later made valuable contributions to Einstein's new physics, called him a "lazy dog." Einstein was able to pass his two major exams and graduate in 1900 only because he borrowed scrupulous* notes from one of his classmates, Marcel Grossman, and crammed* for the exams.

***dropped out:** Stopped going to school without finishing the program.

renounced: Gave up his citizenship formally.

deficiencies: Weaknesses or imperfections.

cut: Stayed out of class deliberately.

scrupulous: Careful attention to details.

crammed: Learned as much as possible in a short time just before an exam.

Student A: Listen to your partner's summary. Then complete the sentences. If you need to, ask your partner questions about specific sentences.

1. His father's business in Germany failed, so the family moved in order that _____.
2. Even though he failed the entrance exam to the Institute of Technology, _____.
3. Einstein had to take courses in botany, zoology and languages before _____.
4. After he had studied for one year in the Swiss high school, _____.
5. Although he cut most of his classes at the institute, _____.
6. His attendance at the Institute of Technology was so poor that _____.
7. He borrowed his friend's lecture notes so that _____.

Exercise 18 ■■■ Complete the sentences, using the correct tenses.

1. When Yolanda was living in her country, her father always let her drive the family car provided that _____.
2. Before she left the house, he often gave her money so that _____.
3. Her father is a generous man, but he would never let her use the car unless _____.
4. Because she came home past her curfew one night, _____.
5. Even though she was always a careful driver, _____.
6. One night she had an accident, in spite of the fact that _____.
7. Another time the police stopped her as soon as _____.
8. Nevertheless, her father usually agreed to let her use the car since _____.
9. One night, however, something happened to her, and she began driving a though _____.
10. Until she gets a driver's license for the state she's studying in now, _____.
11. She has been thinking about buying a used car since _____.
12. She had thought about getting a Volkswagen until _____.
13. Wherever she goes in the United States, _____.

14. People in her country drive safely, but the people here drive so recklessly that _____.
15. Before she tries to take the driver's test, _____.
16. While her mother knows that she is a good driver, _____.

8-3 BUILDING SENTENCES WITH ADVERB CLAUSES

Now that your ability in English has reached an advanced level, your spoken and written sentences should contain enough information to express clearly the ideas you wish to state. The use of one or more adverb clauses in a sentence enables you to add necessary information.

When I walked in the room, the secretary looked at me as if I had done something terribly wrong.

Since I don't have all the papers I need, I will have to make another appointment as soon as I get them all together.

Exercise 19 ■ ■ ■ Rewrite the sentences so that some of the ideas are expressed in adverb clauses.

Example: I enjoy fall. I prefer summer. The trees and flowers are in bloom.

Although I enjoy fall, I prefer summer because the trees and flowers are in bloom.

1. Yesterday, John went to the bank after class. He had to cash a check. He would have enough money for the weekend.
2. He has an account at City Bank. They would not let him cash a check. He could present them with the proper identification.
3. John was protesting their refusal to cash his check. The other customers looked at him. He was crazy.
4. John reached in his pocket for his wallet. He discovered he had left it at home.
5. His apartment is near the bank. He decided to go home. He could get his wallet.
6. John was angry with the teller. John couldn't think clearly.
7. John had gotten angry with the teller. He knew that the teller was only doing his job. His supervisor had instructed him.
8. Nevertheless, the experience was an unpleasant one. He couldn't concentrate on his assignments. He returned home.

9. John knew that he would not have that experience again. He remembered to put his wallet in his pocket. He left for classes in the morning.
10. That night, John left his wallet. He could find it easily in the morning.

Exercise 20

Complete the sentences with adverb clauses, according to the meaning in parentheses. Use the correct punctuation. Some sentences require two adverb clauses.

Example: _____ I wanted to order
 _____ (reason + time + purpose)

*Since we had to wait in line a long time, I wanted to order
 as soon as we sat down so that we could get our food quickly.*

- _____ the waitress told us to sit
 _____ (time + place)
- _____ the food was terrible. (contrast) _____
- The food was _____ salty
 _____. (reason + result)
- _____ I had to write a check
 _____ (time + reason)
- We didn't leave the waitress a tip, and she looked at us _____
 _____ (manner) _____
- _____ we will never go
 to that restaurant again. (reason)

Exercise 21

Write five sentences with adverb clauses about one of the topics. Make sure each of your sentences is about the same topic.

- A current issue in the news
- Your English program
- Family life
- American customs
- Weekend activities when you were in your country
- Studying and living in a foreign country

Exercise 22

This paragraph has no grammar mistakes, but the writing style is poor. Combine sentences whenever you think doing so will improve the style, but be careful not to overconnect. You can choose from the following words, but try not to use any word more than once. Punctuate correctly.

Coordinating Conjunctions

and
but
so
for
nor
or
yet

Conjunctive Adverbs

however
moreover
otherwise
nevertheless
furthermore
therefore
then
still
also
on the other hand
besides
thus
in fact
as a result

Subordinating Conjunctions

when
while
whenever
as soon as
before
after
since
so . . . that
as
until
where
wherever
because
so that
as if
if
unless
although
even though
in spite of
the fact that

Not every culture in the world eats every kind of meat. Nearly everybody enjoys chicken. One of the most famous names in chicken is Kentucky Fried Chicken.

The man who started this business was not always a wealthy man. At one time, he owned a small gas station next to a main highway. Many truck drivers stopped at his gas station. They wanted to get gas and rest. Many of the drivers had been driving for many hours. They were hungry. Mr. Sanders realized they were hungry. He began serving sandwiches and coffee. He served only sandwiches and coffee. The sandwiches were good. The sandwiches didn't cost too much. More and more drivers began to eat at his place. Mr. Sanders began serving fried chicken.

The drivers had eaten it. They told their friends. His new business grew rapidly. It did not last long. The highway department built a new main highway. Much of the traffic bypassed Mr. Sanders' station and restaurant. He had to close the restaurant. This happened. He was sixty-five years old. He knew his recipe for fried chicken was good. He went around the country trying to sell his idea of opening small restaurants that would specialize in fried chicken. By 1967, there were almost five thousand Kentucky Fried Chicken restaurants. You go anywhere in the United States. You will see one. You like fried chicken. You will enjoy eating the colonel's chicken. Colonel Sanders died in 1980. His name will live on.

8-4 REDUCTION OF ADVERB CLAUSES

■ Adverb Clauses of Time ■

■ Reduced Adverb Phrases ■

I fell while I was running down the stairs.

*While I was walking to the library,
I saw my psychology professor.*

*Before I left the class, I asked about
about the exam.*

*Since I began this class, I have learned
a lot.*

*After I had taken the class, I understood
more about human nature.*

I fell while running down the stairs.

*While walking to the library, I saw
my psychology professor.*

*Before leaving the class, I asked
the exam.*

*Since beginning this class, I have
learned a lot.*

*After taking the class, I understood
more about human nature.*

1. Sometimes it is possible to reduce a long, complicated word group to a shorter, simpler word group. This is called **reduction**. To reduce a word group means to simplify it without changing the meaning of the statement.
2. An adverb clause can be reduced to an adverb phrase if the clause begins with *after*, *before*, *since*, *when*, or *while*.

3. An adverb clause cannot be changed to a phrase if the subjects of the dependent and independent clauses are different. This sentence cannot be reduced because the subject in the dependent clause (*I*) is different from the subject in the independent clause (*the student*).

While I was taking the exam, the student beside me was looking at his notes.

4. To reduce an adverb clause to a phrase, omit the subject and the *be* form of the verb in the adverb clause.

Adverb clause: *I was very sad while I was packing my suitcases.*

Reduced phrase: *I was very sad while packing my suitcases.*

5. When there is no *be* form of the verb in the adverb clause, omit the subject and change the verb to its *-ing* form.

Adverb clause: *Before I left my country, I had a lot of things to do.*

Reduced phrase: *Before leaving my country, I had a lot of things to do.*

Adverb clause: *Since I came here, I have been very happy.*

Reduced phrase: *Since coming here, I have been very happy.*

Exercise 23

In each sentence, change the adverb clause to a reduced phrase.

1. While Sandy and I were camping in the mountains, we had many wonderful experiences.
2. Before we left for the mountains, we checked all our equipment.
3. After we had found the perfect place for our camp, we put up our tent.
4. When Sandy looked around at the beautiful scenery, she was breathless.
5. We saw many beautiful birds while we were fishing in a beautiful little lake.
6. When Sandy saw me catch fish after fish, she began using the same bait.
7. I had told her before we left to use that bait if she wanted to catch a lot of fish.
8. After we had caught six fish, we returned to our camp.
9. We talked about the beautiful day while we were eating our dinner.
10. Before we went to bed, we put out our campfire completely.

■ Adverb Clauses ■

When my mother saw me board the plane, my mother began to cry.

While I was waiting to board the plane, I couldn't help but think about what the future would be like.

Because I wanted to be brave, I simply smiled.

■ Reduced Adverb Phrases ■

Seeing me board the plane, my mother began to cry.

Waiting to board the plane, I couldn't help but think about what the future would be like.

Wanting to be brave, I simply smiled.

1. If the adverb clause begins with *when*, *while*, and *because*, it is sometimes possible to omit both subordinating conjunction and subject and change the verb to *-ing*.
2. An adverb clause beginning with *when*, *while*, and *because* cannot be reduced to a phrase if the subjects of the two clauses are different, as in this sentence.

Because I put on a brave face, my mother felt better.

Exercise 24 ■■

First, check (✓) the sentences in which it is possible to reduce the adverb clause to a phrase. Then rewrite those sentences, changing the adverb clause to a reduced phrase. Remember to omit the subordinating conjunction.

1. Because I didn't know how to use the public transportation system when I first arrived in the city, I took a taxi.
2. When I got in the taxi, the taxi driver asked me where I wanted to go.
3. While I was riding through the city streets for the first time, I was amazed by the silence.
4. Because it was pretty late in the evening, there weren't many people around.
5. When I arrived at the dorm, I had to pay the taxi driver.
6. Because I had no change, I gave the taxi driver a \$100 bill.
7. When I gave him the change, he told me he couldn't change a \$100 bill.
8. While we were talking about what to do, we saw a police officer coming down the street.
9. Because the police officer couldn't change the \$100 bill either, he advised us to go to the nearby police station.
10. When I finally entered my room at 1:00 A.M., I couldn't believe that I had spent my first couple of hours in this country in a police station.

Exercise 25 ■ ■ ■ *With another student, complete the sentences.*

1. Since coming to _____.
2. Before leaving _____.
3. While going _____.
4. Wanting to _____.
5. Believing that _____.
6. After receiving _____.
7. When not knowing _____.
8. Being very tired _____.
9. While talking _____.
10. Since starting this course _____.

Practice Exam

SECTION 1

First, underline the adverb clauses. Then identify the meaning of the subordinating conjunction—for example, time, place, or contrast.

Although the institution of marriage has suffered in many countries, in the past few years, there has been an unusually large number of divorces in the United States. In the past, when two people married each other, they did so with the idea of staying together for life; but today many individuals seem to enter marriage with the feeling that they can always get a divorce, provided that the marriage does not work out. In the past, a large majority of Americans frowned at the idea of divorce. Furthermore, many people believed that getting a divorce was a luxury that only the rich could afford. Indeed, getting a divorce was very expensive. However, since so many people have begun to take a more casual view of marriage, it is interesting to note that the costs of getting a divorce are lower. In fact, wherever you go in the United States today, it is not unusual to see newspaper ads that provide information on how and where to go to get a "cheap divorce."

In spite of the fact that Hollywood has always been known as the divorce capital of the world, today the divorce rate among the movie stars is so high that it is difficult to know who is married to whom, if you are interested in this kind of information. Today, many movie stars change husbands and wives as though they were changing clothes. Until the institution of marriage again becomes a serious and important part of many people's lives, we will probably continue to see a high rate of divorce.

Subordinating Conjunction**Meaning**

- | | |
|-------------|----------|
| 1. although | contrast |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |

SECTION 2

Combine the groups of sentences, using adverb clauses.

- The last test was difficult. I received a high grade on it. I had studied for it.
- Part 3 of the test was long. I almost didn't finish it.
- Ms. Golden is very nice. She permitted some of her students to finish Part 3 in her office at noon. She was eating lunch.
- A few students start studying. They will not pass the class.
- Some students in the class stay up late at night. They manage to get to class on time.

SECTION 3

Complete the sentences with adverb clauses, according to the meaning in parentheses. In some sentences two adverb clauses are required.

1. _____, both Ms. Berriman and Ms. Pearson give too much homework. (contrast)
2. During a test, they usually let their students sit _____
_____. (place + condition)
3. _____, Ms. Berriman was checking our writing assignments. (time)
4. During the last test, Ms. Pearson looked at one of her students _____
_____. (manner + reason)
5. _____, Ms. Pearson told us there was no homework for the next class _____. (time + reason)

SECTION 4

Change the reduced phrase in each sentence to a full adverb clause.

1. We ran out of gas while driving home from the mountains.
2. Before leaving, we had forgotten to check the gas gauge.
3. Seeing us standing beside the car, a friendly motorist offered us a ride to the nearest gas station.
4. Being cold and tired, we didn't talk very much in the car.
5. After getting some gas, the woman drove us back to our car.
6. Wanting to thank the woman for all her help, we offered to give her some money.