

## Chapter 17: ADVERB CLAUSES

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### General Notes on Chapter 17

- **OBJECTIVE:** Learning to use adverb clauses extends one’s ability to communicate complex information and show relationships between ideas.
- **APPROACH:** Adverb clauses of time are presented in Chapter 5; they are reviewed briefly here in the first two exercises of this chapter.

This brief chapter focuses on the other three common functions of adverb clauses to express relationships of (1) cause and effect, (2) contrast, and (3) “if-then” conditions (except for contrary-to-fact conditional sentences, which are covered in Chapter 20).

- **TERMINOLOGY:** As noted in the footnote to Chart 17-1, in this text “subordinating conjunctions” (e.g., *when*, *because*) are called “words that introduce adverb clauses.” Coordinating and correlative conjunctions (Chapter 16) link equal, parallel elements; subordinating conjunctions link a dependent structure to an independent one.

## CHART 17-1: INTRODUCTION

- Students have learned about two other kinds of dependent clauses: adjective clauses (Chapter 13) and noun clauses (Chapter 12). You might review the characteristics of dependent clauses: they must contain *a subject + a verb*; they cannot stand alone as a sentence.
- Incomplete sentences consisting of a solo adverb clause are a common problem in student writing. INCORRECT: *He went to bed. **Because he was sleepy.*** However, such incomplete sentences are common in conversation in response to a *why*-question:  
A: *Why did he go to bed?*  
B: ***Because he was sleepy.***

### □ EXERCISE 1, p. 360. Adverb clauses. (Chart 17-1)

Give students time to add punctuation in their books. Then lead a quick run-through of the items, or have pairs of students compare their work.

Many of the items in this exercise require an understanding of the uses of periods and commas as presented in Chapter 16 (Coordinating Conjunctions). Items 12 and 13 contain incidental material covered in Chapters 12 (Noun Clauses) and 13 (Adjective Clauses).

Items 5–9 are related to the picture.

ANSWERS: [The adverb clauses are underlined.]

2. When it began to rain, he closed the windows.      3. He closed the windows when it began to rain.      4. As soon as the rain began, the children wanted to go outdoors. They love to play outside in the warm summer rain. I used to do the same thing when I was a child.      5. Jack got to the airport early. After he checked in at the airline counter, he went to the waiting area near his gate. He sat and read until his flight was announced.      6. Jack walked onto the plane, found his seat, and stowed his bag in an overhead compartment.      7. Before the plane took off, he fastened his seat belt and put his seat in an upright position.      8. Jack's wife doesn't like to fly because she gets nervous on airplanes.      9. When Jack and his wife go on vacation, they have to drive or take the train because his wife is afraid of flying.      10. I had a cup of tea before I left for work this morning, but I didn't have anything to eat. I rarely eat breakfast.      11. After Ellen gets home from work, she likes to read the newspaper. She follows the same routine every day after work. As soon as she gets home, she changes her clothes, gets a snack and a drink, and sits down in her favorite chair to read the newspaper in peace and quiet. She usually has about half an hour to read the paper before her husband arrives home from his job.      12. When you speak to someone [*who is hard of hearing* = adjective clause], you do not have to shout. It is important to face the person directly and speak clearly. My elderly father is hard of hearing, but he can understand me if I face him, speak slowly, and say each word clearly.      13. Greg Adams has been blind since he was two years old. Today he is a key scientist in a computer company. He is able to design complex electronic equipment because he has a special computer [*that reads, writes, and speaks out loud* = adjective clause]. His blindness neither helps nor hinders him. It is irrelevant to [*how well he does his job* = noun clause].

### □ EXERCISE 2, p. 361. Review of adverb clauses of time. (Chapter 5 and Chart 17-1)

This can be done as seatwork while you walk around the classroom and offer help, or it could be assigned as homework. It could also be done orally. One of the challenges of this exercise is appropriate verb tense usage.

*SAMPLE COMPLETIONS:* 1. Since I came to this city, I've met a lot of nice people.  
 2. Just as I was falling asleep last night, a mosquito buzzed in my ear and woke me up.  
 3. I'll help you with your homework as soon as I finish washing the dishes. 4. I was late. By the time I got to the airport, my plane had already taken off. 5. One of my friends gets nervous every time she has to perform in public. 6. I will be here until I have completed my education. 7. I will remember my wedding day as long as I live.  
 8. I heard the phone ring while I was in the shower. 9. Once summer comes, the traffic on the highway becomes heavier. 10. Shortly before I put supper on the table, the cat demanded to be fed. 11. I have been in this city for three years. By the time I leave, I will be able to speak English fluently. 12. The last time I was with my family, I was 24 years old. 13. The next time you see them, you'll be 28. 14. I will be with you just as soon as I finish checking this inventory. 15. Not long after I bought the car, I ran over a nail and got a flat tire. 16. I had already finished supper when you telephoned. 17. Whenever I'm late for an important meeting, I get nervous. 18. Ever since I was a child, I've been afraid of snakes.

**CHART 17-2: USING ADVERB CLAUSES TO SHOW CAUSE AND EFFECT**

- There are differences among the ways to say “because.” *Because* makes the most direct or explicit cause-and-effect statement. *Since* means “because it is a fact that” or “seeing that it is true that.” For example: *Since you’ve done this before* (a known fact), *could you please show me how?* *Because*, but not *since*, can ask about an unknown cause. For example: *Did he stay home because he was tired?* *Now that* is special to present-time, known reasons. It indicates that a situation has changed.
- Punctuation follows the same guidelines with these adverb clauses as with others. (And they are only guidelines, not rules. There are wide stylistic variations in comma usage with adverb clauses. This text simply presents the most usual patterns.)
- Other cause-and-effect subordinating conjunctions you may wish to introduce in an advanced class are *as*, *as/so long as*, and *inasmuch as*. They are similar to *since*: they express a cause that is a known fact.  
*As* has many uses. Students might be interested in knowing that one use is to express cause and effect. In their own writing, however, they might prefer to use *because*, *since*, or *now that* in order to ensure clarity.  
*Inasmuch as* is generally found only in formal writing and is relatively infrequent.

□ **EXERCISE 3, p. 362. Using adverb clauses to show cause and effect. (Chart 17-2)**

You might ask for two different versions of the response to a few items to show the use of a comma whenever the adverb clause precedes the independent clause.

*ANSWERS:* [The adverb clauses are underlined.]

3. Cold air hovers near the earth because it is heavier than hot air. 4. Since you paid for the theater tickets, please let me pay for our dinner. 5. Now that Larry is finally caught up on his work, he can start his vacation tomorrow. [*be caught up on* = have no tasks left to do] 6. Because our TV set was broken, we listened to the news on the radio.  
 7. My brother got married last month. Now that he’s a married man, he has more responsibilities. 8. Since oil is an irreplaceable natural resource, we must do whatever we can in order to conserve it. 9. Do you want to go for a walk now that the rain has stopped? 10. Many young people move to the cities in search of employment since

there are few jobs available in the rural areas. 11. Now that the civil war has ended, a new government is being formed. 12. Since ninety-two thousand people already have reservations with an airline company for a trip to the moon, I doubt that I'll get the chance to go on one of the first tourist flights.

□ **EXERCISE 4, p. 363. Using adverb clauses to show cause and effect. (Chart 17-2)**

SAMPLE COMPLETIONS: [The adverb clauses are underlined.]

1. Now that I've finally finished cleaning my room, I can watch TV. 2. The teacher didn't collect the papers because the exercise is not going to be graded. 3. Since it's too expensive to fly across the country, we are going by bus. 4. Jack can't stay out all night with his friends now that he is working the night shift. 5. Since we don't have class tomorrow, we can stay up later tonight.

**CHART 17-3: EXPRESSING CONTRAST (UNEXPECTED RESULT): USING *EVEN THOUGH***

- The general category of “contrast” is defined as “unexpected result” here to help the students compare *because* and *even though*, and also to help them understand the meaning of contrast (i.e., that something is in some way different from something else) as the term is used in the text.
- Other forms of *even though* are *although* and *though*. (See Chart 19-6.) The differences are negligible.

□ **EXERCISE 5, p. 364. Using EVEN THOUGH. (Chart 17-3)**

Compare the related pairs of sentences: 1 and 2, 3 and 4, 5 and 6, and 7 and 8. Give students a chance to comprehend the information in both sentences before discussing them.

- ANSWERS: 3. even though 4. because 5. Even though 6. Because  
7. even though 8. because 9. even though 10. even though 11. because  
12. Even though . . . because

□ **EXERCISE 6, p. 364. Using EVEN THOUGH. (Chart 17-3)**

Before responding, the students need a moment to decide whether the “truthful” answer is *Yes* or *No*. Then they must construct a complete sentence. The result is a fairly realistic dialogue. You can easily assume the role of Speaker A, but in a large class, group work may be preferable.

ANSWERS: [The adverb clause can come before or after the main clause.]

1. Yes, even though I wasn't tired, I went to bed. [*Anyway* is similar in meaning to *even though*, showing an unexpected result.] 2. No, (. . .) didn't wake up even though the telephone rang many times. 3. Yes, even though the food was terrible, I ate it. 4. Yes, even though I didn't study, I passed the test. 5. No, I didn't say home even though the weather is terrible (today). 6. No, even though I fell down the stairs, I didn't get hurt. 7. Yes, I still feel tired even though I took a nap. [*took a nap* = slept for a short time during the day] 8. No, even though I told the truth, no one believed me. 9. Yes, even though I turned on the air conditioner, it's still hot in here. 10. No, even though I mailed the letter three days ago, it still hasn't arrived/it hasn't arrived yet. 11. No, I

can't afford to buy an airplane even though I have a lot of money. 12. Yes, even though my grandmother is ninety years old, she's still young at heart. 13. Yes, I laughed at (. . .)'s joke even though I didn't understand it. 14. Yes, I'm still cheerful even though (all those terrible things happened).

□ **EXERCISE 7, p. 365. Using EVEN THOUGH and BECAUSE. (Charts 17-2 and 17-3)**

These answers use the past tense, but other tenses are possible.

Items 11 and 12 may be quite challenging, so you could give special praise for good responses.

*SAMPLE COMPLETIONS:* 3. Because it was a beautiful day, I went fishing. 4. Even though it was a work day, I went fishing. 5. Even though there were very few customers in the store, we decided to stay open until 9:00 P.M. 6. Because there were very few customers in the store, we closed early. 7. I wore heavy gloves because the temperature was below freezing. 8. Even though my feet were killing me and my head was pounding, I finished running the marathon. 9. Even though I was speeding, I didn't get a traffic ticket. 10. Even though I was tired, I finished my homework because my essay was due the next day. 11. Even though I didn't like baked beans when I was small, I always finished them because I wanted dessert. 12. Because we didn't have a television set while I was growing up, I watched TV at my neighbor's house even though my parents didn't approve.

**CHART 17-4: SHOWING DIRECT CONTRAST: WHILE AND WHEREAS**

- *Whereas* and *while* can appear at the beginning of either clause with no change of meaning. *Whereas* is somewhat formal and of relatively low frequency. *Whereas* is included in the text mostly as a way of defining this use of *while*, distinguishing it from its use in time clauses and phrases.

*While* has two different meanings: (1) at the same time and (2) whereas.

(1) *While (he was) swimming, he got very tired.*

(2) *While fire is hot, ice is cold.*

- In British English, *whilst* is another form of *while*. *Whilst* is fairly formal.

□ **EXERCISE 8, p. 366. Using WHILE and WHEREAS. (Chart 17-4)**

ERRATUM: Item 6 should read "Jack is an interesting storyteller and conversationalist, whereas his brother \_\_\_\_\_." This is corrected in subsequent printings. *On the other hand* was reorganized into Chapter 19 in this third edition; the inclusion of *on the other hand* in this exercise slipped by the author.

*ANSWERS:* 2. D. 3. C. 4. C. 5. B. 6. B.

□ **EXERCISE 9, p. 366. Using WHILE and WHEREAS. (Chart 17-4)**

Two or more students should give different versions of each item. Every sentence should contain a comma before the second adverb clause.

*POSSIBLE ANSWERS:* 2. Some people are tall, whereas others are short. [also possible: move *whereas* to the first clause] 3. . . . while others prefer to live in town/in the city/in urban areas. 4. . . . others know one or more foreign languages. 5. . . . a rat is large. 6. . . . is always cold. 7. and 8. (*free response*)

**CHART 17-5: EXPRESSING CONDITIONS IN ADVERB CLAUSES:  
IF-CLAUSES**

- As with adverb clauses of time (see Chapter 5), it is incorrect to use the future tense (i.e., *will / be going to*) in an *if*-clause. An exception, however, occurs when the speaker is trying to arrange an exchange of promises: *If you'll do it, I'll do it.*
- All of the examples and exercise items in this unit on “condition” (17-5 through 17-9) are in present or future time. Chapter 20 picks up the use of other verb forms in conditional sentences.

□ **EXERCISE 10, p. 367. IF-clauses. (Chart 17-5)**

Several students could give answers for each item. Encourage them to be creative or humorous. The main point is to use present verbs in the *if*-clause.

ANSWERS: [These depend on students' creativity.]

**CHART 17-6: ADVERB CLAUSES OF CONDITION: USING  
WHETHER OR NOT AND EVEN IF**

- Students sometimes wonder about the difference between *even though* and *even if*. *Even though* deals with actual, present-time events or states; *even if* deals with possible future conditions. *Even though the weather is cold (today)* = the weather is cold. *Even if the weather is cold (tomorrow)* = the weather may be cold. In some contexts, the distinction blurs: *Even if you don't like pickles, you should try one of these.*

□ **EXERCISE 11, p. 368. Using WHETHER OR NOT and EVEN IF. (Chart 17-6)**

You should read the cue to the class so they understand the situation. It isn't necessary to use the exact words from the book; just describe the situation. Then ask students to complete the sentences logically.

ANSWERS:

2. Sam laughs at the jokes:  
a. whether they're funny or not.      b. even if they're not funny.
3. You have to hand in your examination paper:  
a. whether you're finished or not.      b. even if you're not finished.
4. We're going to go camping in the mountains:  
a. whether it snows or not.      b. even if it snows.
5. Max can go to school:  
a. whether or not he gets a scholarship.      b. even if he doesn't get a scholarship.
6. My grandfather wears his gray sweater:  
a. whether or not the weather is cold.      b. even if the weather is hot.
7. I'm going to marry Harry:  
a. whether you approve or not.      b. even if you don't approve.

□ **EXERCISE 12, p. 369. Using WHETHER OR NOT and EVEN IF. (Chart 17-6)**

*SAMPLE COMPLETIONS:* 1. We're not going to the park today even if the weather improves. 2. Even if she apologizes to her supervisor, Maria may lose her job. 3. Getting that job depends on whether or not you can speak English. 4. I'm going to help you whether you want me to or not. 5. I won't tell you even if you beg me. 6. I'm really angry! Maybe he'll apologize, and maybe he won't. It doesn't matter. Even if he tells me he's really sorry, I won't forgive him! 7. I'm exhausted. Please don't wake me up even if the house catches on fire. 8. I'm not going to go with him to the boxing match even if he begs me. 9. Even if it rains, I'm going to take my morning walk. 10. I'm going to quit school whether my parents like it or not.

**CHART 17-7: ADVERB CLAUSES OF CONDITION: USING *IN CASE* AND *IN THE EVENT THAT***

- Often *in case* and *in the event that* are synonymous, as in the examples in the chart and the exercises.

However, there are also differences you may or may not wish to bring up in class. *In case* is used to say that something may possibly happen and that is the reason why something else is done: *I'll take my purse with me in case we decide to stop at the store.* In other words, the reason I'm doing one thing (taking my purse) is that something else might happen (we might decide to stop at the store). *In the event that* could also possibly be used in this example, but *in case* would be more likely.

*In the event that* is used to talk about a possible future event when the speaker is planning what to do if it occurs. *In the event that more than 40 students sign up for the class, we'll divide it into two sections.*

- British English has another use of *in the event* in formal English. It is not followed by a *that*-clause; it is a transition followed by a comma. It expresses an unexpected result or the idea that "this is what really happened instead." For example:

*They had planned to go swimming. In the event, they went to a movie because it rained.*

An American English speaker would use *instead* or *as it turned out* rather than *in the event* in this context.

- Some scientific and philosophical texts use *in case* to mean "in the specific circumstance or example." This is often followed by a *that*-clause.

□ **EXERCISE 13, p. 369. Using *IN CASE* and *IN THE EVENT THAT*. (Chart 17-7)**

In these sentences, students should take the role of "I." In other words, they are just changing the form of your sentence, not having a dialogue with you. Responders can alternate between *in case* and *in the event that* or simply use whichever one seems more comfortable.

*ANSWERS:* 2. In case / In the event that you need to see me, I'll be in my office tomorrow morning around ten. 3. In case / In the event that you need more information, you can call me. 4. In case / In the event that you have any more questions, ask Dr. Smith. 5. In case / In the event that Jack calls, please tell him that I'm at the library. 6. In case / In the event that you're not satisfied with your purchase, you can return it to the store.

SAMPLE COMPLETIONS: 7. . . . you'll have to go to the library. 8. . . . you lose your credit cards. 9. . . . my parents decide to come for a visit. 10. . . . it rains. [*just* adds a bit of emphasis] 11. . . . the refugees can at last return to their homes. 12. . . . please start without me. 13. . . . it malfunctions.

### CHART 17-8: ADVERB CLAUSES OF CONDITION: USING *UNLESS*

- Trying to distinguish between *until* and *unless* for the students can be difficult. *Unless* expresses a condition that is required for a particular result. *Until* expresses a time relationship—but also expresses a condition required for a result. It is no wonder that students may be confused when they compare the following: *You can't drive unless/until you're sixteen. Class can't start unless/until the teacher arrives. I don't eat unless/until I'm hungry.*
- The verb in the *unless*-clause is usually positive, but it could be negative. For example:  
A: *Will I see you at the theater tonight?*  
B: *Yes, unless I can't go.*

#### □ EXERCISE 14, p. 370. Using *UNLESS*. (Chart 17-8)

Expect some students to have difficulty with *unless*. You may want to write the answers on the chalkboard so that everyone can focus and the exercise can proceed more slowly.

ANSWERS: 2. You can't travel abroad unless you have a passport. 3. You can't get a driver's license unless you're at least sixteen years old. 4. Unless I get some film, I won't be able to take pictures when Ann and Rob get here. 5. You'll get hungry during class unless you eat breakfast.

#### □ EXERCISE 15, p. 371. Using *UNLESS*. (Chart 17-8)

SAMPLE COMPLETIONS: 2. I'm sorry, but you can't see the doctor unless you have an appointment. 3. I can't graduate from school unless I pass all my courses. 4. That food will spoil unless you put it in the refrigerator. 5. Unless it rains, we plan to have the birthday party in the backyard. 6. Certain species of animals will soon become extinct unless we stop destroying their habitats. 7. I will have to look for another job unless I get a raise [BrE: *rise*] in salary. 8. Tomorrow I'm going to call my sister unless I hear from her on e-mail today. 9. The political situation in (. . .) will continue to deteriorate unless the opposing sides commit to ending the hostilities and creating a lasting peace. 10. He doesn't say anything unless the teacher calls on him. 11. Unless you start learning how to use the Internet, the modern world will pass you by.

### CHART 17-9: ADVERB CLAUSES OF CONDITION: USING *ONLY IF*

- No commas are used when *only if* / *only when* / *only after* clauses begin a sentence.

#### □ EXERCISE 16, p. 371. Using *ONLY IF*. (Chart 17-9)

You should set up the situation in each item so that the students understand it. It is not necessary to use exactly the same words that are in the book; just explain it briefly and naturally. Make up similar items using your students' names and situations.



*ANSWERS:* 2. You can go to the party only if you have an invitation. 3. You can attend this school only if you have a student visa. [A visa is required by some countries for students coming from other countries.] 4. Jimmy chews gum only if he's sure his mother won't find out. 5. We will go to the movie only if you want to (go). 6. Water will freeze only if the temperature reaches 32°F / 0°C [F = Fahrenheit /ferənhait/; C = Celsius /sɛlsiəs/] 7. Only if you study hard **will you** pass the exam. 8. Only if you have a ticket **can you** get into the soccer stadium. 9. Only if Jake's homework is finished **can he** watch TV in the evening. 10. Only if I get a job **will I** have enough money to go to school. 11.–13. (*free response*)

□ **EXERCISE 17, p. 372. Using UNLESS and ONLY IF. (Charts 17-8 and 17-9)**

Two students could give different responses to each item, as in the example.

*ANSWERS:* 2. I can't pay my bills unless I get a job. I can pay my bills only if I get a job. 3. Your clothes will get clean only if you use soap. Your clothes won't get clean unless you use soap. 4. I can't take any pictures unless I buy some film. I can take pictures only if I buy some film. 5. I don't wake up unless the alarm clock rings. I wake up only if the alarm clock rings. 6. Eggs won't hatch unless they're kept at the proper temperature. Eggs will hatch only if they're kept at the proper temperature. [*hatch* = produce baby chicks] 7. Don't borrow money from friends unless you absolutely have to. Borrow money from friends only if you absolutely have to. 8. Anna doesn't talk in class unless the teacher asks her specific questions. Anna talks in class only if the teacher asks her specific questions.

□ **EXERCISE 18, p. 372. Adverb clauses of condition. (Charts 17-6 → 17-9)**

Do this exercise orally as a quick review. One student could answer, and another could then indicate the necessary punctuation in the sentence. Every answer should contain the two given ideas about rain and the party (unless you wish to encourage more creativity).

*ANSWERS:* [These depend on students' creativity.]

□ **EXERCISE 19, p. 373. Activity: adverb clauses. (Chapter 17)**

*EXPANSION:* After B completes A's sentence, A could paraphrase the whole sentence using a different connecting word/expression (e.g., "You wanted to fly a kite, but you went to class so you could improve your English").

*ANSWERS:* [These depend on students' creativity.]