

GRAMMAR FOR LANGUAGE LEARNING

# ELEMENTS *of* SUCCESS

with essential  
**Online Practice**

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3

## Grammar Terms Quick Guide

TERMS	EXAMPLES
<b>adverbial</b> An <b>adverbial</b> is a word, phrase, or clause that can function like an adverb.	Call me <b>later</b> . (one-word adverb) I need to work <b>much harder</b> . (adverb phrase) He left <b>on Sunday</b> . (prepositional phrase) They came to see you. (to- infinitive phrase) She looked happy <b>when I saw her</b> . (adverb clause)
<b>base form of a verb</b> The <b>base form of a verb</b> is the simplest form. We can add different endings to the base form.	<b>talk + -s</b> = talks (He talks a lot.) <b>talk + -ed</b> = talked (I just talked to her.) <b>talk + -ing</b> = talking (Who's talking?)
<b>clause</b> A <b>clause</b> is a group of words with a subject and a complete verb that work together as a unit. A sentence can have one or more clauses.	1 clause <b>His flight arrived early.</b> 1 clause <b>They came</b> but <b>they didn't stay long.</b>
<b>determiner</b> We use <b>determiners</b> before nouns. Different kinds of determiners add different kinds of information to the noun.	<b>a friend</b> <b>my friend</b> <b>her new friend</b> <b>those friends</b> <b>six friends</b> <b>several friends</b> <b>a lot of friends</b>
<b>gerund / gerund phrase</b> A <b>gerund</b> is the -ing form of a verb when it is used as a kind of noun phrase (it answers the question <i>what</i> ). A <b>gerund phrase</b> is a phrase with a gerund.	I don't enjoy <b>cooking</b> . You can learn a lot from <b>traveling</b> . I don't enjoy <b>cooking by myself</b> . You can learn a lot from <b>traveling to different countries</b> .
<b>helping verb</b> We use a <b>helping verb</b> together with a main verb. The helping verbs <i>do, be, and have</i> signal the time and singular/plural of the verb. Modal verbs (such as <i>can</i> and <i>be able to</i> ) are also helping verbs.	She <b>doesn't</b> know. What <b>did</b> he say? I'm <b>leaving</b> . He <b>hasn't</b> come home yet. They <b>can't</b> come.
<b>linking verb</b> A <b>linking verb</b> connects a subject with information that describes or identifies it. <i>Be</i> is the most common linking verb.	She <b>is</b> really smart. (She = really smart) She <b>is</b> already in the advanced class. That sure <b>smells</b> good. Your new bicycle <b>looks</b> really light.
<b>non-action verb</b> <b>Non-action verbs</b> describe states instead of actions. They are also called <i>stative verbs</i> .	<b>appear</b> <b>believe</b> <b>feel</b> <b>imagine</b> <b>like</b> <b>be</b> <b>belong</b> <b>have</b> <b>know</b> <b>understand</b>
<b>noun phrase</b> A <b>noun phrase</b> can be: • a single noun (or pronoun) • a noun together with other describing words	car (it) a new car my mother's new car the picture of my mother's new car the new car that my mother bought
<b>phrase</b> A <b>phrase</b> is a group of words that work together as a unit.	a good person (noun phrase) really nice (adjective phrase) very quickly (adverb phrase)
<b>to- infinitive</b> A <b>to- infinitive</b> is <i>to</i> + the base form of a verb. It often functions as a kind of noun phrase (it answers the question <i>what</i> ).	I need to get ready. What do you want to do? It's nice to be here.

For more examples, see the Resources, pages R-2-R-14.  
For more grammar terms, see the Online Practice Grammar Glossary.

## GRAMMAR FOR LANGUAGE LEARNING

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# 6

## Adverb Clauses



Never look back unless  
you are planning to go  
that way.

—HENRY DAVID THOREAU,  
WRITER AND PHILOSOPHER  
(1817–1862)

**Talk about It** What does the quotation above mean? Do you agree or disagree?



**WARM-UP** 173

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**WARM-UP**

**A** Match the beginnings and endings of the proverbs. Then choose one proverb and tell a partner what it means to you.

**PROVERBS FROM AROUND THE WORLD**

- |   |   |
|---|---|
| 1. Knowledge is the most valuable treasure <u>d</u> | a. they can tie up a lion. ( <i>Ethiopian</i> )                       |
| 2. Don't count your chickens ____                   | b. <b>even though you feed it on milk.</b> ( <i>Indian</i> )          |
| 3. <b>When spider webs unite,</b> ____              | c. <b>while the sun shines.</b> ( <i>English</i> )                    |
| 4. A snake will emit <sup>1</sup> poison ____       | d. <b>because it can't be stolen or consumed.</b> ( <i>Sanskrit</i> ) |
| 5. The eyes are of little use ____                  | e. he will not live forever. ( <i>Ghanaian</i> )                      |
| 6. Make hay ____                                    | f. <b>if the mind is blind.</b> ( <i>Arabic</i> )                     |
| 7. <b>Even though the old man is strong,</b> ____   | g. <b>before they hatch</b> <sup>2</sup> . ( <i>Greek</i> )           |

**B** The words in **blue** in the proverbs above are adverb clauses. Based on these examples, what can you say about adverb clauses? Check (✓) *True* or *False*.

- |   | TRUE                     | FALSE                    |
|---|--------------------------|--------------------------|
| 1. An adverb clause has a subject and verb.                       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Adverb clauses always come at the end of a sentence.           | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. An adverb clause is connected to another clause.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Adverb clauses always begin with <i>when</i> or <i>while</i> . | <input type="checkbox"/> | <input type="checkbox"/> |

**C** Look back at the quotation on page 172. Identify any adverb clauses.

<sup>1</sup> **emit:** to send out something such as gas, heat, light, or a sound

<sup>2</sup> **hatch:** to come out of an egg

## 6.1 Overview of Adverb Clauses

We use an **adverb clause** to add information to a main clause. The adverb clause explains *why, when, where, how, or under what conditions* something happens. There are several important things to remember about adverb clauses:

1 

main clause	He didn't get involved in politics	adverb clause	until he was in his 50s.
-------------	------------------------------------	---------------	--------------------------

← An adverb clause needs to be connected to a main clause, as in 1 – 2. We use a comma (,) after the adverb clause when it comes first, as in 2.

2 

adverb clause	If you need me,	main clause	I should be in the library.
---------------	-----------------	-------------	-----------------------------

← Both the adverb clause and the main clause must have a subject and a verb, as in 3.

3 

subject	I	verb	learned	to drive	subject	I	verb	was	16.
---------	---	------	---------	----------	---------	---	------	-----	-----

← Adverb clauses begin with **subordinators** (connecting words) such as *until, if, when, because, or even though*, as in 4.

4 

main clause	I enjoy my job	subordinator	when	it is challenging.
			because	
			even though	

### BOTH CLAUSES REFER TO A PRESENT TIME FRAME

5 As children **grow** older, their interests **change**.  
(simple present / simple present)

6 I **don't know** how to cook because no one **has** ever **taught** me.  
(simple present / present perfect)

### BOTH CLAUSES REFER TO A PAST TIME FRAME

7 After she **got** a BA, she **went** back to school to get an MA.  
(simple past / simple past)

8 The store **wasn't doing** very well when my father **bought** it.  
(past progressive / simple past)

### THE TWO CLAUSES REFER TO DIFFERENT TIME FRAMES

9 This book **is** special to me because it **was** a gift from my uncle.  
(simple present / simple past)

10 This book **has** always **been** special to me because it **was** a gift from my uncle. (present perfect / simple past)

It's important to pay attention to the **form of the verb** in the main clause and the adverb clause.

- When both clauses refer to a present time frame (or general/timeless), we use present verb forms in both clauses, as in 5 – 6.
- When both clauses refer to a past time frame, we use past verb forms in both clauses, as in 7 – 8.
- When the two clauses refer to different time frames, we can use different verb forms, as in 9 – 10.

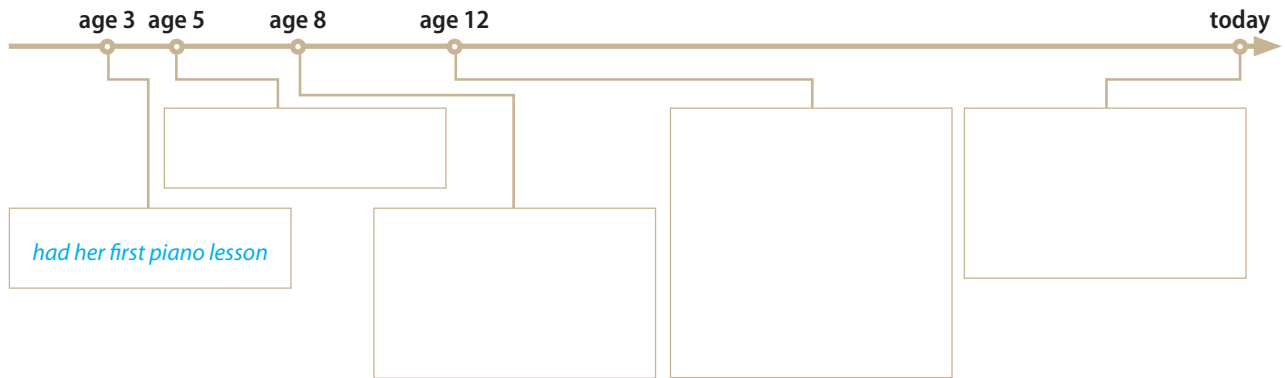
For information about future time frames, see Chart 6.2.



**1 | Noticing Adverb Clauses** Read this information and take notes in the timeline on page 175. Then answer the questions on page 175. **6.1 A**

VANESSA-MAE

Like many famous musicians, Vanessa-Mae started playing music at a very young age. She was only 3 years old **when she had her first piano lesson**, and she started playing the violin **when she was just 5**. Then, at the age of 8, she had to make a difficult decision. She had to choose between the violin and the piano. **Although she had just won a prize at an important piano competition**, Vanessa-Mae decided to focus on the violin. **Once she made her decision**, she worked hard to improve her playing, and **by the time she was 12**, she had made three recordings of classical music. **Although she loved classical music**, she wanted to play other kinds of music, too. To many people's surprise, she got an electric violin and started playing rock music. Today Vanessa-Mae is known as both a great classical violin musician and a great rock musician. That's quite a combination.



**QUESTIONS**

1. What are the subject and verb in each **bold** adverb clause in the Activity 1 text on page 174? Circle them.
2. What subordinator (connecting word or phrase) begins each adverb clause? Underline it.
3. Which adverb clauses come before the main clauses? What punctuation marks does the writer use in these sentences?
4. Vanessa-Mae was a child prodigy—a person who develops a special skill at a young age. Can you think of other child prodigies? What did they accomplish at a young age? Try to use adverb clauses in your answers.



**2 | Identifying Verb Forms** Underline the verb in each main clause and each adverb clause in the sentences below. Then identify the form of each verb. **6.1 B**

<b>PRESENT VERB FORMS</b>	simple present	present progressive	present perfect
<b>PAST VERB FORMS</b>	simple past	past progressive	past perfect

1. When I have spent a lot of time exercising, I sleep better at night. present perfect / simple present
2. When I was younger, I thought a lot about my future. \_\_\_\_\_
3. My parents are important to me because they have always been my best friends. \_\_\_\_\_
4. Once I start something, I don't stop until I'm done. \_\_\_\_\_
5. I try to stay completely focused while I'm studying. \_\_\_\_\_
6. My hometown has always been special to me because it's so beautiful. \_\_\_\_\_
7. Once I've made a decision, I never change my mind. \_\_\_\_\_
8. I didn't have any friends while I was growing up. \_\_\_\_\_
9. A year after I had finished high school, I started college. \_\_\_\_\_
10. Shortly after I moved here, I got a job. \_\_\_\_\_
11. Although I worked hard yesterday, I don't feel like working this morning. \_\_\_\_\_
12. I am applying to this college because my father attended the same school. \_\_\_\_\_

**Talk about It** Are any of the sentences above true for you? Tell a partner.

**Think about It** Which sentences above have actions that take place in different time frames? What verb forms are used in each clause?

## 6.2 Adverb Clauses of Time and Reason

A	<p><b>ADVERB CLAUSES OF TIME</b></p> <p>1 One study shows that babies can learn <b>before they are born</b>.</p> <p>2 <b>Once the process began</b>, it was irreversible.</p> <p>3 The lights automatically turn off <b>when people leave the room</b>.</p> <p>4 <b>As plastic bags break down</b>, they release poisonous material into the water.</p>	<p>An <b>adverb clause of time</b> tells when one event happens in relation to another event in the main clause, as in 1 – 4.</p> <ul style="list-style-type: none"> <li>We use some subordinators to show that one event happens before or after another event:</li> </ul> <table border="1" data-bbox="902 363 1395 430"> <tr> <td>after</td> <td>before</td> <td>once</td> <td>until</td> </tr> <tr> <td>as soon as</td> <td>by the time</td> <td>since</td> <td>when</td> </tr> </table> <ul style="list-style-type: none"> <li>We use some subordinators to show that two events happen at the same time:</li> </ul> <table border="1" data-bbox="902 516 1297 554"> <tr> <td>as</td> <td>when</td> <td>whenever</td> <td>while</td> </tr> </table>	after	before	once	until	as soon as	by the time	since	when	as	when	whenever	while
after	before	once	until											
as soon as	by the time	since	when											
as	when	whenever	while											
B	<p><b>FUTURE ADVERB CLAUSES OF TIME</b></p> <p>5 Nobody <b>will care when you get there tomorrow</b>. (NOT: Nobody will care when you will get there tomorrow.)</p> <p>6 What are you <b>going to do while we're away?</b> (NOT: What are you going to do while we will be away?)</p> <p>7 <b>After you read this</b>, you'll probably <b>have</b> some questions.</p> <p>8 We <b>aren't going to leave until you get back</b>.</p>	<p>When we make a prediction or talk about a future plan, we usually use a future verb form in the main clause but a present (not future) verb form in the adverb clause, as in 5 – 8.</p>												
C	<p><b>ADVERB CLAUSES OF REASON</b></p> <p>9 My watch is important to me <b>because it was a gift from my father</b>.</p> <p>10 <b>Since we have some new people here today</b>, let's start with introductions.</p> <p>11 The meeting was canceled <b>as no one could get there</b>.</p> <p>12 <b>Now that prices have gone up</b>, we can't afford to travel.</p>	<p>We can also use an adverb clause to give a reason for something in the main clause. <b>Adverb clauses of reason</b> usually begin with the subordinator <i>because</i>, <i>since</i>, <i>as</i>, or <i>now that</i>, as in 9 – 12.</p>												
D	<p><b>OTHER WAYS TO GIVE REASONS</b></p> <p><i>because of</i> + noun phrase</p> <p>13 <b>Because of the increase in prices</b>, we can't afford to travel now. (<i>because of</i> = phrasal preposition)</p> <p>independent clause + <i>so</i> + independent clause</p> <p>14 <b>Prices have increased, so</b> we can't afford to travel now. (<i>so</i> = conjunction)</p> <p>two separate sentences</p> <p>15 We can't afford to travel now. <b>Prices have increased too much</b>.</p>													



### 3 | Noticing Adverb Clauses of Time

Read these sentences and underline the adverb clauses of time. Then check (✓) *Good Advice* or *Bad Advice*. **6.2 A**

**ADVICE FOR UNIVERSITY STUDENTS**

- Before you turn in an assignment, check it over carefully.
- It's important to review your notes from class as soon as you get home.
- Don't study for a test until your instructor tells you to.
- Take notes while you are reading assigned texts.
- Study with a large group of classmates whenever you can.

**GOOD ADVICE**

**BAD ADVICE**

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

	GOOD ADVICE	BAD ADVICE
6. Ask to meet with your instructor whenever you are confused about the course material.	<input type="checkbox"/>	<input type="checkbox"/>
7. As you read your class assignment, you should listen to loud music to help you think.	<input type="checkbox"/>	<input type="checkbox"/>
8. Ask questions in class when you don't understand something.	<input type="checkbox"/>	<input type="checkbox"/>
9. Always stay up late while you are studying.	<input type="checkbox"/>	<input type="checkbox"/>
10. Once you have read a text, don't look at it again until you need to study for a test.	<input type="checkbox"/>	<input type="checkbox"/>

**Talk about It** Which advice in Activity 3 was good or bad? Compare with a partner and say why.

**Write about It** Write new sentences using the time clauses in the sentences in Activity 3. Use your own words to write a different main clause.

*Before you turn in an assignment, be sure to put your name on it.*

#### 4 | Understanding Subordinators

Choose the subordinator on the right that best completes each sentence. Then answer the questions on page 178. **6.2 A-B**

##### QUOTATIONS FROM FAMOUS PEOPLE

1. As \_\_\_\_\_ you grow older you will discover that you have two hands: one for helping yourself, the other for helping others. (*Sam Levenson, writer and humorist*)

as  
before  
whenever

2. \_\_\_\_\_ I crave<sup>3</sup> junk food, I want salty things like peanuts or potato chips. (*Tyra Banks, model*)

after  
until  
whenever

3. There's only one way to have a happy marriage and \_\_\_\_\_ I learn what it is, I'll get married again. (*Clint Eastwood, actor*)

as soon as  
by the time  
while

4. \_\_\_\_\_ you are over 30, 35 years old, I think everyone should get down to the gym and start moving again. (*Warren Cuccurullo, musician*)

once  
until  
whenever

5. Life is what happens \_\_\_\_\_ you are busy making other plans. (*John Lennon, musician*)

before  
until  
while

6. I've now been in this country . . . \_\_\_\_\_ I was 17. So this is my second home. (*Hakeem Olajuwon, athlete*)

by the time  
since  
when

<sup>3</sup> **crave:** to need something strongly or urgently

7. I still love making hamburgers on the grill<sup>4</sup>. I guess \_\_\_\_\_ I eat them, childhood memories come up for me. (*Bobby Flay, chef*)

before  
until  
whenever

8. Champions keep playing \_\_\_\_\_ they get it right. (*Billie Jean King, athlete*)

before  
until  
whenever

9. \_\_\_\_\_ you do the common things in life in an uncommon way, you will command the attention of the world. (*George Washington Carver, scientist*)

after  
since  
when

10. \_\_\_\_\_ I hear music, something in me starts to vibrate<sup>5</sup>. (*Suzanne Farrell, dancer*)

as soon as  
by the time  
until

11. I could develop a picture \_\_\_\_\_ I was 12. (*David Bailey, photographer*)

by the time  
since  
whenever

12. A lie gets halfway around the world \_\_\_\_\_ the truth has a chance to get its pants on. (*Winston Churchill, statesman*)

before  
until  
when

#### QUESTIONS

1. In which sentences in Activity 4 do the two events happen at the same time?
2. What verb form does each speaker use in the main clause and the adverb clause of time?
3. In which sentences in Activity 4 is the speaker making a prediction or a plan? How do you know?

**Talk about It** Which quotation in Activity 4 is the most interesting to you? Tell your classmates why.

## 5 | Using Adverb Clauses of Time to Talk about the Future

Complete these sentences with the correct form of the verbs in parentheses. Then check (✓) *Prediction* or *Plan*. **6.2 B**

#### UNDERGRADUATES DISCUSS THE FUTURE

- |  | PREDICTION               | PLAN                     |
|--|--------------------------|--------------------------|
| 1. When the economy <u>improves</u> (improve), more people _____ (have) jobs.        | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. It _____ (be) years before the economy _____ (become) steady again.               | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I _____ (not / get) a job unless I _____ (be) very lucky.                         | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Most students _____ (start) at low salaries when they _____ (leave) college.      | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. When I _____ (graduate), I _____ (get) a job right away.                          | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. As soon as I _____ (finish) school, I _____ (apply) for as many jobs as possible. | <input type="checkbox"/> | <input type="checkbox"/> |

<sup>4</sup> **grill**: a metal frame that you put food on to cook over a fire

<sup>5</sup> **vibrate**: to move very quickly from side to side or up and down





**Think about It** Which sentence in Activity 6 has a comma after the adverb clause? Why?

**Talk about It** Think of two to three more tips to add to each list in Activity 6. Explain them to a classmate.

**7 | Identifying Subordinators** Underline the subordinator in each adverb clause of reason. Then add a comma where necessary. **6.2 C**

**MODERN LIVING**

1. Because the cost of living has gone up, many people are working longer hours.
2. More people are working during their vacations now that they have access to the Internet.
3. Since more people are watching TV the programs are getting better.
4. It's easier to do research now because there is so much information on the Internet.
5. Now that people can do research on the Internet they don't go to the library as often.
6. People are driving less now that the price of gasoline has gone up.
7. Because there are so many cars on the road driving has become more dangerous.
8. There is no real need to go shopping in stores as one can buy almost anything online.
9. Since it's easy to travel almost anywhere in the world there are few unspoiled places left.
10. Now that smoking is illegal in many public places more people will probably quit smoking.
11. Since fewer people are smoking deaths from lung cancer should go down.
12. Because people are living longer it's even more important for them to have health insurance.

**RESEARCH SAYS...**

The subordinator *as* sounds more formal and is used less often to introduce a reason.



**Talk about It** Does each sentence above describe a positive result or a negative result? Why do you think so? Share ideas with your classmates.

**Write about It** Rewrite each sentence above using a different main clause.

1. *Because the cost of living has gone up, fewer people are traveling overseas.*

**Write about It** Write three of your own opinions about modern living. Use *because*, *since*, *as*, or *now that*.

**8 | Usage Note: Since and As** Read the note. Then do Activity 9.

Some subordinators have more than one meaning: they can be used to introduce different types of adverb clauses. For example, *as* and *since* can be used to begin a time clause or a reason clause.

**ADVERB CLAUSES OF TIME**


- 1 I've known him **since I was a child**\*
- 2 She called just **as I was leaving**.

**ADVERB CLAUSES OF REASON**

- 3 **Since no one is using this room**, I'm going to use it.
- 4 **As the president couldn't be here today**, the vice president has come instead.

\* When we use *since* in a time clause, the verb must always refer to an earlier time (present perfect, simple past, past perfect, etc.).

**9 | Adverb Clause of Time or Reason?** Underline the adverb clauses with *as* or *since*. Then identify each adverb clause as a time clause or a reason clause. Check (✓) your answers. **6.2 A-C**

Statements from Professors


	TIME CLAUSE	REASON CLAUSE
1. "If you look at the course syllabus <sup>10</sup> , you'll notice that I've marked three items in blue. These are the things I'm going to emphasize <u>as we go through the course.</u> "	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. "I'd like to show you some pictures of the poet T. S. Eliot since I'm going to be talking about him in today's lecture."	<input type="checkbox"/>	<input type="checkbox"/>
3. "As I was reading through your papers, I noticed that some of you had trouble understanding a few of the concepts we discussed last week."	<input type="checkbox"/>	<input type="checkbox"/>
4. "There are several things you need to remember as we move forward in our study of basic chemistry. I'm going to post these online for you to refer to."	<input type="checkbox"/>	<input type="checkbox"/>
5. "I'm going to read the poem to you in class since some of you weren't able to get the packet of class materials from the bookstore."	<input type="checkbox"/>	<input type="checkbox"/>
6. "As the semester goes on, I'll go into more detail about different styles of architecture <sup>11</sup> ."	<input type="checkbox"/>	<input type="checkbox"/>
7. "There have been several new developments in the field since we last met, and I'll be discussing these over the next few weeks."	<input type="checkbox"/>	<input type="checkbox"/>
8. "I can't tell you exactly when the final exam will be since the department hasn't made the schedule yet. But I'll let you know soon."	<input type="checkbox"/>	<input type="checkbox"/>
9. "Since I published my research paper on animal extinction <sup>12</sup> , there's been a lot of interest in the subject."	<input type="checkbox"/>	<input type="checkbox"/>
10. "As none of you will be here next semester, we'll end this course with a review of European economics."	<input type="checkbox"/>	<input type="checkbox"/>

**Think about It** In which sentences above can you use a different subordinator? Which subordinator would you use?

*These are the things I'm going to emphasize while we go through the course.*

**10 | Exploring Ways to Give Reasons** Rewrite sentences 1–8 using an adverb clause of reason. Then complete sentences 9–12 with your own ideas. Pay close attention to the time frame and verb forms you use. **6.2 D**

**GOOD EXCUSES/BAD EXCUSES**

1. We couldn't understand him because of his strong accent.  
*We couldn't understand him because he had a strong accent.*
2. My brother's car broke down, so he missed his flight.
3. I couldn't get to class because of the bad weather.
4. I didn't exercise because of the heat.

<sup>10</sup>**syllabus:** a list of all the things that you must study in a class

<sup>11</sup>**architecture:** the study of designing and making buildings

<sup>12</sup>**extinction:** the disappearance of a type of plant or animal (it no longer exists)

5. I don't have any money, so I can't go out this weekend.
6. I don't have a computer, so I can't email my family.
7. I couldn't go away for the weekend. I had to work.
8. We don't see her very often because of her job.
9. I couldn't do my homework because of \_\_\_\_\_  
\_\_\_\_\_.
10. I \_\_\_\_\_,  
so I couldn't do my homework.
11. I couldn't come to class last week. \_\_\_\_\_  
\_\_\_\_\_.
12. I \_\_\_\_\_,  
so I had to stay home.

**Talk about It** Share some of your ideas from sentences 9–12 in Activity 10 with your classmates. Ask your classmates to say if they are good or bad excuses.

**11 | Error Correction** Correct any errors in these sentences. (Some sentences may not have any errors.)

1. It's hard to compare schools in the United States and Mexico. Because my country has a different educational system.
2. I did not do very well on the examination because of I did not read the instructions carefully.
3. Since you weren't here yesterday you didn't get the assignment.
4. I couldn't sleep last night because I worry about the test.
5. Now that I have some money I'm going to take a vacation.
6. When I arrived here, I was happy because my sister was here and I hadn't seen her in a long time. At the same time, I was sad because I left my friends behind and I knew I will miss them.
7. I'm proud of myself because now I could communicate with people in English, I have a good job, and I'm going to start college soon.
8. My parents always encouraged me to make my own decisions. This was very important to me. Because made me trust myself.
9. I thought my parents would come here until the day my father call me.
10. After I left my country, I moved to Germany. While I living there, I studied at a university.
11. I want to go back home as long as I can.
12. When I will get older I will look back at this time and laugh.
13. After finished eating, they went to the bride's house.
14. At noon all my friends arrived, as soon as they arrived, they started to decorate my apartment, they finished at 5:00.
15. Because my country, Cambodia, has a very different educational system.

## 6.3 Adverb Clauses of Contrast

An **adverb clause of contrast** adds unexpected, surprising, or contrasting information to a main clause, as in **1 – 2**.

- A**
- 1 main clause My grandfather still works adverb clause **even though he's in his eighties.** (= unexpected or surprising information)
- 2 adverb clause **Though cell phones have solved some problems,** main clause they have created many others. (= contrasting information)

### SHOWING CONTRAST

- B**
- 3 **Although she's been teaching for ten years,** she still feels nervous at the beginning of the school year.  
(= She's been teaching for ten years, but she still feels . . .)
- 4 **Though she said she wanted to help,** she didn't do anything. (= She said she wanted to help, but she . . .)
- 5 He wouldn't eat anything **even though he was hungry.**  
(= He was hungry but he wouldn't eat anything.)

Adverb clauses of contrast often begin with the subordinator *although*, *though*, or *even though*, as in **3 – 5**. These subordinators usually include a meaning of concession or “but . . .”

*Although*, *though*, and *even though* are similar in meaning. However:

- *although* is more formal
- *even though* expresses a stronger contrast or emphasis

### CONTRASTING ASPECTS OF THE SAME THING

- C**
- 6 **While smokeless tobacco may be safer than cigarettes,** it is not safe enough. (= Smokeless tobacco may be safer than cigarettes, but it is not safe enough.)
- 7 **While a college education is useful,** it doesn't guarantee a job after graduation. (= A college education is useful but it doesn't guarantee a job.)

We can also use *while* to introduce an adverb clause of contrast.

- When we use *while* to contrast two aspects of the same thing, it usually includes a meaning of concession or “but . . .” as in **6 – 7**. With this use of *while*, the adverb clause usually comes before the main clause.
- We can also use *while* to make a direct contrast between two different things, as in **8 – 9**. With this use of *while*, the adverb clause usually comes after the main clause.

### CONTRASTING TWO DIFFERENT THINGS

- 8 Hawaii is warm **while Alaska is cold.**
- 9 My mother was an artist and very high-strung **while my father was quite calm.**

### COMPARE: OTHER WAYS TO SHOW CONTRAST

independent clause + *but* + independent clause

- D**
- 10 My grandfather is in his eighties, **but** he still works. (*but* = conjunction)
- 11 Cell phones have solved some problems, **but** they have created many others.

*despite* + noun phrase

- 12 **Despite his age,** he has never had a job. (*despite* = preposition)
- 13 **Despite being hungry,** he wouldn't eat anything.

*in spite of* + noun phrase

- 14 **In spite of his age,** he has never worked. (*in spite of* = preposition)



**12 | Noticing Adverb Clauses of Contrast** Match the questions with the answers. Then underline each adverb clause of contrast and circle the subordinator. **6.3 A-B**

**FACTS ABOUT HISTORICAL PEOPLE**

**Questions**

1. What university did George Washington attend? d
2. How many children did Washington have? \_\_\_\_
3. Did George Washington wear a wig<sup>13</sup>? \_\_\_\_
4. Is he buried<sup>14</sup> under the U.S. Capitol? \_\_\_\_



George Washington,  
first president of the U.S.

1. Did Christopher Columbus discover America? \_\_\_\_
2. Where was Columbus trying to go in 1502? \_\_\_\_
3. Did Columbus sail in very large ships? \_\_\_\_
4. Was Christopher Columbus married? \_\_\_\_



Christopher Columbus,  
Italian explorer

1. What did Mozart call himself? \_\_\_\_
2. Was Mozart very rich? \_\_\_\_
3. What sort of music did Mozart compose<sup>15</sup>? \_\_\_\_
4. How old was he when he began to compose? \_\_\_\_



Wolfgang Amadeus Mozart,  
Austrian composer

**Answers**

- a. No, he didn't. Even though wigs were fashionable, Washington didn't wear one. Instead, he powdered his hair.
  - b. None. George Washington had no children of his own although he helped raise two of his wife's children from her first marriage.
  - c. No, he isn't. Although Congress built a room under the Capitol Building for this purpose, Washington is not buried in it.
  - d. He did not attend college. Although Washington believed strongly in formal education, the death of his father ended his formal schooling.
- a. Yes, he was. Although no one writes about her often, Columbus had a wife named Filipa Perestrelo, a Portuguese lady. Their wedding was on the Portuguese island of Porto Santo in 1479.
  - b. No, he didn't. Columbus's biggest ship, the *Santa Maria*, sailed across the Atlantic Ocean even though it was only 70 feet long and not designed for exploration.
  - c. In 1502, Columbus sailed to America for the fourth time and explored Central America though he was still hoping to land in China!
  - d. Although people have said Columbus discovered America, this isn't in fact true. There were many people living there already, but of course, Columbus didn't know that.
- a. Even though it's hard to believe, Mozart was only eight years old when he composed his first symphony.
  - b. No, he wasn't. Although he was very famous, Mozart was extremely poor when he died in 1791. His grave<sup>16</sup> didn't even have a stone on it.
  - c. Though Mozart is often remembered for writing cheerful music and funny operas, not all his music was happy. He also wrote serious music and even funeral music.
  - d. Mozart's official name was Joannes Chrysostomus Wolfgangus Theophilus although he called himself Gottlieb until 1769. Then he began to call himself Amadeo.

<sup>13</sup> **wig:** a covering for your head made of hair that is not your own

<sup>14</sup> **bury:** to put a dead body in the ground

<sup>15</sup> **compose:** to write something, especially music

<sup>16</sup> **grave:** a hole in the ground where a dead person's body is buried



**Think about It** Look at the sentences with adverb clauses of contrast in Activity 12. What verb forms does the writer use in the main clause and the adverb clause of each?

**Talk about It** What was the most surprising thing you learned about each person? Tell a partner.

**13 | Using Adverb Clauses of Contrast** Add unexpected or surprising information to these sentences. (Many different answers are possible.) **6.3 A-B**

1. I got up early this morning even though \_\_\_\_\_.
2. Although \_\_\_\_\_,  
I drank several cups of it.
3. Although \_\_\_\_\_,  
I usually take the bus.
4. Although \_\_\_\_\_,  
I still got to work on time.
5. I worked all day even though \_\_\_\_\_.
6. I didn't eat lunch even though \_\_\_\_\_.
7. Although \_\_\_\_\_, I stayed up late watching TV.
8. Though it seemed like a bad idea, I \_\_\_\_\_.
9. I never learned to drive a car even though \_\_\_\_\_.
10. \_\_\_\_\_ though I had plenty of time.

**F Y I**

In a sentence with an adverb clause of contrast, we sometimes use the word **still** in the main clause to add emphasis.

Even though she's 24, she **still** acts like a child.

**Talk about It** Share one of the sentences you completed above with your classmates. Think of different ways to complete the sentence.

*"I got up early this morning even though it was a holiday."*

**14 | Using While in Contrast Clauses** Complete these sentences to make a contrast between the adverb clause and the main clause. (Many different answers are possible.) **6.3 C**

## Opinions about Television

1. While the number of programs on TV is increasing, \_\_\_\_\_.
2. While many parents don't want their children to watch a lot of TV, \_\_\_\_\_.
3. Some of the news programs on TV are OK while others \_\_\_\_\_.
4. Some people prefer news programs while others \_\_\_\_\_.
5. While many people admit that they watch too much TV, \_\_\_\_\_.
6. While TV is still a popular source of news, \_\_\_\_\_.
7. While TV \_\_\_\_\_, it can also be harmful for children.
8. While many TV channels show only sports programs, \_\_\_\_\_.



**Think about It** Which of the sentences you completed in Activity 14 use *while* to contrast two aspects of the same thing? Which make a direct contrast between two different things?

**Talk about It** Read your opinions from Activity 14 to a classmate. Ask your classmate to agree or disagree.

**15 | Usage Note: *While*** Read the note. Then do Activity 16.

We can use *while* to introduce a contrast clause or a time clause. In a contrast clause, *while* is similar in meaning to *although*. In a time clause, *while* is similar in meaning to *during the time that*.

1 Why are some people afraid of snakes **while others aren't?** (contrast clause)

2 A fire broke out **while people were still in the building.** (time clause)

Sometimes the word *while* could have either meaning.

3 **While I do the dishes,** he does the laundry. (contrast clause or time clause?)

**16 | Understanding Clauses with *While*** Underline the adverb clauses in these sentences. Then decide if the subordinator *while* introduces a contrast clause or a time clause. Check (✓) your answers. **6.3 C**

	CONTRAST CLAUSE	TIME CLAUSE
1. <u>While this disease can be deadly in humans and animals,</u> it is treatable.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. While people are being treated for the disease, they need constant care.	<input type="checkbox"/>	<input type="checkbox"/>
3. While animals can get this disease, people cannot.	<input type="checkbox"/>	<input type="checkbox"/>
4. While the river is being cleaned up, swimming will not be allowed.	<input type="checkbox"/>	<input type="checkbox"/>
5. While the river is being cleaned up, the surrounding area is not.	<input type="checkbox"/>	<input type="checkbox"/>
6. While it would be wonderful to clean up the river, it is unlikely to happen.	<input type="checkbox"/>	<input type="checkbox"/>
7. We couldn't see or hear anything while we were swimming across the river.	<input type="checkbox"/>	<input type="checkbox"/>
8. While it can be challenging to swim across the river, it can be done.	<input type="checkbox"/>	<input type="checkbox"/>
9. Several protestors had to be taken from the room while the president was giving her speech.	<input type="checkbox"/>	<input type="checkbox"/>
10. While the president's speech was informative, she didn't address several important issues.	<input type="checkbox"/>	<input type="checkbox"/>
11. While it would be nice to think that we don't need this law, we do.	<input type="checkbox"/>	<input type="checkbox"/>
12. The crime rate went down while the law was in effect.	<input type="checkbox"/>	<input type="checkbox"/>
13. While the law was effective, it was very unpopular.	<input type="checkbox"/>	<input type="checkbox"/>

 **17 | Pronunciation Note: Contrasting Information** Listen to the note. Then do Activity 18.

In sentences with adverb clauses of contrast, we may sometimes stress the information (or words) that we are contrasting.

1 He went to WORK even though he had been SICK all night.

2 Even though most people here speak SPANISH, I want to practice speaking ENGLISH.

3 While this book was written for CHILDREN, ANYONE can enjoy it.

**18 | Noticing Contrasting Words** Listen and underline the contrasting words. Then listen again and repeat the sentences. **6.3 A-C**

1. Even though she's older, she's not really any wiser.
2. While it may help to take vitamins, it's not absolutely necessary.
3. Someday I may want to move although I doubt it.
4. Even though I can understand Spanish, I can't speak it.
5. He was kind to me even though I didn't deserve it.
6. I live a quiet life although I'm really a city person.
7. I respect your decision even though I don't like it.
8. Although I disagree with many of the changes, I'm willing to try them out.
9. Even though I dislike politics, I think it's important to vote.
10. While solar panels<sup>17</sup> are a good source of energy, they're very ugly.
11. Although I don't like loud music, I love listening to modern jazz.
12. I rarely get any exercise even though I know I should.

**RESEARCH SAYS...**

Clauses with *although* and (*even*) *though* come more often at the beginning of a sentence.



**Talk about It** Look back at Activities 13 and 14. Practice reading some of your sentences to a partner using stress to show the contrasting information.

**19 | Exploring Different Ways to Contrast Ideas** Rewrite each sentence using the bold subordinator.

**6.3 D**

1. Bamboo looks like a tree, but it is actually a grass.  
**Despite** looking like a tree, bamboo is actually a grass.
2. Most people think water always boils at 212 degrees Fahrenheit, but this only happens at sea level.  
**While** \_\_\_\_\_
3. Some bacteria are harmful, but the vast majority of bacteria are harmless.  
**Although** \_\_\_\_\_
4. Some deserts are hot, dry places; others are cold and ice-covered.  
**While** \_\_\_\_\_
5. Despite the earth's being slightly flat at the poles, we say it is round.  
**Even though** \_\_\_\_\_
6. Despite looking like a tree, the banana plant is actually a very large herb.  
**Although** \_\_\_\_\_
7. In spite of the distractions, the researchers were able to focus on their work.  
**Even though** \_\_\_\_\_
8. Despite being extremely small, ants are very strong insects.  
**While** \_\_\_\_\_



**Think about It** How else could you rewrite each sentence above? Compare ideas with your classmates.

<sup>17</sup>solar panels: groups of solar cells that collect radiation from the sun, used to produce electricity

**20 | Error Correction** Correct any errors in these sentences. (Some sentences may not have any errors.)

1. Although she is a good wife, we are a happy family.
2. I don't know much about U.S. history. Although I took several courses.
3. Even they look very different, they have similar personalities.
4. Even though I was a good student, but I couldn't get a scholarship.
5. Although I had heard that word many times, so it sounded strange to me.
6. Although it was an old car, it didn't run very well.
7. He is very generous even though he doesn't have much money he gives everything to his friends.
8. My family lives in a small house near Seattle, Washington. Despite the only three rooms that the house has, we never feel crowded.

**6.4 Adverb Clauses of Manner**

<b>A</b>	<p>1 She called me last night <b>as she always does</b>.</p> <p>2 I prefer to leave things <b>as they are</b>.</p> <p>3 <b>As I said at the last meeting</b>, I expect to finish this task by the end of next month.</p> <p><b>MANNER VS. TIME VS. REASON CLAUSES WITH AS</b></p> <p>4 Please carry the box <b>as I showed you</b>. (manner)</p> <p>5 <b>As we were driving home</b>, there was a huge storm. (time)</p> <p>6 We stopped at a gas station <b>as we were running out of fuel</b>. (reason)</p>	<p>An <b>adverb clause of manner</b> answers the question <i>how</i> or <i>in what way</i>. Adverb clauses of manner begin with the subordinator <i>as</i>. In these clauses, <i>as</i> means “in the same way that,” as in <b>1 – 3</b>.</p> <p><b>WARNING!</b> We can use the subordinator <i>as</i> to begin an adverb clause of manner, time, or reason, as in <b>4 – 6</b>.</p>
<b>B</b>	<p><b>USING AS THOUGH AND AS IF</b></p> <p>7 He looks <b>as though he needs to sit down</b>. (Based on looking at him, I think this.)</p> <p>8 It doesn't sound <b>as if Jim is going to get the job</b>. (Based on the things I've heard, I believe this.)</p> <p>9 She feels <b>as though she is being punished</b>. (Based on her experience, this is her feeling.)</p>	<p>We can use adverb clauses beginning with <i>as though</i> or <i>as if</i> after a linking verb like <i>look</i>, <i>sound</i>, or <i>feel</i>, as in <b>7 – 9</b>.</p> <p>We use these adverb clauses to say how we imagine something or how someone seems to be.</p>



**21 | Distinguishing Types of Adverb Clauses** Underline the adverb clauses. Then decide how each adverb clause is used. Check (✓) *Manner, Reason, or Time*. **6.4 A**

	MANNER HOW?	REASON WHY?	TIME WHEN?
1. My mother runs her house <u>as you would run a hotel</u> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My sister always gets up just as the coffee is ready.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My father has a good pension as he worked many years for the government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. He recited the poem perfectly as he always does.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. She raised herself on her elbows as she stared into the night.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. As I have said before, I'll be leaving early tonight.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. She dragged her feet as she made her way out of the house.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. He is in great demand as he is a good speaker.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	MANNER HOW?	REASON WHY?	TIME WHEN?
9. The event was a failure as only 20 people came.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The hotel was not a depressing place as I had imagined it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. People stood and applauded as the parade went by.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. She looked down as her mother kissed her goodbye.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. As the musicians were late, there was no entertainment for the first hour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. He's taking a nap as he always does in the afternoon.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. That's a picture of me as I used to look.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. As she opened the door, she heard a sharp crack.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**22 | Using Adverb Clauses of Manner** Write a sentence about the people in each picture below. Use *as though/as if* and ideas from the box. (More than one answer may be possible.) Then compare with a partner. **6.4 B**

*In picture 1, the woman looks as though she is in a hurry.*

confused about something	going to have a good time	has a lot to do	really surprised
feel pretty cold	happy to be there	in a hurry	very relaxed



**Talk about It** Think of another sentence for each picture above using *as though/as if*. Share your ideas with classmates.



## 6.5 Adverb Clauses of Purpose and Result

A	<p><b>ADVERB CLAUSES OF PURPOSE</b></p> <p>1 Cover it with glass <b>so that the contents are visible.</b></p> <p>2 It's important to keep the cables vertical <b>so you know where they are.</b></p> <p>3 We took a map <b>so we wouldn't get lost.</b></p>	<p>An <b>adverb clause of purpose</b> answers the question for <i>what purpose</i> or <i>why</i>. Purpose clauses often begin with <i>so that</i>, as in <b>1</b>. The word <i>that</i> is often omitted, as in <b>2 – 3</b>.</p> <p>We often use the modals <i>can</i>, <i>may</i>, and <i>will / would</i> in purpose clauses, as in <b>3</b>.</p>																	
B	<p><b>ADVERB CLAUSES OF RESULT</b></p> <p>4 He talked <b>so fast that I couldn't understand him.</b></p> <p>5 I met <b>so many people that I'll never remember all their names.</b></p> <p>6 I ate <b>so much food that it made me sick.</b></p> <p>7 She is <b>such a generous person that she always agrees to everything we ask for.</b> (NOT: a <del>such</del> generous person)</p> <p>8 The birds flew in <b>such large numbers that the sky became dark.</b></p> <p>9 That's <b>such good advice that I should pay you for it.</b></p> <p>10 I'm <b>so happy I could cry.</b></p>	<p>An <b>adverb clause of result</b> shows the result of something in the main clause, as in <b>4 – 10</b>. The main clause usually includes <i>so</i> or <i>such</i>; the result clause usually begins with the connecting word <i>that</i>. Clauses of result almost always come after the main clause.</p> <p>There are a number of ways to signal in the main clause that an adverb clause of result follows:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;"><b>so</b></td> <td style="padding: 2px;">+</td> <td style="padding: 2px;">adjective or adverb</td> <td style="padding: 2px;">+</td> <td rowspan="4" style="padding: 2px; text-align: center; font-weight: bold; font-size: 1.2em;">that</td> </tr> <tr> <td style="padding: 2px;"><b>so many / few</b></td> <td style="padding: 2px;">+</td> <td style="padding: 2px;">plural noun</td> <td style="padding: 2px;">+</td> </tr> <tr> <td style="padding: 2px;"><b>so much / little</b></td> <td style="padding: 2px;">+</td> <td style="padding: 2px;">noncount noun</td> <td style="padding: 2px;">+</td> </tr> <tr> <td style="padding: 2px;"><b>such</b></td> <td style="padding: 2px;">+</td> <td style="padding: 2px;">(a / an) + adjective + noun</td> <td style="padding: 2px;">+</td> </tr> </table> <p>The word <i>that</i> is often omitted when the meaning of the sentence is clear, as in <b>10</b>.</p>	<b>so</b>	+	adjective or adverb	+	that	<b>so many / few</b>	+	plural noun	+	<b>so much / little</b>	+	noncount noun	+	<b>such</b>	+	(a / an) + adjective + noun	+
<b>so</b>	+	adjective or adverb	+	that															
<b>so many / few</b>	+	plural noun	+																
<b>so much / little</b>	+	noncount noun	+																
<b>such</b>	+	(a / an) + adjective + noun	+																



### 23 | Using Adverb Clauses of Purpose Choose an adverb clause from this box to complete each sentence below. 6.5 A

so that you don't spread germs	so that you don't have health problems later	so that you lose weight
so that you feel less stressed	so you catch any health problems early	so you don't get a sunburn
so you don't get dehydrated	so you don't have too much to do at once	so you don't get cavities
so it doesn't become infected	so you feel rested when you wake up	so you raise your heart rate

### Health Advice

1. You should always wash a cut \_\_\_\_\_ *so it doesn't become infected* \_\_\_\_\_.
2. It's a good idea to wash your hands frequently \_\_\_\_\_.
3. Drink plenty of water \_\_\_\_\_.
4. You should exercise energetically \_\_\_\_\_.
5. You should cover your skin when you are in direct sunlight \_\_\_\_\_.
6. Quit smoking \_\_\_\_\_.
7. Brush your teeth twice a day \_\_\_\_\_.
8. Get an annual checkup \_\_\_\_\_.
9. Eat more fruit and vegetables \_\_\_\_\_.
10. Do small tasks immediately \_\_\_\_\_.
11. Try yoga or meditation \_\_\_\_\_.
12. Aim for seven hours of sleep \_\_\_\_\_.



**24 | Understanding Adverb Clauses of Result** Match each main clause with an adverb clause of result. (More than one answer may be possible, but only one is correct.) **6.5 B**

DESCRIPTIONS FROM FICTION

**Main clause**

1. She was **so beautiful** d
2. He was **so funny** \_\_\_\_
3. He'd been **so busy** \_\_\_\_
4. The pain was **so strong** \_\_\_\_
5. He had gained **so much weight** \_\_\_\_
6. She sounded like **such a fascinating person** \_\_\_\_
7. Joe let him go, pushing him back **so hard** \_\_\_\_
8. He looked at me with **such sad eyes** \_\_\_\_

**Adverb clause of result**

- a. **that** no one recognized him.
- b. **that** I wanted to cry.
- c. **that** I couldn't stop laughing.
- d. **that** he couldn't find the words to describe her.
- e. **that** he'd completely forgotten to call her.
- f. **that** he almost fell.
- g. **that** I wanted to meet her.
- h. **that** she nearly fainted.

**Think about It** Write the bold words above in this list.

1. *So* + adjective + *that*: so beautiful that \_\_\_\_\_
2. *So* + adverb + *that*: \_\_\_\_\_
3. *So much* + noncount noun + *that*: \_\_\_\_\_
4. *Such* + adjective + plural noun + *that*: \_\_\_\_\_
5. *Such* + *a/an* + adjective + singular noun + *that*: \_\_\_\_\_

**Think about It** Circle the word that best completes each sentence.

1. We **can** / **can't** use *so* before a singular noun.
2. We **can** / **can't** use *such* before an adjective or adverb alone.
3. We **can** / **can't** use *such* before *a/an* + an adjective + a singular noun.

**Write about It** Think of a different adverb clause of result for each main clause above.


*She was so beautiful that people often stared at her.*

**25 | Using Adverb Clauses of Result** Rewrite these sentences with *so* or *such*. **6.5 B**

1. I'm studying very hard. I'm sure to do well in this course.  
*I'm studying so hard that I'm sure to do well in this course.*
2. She has a strong accent. I can hardly understand her.
3. I have very little money. I can't afford to buy a car.
4. He was feeling quite ill. He went home.
5. She takes good care of her car. It looks new.
6. He was very grateful. He couldn't stop thanking me.
7. The flowers in the garden were pretty. I wanted to pick them.
8. It happened a long time ago. She can't remember the details.
9. I was late for class. I took a taxi.
10. It was a beautiful day. I didn't want to think about my problems.

## Good Design

When digital audio players (DAPs) first appeared in the 1990s, they weren't very popular. In 2000, Apple realized that customers were not interested in DAPs because the players weren't designed well. Apple soon developed a new product: the iPod. It was attractive and had a fast computer connection so that songs could quickly transfer from a computer to the player. Since Apple released the first iPod in 2001, it has released many different versions. Most iPods now have touch screens to play videos. Others are so small that they can fit in your hand. Apple has also developed similar products, such as the iPhone and the iPad. Because of their excellent design, these products are some of the most popular devices for mobile communication and entertainment.



1. How many adverb clauses did you find in the paragraph above?
2. How many of these adverb clauses show the result of something in the main clause?
3. How many of these adverb clauses show the purpose for something?
4. What other expression in the paragraph shows the purpose for something? Circle it.
5. How is the Apple iPod different from earlier digital music players?

### 6.6 Reduced Adverb Clauses of Time and Contrast

#### COMPARE FULL AND REDUCED ADVERB CLAUSES

A

1a Although **the house** is small, **it** has lots of closets.

1b **Although small**, the house has lots of closets.

same subjects

different subjects

2 Although **the house** is small, I still like it.

(NOT: Although small, I still like it.)

We can sometimes shorten an adverb clause of time or contrast when the subject of the adverb clause and the subject of the main clause are the same, as in **1a**. We call this a **reduced adverb clause**, as in **1b**.

When the subjects are different, the adverb clause cannot be reduced, as in **2**.

#### REDUCED ADVERB CLAUSES WITH THE VERB BE

B

3a While I **was** in school, I played a lot of football.

3b **While in school**, I played a lot of football.

4a Although my father **was** bothered by the news, he did his best to ignore it.

4b **Although bothered by the news**, my father did his best to ignore it.

5a When you're looking for a job, you should be sure to keep your resume up to date.

5b **When looking for a job**, you should be sure to keep your resume up to date.

The way we reduce an adverb clause depends on the verb in the clause:

- When the adverb clause has a form of the verb *be* (as a helping verb or a main verb), we drop the subject and the form of the verb *be*, as in **3 – 5**.
- When the adverb clause has a verb other than *be*, we drop the subject and any helping verb, and we use the *-ing* form of the main verb, as in **6 – 7**.

**WARNING!** When you use a reduced adverb clause, make sure the subject in the main clause is clear, as in **4b** and **7b**.

#### REDUCED ADVERB CLAUSES WITH OTHER VERBS

6a The train stopped several times before it finally **arrived**.

6b The train stopped several times **before finally arriving**.

7a Since David **graduated** from college, he's worked in three different banks.

7b **Since graduating from college**, David has worked in three different banks.

We use these subordinators in reduced adverb clauses:

after	when	since	although
before	while		though

**27 | Analyzing Reduced Clauses of Time and Contrast** Underline the subject in each main clause and each adverb clause. Then check (✓) the adverb clauses you can reduce. **6.6 A–B**

- Although my sister was tired, she refused to stop working.
- Lots of people listen to the radio while they are driving.
- They left the room before we announced the good news.
- Brothers and sisters share a lot of experiences while they are growing up.
- I always feel good after I exercise outdoors.
- Although this method is complicated, it is highly reliable.
- Although the directions were written simply, they were difficult to follow.
- After the committee members discussed the issues, they made a final decision.
- Although the engine was new, we couldn't get it started.
- Although this issue is important, we aren't ready to make a decision.
- Though the findings are based on only a few studies, they are very promising.
- You should think about your career goals before you apply to a college or university.
- Since Joe and I started to eat more healthily, we've both felt fitter<sup>18</sup> and better.
- We aren't allowed to use our cell phones while we are at work.
- When I think about the future, I see myself changing careers completely.

**Write about It** Rewrite the sentences you checked above using a reduced adverb clause. Change pronoun subjects to full noun subjects if necessary.

- Although tired, my sister refused to stop working.*

**28 | Using Reduced Clauses** Underline the subject in each main clause and adverb clause. (If the clause uses an imperative, write *you*.) Where possible, rewrite each sentence using a reduced adverb clause. **6.6 A–B**

**TRAVEL ADVICE**

- When you travel with children, you should carry plenty of water and snacks.  
*When traveling with children, you should carry plenty of water and snacks.*
- When you pack your suitcase, you should roll your clothes instead of folding them.
- When you carry your own luggage on an airplane, it is less likely to get lost.
- Although checked luggage rarely gets lost, you should put extra clothes in your carry-on luggage.
- Make sure your flight is on time before you leave for the airport.
- When you go through airport security, take your computer out of your carry-on bag.
- Most passengers have to take off their shoes when they go through airport security.
- When people are on an airplane for a long time, they should do foot and leg exercises.
- You have to have a passport when you travel to a foreign country.
- When you visit a foreign country, follow the customs of that country.
- Hotel rates are often cheaper when you travel with a large group of people.
- Take a small dictionary with you when you are traveling to a foreign country.

**F Y I**

The subject of an imperative statement is always *you*. Notice how we can reduce adverb clauses when the main clause is an imperative.

**(You)** Don't forget to make a hotel reservation before **you** leave home.  
Don't forget to make a hotel reservation **before leaving home**.

**Write about It** Write your own travel advice using reduced clauses.

<sup>18</sup> **fitter**: healthier or stronger

## 6.7 Conditional Adverb Clauses (Real Conditionals)

<p><b>A</b></p> <p>1 <table border="1" style="display: inline-table; margin-right: 10px;"><tr><td style="text-align: center;">condition</td></tr><tr><td>If I'm not too tired,</td></tr></table> (then) I usually go out in the evening.</p> <p>2 <table border="1" style="display: inline-table; margin-right: 10px;"><tr><td style="text-align: center;">condition</td></tr><tr><td>If you mix red, green, and blue light,</td></tr></table> <table border="1" style="display: inline-table;"><tr><td style="text-align: center;">result</td></tr><tr><td>you get white light.</td></tr></table></p> <p>3 <table border="1" style="display: inline-table; margin-right: 10px;"><tr><td style="text-align: center;">result</td></tr><tr><td>I can come over</td></tr></table> <table border="1" style="display: inline-table;"><tr><td style="text-align: center;">condition</td></tr><tr><td>if you need some help.</td></tr></table></p>	condition	If I'm not too tired,	condition	If you mix red, green, and blue light,	result	you get white light.	result	I can come over	condition	if you need some help.	<p>A <b>conditional adverb clause</b> shows what must happen first (the condition) so that another thing (the result) can happen, as in 1 – 3.</p> <p>A conditional clause:</p> <ul style="list-style-type: none"> <li>usually begins with the subordinator <i>if</i></li> <li>can come before or after the main clause</li> </ul>
condition											
If I'm not too tired,											
condition											
If you mix red, green, and blue light,											
result											
you get white light.											
result											
I can come over											
condition											
if you need some help.											
<p><b>B</b></p> <p><b>PRESENT REAL CONDITIONALS</b></p> <p>4 <b>If eggs aren't properly cooked</b>, they can make you sick.</p> <p>5 <b>If we want to go downtown</b>, we usually take the bus.</p> <p>6 <b>If you don't know the meaning of a word</b>, look it up in your dictionary.</p> <p><b>PAST REAL CONDITIONALS</b></p> <p>7 When I was a child, <b>if my father wasn't working</b>, we usually did something outdoors.</p> <p>8 Our teachers were very strict. <b>If you didn't do all your homework</b>, you failed the course.</p>	<p>We often use conditional adverb clauses to talk about real situations or events. These could be:</p> <ul style="list-style-type: none"> <li>facts or general truths, as in 4</li> <li>events that happen regularly, as in 5</li> <li>commands or advice, as in 6</li> <li>events that happened regularly in the past, as in 7 – 8</li> </ul> <p>In these clauses, it is possible to use <i>when</i> or <i>whenever</i> in place of <i>if</i>.</p> <p><b>GRAMMAR TERM:</b> The present and past real conditionals are sometimes called the <b>zero conditional</b>.</p>										
<p><b>C</b></p> <p><b>FUTURE REAL CONDITIONALS</b></p> <p>9 <b>If he's had a bad day</b>, he probably <b>won't come</b> over.</p> <p>10 This hypothesis <b>will need</b> to be tested to determine <b>if it is accurate</b>.</p> <p>11 <b>If I can get home early</b>, I <b>will call</b> you.</p> <p>12 We <b>might cancel</b> the meeting <b>if they can't come</b>.</p> <p>13 <b>If you need some help tomorrow</b>, call me.</p> <p>14 <b>If I take two classes next summer</b>, I'll graduate early. (NOT: If I will take two classes next summer, I'll graduate early.)</p>	<p>We sometimes use a conditional adverb clause when we make a prediction or talk about future events. In these sentences, we usually use a present verb form in the <i>if</i>- clause, as in 9 – 14.</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th>IF- CLAUSE</th> <th>RESULT (MAIN) CLAUSE</th> </tr> </thead> <tbody> <tr> <td>present verb form</td> <td>modal + base form</td> </tr> <tr> <td>can + base form</td> <td>imperative</td> </tr> <tr> <td>must + base form</td> <td></td> </tr> </tbody> </table> <p>Notice that we use a present form in the <i>if</i>- clause even when it has a future time expression, as in 14.</p> <p><b>GRAMMAR TERMS:</b> This use of the future real conditional is sometimes called the <b>future-possible conditional</b> or <b>first conditional</b>.</p>	IF- CLAUSE	RESULT (MAIN) CLAUSE	present verb form	modal + base form	can + base form	imperative	must + base form			
IF- CLAUSE	RESULT (MAIN) CLAUSE										
present verb form	modal + base form										
can + base form	imperative										
must + base form											



**29 | Noticing Conditional Clauses** Underline the conditional clauses in this article. Then write each conditional and result clause under the correct group in the chart on page 195. **6.7 A**

### Five Warning Signs You're Headed Toward Credit Card Debt<sup>19</sup>

1. You skip<sup>20</sup> one credit card bill to pay another.

Skipping payment of one credit card bill to pay another is unwise. If you usually find yourself unable to make your credit card payments, you are already in trouble.

<sup>19</sup> **debt:** money you must pay back to someone

<sup>20</sup> **skip:** to not do something that you should do

2. **You charge more than you pay.**

Imagine trying to fill a hole while someone digs<sup>21</sup> out more dirt than you put in. The hole would never get filled, would it? It's the same with credit card debt. If you're charging more than you're paying, your debt will always continue to increase.



3. **You don't have a plan to pay off your credit card debt.**

"Failing to plan is planning to fail." If you're not actively working to pay off your credit card bill, you could end up paying for years to come.

4. **You use credit to "afford" expensive items.**

Credit cards trick us into thinking we can afford to buy more than we really can. You are endangering your future income if you're getting into debt to have a lifestyle you really can't afford.

5. **You have reached the limit on your credit cards.**

If your credit cards are maxed out, you're not headed for credit card debt; you're already in it. What can you do? Make a decision to pay off your credit card debt and to make wiser choices when you use your credit cards in the future.

Condition	Result
<i>you usually find yourself unable to make your credit card payments</i>	<i>you are already in trouble</i>

**30 | Using Conditionals to Talk about Real Situations** Match each clause on the left with a clause on the right. **6.7 B**

**LANGUAGES**

- Any language is in trouble d
- If you can speak two languages fluently, \_\_\_\_
- If my grandparents came to visit, \_\_\_\_
- It's difficult to travel in a foreign country \_\_\_\_
- If no one speaks a language anymore, \_\_\_\_
- You have a better chance of getting a job \_\_\_\_
- I can understand Chinese \_\_\_\_
- In the past, children were punished \_\_\_\_
- In Spanish, if you know how a word is spelled, \_\_\_\_
- If you travel extensively, \_\_\_\_
- a. if you can't speak the language.
- b. the language has become extinct.
- c. if you know more than one language.
- d. if it is spoken by only a few people.
- e. if they didn't speak the official language at school.
- f. you are bilingual.
- g. we spoke with them in Italian.
- h. if people speak it slowly.
- i. you probably know some basic words in many languages.
- j. you almost always know how it is pronounced.

**Think about It** Which sentences above describe a fact or general truth? An event that happened regularly in the past?

<sup>21</sup> **dig:** to move earth by making a hole in the ground

**31 | Using If- Clauses in Predictions** Complete these predictions with the correct present or future form of the verbs in parentheses. Then check (✓) *Fact* or *Myth*. **6.7 C**

HOW MUCH DO YOU KNOW ABOUT HEALTH?

	FACT	MYTH
1. If you <u>cross</u> your eyes, they <u>will stay</u> that way. <small>(cross) (stay)</small>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. If both parents _____ poor eyesight, their children will, too. <small>(have)</small>	<input type="checkbox"/>	<input type="checkbox"/>
3. If you _____ a lot of carrots, you _____ good eyesight. <small>(eat) (have)</small>	<input type="checkbox"/>	<input type="checkbox"/>
4. If both parents _____ blue eyes, they usually _____ <small>(have) (not have)</small> a child with brown eyes.	<input type="checkbox"/>	<input type="checkbox"/>
5. You _____ longer if you _____ frequently. <small>(live) (exercise)</small>	<input type="checkbox"/>	<input type="checkbox"/>
6. You _____ a cold if you _____ outside in cold weather <small>(catch) (go)</small> with a wet head.	<input type="checkbox"/>	<input type="checkbox"/>
7. You _____ smarter if you _____ a lot of fish. <small>(get) (eat)</small>	<input type="checkbox"/>	<input type="checkbox"/>
8. You _____ if you _____ swimming after a big meal. <small>(drown<sup>22</sup>) (go)</small>	<input type="checkbox"/>	<input type="checkbox"/>
9. Your heart rate _____ if you _____ smoking. <small>(decrease) (quit)</small>	<input type="checkbox"/>	<input type="checkbox"/>
10. If you _____ deeply, you _____ calmer. <small>(breathe) (feel)</small>	<input type="checkbox"/>	<input type="checkbox"/>

**Talk about It** Discuss your answers above with a partner. Do you know other health myths or facts?

**32 | Usage Note: Unless** Read the note. Then do Activity 33.

We sometimes use the subordinator **unless** to begin an adverb clause of condition. *Unless* is similar in meaning to *except if*, as in **1a – 3a**. We can sometimes replace *unless* with *if + not* in these sentences, as in **1b – 3b**.

**1a** You shouldn't make personal phone calls from work **unless** it is an emergency.

(= You shouldn't make personal phone calls from work *except if* it is an emergency.)

**1b** You shouldn't make personal phone calls from work **if it isn't** an emergency.

**2a** She isn't happy **unless** she's working.

**2b** She isn't happy **if** she **isn't** working.

**3a** I won't go **unless** you go.

**3b** I won't go **if** you **don't** go.

**33 | Unless or If?** Complete these sentences with *unless* or *if*. **6.7 B-C**

- Generally I can sleep anytime, anywhere, anyplace, unless I'm anxious about work.  
*(Natalie Imbruglia, singer)*
- \_\_\_\_\_ you dream it, you can do it. *(Walt Disney, entrepreneur)*
- Fishing is boring \_\_\_\_\_ you catch an actual fish, and then (if you do) it is disgusting.  
*(Dave Barry, humorist)*
- \_\_\_\_\_ you can't explain it simply, you don't understand it well enough. *(Albert Einstein, physicist)*
- You can't push anyone up the ladder \_\_\_\_\_ he is willing to climb. *(Dale Carnegie, writer)*
- Mistakes are always forgivable \_\_\_\_\_ one has the courage to admit them. *(Bruce Lee, martial artist)*
- \_\_\_\_\_ you don't practice, you don't deserve to win. *(Andre Agassi, tennis player)*

<sup>22</sup> **drown:** to die underwater because you cannot breathe



8. \_\_\_\_\_ we remember, we cannot understand. (*E. M. Forster, writer*)
9. You may be deceived \_\_\_\_\_ you trust too much. (*Frank Crane, writer*)
10. Nothing will work \_\_\_\_\_ you do. (*Maya Angelou, writer*)

**Write about It** Look at the sentences in Activity 33 that use *unless*. Rewrite them using *if + not*.

*Generally I can sleep anytime, anywhere, anyplace, if I'm not anxious about work.*

## 6.8 Conditional Adverb Clauses (Unreal Conditionals)

A	<p>1 It's too bad that my brothers are away. <b>If they were here</b>, I know they would help me. (They aren't here.)</p> <p>2 You'd feel better <b>if you exercised</b>. (You don't exercise.)</p> <p>3 I wouldn't have met my wife <b>if I had moved to London</b>. (I didn't move to London.)</p> <p>4 <b>If you had studied harder</b>, you would have passed the test. (You didn't study hard enough.)</p> <p>5 <b>If there were no air</b>, sound could not travel. (There is air.)</p>	<p>We can use some <b>conditional adverb clauses</b> to describe unreal, imaginary, unlikely, or impossible situations, as in <b>1 – 5</b>. We might use an unreal conditional:</p> <ul style="list-style-type: none"> <li>• when we wish the situation were true, as in <b>1</b></li> <li>• to give advice, as in <b>2</b></li> <li>• to express cause and effect, as in <b>3</b></li> <li>• to criticize, as in <b>4</b></li> <li>• to give surprising information, as in <b>5</b></li> </ul> <p><b>GRAMMAR TERM:</b> This use of the unreal conditional is sometimes called the <b>third conditional</b>.</p>						
B	<p><b>PRESENT UNREAL CONDITIONALS</b></p> <p>6 If it <b>weren't raining</b>, I'd go for a walk. (= It is raining.)</p> <p>7 If my sister <b>were</b> here now, she <b>would know</b> what to do. (= She's not here now.)</p> <p>8 If I <b>didn't have to work</b> today, I <b>could go</b> hiking. (= I do have to work today.)</p> <p>9 If I <b>could do</b> anything I wanted, I'd <b>move</b> to Japan.</p> <p><b>FUTURE UNREAL CONDITIONALS</b></p> <p>10 If I <b>had</b> time next month, I'd <b>go</b> to Hawaii. (= I don't have time next month.)</p> <p>11 If I <b>had to work</b> next week, I <b>wouldn't be able to go</b> with you. (= I don't have to work next week.)</p>	<p>To show that we are talking about an unreal or imaginary situation, we use special verb forms.</p> <p>When both the condition and the result refer to a present or future time frame, as in <b>6 – 11</b>, we use:</p> <table border="1" data-bbox="808 1087 1273 1226"> <thead> <tr> <th>UNREAL CONDITION IN PRESENT OR FUTURE</th> <th>UNREAL RESULT IN PRESENT OR FUTURE</th> </tr> </thead> <tbody> <tr> <td>if + a past verb form</td> <td>would + base form</td> </tr> <tr> <td></td> <td>could + base form</td> </tr> </tbody> </table> <p><b>WARNING!</b> When we use the verb <i>be</i> in the <i>if</i>- clause, we usually use <i>were</i> instead of <i>was</i>, as in <b>6 – 7</b>.</p>	UNREAL CONDITION IN PRESENT OR FUTURE	UNREAL RESULT IN PRESENT OR FUTURE	if + a past verb form	would + base form		could + base form
UNREAL CONDITION IN PRESENT OR FUTURE	UNREAL RESULT IN PRESENT OR FUTURE							
if + a past verb form	would + base form							
	could + base form							
	<p><b>PAST UNREAL CONDITIONALS</b></p> <p>12 If I <b>hadn't eaten</b> earlier, I <b>would have gone</b> to lunch with you. (= I did eat earlier.)</p> <p>13 If I <b>had had</b> any vacation days last month, I <b>could have gone</b> to Hawaii. (= I didn't have any vacation days last month.)</p>	<p>When both the condition and the result refer to past time, as in <b>12 – 13</b>, we use:</p> <table border="1" data-bbox="808 1482 1390 1600"> <thead> <tr> <th>UNREAL CONDITION IN PAST</th> <th>UNREAL RESULT IN PAST</th> </tr> </thead> <tbody> <tr> <td>if + a past perfect verb</td> <td>would have + past participle</td> </tr> <tr> <td></td> <td>could have + past participle</td> </tr> </tbody> </table>	UNREAL CONDITION IN PAST	UNREAL RESULT IN PAST	if + a past perfect verb	would have + past participle		could have + past participle
UNREAL CONDITION IN PAST	UNREAL RESULT IN PAST							
if + a past perfect verb	would have + past participle							
	could have + past participle							
C	<p><b>THE TWO CLAUSES REFER TO DIFFERENT TIME FRAMES</b></p> <p>14 If we <b>had left</b> earlier, I <b>would be</b> home by now. (unreal past condition + present result)</p> <p>15 If he <b>hadn't been helping</b> me, I <b>would still be living</b> an hour away from school. (unreal past condition + present result)</p>	<p>As with other adverb clauses, the time in an <i>if</i>- clause may be different from the time in a result clause, as in <b>14 – 15</b>.</p>						

**34 | Identifying Uses of Unreal Conditionals** Why did each speaker or writer below use an unreal conditional? Read the reasons in the box. Then write *a, b, c, d, or e*. (More than one answer may be possible.) **6.8 A**

- a. because the person wishes the situation were true
- b. to give advice
- c. to express cause and effect
- d. to criticize
- e. to give surprising information

1. If I had known you were coming, I would have cooked something special. c/d
2. If the ice at both the North and South Poles melted, the seas would rise by over 70 meters. \_\_\_\_
3. It would help if you wrote the instructions down. \_\_\_\_
4. If something happened to her, her parents would be devastated. \_\_\_\_
5. If there were no gravity, things would spin off the earth. \_\_\_\_
6. I'd laugh if I weren't so tired. \_\_\_\_
7. If you hadn't wasted so much time, you'd be finished by now. \_\_\_\_
8. If he had the skills to work, he would be able to find a job. \_\_\_\_
9. If you had listened to me, we wouldn't have gotten lost. \_\_\_\_
10. If she had known the ice was thin, she wouldn't have gone out on the lake. \_\_\_\_
11. If I had told you the truth, you wouldn't have believed me. \_\_\_\_
12. You would have been disappointed if I hadn't come. \_\_\_\_
13. If you got up earlier, you wouldn't be late. \_\_\_\_
14. I would go to the doctor more often if I had health insurance. \_\_\_\_
15. Your essay would be better if it had a more interesting introduction. \_\_\_\_

**Think about It** In each sentence above, what didn't happen or isn't true?

1. *I didn't know you were coming.*

**35 | Talking about Unreal Situations** Match each clause on the left with a clause on the right. (More than one answer is possible.) Then circle the verbs in the main clause and the *if-* clause of each sentence. **6.8 B**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. If I <u>won</u> a lot of money, <u>e</u></li> <li>2. If I were the leader of my country, ____</li> <li>3. If everyone could speak the same language, ____</li> <li>4. If there were fewer people in the world, ____</li> <li>5. If I could choose my dream job, ____</li> <li>6. If we were at the beach, ____</li> <li>7. If you didn't have any water to drink, ____</li> <li>8. If I had more free time, ____</li> <li>9. If I could take tomorrow off, ____</li> <li>10. If I had a good boss, ____</li> </ol> | <ol style="list-style-type: none"> <li>a. I would be the president of a company.</li> <li>b. you probably wouldn't live for more than a few days.</li> <li>c. we could go surfing.</li> <li>d. my job would be great.</li> <li>e. I <u>would share</u> it with my friends.</li> <li>f. our cities wouldn't be so crowded.</li> <li>g. we wouldn't need translators anymore.</li> <li>h. I would learn a new sport.</li> <li>i. I would change the tax system.</li> <li>j. I would go for a long hike.</li> </ol> |
|--|--|

**Think about It** What verb forms are used in the *if*- clause and main clause of each sentence in Activity 35? What time frame is each sentence in?

**Write about It** Write new sentences using each *if*- clause in Activity 35. Use your own words to write a different main clause.

**36 | Identifying the Time Frame** Underline the verb forms in the *if*- clause and main clause for each sentence. Then decide if each **bold** result clause describes an imaginary result in the *past, present, or future*. **6.8 B-C**

1. a. If we hadn't learned how to use electricity, we **might still be using** candles at night. present  
b. If we hadn't learned how to use electricity, **computers couldn't have been invented**. \_\_\_\_\_
2. a. If I hadn't lost my job, I **would be able to afford** a new car. \_\_\_\_\_  
b. If I hadn't lost my job, I **wouldn't be able to travel with my family next week**. \_\_\_\_\_
3. a. If he hadn't been wearing his seat belt, he **wouldn't have survived the crash**. \_\_\_\_\_  
b. If he hadn't been wearing his seat belt, he **wouldn't be alive today**. \_\_\_\_\_
4. a. If she hadn't spent so much money, she **could have afforded** a new car. \_\_\_\_\_  
b. If she hadn't spent so much money, she **would still have some money in the bank**. \_\_\_\_\_
5. a. If the earth didn't rotate, **there would always be daylight on one side of it**. \_\_\_\_\_  
b. If the earth didn't rotate, **there would be very little life**. \_\_\_\_\_
6. a. If I didn't have to work, I **would have gone shopping this morning**. \_\_\_\_\_  
b. If I didn't have to work, I **d feel a lot more relaxed**. \_\_\_\_\_
7. a. If my brother had become a lawyer, he **d probably be working at a law firm**. \_\_\_\_\_  
b. If my brother had become a lawyer, he **wouldn't have been very happy**. \_\_\_\_\_
8. a. If our city wasn't so expensive, I **d buy a bigger house next year**. \_\_\_\_\_  
b. If our city wasn't so expensive, I **would have moved into a bigger apartment**. \_\_\_\_\_

**Write about It** Write another main clause for each *if*- clause above. Which time frame did you use in each sentence?

1. *If we hadn't learned how to use electricity, life would be much more difficult.*

**37 | Usage Note: Contrasting Real and Unreal Conditionals** Read the note. Then do Activity 38.

Future real and unreal conditionals may be used in similar contexts. However, with the real conditional, the speaker believes the situation is more likely to happen.

**Future Real:** If I **get** a new car, I **ll drive** across the country. (= I think there is a good chance that I will get a new car.)

**Future Unreal:** If I **got** a new car, I **d drive** across the country. (= I am just imagining what getting a new car is like.)

We sometimes use *would* to describe a regular event in the past. Be careful not to confuse a past real conditional with *would* and a present/future unreal conditional.

**Past Real:** I really liked my fifth-grade teacher. If we all did our homework, he **would give** us a treat.

(describes something that happened regularly in the past)

**Present/Future Unreal:** If we all did our homework, our teacher **would give** us a treat. Why don't we do it?

(describes something that is not true now; the speaker expresses something he or she wishes would happen)

**38 | Identifying Real and Unreal Conditionals** Does each *if*- clause describe a real condition (something likely) or an unreal condition (something less likely or impossible)? Check (✓) your answers.

6.8 A-C

	REAL	UNREAL
1. She'll be worried if you're late.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. I'd be happier if I lived near the ocean.	<input type="checkbox"/>	<input type="checkbox"/>
3. If you tell me the truth, I won't get mad.	<input type="checkbox"/>	<input type="checkbox"/>
4. If my brother remembers my birthday, I'll be very surprised.	<input type="checkbox"/>	<input type="checkbox"/>
5. We would finish this work faster if we could talk on the phone.	<input type="checkbox"/>	<input type="checkbox"/>
6. This will taste great if you add a little salt.	<input type="checkbox"/>	<input type="checkbox"/>
7. If you take a vacation, you'll feel a lot better.	<input type="checkbox"/>	<input type="checkbox"/>
8. If you took the train, you'd save some time.	<input type="checkbox"/>	<input type="checkbox"/>
9. I'd love it if you came to dinner.	<input type="checkbox"/>	<input type="checkbox"/>
10. If you book the hotel, I'll pay you back.	<input type="checkbox"/>	<input type="checkbox"/>
11. If he fixes my laptop, I'll be amazed.	<input type="checkbox"/>	<input type="checkbox"/>
12. If I'd gone to the meeting, I'd know the decision.	<input type="checkbox"/>	<input type="checkbox"/>
13. I'd feel better if I were more organized.	<input type="checkbox"/>	<input type="checkbox"/>
14. When I was young and got sick, I would always feel better if my mother brought me a cup of tea.	<input type="checkbox"/>	<input type="checkbox"/>
15. When we were younger, my sister would always help me if she could.	<input type="checkbox"/>	<input type="checkbox"/>
16. My sister doesn't have much money, but I know she would help me if she could.	<input type="checkbox"/>	<input type="checkbox"/>
17. My mom doesn't like to criticize anyone. If I did something wrong, I don't think she would say anything.	<input type="checkbox"/>	<input type="checkbox"/>
18. When I was a child, if I did something wrong, my mom would always say the same thing.	<input type="checkbox"/>	<input type="checkbox"/>
19. If I hadn't eaten so much last night, I'd feel much better than I do now.	<input type="checkbox"/>	<input type="checkbox"/>
20. If I hadn't had bad teeth as a kid, I wouldn't have needed to go to the dentist so often.	<input type="checkbox"/>	<input type="checkbox"/>

**Think about It** Work with a partner. For 1–12 above, change the real conditions to unreal ones and the unreal conditions to real ones.

1. *She would be worried if you were late.*

**Talk about It** Work with a partner. Choose one of the sentences from 13–20 above, and use it to create a short conversation. Present your conversation to the class.

A: *Were you close to your sister as kids?*

B: *Very close. When we were younger, my sister would always help me if she could.*

**39 | Usage Note: As If and As Though** Read the note. Then do Activity 40.

We can use *as if* and *as though* to compare a real situation (in the present or past) to something unreal or imaginary. These subordinators express a sense of both manner (*how*) and condition. Notice that the main clause may use a present or past verb form. The adverb clause uses a past verb form to show that the situation is distant from reality.

**PRESENT REAL SITUATION COMPARED TO SOMETHING UNREAL**

**1** He feels **as though he were a character in a book.**

(He is not a character in a book.)

**2** She speaks Mandarin **as if she were born in China.**

(She wasn't born in China.)

**PAST REAL SITUATION COMPARED TO SOMETHING UNREAL**

**3** She acted **as though nothing had happened.**

(Something did happen.)

**4** He acted **as if he were the president of the company.**

(He was not the president of the company.)

**40 | Using As If and As Though** Match each clause on the left with a clause on the right. (More than one answer may be possible.) **6.8 A-C**

- |   |  |
|---|--|
| 1. I asked her to stop, but she went ahead <u>  9  </u> | a. as though he wanted to tell me a secret.  |
| 2. There is a photograph on his desk; it looks ____     | b. as if they were in the library.           |
| 3. He looked around and leaned toward me ____           | c. as though he'd hurt himself.              |
| 4. She was so thin. She looked ____                     | d. as if he'd been out in the sun for hours. |
| 5. He was walking ____                                  | e. as if it were taken in the 1950s.         |
| 6. Her eyes were very wide, and she looked ____         | f. as though she hadn't eaten for weeks.     |
| 7. He looked very red, ____                             | g. as though she hadn't heard me.            |
| 8. I remember my graduation day ____                    | h. as if it were enormous.                   |
| 9. This isn't a big problem but she feels ____          | i. as if he were going to pick up something. |
| 10. They spoke in low voices ____                       | j. as if it were yesterday.                  |
| 11. He bent down suddenly ____                          | k. as though she'd had a terrible scare.     |

**Write about It** Think of a different way to complete each sentence above. Then think of a different way to begin each sentence.

1. *She kept talking as though she hadn't heard me.*

**41 | Error Correction** Correct any errors in these sentences. (Some sentences may not have any errors.)

- As if she had all that she needs.
- If I know more about grammar, I wouldn't make so many mistakes.
- If this happened in my country, he would have gone to jail.
- If nobody would tell me to get glasses, I would not be successful in my classes.
- If you ever go to California, you should go to Los Angeles.
- You didn't wear a uniform, you can't go to this school.
- If you want to buy something, you can probably order it on the Internet.
- I knew I would have a better life if I study hard.
- It is safer if you would travel with another person.
- If you don't have self-confidence, you can't lead other people.
- If my parents was here, I wouldn't have learned the language so quickly.
- Her business wouldn't have been successful. If I hadn't supported her.





5. A: Do you think I should drive or take the train?  
 B: Take the train. Definitely take the train.  
 A: OK. \_\_\_\_\_  
 B: I do. I really do.
6. A: This is a great place for a vacation.  
 B: I told you it was.  
 A: I know but I was hoping I wouldn't enjoy it. You know why?  
 B: \_\_\_\_\_
7. A: I'm getting bored! When can we go?  
 B: \_\_\_\_\_
8. A: I have something to tell you about James. (*pause*) \_\_\_\_\_  
 B: Of course I am! What is it?
9. A: Can we have pizza for dinner again tonight?  
 B: I suppose so. \_\_\_\_\_

**RESEARCH  
SAYS...**

Clauses of condition, reason, and time are especially common in conversation.



**43 | Using Real Conditionals in Conversation** Why does each speaker below use a real conditional sentence? Choose *a, b, c, d,* or *e* from the box. Then practice with a partner. **6.9 B**

- a. to speak humorously or sarcastically  
 b. to make an offer  
 c. to make an apology  
 d. to give advice  
 e. to make a deal

1. A: I just can't do this math problem.  
 B: Come on. If you stick with it, you'll figure it out. d
2. A: That's not a nice thing to say!  
 B: If I offended you, I'm sorry. I didn't mean to. \_\_\_\_\_
3. A: I'll drive you to Chicago if you pay for the gas. \_\_\_\_\_  
 B: That seems reasonable. You're on!
4. A: If you could just listen for a minute, I'll explain.  
 B: Sure. I'm sorry. Go ahead. \_\_\_\_\_
5. A: Well, goodbye. It was nice working with you.  
 B: Yeah. I'm sorry if things didn't work out so well. \_\_\_\_\_  
 A: Me too.
6. A: If you want to chat later, I'll be up till midnight. \_\_\_\_\_  
 B: Thanks a lot. I might do that.
7. A: If you think I'm smart, then you're a genius. \_\_\_\_\_  
 B: Oh, come on. You're a lot smarter than me.
8. A: Look, if you hate this job, you should quit. \_\_\_\_\_  
 B: I guess you're right.
9. A: If that's art, my two-year-old son is Picasso. \_\_\_\_\_  
 B: I know what you mean. It's not very good, is it?
10. A: If I can be honest, I think that tie is terrible. \_\_\_\_\_  
 B: Really? It doesn't go with the shirt?  
 A: It doesn't go with anything.
11. A: OK, I'll try a raw oyster if you will. \_\_\_\_\_  
 B: Let's do it!
12. A: If you have any questions, just call me. \_\_\_\_\_  
 B: Great. Thanks so much.



**44 | Softening a Request or Statement** Listen and write the missing words. Then practice the conversations with a partner. **6.9 C**

1. A: Do you mind \_\_\_\_\_ *if I turn down the music* \_\_\_\_\_?  
B: No, please, go ahead.
2. A: Anna seems really distracted and I don't know why.  
B: \_\_\_\_\_, I can talk to her.
3. A: I'm leaving for the bank.  
B: OK \_\_\_\_\_?
4. A: I'm going to study here \_\_\_\_\_.  
B: No, please.
5. A: \_\_\_\_\_, I have to make a phone call.  
B: Talk to you later, then.
6. A: I don't think I want to work tonight.  
B: Look, \_\_\_\_\_, that's OK.
7. A: This is delicious.  
B: Thanks. You could have a little more, \_\_\_\_\_.
8. A: \_\_\_\_\_, Mr. Jones . . .  
B: Please, Tom, come in, come in.
9. A: Hey! Let's go see a movie.  
B: Hmm. \_\_\_\_\_, could we get some food instead? I haven't eaten.
10. A: \_\_\_\_\_, I'd like to talk to you.  
B: Sure. How can I help?



**45 | Using What If and Not If** Choose a sentence from the box to complete each conversation. Listen and check your answers. Then practice with a partner. **6.9 D**

1. A: Are you going to work at home today?  
B: Not if I don't have to.
2. A: I don't feel like cooking tonight.  
B: \_\_\_\_\_  
A: Sounds good to me.
3. A: What happened to your car?  
B: A car ran into it.  
A: Wow! \_\_\_\_\_  
B: Yeah, I know. It would have been bad.
4. A: Is there any cake left?  
B: Yeah, one piece—but it's mine.  
A: \_\_\_\_\_
5. A: Stop! There's a car coming!  
B: Yikes! He's going fast.  
A: That's crazy. \_\_\_\_\_  
B: I would have hit him for sure.

Not if I don't have to.  
 Not if I get there first.  
 Not if you stay relaxed.  
 Not if you want to get there on time.  
 What if I hadn't seen him?  
 What if I pick you up at 8?  
 What if I refuse?  
 What if we go out instead?  
 What if you hadn't had your seat belt on?

6. A: Do I have time for a shower before we leave?  
B: \_\_\_\_\_
7. A: Will you lend me some money?  
B: \_\_\_\_\_  
A: Then I'll tell Dad about the scratch<sup>23</sup> on the car.
8. A: What's the matter?  
B: I'm just nervous. I'm afraid I'm going to forget everything.  
A: \_\_\_\_\_
9. A: What time do you want to leave?  
B: \_\_\_\_\_  
A: Sounds good to me.



Will you lend me some money?

## 6.10 Using Adverb Clauses in Academic Writing

We often use **adverb clauses** to connect two or more ideas. We can do this in a single sentence or across two or more sentences, as in **1a** – **1b**. This makes our writing cohesive; it helps each sentence flow smoothly into the next.

### COMPARE

**1a** The area of China is only slightly larger than that of the U.S. However, the population of China is more than four times greater.

**1b** **Although the area of China is only slightly larger than that of the U.S.,** its population is more than four times greater.

**A**

A **subordinator** shows the relationship between the ideas, as in **2** – **8**.

- 2** Now I'm not so shy **when** meeting new people. (time)  
**3** **Because** we live in an increasingly multicultural society, it is important to study other languages. (reason)  
**4** **Even though** I was 26, I had never been outside of my city. (contrast)  
**5** The company collects and cleans used clothes **so that** they can be used again. (purpose)  
**6** Cell phones have become **such** an important part of our lifestyle **that** it would be difficult to live without them. (result)  
**7** **If** you maintain a healthy lifestyle, then you are less likely to get sick. (condition)  
**8** Please complete the test exactly **as** I showed you. (manner)

An adverb clause can come at the beginning or end of a sentence. We often choose to put an adverb clause at the beginning of a sentence to set the scene for the following ideas, as in **9** – **11**.

- 9** **When you sleep,** you dream about 20 percent of the time. For example, if you sleep one night for eight hours, you dream for about 96 minutes of those eight hours.  
**10** A baby has 270 to 300 bones—more than an adult's 213. **As you grow up,** some of your bones grow together.  
**11** **When you cut yourself,** you may lose some blood, but the body can replace blood and other cells<sup>24</sup>.

**B**

We may also use an adverb clause at the beginning of a sentence to make a connection back to information in a previous sentence, as in **12** – **14**. The adverb clause acts as a bridge between the previous sentence and the new information in the main clause.

- 12** I got up quickly and went down to the kitchen. **As I entered the room,** my uncle jumped up from his chair.
- previous sentence                      adverb clause                      new information in main clause

- 13** Ching-He Huang studied economics in college, but her passion was cooking. **After she graduated,** she started a food and drink company.  
**14** In Turkey, high school students take a national achievement exam in March. **If they pass that exam,** they take another exam in June.



<sup>23</sup> **scratch:** a cut or mark from something sharp

<sup>24</sup> **cells:** the smallest parts of any living thing

- 46 | Identifying the Connection between Ideas** Underline the adverb clauses in these sentences and circle the subordinators. Then identify the connection between the adverb clause and the main clause. Write *time, reason, contrast, purpose, result, condition, or manner*. **6.10 A**

## HOW TO FALL ASLEEP FAST

1. Turn the television off and step away from the computer at least one hour before you go to bed because they stimulate<sup>25</sup> your brain rather than relax it. time
2. Before you get in bed, lie flat on the floor and stretch<sup>26</sup>.
3. Although it's sometimes difficult to find a comfortable position when falling asleep, it's a good idea to lie on your back and relax until you feel comfortable. If that doesn't work, lie on your side.
4. Some people use visualization<sup>27</sup> to relax. You imagine yourself in a beautiful place such as the beach. If you are successful, you feel as if you are really there.
5. Deep breathing can help you sleep better. Slowly breathe in so that your chest fully expands. Hold your breath for three seconds. Then breathe out. Repeat five to ten times. You should feel your body relax as you breathe.
6. You may want to fall asleep so much that you become too tense to let it happen. If this is the case, get out of bed and take a walk. Try stretching again before getting back into bed.

**Write about It** Write two to three more sentences giving advice on how to fall asleep. Use adverb clauses. Then share your sentences with a partner. Ask your partner to identify the types of adverb clauses you used.

- 47 | Combining Ideas** Combine each pair of ideas into one sentence, and make any other necessary changes to the sentence. (More than one answer may be possible.) **6.10 A**

1. I don't drink coffee in the evening.  
Drinking coffee interferes with my sleep.  
*I don't drink coffee in the evening because it interferes with my sleep.  
Because coffee interferes with my sleep, I don't drink it in the evening.*
2. Hassan came to the U.S.  
Hassan began studying automotive engineering.
3. People don't have to spend so much time preparing food.  
People are better off now than they used to be.
4. Clara Jbour's parents sent her to the U.S. to attend college.  
Clara Jbour graduated from high school.
5. Parents are not teaching their children correct behavior.  
Parents may need coaching in parenting skills.
6. You maintain a healthy lifestyle.  
You are less likely to get sick.
7. Cody Huelskamp works as a wildlife photographer.  
Cody Huelskamp has traveled to 70 countries.
8. I missed most of the movie.  
I was worrying about my job.



Clara Jbour



Cody Huelskamp

<sup>25</sup>**stimulate:** to make something active or more active

<sup>26</sup>**stretch:** to push your arms and legs out as far as you can

<sup>27</sup>**visualization:** having a picture in your mind about someone or something

9. I love sweets.  
I try not to eat candy.
10. Many mothers work outside of the home.  
Fathers must share the responsibilities of running a house.
11. He continued to play football.  
His knee got worse.
12. Roughly 36 percent of New Yorkers were born outside of the U.S.  
It's very common to hear people speaking different languages.

**Think about It** How many different ways can you combine each pair of ideas in Activity 47? Which one do you think is the most effective?

**48 | Using Subordinators** Read the science article. Choose the subordinator that best completes each sentence. **6.10 A–B**

### Protecting Your Skin

\_\_\_\_\_ *When* \_\_\_\_\_ summer comes, I get sun crazy. I like to eat on the patio and lie on the beach. I walk and bike everywhere. \_\_\_\_\_ I was younger, I played in the sun without worry. \_\_\_\_\_ I'm 30, I realize how important it is to protect myself. That's \_\_\_\_\_ the ultraviolet (UV) rays<sup>28</sup> from the sun harm the cells in our skin. You can't see the damage \_\_\_\_\_ you're young, but its effects often show up much later. \_\_\_\_\_ crowds of young people go to beaches and tanning salons<sup>29</sup>, skin cancer is becoming more common, says Mandeep Kaur. She's a dermatologist, or skin doctor, at Wake Forest University School of Medicine.

\_\_\_\_\_ our skin works hard to protect us, few people work to protect it. The sun's UV rays are the biggest threat \_\_\_\_\_ they damage the cells of your skin. The tricky thing is that this process can take 30 or more years to become evident. "It's surprising how long it takes," says Meenhard Herlyn, a biologist at the Wistar Institute in Philadelphia. "Even \_\_\_\_\_ kids have big, blistering<sup>30</sup> sunburns every summer, they're fine \_\_\_\_\_ they're kids."

**Think about It** Circle the sentences above that begin with an adverb clause. Why do you think the writer put the adverb clause at the beginning of the sentence?

- to set the scene for the following ideas
- to make a connection back to information in a previous sentence

**Talk about It** What is something new you learned from the article above? Tell a partner.

<sup>28</sup> **ultraviolet rays:** light from the sun that cannot be seen

<sup>29</sup> **tanning salons:** places where you can expose your skin to ultraviolet light to darken your skin

<sup>30</sup> **blistering:** having small, painful places on your skin that are full of liquid

**49 | Using Adverb Clauses** Read this story and underline the adverb clauses. Then answer the questions below. **6.10 A-B**

## THE LEMON STORY

Alberto Alvaro Ríos

*When the writer's parents buy a new house, his mother gets to choose the color for each room.*

When I was about four, or maybe five, my parents bought a new house in what would later become a small suburb of Nogales, Arizona, on the border of Mexico, some four miles outside town. As we kept driving out to watch the house being built, my mother got to make a number of choices regarding details, among which was the color of various rooms.

My mother, when asked what color she wanted the kitchen, said to the workers, who were all Mexican and who spoke very little English, *limón*. She said it both because she wanted the kitchen to be yellow and because she wanted to start learning Spanish. The workers nodded yes. But when she came back the next day, the kitchen was painted bright green, like a small jungle<sup>31</sup>. Mexican *limónes*, my mother found out, are small and green, that color exactly, no mistake.

So that's the color that wall stayed for the next 14 years, until I left home for college. She said it was a reminder to us all that there was a great deal to learn in the world. You might laugh at first, but after 14 years you start to think about it.

### QUESTIONS

1. In which sentences does the writer use an adverb clause to make his writing more cohesive?
2. In which sentences does the adverb clause set the scene for the following ideas?
3. In paragraph 1, in the sentence beginning *As we kept driving*, what does the subordinator *as* mean?
4. In your own words, retell the story to a partner.

**50 | Making Your Writing Cohesive** Combine the two ideas on the right to form the next sentence on the left. Decide if you think the adverb clause or the main clause should come at the beginning to make the sentence cohesive. **6.10 B**

- |   |   |
|---|---|
| 1. Americans should be required to learn another language. <i>Because we live in an increasingly multicultural society, this will benefit them in the future.</i> | <ul style="list-style-type: none"><li>• this will benefit them in the future</li><li>• because we live in an increasingly multicultural society</li></ul> |
| 2. Many people around the world are learning to speak English as a second language.   | <ul style="list-style-type: none"><li>• communication would be even better</li><li>• if more Americans learned to speak foreign languages</li></ul>       |
| 3. Yoga improves your flexibility <sup>32</sup> . Also, . . .   | <ul style="list-style-type: none"><li>• it is a great way to meet people</li><li>• if you do classes</li></ul>  |
| 4. My favorite pastime is rock climbing.  | <ul style="list-style-type: none"><li>• I enjoy it</li><li>• because it is something I can do inside or outside</li></ul>                                 |
| 5. In the U.S., children must be vaccinated <sup>33</sup> against certain diseases.   | <ul style="list-style-type: none"><li>• they must receive vaccinations</li><li>• before they can start school</li></ul>                                   |
| 6. Competition can be very good for children.   | <ul style="list-style-type: none"><li>• it is only a problem</li><li>• when too much emphasis is placed on it</li></ul>                                   |

<sup>31</sup> **jungle:** a thick forest in a hot part of the world

<sup>32</sup> **flexibility:** the ability to bend easily without breaking

<sup>33</sup> **vaccinate:** to put a substance in a person's blood using a needle, to stop them from getting a disease



- |   |   |
|---|---|
| <p>7. In many families, both parents have full-time jobs. This can create problems at home.</p> <p>8. Brothers and sisters spend a lot of time together. They help each other and take care of each other.</p> <p>9. People like to read essays that are well organized and interesting.</p> <p>10. Having children is very stressful and time-consuming, but . . .</p> <p>11. Every home should have a pair of small, foldable scissors.</p> <p>12. The writer Chinua Achebe was born in Nigeria.</p> <p>13. Plastic bags in the ocean are dangerous for sea turtles.</p> <p>14. A report concluded that 100,000 ocean mammals die each year by eating or getting caught in plastic.</p> <p>15. In the 1970s, there was just one Pinta tortoise in the Galapagos Islands.</p> <p>16. In the past, people brought goats to the Galapagos to raise for food. Unfortunately, the goats liked to eat the same food that the tortoises ate.</p> | <ul style="list-style-type: none"> <li>• children have to spend all day at school or daycare</li> <li>• when neither parent can be at home</li> <li>• they understand each other very well</li> <li>• because they share so many experiences while growing up</li> <li>• readers will be able to follow your ideas easily</li> <li>• if you organize your essay well</li> <li>• the job can be easier</li> <li>• if parents are patient with their children</li> <li>• they fit easily in a purse or pocket</li> <li>• because they fold up and are very small</li> <li>• he chose to write in English</li> <li>• even though he was African</li> <li>• because the bags look like jellyfish<sup>34</sup></li> <li>• the sea turtles try to eat the bags</li> <li>• when they get caught in plastic</li> <li>• they may drown or become exhausted and die of starvation</li> <li>• because it was the last remaining Pinta tortoise that scientists knew of</li> <li>• the <i>Guinness Book of World Records</i> called it the “rarest living creature”</li> <li>• the food supply for tortoises disappeared</li> <li>• as the number of goats on the island increased</li> </ul> |
|---|---|

**51 | Making Your Writing Cohesive** Rewrite each paragraph. Connect the ideas in different ways to make the writing cohesive. You will probably want to move ideas around and change words. **6.10 B**

A	B
<p>I spend a lot of time on the road. That’s why I’ve seen a lot of stupid behavior. I could list at least 15 driving pet peeves. I’ll limit myself to two. One thing really bothers me. It’s when people forget to turn off their turn signal. It’s very distracting. I hate to drive for miles behind someone with a flashing turn signal. Second, people sometimes flash their headlights. I don’t understand why people get so impatient. It’s really irritating.</p>	<p>One of my biggest pet peeves is irritating cell phone users. Many people talk very loudly on their phone. You can hear everything they say. This is very annoying. Sometimes you are trying to read and you can’t. Sometimes you are trying to talk to someone else and you can’t. It also bothers me when people always answer their phone. You can be having a conversation with them, and they stop and answer the phone. This is extremely rude.</p>

**Talk about It** Compare the paragraphs you rewrote above with your classmates. What are some of the different ways people combined the ideas into a new paragraph?

**Write about It** Write about one of your pet peeves. Try to use two adverb clauses in your writing.

<sup>34</sup>**jellyfish:** an animal with a soft, pale body that lives in the ocean

## WRAP-UP Demonstrate Your Knowledge

**A | WRITING** Study these pictures from movies. Choose one picture, and write a paragraph to explain what might be happening. Use time clauses, reason clauses, manner clauses, and *if*-clauses.



*I chose the third picture. When the main character goes out into the ocean, a big storm begins. If the boy can't reach the shore before night, he'll be in a lot of danger. As soon as he realizes that his life is in danger, he starts to panic.*

**B | TIC-TAC-TOE** Follow these instructions:

1. Work with a partner. Student A is X. Student B is O.
2. Student A: Choose a square and complete the sentence.
3. Students A and B: Check the sentence together. If the sentence has no errors, write an X in the square. If the sentence is not correct, do not write an X in the square.
4. Student B: Take your turn. Choose a square and complete the sentence.
5. Students A and B: Check the sentence together. If the sentence has no errors, write an O in the square. If the sentence is not correct, do not write an O in the square.
6. Continue to take turns. The first person to get three Xs or three Os in a line is the winner.

<p>Before I came to this school, I</p> <p>_____</p> <p>_____.</p>	<p>If I'm good-looking,</p> <p>_____</p> <p>_____.</p>	<p>Even though it wasn't a good idea, I</p> <p>_____</p> <p>_____.</p>
<p>If it's OK with you,</p> <p>_____</p> <p>_____.</p>	<p>As soon as I get home,</p> <p>_____</p> <p>_____.</p>	<p>Once you've tried</p> <p>_____,</p> <p>you _____</p> <p>_____.</p>
<p>My brother is so</p> <p>_____</p> <p>that he _____</p> <p>_____.</p>	<p>I won't</p> <p>_____</p> <p>unless _____</p> <p>_____.</p>	<p>You look as though</p> <p>_____</p> <p>_____.</p>

**C | PERSONAL REFLECTION** Read this advice. Choose one piece of advice that you strongly agree or disagree with. Make notes to support your opinion. Then explain to your classmates why you agree or disagree with the advice. Use adverb clauses in your writing.

1. You should follow your dreams no matter how crazy they seem.
2. It's better to be cautious than to make mistakes.
3. Never have regrets. Leave the past in the past.
4. Live for today!
5. Always look after No. 1: that's you.
6. Don't make promises.

*I completely disagree with the first piece of advice. If you have crazy dreams, you're probably not going to achieve them. Although it may seem like a good idea to have dreams, it can be hard to make them come true. Instead, you should set yourself easier goals so that you succeed. Even if you think that's unambitious, it's a good idea to think about it. For example, if you wanted to become a famous detective, you'd still have to learn the job. You can't become famous until you've proved you're good.*

**D | WEB SEARCH** Look online for information about an interesting city to visit. Copy the information and underline the adverb clauses you see. Then write an advertisement to describe the city.

*As soon as you get off the plane in Belgium, you'll start feeling hungry! Before you start visiting the main tourist sites, be sure to get a good lunch in the town square. If you like mussels, you're sure to love Brussels!*

## 6.11 Summary of Adverb Clauses

TYPE OF ADVERB CLAUSE	COMMON SUBORDINATORS	EXAMPLES
Time When?	<i>after, as, as soon as, before, by the time, once, since, until, when, whenever, while</i>	<b>As soon as he graduates</b> , he'll get a job. <b>Whenever I see her</b> , I feel happy. <b>Once you travel the world</b> , you're never the same again.
Reason Why?	<i>as, because, now that, since</i>	<b>Since none of the students were ready</b> , the test was postponed. <b>Now that all the results are in</b> , I'll announce the winners.
Contrast	<i>as though, even though, though, while</i>	<b>Even though it was very cold</b> , we decided to go ahead with the hike. I was determined to become a doctor <b>although my parents didn't want me to</b> .
Manner How? In what way?	<i>as, like</i>  <i>as if, as though</i>	Please check your spelling <b>as directed in the instructions</b> . He looks <b>as though he has a bad cold</b> .
Result	<i>so + adjective or adverb + that</i>  <i>so many/few + plural noun + that</i> <i>so much/little + noncount noun + that</i>  <i>such + (a/an) + adjective + noun</i>	She was <b>so</b> beautiful <b>that people stared at her</b> . There were <b>so many</b> people in the audience <b>that we could hardly see the stage</b> . It was <b>such</b> a funny movie <b>that I couldn't stop laughing</b> .
Purpose For what purpose? Why?	<i>so that</i>	I closed the blinds <b>so that I wouldn't wake up too early</b> .
Real Conditional	<i>if, unless, when, whenever</i>	<b>If it rains</b> , we'll change our plans. Don't go to Arizona <b>unless you love hot climates</b> . <b>Whenever I exercise</b> , I feel great.
Unreal Conditional	<i>if</i>  <i>as if, as though</i>	<b>If I weren't working next week</b> , I'd go to the beach. She felt <b>as if she had been running a marathon</b> .