

## Chapter 9

# Compound Sentences and Introduction to Complex Sentences: Adverbial Clauses

**Abstract** In Chap. 8, we reviewed the constituents of basic sentences and examined some common variations of the basic sentence. In the next three chapters, we will examine expanded sentences. In this chapter, we will start by considering compound clauses and then begin our investigation into complex sentences, focusing on adverbial clauses. In Chaps. 10 and 11, we will investigate two other types of complex sentences, relative clauses and noun clauses. There are three parts to this chapter. Section 9.1 considers compound sentences, coordinators, and transition words. Section 9.2 delves into the various types of adverbial clauses. Section 9.3 examines reduced adverbial clauses.

**Keywords** main clauses • compound sentences • complex sentences • coordinators • subordinators • subordinate clauses

## 9.1 Section 1: Compound Sentences

### 9.1.1 *Clauses Versus Phrases*

#### *How can we define a sentence?*

A sentence consists of one or more clauses. A clause is the smallest syntactic unit that has meaning. This is a complicated way of saying that a clause is a sentence that can stand alone. Minimally, a sentence consists of one clause.

#### *What is a clause?*

As we saw in Chap. 8, a clause minimally consists of two constituents, a noun phrase and a verb phrase. As you will recall, a phrase is a word (*child*; *meow*) or group of words (*the angry child*; *is loudly meowing*) that functions as a unit within a sentence.

### ***How does a clause differ from a phrase?***

A phrase differs from a clause in that a phrase does not generally occur independently. A phrase cannot form a sentence by itself.

<b>Clause versus Phrase</b>		
Cats	meow loudly.	sentence
Cats		phrase
meow loudly		phrase
The dogs	in the house have been barking.	sentence
The dogs		phrase
have been barking		phrase
in the house		phrase

Most English sentences consist of more than a noun phrase and verb phrase. Certain verbs are transitive and require an object:

Jack threw *the ball*.

And, we have looked at sentences with adjective and adverb phrases:

*My crazy dog* fell down *the stairs*.

### ***Are these sentences still basic sentences?***

Both examples above are still basic sentences. The examples can also be labeled declarative sentences. We will now expand our simple sentences by exploring compound sentences.

## ***9.1.2 Compound Sentences and Coordinators***

### ***What is a compound sentence?***

When two sentences are combined with *and*, *but*, *or*, *yet*, or *for*, they are called compound or coordinate sentences. Each part is a complete clause that can stand on its own. The words that join two equal clauses are called *coordinating conjunctions* or simply *coordinators*. The coordinator *and* is the most commonly used coordinator to combine compound sentences, followed by *but* and *or*. Less common is *yet*, followed by *for*. *Yet* and *for* are generally considered more formal than the other three coordinating conjunctions, *and*, *but*, and *or*.

Boys read books, and girls read books.<sup>1</sup>

Boys and girls read books.

<sup>1</sup>Many style books, but by no means all, require the use of a comma before a coordinating conjunction that joins two independent clauses; consequently, readers will see different punctuation in the various excerpts in this text.

In compound sentences, identical phrases that have the same function can be combined as in this example. In the first sentence, *boys* and *girls* are both subject noun phrases and *read* is the same verb. We can reduce the sentence to a single noun phrase by conjoining the two subject noun phrases with *and*, as in the second sentence. We can also substitute a pronoun for a noun phrase that has the same function in different parts of a compound sentence:

Main clause		Main clause	
Barry likes	chocolate, and	<i>Barry</i> often buys	<i>chocolate</i> .
<b>noun phrase</b>	<b>noun phrase</b>	<b>noun phrase</b>	<b>noun phrase</b>
Barry likes	chocolate, and	<i>he</i> often buys	<i>it</i> .
<b>noun phrase</b>	<b>noun phrase</b>	<b>pronoun</b>	<b>pronoun</b>

Because *Barry* and *chocolate* are identical in both main clauses, we can substitute the pronouns **he** for *Barry* and **it** for *chocolate*. Since the subject is the same, we have the option of omitting the second reference:

Barry likes chocolate, and often buys it.

We generally omit the subject pronoun in such cases unless we want to include it for emphasis.

I laughed, and I cried. The news was that startling.

Look at the excerpt below. Can you identify the different parts of the compound sentences?

Was Tarby kidding, or was he trying to deny to himself that he had seen what he really had seen? Lewis didn't know, and he didn't care. [Bellairs, J. (1973). *The house with a clock in its walls* (p. 89). New York: Puffin.]

First, we see two compound questions conjoined with the coordinator *or*. You may have found this a little tricky because these are compound questions rather than statements, which we have discussed until now. Nevertheless, you can see how compounding also applies to questions.

The second sentence uses *and* to conjoin the two main clauses. In addition, you will notice that both *Tarby* and *Lewis* are replaced in their second mention by the pronoun *he*. The author leaves in the pronoun in the second clause for emphasis.

Discovery Activity 1 reviews compound sentences. Check your answers in the Answer Key at the end of the chapter.

### Discovery Activity 1: Compound Sentences

Look at the following excerpts.

1. Mark the coordinating conjunction.
2. You may find it helpful to underline each main clause.

*Example:*

She rode a bike, **but** he drove a car.

#### A.

Mowgli walked on, for he was feeling hungry... [Kipling, R. (1894). *The jungle books*. Retrieved from <http://www.gutenberg.org/files/236/236-h/236-h.htm>]

#### B.

Jacob glanced to the right and noticed that the cabinet door shut, quietly... He tried to scream but it caught in his throat. He pulled himself from the floor, utterly exhausted, and took a step forward. [Stoltzfus, R. (2014). *A home for Jacob*. Kindle iPad version. Retrieved from [Amazon.com](http://Amazon.com)]

#### C.

Argus rolled forward and spun around... Quixote ran to another tree in time to hide himself yet could not resist watching the two men fight. [Mason, S. (2013). *The Omega children: The return of the marauders*. Kindle iPad version. Retrieved from [Amazon.com](http://Amazon.com)]

***Do ESL/EFL learners have many difficulties with compound sentences?***

- ***Learner difficulties***

Because *for* and *yet* have other sentence functions, less proficient ESL/EFL learners are occasionally confused when these words are used as coordinators. They must learn to distinguish between *for* as a preposition and *yet* as an adverb from their coordinating conjunction counterparts.

She came <i>for</i> me.	<b>preposition</b>
She came, <i>for</i> we had invited her.	<b>coordinator</b>
We haven't eaten <i>yet</i> .	<b>adverb</b>
He had eaten, <i>yet</i> he was still hungry.	<b>coordinator</b>

### 9.1.3 Transition Words or Phrases

***Is there any other way to connect main clauses?***

Main clauses may also be connected by *conjunctive adverbs* or *transition words* as they are often referred to in writing or composition textbooks. Different transition words express different types of relationships between one main clause and another one.

The meaning of the relationship between the two main clauses depends on the meaning of the transition word or phrase, as you can see in the following chart. Specific transition words and phrases may be classified in the same category, yet they are not always interchangeable due to subtleties in meaning.

Common Transition Words/Phrases	
<b>contrast</b>	however, nevertheless, nonetheless, still, yet, in fact, in contrast, on the contrary, on the other hand
<b>addition</b>	furthermore, further, moreover, in addition, additionally, likewise, similarly, also
<b>result</b>	therefore, consequently, accordingly, thus, hence, as a result, then
<b>time sequence</b>	then, afterward, meanwhile
<b>condition</b>	otherwise

***Why use the term transition words rather than conjunctive adverbs?***

As you examine the table, you will notice that there are phrases consisting of two or three words rather than single words. These phrases are technically not conjunctive adverbs, but, based on their meanings and use, they are often classed together with the conjunctive adverbs.

The term *transition words* more clearly conveys the role these conjunctive adverbs and related phrases play in sentences. We will use the terms *transition words* to refer to the conjunctive adverbs and *transition phrases* to refer to groups of words that establish these similar types of sentence relationships.

### 9.1.4 Sentence Position and Punctuation

***Is the sentence position for transition words and phrases fixed the way it is for coordinators such as and?***

Transition words and phrases can occur in three positions: at the beginning, in the middle, or at the end of a main clause. The punctuation of the transition words and phrases differs according to their position. When they occur at the beginning of a main clause, they may be preceded by either a period or semicolon, as illustrated in the first two sentences:

<b>Examples: Position and Punctuation With <i>However</i></b>		
<b>main clause 1</b>	<b>main clause 2</b>	<b>clause position</b>
Voting ended at 9 p.m.;	<i>however</i> , the election results were not announced until the next day.	<b>initial</b>
Voting ended at 9 p.m.	<i>However</i> , the election results were not announced until the next day.	
Voting ended at 9 p.m.	The election results, <i>however</i> , were not announced until the next day.	<b>middle</b>
Voting ended at 9 p.m.	The election results were not announced until the next day, <i>however</i> .	<b>final</b>

When transition words and phrases occur in the middle of a main clause, they are offset by commas. When they occur at the end of a main clause, they are also preceded by a comma.

***Why have I seen different punctuation used with transition words and phrases?***

There are stylistic variations to these general guidelines. It should be noted that first, there is not complete agreement among different stylebooks as to punctuation of the transition words and phrases in different instances; and that second, these guidelines change over time. ESL/EFL learners should be encouraged to follow the basic punctuation guidelines in their textbook. As learners become more proficient writers, they can be introduced to stylistic variations.

***Do speakers use many transition words and phrases in everyday English?***

Most transition words and phrases are found more commonly in formal written English rather than in casual written or spoken English. You will see that the next Discovery Activity contains excerpts taken from academic or academic-style texts. See how well you do in identifying and understanding the use of transition words and phrases. When you do this activity, you will note that the punctuation does not always follow the guidelines we discussed, illustrating how stylebooks differ in what is “correct” punctuation. The answers are in the Answer Key.

**Discovery Activity 2: Transition Words and Phrases**

1. Look at the following excerpts
2. Underline the transition words.
3. Identify the meaning of each transition word.

**A.**

... streamlined case reports have tended to take the place of the original data... As a result, the path from observation to theory can never be retraced; thus we have no way to confirm or disconfirm an observation, much less combine old observations in a new formulation. [Spence, D. (1982). *Narrative truth and historical truth: Meaning and interpretation in psychoanalysis* (p. 23). New York: Norton.]

**B.**

Discrete boundaries between dialects are often difficult to determine, since dialects share many features with one another. In addition, even the smallest dialect areas are characterized by incredible heterogeneity. Further, different dialect boundaries may emerge depending on which level of language we choose to focus on... [Wofram, W., & Shilling-Estes, N. (1998). *American English: Dialects and variation* (p. 91). Malden, MA: Blackwell.]

**C.**

In Paris, for example, upwards of three hundred children were found abandoned in the 1670s, whereas the figure for Amsterdam, half as big a city, for 1700 was around twenty... The same pattern, moreover, seems to hold true for infanticide figures. Both phenomena of relative benevolence may owe something to the more stable position of working families and their domestic budgets in the Republic... Nonetheless, it seems equally likely that the disparity with other European urban experiences owed something to cultural aversion to child exposure and abandonment. [Schama, S. (1987). *The embarrassment of riches: An interpretation of Dutch culture in the golden age* (pp. 522–523). Berkeley, CA: University of California Press.]

**D.**

To distinguish X from Y, is to say that X is not Y, precisely that which Parmenides claims is impossible. Therefore, one cannot logically discriminate between different things in the world. One can only say, Parmenides concludes that everything is and hence, the true nature of reality—that which is—must be that of an undivided, homogenous, single entity. [Stokes, P. (2002) *Philosophy 100 essential thinkers*. Kindle iPad version. Retrieved from [Amazon.com](http://Amazon.com)]

***What kinds of problems do ESL/EFL learners have with transition words and phrases?***

- ***Learner difficulties***

Because most transition words and phrases occur primarily in formal written English, ESL/EFL learners frequently lack adequate exposure to the use and meanings of these words and phrases, a problem also faced by inexperienced native speakers. There are often subtle differences in the meanings of similarly categorized transition words and phrases; therefore, learners need practice in understanding and using the different transition words and phrases. This, again, is difficult given the relatively infrequent use of many of these transition words and phrases in spoken and informal written English. Repeated exposure and practice to formal texts will help learners become more aware of the use and subtleties of meaning of the transition words.

At this juncture we have completed our review of compound sentences and begin our investigation into complex sentences.

## 9.2 Section 2: Complex Sentences

Look at any written text, whether print or digital, and you will quickly notice that simple sentences and compound sentences are only a small part of the picture. There are other important sentence types in English called *complex sentences*.

Complex sentences are so labeled because they consist of a main clause and a subordinate clause. Unlike sentences with coordinating conjunctions, the two clauses in such a sentence are not equal: One part, the subordinate clause, is dependent on the other part, the main clause. We call clauses that need to be attached to another clause *subordinate clauses*.<sup>2</sup>

Remember that we have defined a main clause as one that can stand alone as a complete sentence. A subordinate clause is generally introduced by a word, called a *subordinator* or *subordinating conjunction*. Contrast these sentences:

I walked home.  
 I walked home and I called my mother.  
 I walked home after I called my mother.

The first of these three sentences, *I walked home*, is an example of a simple main clause (subject, verb, and complement), and can stand alone as is. The second sentence is what we saw previously in our discussion of compound sentences. It consists of two main clauses joined by the coordinating conjunction *and*.

The last sentence, *I walked home after I called my mother*, is an example of a complex sentence. The first part of the sentence, *I walked home*, is a main clause that can stand alone. The second part of the sentence, *after I called my mother*, cannot stand alone. It needs to be attached to a main clause. The word *after* is a subordinator. It has changed the main clause, *I called my mother*, into a subordinate clause, *after I called my mother*.

### 9.2.1 Complex Sentences and Multiple Subordinate Clauses

***Do complex sentences have just one subordinate clause?***

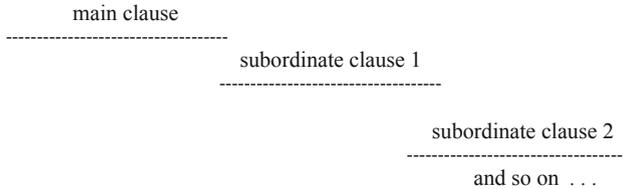
Complex sentences can have more than one subordinate clause:

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<sup>2</sup>Main clauses can also be called independent clauses and subordinate clauses can also be called dependent clauses.

Main Clause	Subordinate Clause	Subordinate Clause
I was watching the game	while they were talking to Jane	who lived nearby.
Maggie drove home	after the baseball game	that our team lost.

Visually, we can think of complex sentences as:



### 9.2.2 Subordinate Clauses and Word Order

*Can we change the order of the main clause and the subordinate clause?*

A feature of complex sentences is that in many instances, although not in all, the *main* clause and *subordinate* clause can be reversed in order without a change in meaning. When the main clause follows a subordinate clause, it is preceded by a comma.

I left for class before I texted Jill.	<b>main clause, initial position</b>
Before I left for class, I texted Jill.	<b>subordinate clause, initial position</b>

#### 9.2.2.1 GLUE

Another useful way to envision main clauses, subordinate clauses, and the use of subordinators is to think of subordinators as GLUE (Marshall 1982; Marshall and DeCapua 2009/2010). If we think of two pieces of paper that we want to put together, they won't stick unless we use glue. In complex sentences, if we don't have grammatical GLUE to join two subject noun phrases and verb phrases, we don't have complete sentences. The number of GLUE words needs to be one *less* than the number of subject noun phrases + verb phrases. In other words, English sentences need **one more subject noun phrase and verb phrase than GLUE**.

After the little girl rode her bike

In this example, there is one GLUE word (*after*), one subject noun phrase (*the little girl*), and one verb phrase (*rode*). The number of GLUE words is equal to the number of subject noun phrases and verb phrases (i.e., one). Therefore, this is not a grammatical sentence because there should be one more subject noun phrase and

one more verb phrase than GLUE. To make a grammatical complex sentence, we need to be sure that there is one more subject noun phrase and verb phrase than subordinators, or GLUE.

The boys left because it was raining hard.

Here we now have a complex sentence. There is one GLUE word (*because*), but there are two subject noun phrases (*the boys*, *it*), and two verb phrases (*left*, *was raining*).

***What, in general, do ESL/EFL learners find difficult about adverbial clauses?***

- ***Learner difficulties***

In forming adverbial clauses, ESL/EFL learners may not use the correct number of GLUE words:

\*Because I went there late.

\*When you go home.

ESL/EFL learners may add too many GLUE words:

\**Even though* I study hard; *however*, I still get low grades.

To help ESL/EFL learners, remind them that there must always be one less GLUE word than noun phrase and verb phrase.

***Are there different types of adverbial clauses?***

There are many types of adverbial clauses, but they all have something in common: They tell us something about the information in the main clause. Adverbial clauses are usually subcategorized according to type. Although some grammar books may vary slightly in their categorizations, the basic categories of adverbial clauses are time, contrast, place, cause, result, purpose, conditional, and manner. The type or category of an adverbial clause is determined by its subordinator. For example, the subordinators *after* and *when* introduce adverbial time clauses while the subordinators *since* or *because* introduce reason or cause clauses. A number of subordinators fit in more categories because they have more than one meaning, depending on how they are used in a sentence. We begin by examining adverbial clauses of time.

### ***9.2.3 Adverbial Clauses of Time***

before	after	until	while	when	since	as
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Time subordinators indicate different time references or time sequences. When we are referring to future events, *before*, *after*, *until*, *while*, and *when* are followed by the simple present. We do not use *will* or *be going to* after these time subordinators, even when the sentence is referring to future time.

- Before Bree *leaves*, she will call you.
- \*Before Bree *will leave*, she will call you.

### 9.2.3.1 *When and While*

In Chap. 6, we noted that in formal prescriptive grammar a distinction is made between the use of *when* and *while* in past time when two events or actions are described, one of which is interrupting the other event or action. *When* should be used with the simple past to refer to the single event or action that interrupts the ongoing event or action. *While* should be used with the past progressive form and not the simple past.

Lynn called <i>while we were eating</i>	<b><i>while</i> + past progressive</b>
<i>When Lynn called</i> , we were eating.	<b><i>when</i> + simple past</b>

Native speakers frequently do not adhere to this prescriptive rule and will use *when* with the past progressive.

- Lynn called *when we were eating*.

### 9.2.3.2 *Whenever*

The subordinator *when* can combine with *-ever* to refer to indefinite time.

- Whenever* Lynn called, we were eating.

### 9.2.3.3 *Until*

*Until* is often reduced to *till* in spoken and informal written English.

- We can't leave *until* her mother comes.
- We can't leave *till* her mother comes.
- We can't leave 'til her mother comes.

Different writers will use either *till* or *'til* to reflect the reduced form; *'til* is considered an incorrect written form but can be found in advertising and in informal writing, especially dialogues.

***What is hard about time clauses?***

- ***Learner difficulties***

One problematic area for ESL/EFL learners is remembering that future verb forms cannot follow time subordinators. Errors similar to our earlier sentence are common:

\*Before Bree *will come*, she'll text you.

\*They will finish the test after the teacher *will give* them more time.

Adverbial clauses with *since* are also confusing for learners because *since* has two different meanings as a subordinate conjunction. It can refer to time or to reason:

<b>Since</b> Jo moved, she's been a lot happier.	<b>time</b>
<b>Since</b> he retired, they moved to Florida.	<b>reason</b>

Because *since* is also an adverb used to mark a specific point in time, ESL/EFL learners occasionally confuse this function of *since* with the adverbial subordinator *since*:

I've lived here **since** 1995.

This town has existed **since** colonial times.

In these examples, *since* indicates a particular point in time and does not introduce an adverbial clause of time.

Another confusing subordinator for learners is *as* because it can express either a time or a reason relationship:

<b>As</b> we entered the room, the noise died down.	<b>time</b>
<b>As</b> Katie was late, she missed the information.	<b>reason</b>

See how well you can identify the adverbial time clauses in Discovery Activity 3. The answers are in the Answer Key.

**Discovery Activity 3: Identifying Adverbial Time Clauses**

Look at the following excerpts and underline the subordinators of time in the following excerpts.

**A.**

... my mother had worked in the sheet mill when I was a little boy, before she succumbed to cigarettes, booze, drugs, and, ultimately, lung cancer. [Patterson, J. (2015.) *Cross justice*. Kindle iPad version. Retrieved from [Amazon.com](https://www.amazon.com)]

**B.**

As you read this, criminals... are destroying portions of mankind’s past... As you continue to read, other people across the globe are purchasing some of mankind’s oldest and most exquisite creations... [Vincent, S. (2005, April). Ancient treasures for sale. *Reason*, 36 (11).]

**C.**

“Can I talk to him?”“Of course. But he hasn’t responded to anyone since he arrived.”... Her heart crunched when she realized someone had taken off his ring. [Bond, S. (2013). *Two guys detective agency*. Kindle iPad version. Retrieved from [Amazon.com](https://www.amazon.com)]

**D.**

He sets up a bank account and feeds money in, transferring funds until he has what he needs. Then he can go on merrily cheating ’til someone’s onto him. [Grafton, S. (2001). *P is for pearl* (p. 85.) New York: Putnam.]

**9.2.4 Adverbial Clauses of Contrast**

although	even though	though	<b>unexpected result</b>
while	whereas	inasmuch as	<b>direct opposition</b>

Adverbial clauses of contrast are often subcategorized into two types: *unexpected result* and *direct opposition*.

**9.2.4.1 Unexpected Result**

When *although*, *even though*, and *though* are used, the implication is one of unexpected result or of a contrast of ideas between the main clause and the subordinate clause. All three subordinators have the same meaning, but *though* is generally considered more informal than the other two.

*Although* it was raining, we took a walk.  
*Even though* it was raining, we took a walk.  
*Though* it was raining, we took a walk.

### 9.2.4.2 Direct Opposition

*While*, *whereas*, and *inasmuch as* are used to convey the notion of direct opposition. The information in the subordinate clause is the direct opposite of the information in the main clause. *Whereas* is most commonly found in formal written English.

Arbitration is more formal than mediation and the arbitrator's decision is usually binding on the parties, *whereas* mediation focuses on negotiation and the mediator seeks to facilitate an agreement between the parties. [Justia. (n.d.) Arbitration and Mediation. Retrieved from <https://www.justia.com/trials-litigation/arbitration-mediation/>]

*Inasmuch as* this pipeline has received steady political support from the United State because it would enable Turkmenistan to find another alternative to dependence on Russia for exporting its gas, Russia has been very skeptical about the project. [Blank, S. (2015, December 18). Russia and the TAPI Pipeline. *Eurasia Daily Monitor*. Retrieved from [http://www.jamestown.org/single/?tx\\_ttnews%5Btt\\_news%5D=44919&tx\\_ttnews%5BbackPid%5D=7&cHash=95ab8b1a1a0c7a64f6b3e70c6ae12389-.VpkfL5MrJE4](http://www.jamestown.org/single/?tx_ttnews%5Btt_news%5D=44919&tx_ttnews%5BbackPid%5D=7&cHash=95ab8b1a1a0c7a64f6b3e70c6ae12389-.VpkfL5MrJE4)]

- *Learner difficulties*

*While* used in adverbial clauses of contrast is often confusing to learners of English because they more commonly associate *while* with time clauses. They also have a tendency to overuse *though* in more formal writing.

### 9.2.5 Adverbial Clauses of Place

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where

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The most common subordinator for adverbial clauses of place is *where*.

Older adults are more likely to stay *where* they live. Younger adults are more likely to move *where* they can find jobs.

When speakers are referring to an indefinite place, *-ever* is attached to *where*.

During the games, thousands of visitors traveled to Olympia, creating a crowded scene with folks camping *wherever* they could find a space... [The Olympic Games. (n.d.) Retrieved from [Ancient-Greece.org](http://Ancient-Greece.org)]

Not only adverbial clauses are introduced by *where*, but also relative clauses. Relative clauses are clauses that modify, that is, describe or expand a noun phrase in a sentence. (see Chap. 10). When *where* modifies a noun, it introduces a relative clause rather than an adverbial clause.

The Olympics in ancient Greece... provided a peaceful ground *where* Greeks discussed and forged agreements...

In this sentence, *where* introduces a relative clause and not an adverbial clause because *where* modifies the noun phrase *a peaceful ground*.

### 9.2.6 Adverbial Clauses of Cause

because	since	as	inasmuch as
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Adverbial clauses of cause are also referred to as *reason* clauses because they explain the *why* of the main clause. In adverbial clauses of cause, *since* and *because* are synonymous. *As*, which we saw earlier as introducing adverbial clauses of time, can also introduce clauses of cause or reason:

*As* the patient was severely overweight, he faced numerous health issues.

*Inasmuch as*, which we saw earlier functioning to introduce adverbial clauses of contrast, is also used to indicate cause.

Reactive cultures listen before they leap. They are the world’s best listeners **inasmuch as** they concentrate on what the speaker is saying. [Reactive (n.d.) Retrieved from <http://www.crossculture.com/about-us/the-model/reactive/>]

Another commonly used structure, *now that*, is not a subordinator, but is often used to introduce adverbial cause clauses. This structure is used only for present and future events or actions, not past ones.

- Because* it’s snowing, we’ll stay home.
- Since* it’s snowing, we’ll stay home.
- As* it’s snowing, we’ll stay home.
- Now that* it’s snowing, we’ll stay home.

As you do this next Discovery Activity, think about the different excerpts. How do you think the formality of writing influences the number and type of clauses used?

#### Discovery Activity 4: Identifying Adverbial Clauses of Contrast, Place, and Cause

Look at the following excerpts.

1. Underline the subordinators of contrast, place, and cause.
2. Identify the meaning of each subordinator.

**A.**

All along the way people had been stopping them to ask where they were to camp. They were simply told to camp wherever they wanted to. [Stoner, B. (2012). *Leave me alone*. Kindle iPad Version. Retrieved from [Amazon.com](http://Amazon.com)]

**B.**

While food contains nutrients and calories that animals need to produce heat and energy, it may also contain harmful parasites, bacteria, or chemicals... Beverages, foods, and chemical compounds all are ingested because we are motivated to do so for pleasure or for the relief of unpleasant states such as thirst, hunger, or tiredness (e.g., caffeinated drinks such as coffee). [Reed, D. R., & Knaapila, A. (2010). Genetics of taste and smell: Poisons and pleasures. *Progress in Molecular Biology and Translational Science*, 94, 213–240. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3342754/>]

**C.**

When we eat, we attend to the concentration of chemical stimulus in our food... Some find bitter compounds to be very bitter, whereas others experience the same concentration of the same chemical as much less intense... Although the relationship between bitter taste and plant poisons is relatively simple (compared to other taste qualities), it is not the only one that signals a warning. [Reed, D. R., & Knaapila, A. (2010). Genetics of taste and smell: Poisons and pleasures. *Progress in Molecular Biology and Translational Science*, 94, 213–240. Retrieved from <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3342754/>]

**D.**

As we approach the boulder-strewn clearing, dozens of females and their babies are lying in huge piles at the base of a large rock... Since natural breaks in the woods are so important... it is not uncommon to find several different snake species sharing basking... sites. [Clark, R. (2005, March). Social lives of rattlesnakes. *Natural History*, 114, 36–41.]

### 9.2.7 Adverbial Clauses of Result

such	+ (adjective) + noun	(+ that)
so	+ adjective or adverb	(+ that)
so	+ many, few, much, little + (noun)	(+ that)

Result clauses indicate the consequence or result of an action or event. *Such* and *so* are followed by specific types of words or phrases.

In a result clause with *such*, if the noun following is a singular countable noun, *a* or *an* must precede this noun.

That was <i>such a mistake that</i> I'll never hear the end of it.	<b>singular count noun, <i>mistake</i></b>
That was <i>such fun that</i> we'll have to do it again.	<b>non-count noun, <i>fun</i></b>

*So* can be followed either by an adjective or an adverb:

The fish smells <i>so bad that</i> it must be rotten.	<b>adjective</b>
I rode my bike <i>so fast that</i> now I'm out of breath.	<b>adverb</b>

*So* can also be followed by a quantifier (*much, many, etc.*) and a noun:

We have <i>so many books that</i> we need more shelves.	<b>plural count noun</b>
We had <i>so much fun that</i> we didn't want to leave.	<b>non-count noun</b>

Here again we see the importance of ESL/EFL learners understanding the distinction between count and non-count nouns, as we originally discussed in Chap. 4.

***Do we always use that with such and so?***

In spoken English and less formal written English, we often use *such* and *so* without *that* before the adverbial clause:

- They have *such a large yard* it must be difficult to keep up.
- The music is *so loud* I can't hear anything else.

Many native speakers, when dropping *that*, will add a pause in speaking and a semicolon or comma when writing before the adverbial clause:

This is *such* a bad mistake; I don't know how to fix it.

***Can we switch the order of the result clause and the main clause?***

Unlike the adverbial clauses we have discussed up to now, result clauses and main clauses cannot change order.

***What problems do ESL/EFL learners have with result clauses?***

- ***Learner difficulties***

ESL/EFL learners may have difficulty using the correct article and/or quantifier after *such* and *so* because they have to remember whether or not the noun is count or non-count. In addition, if the noun is a count noun, they need to be aware whether it is singular or plural.

Learners also become confused as to the meaning of *so... that* clauses. First, *so* has various uses and meanings; second, there is another type of adverbial clause structure and meaning with *so that* as we will see next.

***What is another type of clause with so and that?***

### 9.2.8 Adverbial Clause of Purpose

---

so that

---

An adverbial clause with *so that* indicates an intention or purpose. *So that* conveys the idea that the action or event of the main clause deliberately results in the action or event in the subordinate clause. Unlike the *so... that* result clause, this *so that* is not separated.

Peggy studied hard *so that* she would do well on the test.

The verb phrase in this type of clause usually has *can* or *will* for present or future meaning and *could* or *would* for past time reference. Like the result clauses we just discussed, a purpose clause and a main clause do not change order.

#### **Do we always use that with so?**

As we saw with adverbial clauses of result, the *that* after *so* is often omitted, especially in casual speech and informal written English.

Peggy studied hard *so* she would do well on the test.

The following table summarizes *so that* (purpose) and *so... that* (result) clauses.

<i>So... that</i> (result)	<i>So that</i> (purpose)
That was <i>so much fun (that)</i> we'll have to do it again.	Peggy studied hard <i>so (that)</i> she would do well on the test.
<i>so</i> and <i>that</i> separated with different sentence constituents after <i>so</i> (e.g., <i>much fun</i> )	<i>so that</i> not separated and followed directly by adverbial clause: <i>she would do well on the test</i>

The next Discovery Activity will help you practice identifying result versus purpose clauses. The answers are in the Answer Key.

#### **Discovery Activity 5: Identifying Adverbial Clauses of Result and Purpose**

Look at the following excerpts and underline the subordinators of result and purpose.

##### **A.**

Now the bombers are so close that the floor starts to throb under her knees... It's the first time he's heard the gun at such close range, and it sounds as if the top half of the hotel has torn of. [Doer, A. (2015). *All the light we cannot see*. Kindle iPad version. Retrieved from [Amazon.com](http://Amazon.com)]

##### **B.**

What's important in Milo these days is that Gardy gets convicted and sentenced to death and executed as soon as possible so that the town can feel better about itself

and move on... The two deputies in the front seat are listening so hard they're barely breathing... [Grisham, J. (2015). *Rogue lawyer*. Kindle iPad version. Retrieved from [Amazon.com](http://Amazon.com)]

**C.**

[The hitting] streak itself is such a good story, such an important event in our cultural history, that the day-by-day chronicle will shape a bare sequence into a wonderful drama... [Gould, S. J. (2003). *Triumph and tragedy in Mudville* (p. 178). New York: London.]

We will now investigate adverbial clauses of condition, originally introduced in Chap. 7 in our examination of the uses of the modal auxiliary *would*. In this chapter explores in greater depth the structure and use of sentences referring to some kind of possibility or reality.

### 9.2.9 Adverbial Clauses of Condition

To review, conditional sentences consist of two parts. One clause is called the *if* clause because it is introduced by the word *if*. The other clause is referred to as the *conditional clause* because this is the part of the sentence that refers to some kind of possibility or reality.

There are two types of conditional clauses: real (true) and unreal (contrary-to-fact) clauses:

Conditional Sentences			
<i>if</i> clause	conditional clause	type	time reference
<i>If</i> Marta likes the idea,	I will present it to everyone else.	real	present/future
<i>If</i> Dino paid his bills,	he wouldn't be in trouble.	unreal	present
<i>If</i> Jason had called,	Dad would have been happy.	unreal	past

*What are the rules for forming the conditional for the different time references?*

#### 9.2.9.1 Real Conditions

To form **present** or **future real** conditions as in *If Marta likes the idea, I will present it to everyone*, use:

- a **present** tense verb in the *if* clause.
- *will* + a main verb in the main clause. You can also use a present tense verb in the main clause: *If you need help, I'm here for you.*

### 9.2.9.2 Present Unreal Conditions

To form **present unreal** sentences as in *If Dino paid his bills, he wouldn't be in trouble*, use:

- a **past** tense verb in the *if* clause.
- *would* + a main verb in the main clause.

*Could* and *might* + a main verb can also occur in the main clause. *Could* and *might* change the meaning from contrary-to-fact or unreal to possibility, as we saw in Chap. 7.

### 9.2.9.3 Past Unreal Conditions

To form **past unreal** sentences as in *If Jason had called, Dad would have been happy*, use:

- a **past perfect** tense verb in the *if* clause.
- *would* + *have* + past participle in the main clause.

*Could/might* + *have* + past participle can also occur in the main clause.

#### *Are there any irregular conditional verb forms?*

The verb *be* is irregular. For 1st person and 3rd person singular, the form *were* is used in present unreal clauses.

“Maybe *if I weren't* so repulsive-looking—maybe *if I were* pretty like you—” [L'Engle, M. (1976/1962). *A wrinkle in time* (p. 10). New York: Dell.]

Increasing, speakers use *was* rather than *were*. An example of this can be seen in a few of the lines from the song, *If I Was a River*, by Willie Nile and sung by various artists, including Patti LaBelle:

“If I Was a River”

If I was the sun

I would shine my light to your world

If I was the rain

I would wash your tears away

[Retrieved from <http://www.azlyrics.com/lyrics/pattilabelle/ifiwasariver.html>]

This increasing use of *was* for *were* in present unreal conditional is evident even in formal written English, especially in situations where the subject noun phrase is long and does not immediately precede *be*:

Tobacco prices would have been more stable and less subject to monopoly pricing if tobacco could have freely crossed national borders and *was* supplied from a wider geographical area. [Pecquet, G. (2003). British mercantilism and crop controls in the tobacco colonies: A study of rent-seeking costs. *The Cato Journal*, 22, 482.]

*If* clauses, like many adverbial clauses we have already explored, can be reversed. The *if* clause can come in initial position and the main clause can come in second position:

If I <i>had</i> the time and money, I <i>would travel</i> more.	<b><i>If</i> clause, initial position</b>
I <i>would travel</i> more, <b>if</b> I <i>had</i> the time and money.	<b><i>If</i> clause, second position</b>

***Do we always use if in conditional clauses?***

**9.2.9.4 Conditional Sentences Without *if***

Past unreal clauses are not always introduced by *if*. Sometimes speakers introduce the subordinate clause by inverting *had* (whether it is the main verb or the auxiliary) with the subject:

<b>Inverted Past Unreal Clauses</b>	
<i>Had</i> I the time and money, I <i>would travel</i> more.	<b>present</b> <i>had</i> = main verb
<i>Had</i> I <i>had</i> the time and money, I <i>would have traveled</i> more.	<b>past</b> <i>first had</i> = auxiliary verb

Past unreal clauses with inversion are less common than past unreal clauses introduced by *if*.

**9.2.9.5 Pronunciation of Modals in the Conditional**

In spoken English, the auxiliary *had* and the modals *would/could/might + have* are often contracted. We often see written versions of the contracted forms in dialogues to reflect spoken language.

You should've heard him before you showed... *If he'd had* a gun on him, *he'd have blown* his brains out. [Grafton, S. (2003). *Q is for quarry* (p. 95). New York: G.P. Putnam's Sons.]

These contractions are avoided in formal written English.

***Do speakers always make only one time reference in conditional clauses?***

**9.2.9.6 Mixed Time**

Frequently the time reference in the *if* clause and the time reference in the main clause are different. When the time reference in the two parts of the sentence is not the same, we call this *mixed time*. In this sentence the *if* clause refers to **conditional**

**past** time using the past perfect verb tense while the main clause refers to **present** possibility.

If *he'd cooked up* a false identity, he *could do* as he *pleased*... [Grafton, S. (2001). *P is for pearl* (p. 101). New York: Putnam.]

Here the *if* clause also refers to **conditional past** time using the past perfect verb tense but the main clause verb is in the **simple past** and refers to a truth or fact:

If Dow *had been taken* ill, if *he'd been injured or killed* in a fatal accident, I *had* no way to know... [Grafton, S. (2001). *P is for pearl* (p. 100). New York: Putnam.]

### *Is mixed time confusing to ESL/EFL learners?*

- **Learner difficulties**

Mixed time is difficult for learners of English because most ESL/EFL grammar texts treat conditional or unreal clauses as separate from real clauses. Thus, when learners encounter sentences with mixed time reference, they are uncertain as to meaning because such forms are often unfamiliar to them. At more advanced levels of proficiency, it is helpful to have learners analyze mixed time clauses in context in order to help them understand these forms.

You may find Discovery Activity 6 challenging. Do the best you can and be sure to check your answers in the Answer Key only after you have tried the activity.

### **Discovery Activity 6: Identifying Conditional Clauses**

Look at the following excerpts.

1. Underline the conditional clauses.
2. Decide which type of conditional clause each one is (i.e., real or unreal).
3. Identify the time referred to in each conditional clause.

#### **A.**

“Are you his attorney?” She almost smiled. “If I were, I wouldn’t be telling you this...” [Lee, R. (2003). *Last breath* (p. 52). New York: Warner.]

#### **B.**

Had Bianca an adult eye, she might have guessed from its mismatched roofs and inconsistent architectural details that many owners had lived here before her family arrived... [Maguire, G. (2003). *Mirror mirror: A novel* (p. 6). New York: HarperCollins Publishers.]

**C.**

The extent to which we commend someone for operating a complex piece of equipment depends on the circumstances... If he is following oral instructions, if someone is “telling him what to do,” we give him slightly more credit... [Skinner, B.F. (1971). *Beyond freedom & dignity* (p. 44). New York: Bantam.]

**D.**

“Look, Liza, if I had it to do over again, I’d do things differently. I didn’t run away from you, but from a hopeless situation.” [Warren, P. (2011). *Daddy’s home*. Kindle iPad version. Retrieved from [Amazon.com](http://Amazon.com)]

**E.**

If I wanted to get the kind of Level II quotes and market executions I was used to, I’d have to spend more money than I was currently willing to part with. [Richards, L. (2004). *Mad Monday* (pp. 59–60). Don Mills, Ontario, Canada: Mira.]

The last type of adverbial clauses we will examine are adverbial clauses of manner, which are related to conditional clauses because they express comparisons to real or unreal situations.

### 9.2.10 Adverbial Clauses of Manner

as if	as though
-------	-----------

*As if* and *as though* can express comparisons to both **real** and **unreal** situations, possibilities, or expectations. The *as* in *as if* or *as though* is part of these phrases. This *as* is different from the *as* that introduces an adverbial clause of time or reason.

When speakers want to compare something to something else that is **unreal**, hypothetical or, fanciful, they use *as if* or *as though* followed by the conditional form. The two phrases are interchangeable.

<i>As if</i> and <i>As though</i>		
He acts as if he <i>knows</i> everything.	(and maybe he does)	<b>present real</b>
He acts as if I <i>were</i> stupid.	(but I’m not)	<b>present unreal</b>
He acted as if he <i>knew</i> everything.	(and maybe he did)	<b>past real</b>
He acted as if he <i>had known</i> everything.	(but he didn’t)	<b>past unreal</b>

Speakers may not necessarily use the conditional in past unreal *as if/as though* clauses but use simple past tense in both the main and subordinate clauses:

He acted as if he knew everything.

Only context clarifies whether a real or unreal condition is being referred.

See how well you can identify the time references in the *as if* and *as though* clauses. The answers are in the Answer Key at the end of the chapter.

### Discovery Activity 7: *As if* and *As though*

Look at the following excerpts.

1. Underline the *as if* and *as though* clauses.
2. Identify the time reference in the adverbial clauses with *as if* and *as though*.

#### A.

Reenie was sucking her thumb and stroking something in her lap with her short, stubby fingers, as if it were a kitten. [Wood, J. (1995). *When pigs fly* (p. 5). New York: G.P. Putnam's Sons.]

#### B.

Jiniwin's parents had been divorced for three years, and they gave her so little attention it was as though they'd divorced her, too. [Wood, J. (1995). *When pigs fly* (p. 8). New York: G.P. Putnam's Sons.]

#### C.

Starting tomorrow, life is going to be very different for me. I feel as if I'm closing the first chapter on my life as a Traveler and beginning a new and more dangerous one. [MacHale, D. (2005). *Pendragon, book six: The rivers of Zada* (p. 1). New York: Simon & Schuster.]

#### D.

Sarah looked as if he'd slung mud in her face... He acted as if nothing unusual had happened between them, almost as if he had forgotten that they'd had a child together. [Ford, B. (2014). *Mama's pearl*. Kindle iPad Version. Retrieved from [Amazon.com](http://Amazon.com)]

This concludes our exploration of the different adverbial clauses in English. We turn now to an examination of adverbial phrases, which are reduced forms of adverbial clauses.

### 9.3 Section 3: Reduced Adverbial Clauses

Reduced adverbial clauses are adverbial clauses that do not have a full verb phrase. Remember that a verb phrase consists of at least one main verb (e.g., simple present) or at least one auxiliary + main verb in the appropriate aspect (e.g., present progressive).

Dee waved with her hand while she <i>was holding</i> the jug in other hand.	<b>full verb phrase</b> past progressive <i>was holding</i>
Dee waved with her hand while <i>holding</i> the jug in other hand.	<b>reduced verb phrase</b> <i>holding</i>

#### *Can all adverbial clauses be reduced?*

Adverbial clauses can only be reduced from clauses to phrases under certain conditions:

- These clauses must be adverbial clauses of **time** beginning with *after, before, while, when, and since*.<sup>3</sup>
- The subject of the adverbial clause and the subject of the main clause must be identical. If there is a different subject for each clause, then the adverbial clause cannot be reduced.

#### *How do we reduce adverbial clauses to adverbial phrases?*

### 9.3.1 Reducing Adverbial Clauses

How the adverbial time clause is reduced depends on the type of verb phrase.

#### 9.3.1.1 Verb Phrase with Auxiliary *Be* in a Progressive Tense

When the adverbial clause includes a form of the auxiliary *be* + *present participle*, drop the subject and the *be* verb:

*While Matt was studying*, he took notes.  
*While studying*, he took notes.

*Before she is coming* to visit, she has to work.  
*Before coming* to visit, she has to work.

*After they had been studying* for a long time, they took a break.  
*After studying* for a long time, they took a break.

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<sup>3</sup>Note that when *since* introduces adverbial clauses of *cause*, these cannot be reduced.

### 9.3.1.2 Verb Phrase with Auxiliary *Have* in a Progressive Tense

If the verb is in a past perfect form, *had* changes to *having* and is followed by the main verb in *past participle* form:

After **we had seen** the test results, we decided to take it again.

After **having seen** the test results, we decided to take it again.

Before **they had finished** work, they decided to leave.

Before **having finished** work, they decided to leave.

### 9.3.1.3 Verb Phrases with No Auxiliary Verb

When there is no auxiliary in the main verb phrase, drop the subject and change the verb in the adverbial clause to a present participle (*-ing*).

When **Leigh talks** on the phone, she clears out the dishwasher.

When **talking** on the phone, she clears out the dishwasher.

Before **he texted** me, he called several times.

Before **texting** me, he called several times.

Since Jason **has graduated**, he has been looking for a job.

Since **graduating**, he has been looking for a job.

- **Learner difficulties**

There are several difficulties ESL/EFL learners have with reduced adverbial clauses of time. One, they may be unclear as to the time reference in the adverbial clause. Second (and something inexperienced native speakers also have trouble with in writing) is using the present participle form of the main verb in the adverbial clause when the subject of the main clause is different from that of the adverbial clause:

After being late five times, the teacher told me to drop the class.

The subject of the main clause, *the teacher*, is different from the one implied in the reduced adverbial clause, *I*. Because *the teacher* is the first subject after the reduced adverbial clause, grammatically it acts as the subject of this reduced adverbial clause, even though logically we know it isn't. (Similar problems will be discussed in Chap. 12.)

This concludes our exploration of the first of the three types of complex sentences we will be investigating further in Chap. 10, 11.

## 9.4 Summary

Sentences Types		
Greg is sleeping.	subject + noun phrase	<b>simple sentence</b>
Greg is in his room.	subject + complement	
Greg is reading a book.	subject + object	
Greg is sleeping and Vera is reading.	two simple sentences conjoined by conjunction <i>and</i>	<b>compound sentence</b>
Because it rained last night, the river is flooding.	subordinate clause + simple sentence (main clause)	<b>complex sentence</b>

Adverbial Clauses		
type	subordinators	example
<b>time</b>	before, after, until, while, when, since as	<i>After</i> we left, the town changed.
<b>contrast</b>	although, even though, though, while, whereas, inasmuch as	<i>Although</i> Jack studied, he didn't pass the test.
<b>place</b>	where	Many people prefer to live <i>where</i> the climate is warm.
<b>cause</b>	because, since, as, inasmuch as	They came late <i>because</i> the traffic was bad.
<b>result</b>	such... that, so... that	There are <i>so</i> many cars on the road <i>that</i> the traffic is always bad.
<b>purpose</b>	so that	She majored in business <i>so that</i> she could get a good job.
<b>conditional</b> • real • present/future – unreal – present – past	if	<i>If</i> Jay comes, we'll have a party. <i>If</i> I were rich, I would travel around the world. <i>If</i> Jenny had been rich, she would have bought a yacht.
<b>manner</b>	as if, as though	Melissa petted the wolf cub <i>as though</i> it were a puppy.

## 9.5 Practice Activities

### Activity 1: Coordinator Identification

1. Choose an excerpt from any source, either print or digital.
2. Underline the compound sentences you find.
  - Which coordinator or coordinator(s) occur(s) most frequently?
  - Which one(s) did you have trouble finding?

**Activity 2: Transition Words and Phrases**

Look at the following pairs of sentences.

1. Join each pair together using as many transition words and phrases as you can. You can change the order of the clauses if you want.
2. Discuss the differences in meaning when you change the transition words and phrases.

*Example*

It snowed. We left.

It snowed; **consequently**, we left.

It snowed; **therefore**, we left.

**A.**

I was extremely hungry.

I started eating before you came.

**B.**

Angela left school when she was 16.

She has had a very successful career as a writer.

**C.**

Jeremy failed the test.

He passed the course.

**Activity 3: Complex Sentence Variation**

Look at the following pairs of sentences.

1. Combine each pair into as many different complex adverbial sentences as possible. Note that the first three sentences are the same as in Activity 2, only this time you are forming complex sentences with adverbials rather than using transition words and phrases.
2. Discuss the differences in meaning when you change adverbial subordinators.

*Example*

It snowed. We stayed home.

**Because** it snowed, we stayed home.

**When** it snowed, we stayed home.

**While** it snowed, we stayed home.

**As** it snowed, we stayed home.

**A.**

I was extremely hungry.  
I started eating before you came.

**B.**

My mother left school when she was 16.  
She has had a very successful career as a writer.

**C.**

Jeremy failed the test.  
He passed the course.

**D.**

Math is hard for Eva.  
She had to study to pass the course.

**E.**

The water boiled over.  
Nick was helping some friends.

**Activity 4: Identifying Types of Adverbial Clauses**

1. Underline the subordinate clauses.
2. Label each type of adverbial clause

**A.**

Reading and writing grow out of the students' own experiences and interests... As they attempt to express their thoughts to another person in writing, the students are pushed to attempt structures they have not yet mastered... Although they are not composing autonomous text, they are developing abilities essential for writing... [Johnson, D. & Roen, D. (1989). *Richness in writing* (p. 111). White Plains: Longman.]

**B.**

We made it big enough so that all three of us would be able to stretch outside of it, and we left one side open so that we can watch movies... I shift upward so that I am sitting in the pile. [Nowlin, N. (2013). *If he had been with me*. Kindle iPad Version. Retrieved from [Amazon.com](https://www.amazon.com)]

**C.**

While Trisha snores softly in her bed, the cherry pie in the oven releases its sweet, heady fragrance throughout the house... I'm crying because I miss my husband, Carl... As part of my mourning process, I take the antique heart-shaped locked I inherited from my mother... [Brown, J. (2015). *The housewife assassin's handbook*. Kindle iPad Version. Retrieved from [Amazon.com](https://www.amazon.com)]

### Activity 5: Distinguishing Meaning

Discuss the differences in meaning between the same subordinators in the excerpts below.

- Be careful not to confuse other functions of *as* with *as* functioning as a subordinator.

#### A.

*since*

1. Since much of our social reality is understood in metaphorical terms, and since our conception of the physical world is partly metaphorical, metaphor plays a very significant role in determining what is real for us. [Lakoff, G. & Johnson, M. (1980). *Metaphors we live by* (p. 146). Chicago: University of Chicago Press.]
2. The Common Application is simpler, more utilitarian—and soaring in popularity. Since a nonprofit consortium of colleges behind it was founded in 1975, membership has swelled from 15 to 298 schools. [Springer, K. (2006, December 4). College: A more common application process. *Newsweek*, p. 12].

#### B.

*as*

1. Mary had liked to look at her mother from a distance and she had thought her very pretty, but as she knew very little of her she could scarcely have been expected to love her or to miss her very much when she was gone. She did not miss her at all, in fact, and as she was a self-absorbed child she gave her entire thought to herself... [Burnett, F. H. *The secret garden*. Retrieved from [http://www.pagebypagebooks.com/Frances\\_Hodgson\\_Burnett/The\\_Secret\\_Garden/](http://www.pagebypagebooks.com/Frances_Hodgson_Burnett/The_Secret_Garden/)]
2. As he made his way into the rehabilitation hospital where Kendra was a patient, Isaac Taylor flipped off his cell phone and slid it into the leather holster... [Richards, E. (2006). *Lover's knot* (p. 19). Don Mills, Ontario: Mira.]

### Activity 6: Identifying Different Types of Clauses

Look at the excerpts below.

Find the compound clauses. Label these CC.

Find the adverbial clauses. Label these AC.

- What type of adverbial clause is each one?

#### A.

Peter... rushed all over the garden, for he had forgotten the way back to the gate. He lost one of his shoes among the cabbages, and the other shoe amongst the potatoes. After losing them, he ran on four legs and went faster, so that I think he might have gotten away altogether if he had not unfortunately run into a gooseberry net... [Potter, B. (1902/1992), *The tale of Peter Rabbit*. London: Penguin, pp. 26–30].

**B.**

It was a good thing Kerby had warned Fenton not to say anything about the set, because his mother was in the kitchen when they came inside... Twenty seconds later Kerby had the chemistry set out on his desk and his visitor was carefully inspecting the special tube. [Corbett, S. (1960). *The lemonade trick* (pp. 70–72). New York: Apple Paperbacks.]

**Activity 7: Identifying Conditional Clauses**

1. Look at the excerpts from the children’s story *If I Were President*.
2. Examine the different conditional clauses.
  - What type of conditional clause is each one: present unreal, past unreal, future unreal?

It would be great to be president of the United States!

- a. If I were president, that means after a big campaign with speeches and posters and TV ads, the people would have chosen me as their leader. Years of planning and hard work would have prepared me for that day.
- b. If I were president, I’d promise to “preserve, protect, and defend the Constitution of the United States,” because that would be my job.
- c. If I were president, I could go bowling or visit a movie theater without every leaving my house.
- d. I’d have my own chef and could eat whatever I wanted...
- e. If I were president, each year I’d give a speech to Congress.
- f. Congress would present bills. If I didn’t like an idea, I’d say no... But if I agreed, I’d sign the bill and make it a law.
- g. If I were president, I’d comfort families that had been in an earthquake, hurricane, or flood. Then I’d help them rebuild their towns.
- h. If I were president, the people could only elect me twice. Then I’d have to find a new job and a new house.
- i. If I were president, they might someday make a statue of me... Or someday my face might show up on the country’s money.

[Stier, C. (1999). *If I were president*. Morton Grove, IL: Albert Whitman & Company, No page numbers.]

**Activity 8: Error Analysis A**

The following excerpts were written by ESL students. There are errors in compound and complex sentences. Evaluate **only the errors related to adverbial clauses**. You may find the other errors distracting, but remember one of your jobs as an ESL/EFL teacher is to be able to pay attention to specific errors in different circumstances.

1. Find the adverbial clause errors. **Only focus on these errors.**
2. Consider how an explanation of GLUE would be helpful in addressing some of the learners’ difficulties.

**A.**

Although studying music and becoming a professional pianist sound good, but I cannot guarantee that you can have a good job. If you will study to be a doctor, I can guarantee that you can find a good job. If you will pursue a doctor career, it will enhance your quality of life now and forever.

**B.**

I want to be a policewoman. Because, I like to be. When I'm big I like to be you! My good dream was when I'm a princess. Because I am very beautiful like you!

**C.**

Now, I don't have children, but if I have a child I want to give a gift for my child, a dog or cat. Dogs and cats help child develop. If a child have a cat or dog, he has to take care of it. If the child didn't take care of the cat or dog, it will be bad for the cat or dog.

**Activity 9: Error Analysis B**

The following excerpt was written by an EFL student.

1. Identify the errors with transition words and phrases. What suggestions might you offer this student to help understand the use of transition words and phrases? Remember to focus **only on the transition word and phrase problems**.

In an ESL classroom, it will be interesting for students from different cultural backgrounds to have teacher who uses communicative teaching. In an EFL setting, however, because the language teacher and the students are likely to belong to the same language and cultural background. It will be more difficult for meaningful topic discussions to occur in classrooms since students all speak the same language. In addition, there are also usually very big classes with 30 or more students and it makes it very hard for the teacher to give everyone a chance. Nevertheless, it will be a challenge for EFL teachers to use communicative teaching in their classes.

**9.6 Answer Key****Discussion: Discovery Activity 1**


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*Excerpt A*

---

for

---

*for* as a coordinator is uncommon in modern American English; occurs sometimes in formal writing.

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*Excerpt B*

---

and (first sentence and last sentence), but (second sentence)

---

*Excerpt C*

---

and, yet

---

**Discussion: Discovery Activity 2**

*Excerpt A*

as a result, thus	result
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*Excerpt B*

in addition, further	addition
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*Excerpt C*

moreover	addition
nonetheless	contrast

*Excerpt D*

therefore, hence	result
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**Discussion: Discovery Activity 3**

*Excerpt A*

when, before

*Excerpt B*

as, as

*Excerpt C*

since, when

*Excerpt D*

until, 'til

'til is considered by some to be an incorrect written form for *till* but is often found in dialogues and informal writing.

**Discussion: Discovery Activity 4**

*Excerpt A*

where, wherever	place
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*Excerpt B*

while	contrast (direct opposition)
because	cause

*Excerpt C*

whereas	contrast (direct opposition)
although	contrast (unexpected result)

*Excerpt D*

as	time
since	cause

**Discussion: Discovery Activity 5***Excerpt A*

so close that	so + adjective + that
such close range	such + adjective non-count noun + that

*Excerpt B*

so that	so + that
so hard	so + adverb ( <i>that</i> omitted)

*Excerpt C*

such a good story,	such + a + adjective + count noun
such an important event in our cultural history	such + a + adjective + count noun + that

*such a good story* and *such an important event in our cultural history* part of same result clause followed by one *that*.

**Discussion: Discovery Activity 6***Excerpt A*

If I were you, I wouldn't be telling	present unreal
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*Excerpt B*

Had, she might have guessed	inverted present ( <i>had</i> ) and present unreal; past possibility ( <i>might have guessed</i> ); mixed time
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*Excerpt C*

If he is following oral instructions,	present progressive real
if someone is "telling him... , we give	present real

*Excerpt D*

If I had, I'd do	present unreal
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*Excerpt E*

If I wanted, I'd have to	present unreal
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**Discussion: Discovery Activity 7***Excerpt A*

as if it were	present unreal
In informal spoken and written English, <i>was</i> is often used instead of <i>were</i> .	

*Excerpt B*

as though they'd (had) divorced	past unreal situation
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*Excerpt C*

as if I'm closing	present progressive real
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*Excerpt D*

as if he'd (had) slung	past unreal situation
as if nothing unusual had happened	past unreal situation
as if he had forgotten	past unreal situation