

Adverb Clauses

And at a knyght the nede wille begynne



Woodcut from *Canterbury Tales*, 1490 edition

An **adverb clause** is a dependent clause that functions as an adverb. It can tell *when*, *where*, *why*, *how*, *how long*, *how far*, *how often*, and *for what purpose* something happened. An adverb clause can also express a contrast.

An adverb clause always begins with a subordinating conjunction that expresses the relationship between the adverb clause and the independent clause.

Relationship	Adverb Clause	Independent Clause
Time	<small>SUBORDINATOR</small> As soon as a baby opens its eyes,	it begins to observe its surroundings.
Contrast	<small>SUBORDINATOR</small> Although some people are more productive in the morning,	others work better at night.

Kinds of Adverb Clauses

These are the various kinds of adverb clauses. In the pages that follow, you will study and practice each kind.

- **Time clauses** answer the question “When?”
- **Place clauses** answer the question “Where?”
- **Clauses of manner** answer the question “How?”
- **Distance clauses** answer the question “How far?”
- **Frequency clauses** answer the question “How often?”
- **Purpose clauses** answer the question “For what intention?”
- **Result clauses** answer the question “For what effect?”
- **Conditional clauses** answer the question “Under what circumstance?”
- **Contrast clauses of direct opposition** show how one thing differs from another.
- **Contrast clauses of concession** show an unexpected result.

Punctuation of Adverb Clauses

The punctuation of an adverb clause depends on the order of the clauses. When an adverb clause comes first in a sentence, put a comma after it. When an adverb clause follows an independent clause, do not separate the clauses with a comma.

ADVERB CLAUSE

INDEPENDENT CLAUSE

Because humans are curious animals, they constantly explore their world.

INDEPENDENT CLAUSE

ADVERB CLAUSE

Humans constantly explore their world **because they are curious animals.**

Time Clauses

An **adverb time clause** tells when the action described in the independent clause took place. The action in a time clause can occur at the same time or at a different time. Be aware that verbs in time clauses often take forms that you do not expect. For example, the verb in a future time clause uses a present form, not a future form. Consult a grammar book to learn about these special situations.

A time clause can come before or after an independent clause.

A time clause is introduced by one of the subordinators in the following chart.

Time Subordinators	
when: a specific time	When people had to hunt for food , they moved from place to place.
whenever: at any time	Whenever food became scarce in one area , they moved to another area.
while: at the same time	The men hunted game while the women gathered plants .
as soon as: soon after	Eating habits changed as soon as people stopped moving from place to place in search of food .
after: later	After people learned how to grow their own food , they settled in villages.
since: from that time	Since the United States changed from an agricultural to an industrial society , eating habits there have changed.
as: at the same time	People in the United States started eating more processed convenience foods as their lives became busier .
before: earlier	Before people in the United States moved to cities , they grew most of their own food.
until: up to the time	Women had time to cook meals "from scratch" ¹ until they went to work in factories and offices .

PRACTICE 1

Time Clauses

- A. **Step 1** Form an adverb time clause by adding a time subordinator to the appropriate sentence in each pair. Use a different time subordinator in each clause.
- Step 2** Write a new sentence by combining the adverb clause with the independent clause in each pair. Add a comma if necessary. Write your sentences on a separate sheet of paper.
- Step 3** Copy your sentences to make a paragraph on the lines provided on page 213 and circle the subordinators.

The first one has been done for you as an example.

- Everyone should know what to do. An earthquake strikes.
- If you are inside, move away from windows, and get under a desk or table, or stand in a doorway. You feel the floor begin to shake.
- Try to stay calm. The earthquake is happening.
- Do not move. The floor stops shaking.

¹**from scratch:** not using convenience foods (such as cake mixes) that have been previously prepared

5. You are sure the earthquake is over. You may begin to move around. You have checked carefully for fallen power lines. You may go outside.

Everyone should know what to do (when) an earthquake strikes.

- B. Choose either topic 1 or 2 and write an original paragraph on a separate sheet of paper. Use adverb time clauses in your paragraph. Use a variety of time subordinators, and circle them.
1. Tell someone what to do in the event of a house fire, an auto accident, a boat sinking, or any other dramatic event.
 2. Create a story (real or imaginary) about a dramatic event that happened to you in the past.

Place Clauses

An **adverb place clause** tells where the action described by the main verb took place. The subordinators *wherever*, *everywhere*, and *anywhere* are similar in meaning and are interchangeable. You can begin a sentence with *wherever*, *everywhere*, and *anywhere* clauses, but usually not with a *where* clause. (Expressions such as the following are exceptions: *Where there is lightning, there is thunder. Where there is smoke, there is fire.*)

Place Subordinators	
where: a specific place	Most people shop where they get the lowest prices.
wherever: any place	I pay by credit card wherever I can.
everywhere: every place	Can you use an ATM card everywhere you shop?
anywhere: any place	Anywhere you go, you hear people talking on their cell phones.

PRACTICE 2

Place Clauses

- A. **Step 1** Form an adverb place clause by replacing the word *there* with a place subordinator in the appropriate sentence in each pair. Use all four subordinators at least once.
- Step 2** Write a new sentence by combining the adverb clause with the independent clause. Add a comma if necessary.
- Step 3** Circle the subordinators.

The first one has been done for you as an example.

1. People prefer to shop/credit cards are accepted there
 People prefer to shop (where) credit cards are accepted.
2. Consumers tend to buy more/credit cards are accepted for payment of merchandise there.
3. You cannot use credit cards/you shop there.
4. There are a few places of business/a credit card is not accepted there.
5. Travelers can use credit cards in foreign countries/they are accepted there.

- B. ATM machines and cell phones are two common objects that did not exist 50 years ago. Choose something that your grandmother might not have seen but that is everywhere today.

Write a short paragraph on your topic. Use at least three adverb place clauses in your paragraph. Circle the subordinators. (If you cannot write a whole paragraph on one topic, write at least four sentences on different topics.)

Suggested topics: cell phones, ATM machines, people walking around with headphones, Starbucks stores, litter, homeless people, people eating in their cars, no-smoking signs, recycling bins, bumper stickers.

Distance, Frequency, and Manner Clauses

Adverb clauses of distance answer the question “How far?” **Adverb clauses of frequency** answer the question “How often?” **Adverb clauses of manner** answer the question “How?” Distance, frequency, and most (but not all) manner clauses follow the independent clause.

Distance, Frequency, and Manner Subordinators	
as + <i>adverb</i> + as: distance	Fire had destroyed the trees in the forest as far as the eye could see.
as + <i>adverb</i> + as: frequency	I do not visit my parents as often as they would like me to.
as: manner	We mixed the chemicals exactly as the lab instructor had told us to.
as + <i>adverb</i> + as: manner	Our instructor asked us to fill out the questionnaire as carefully as we could.
as if, as though: manner	The bus’s engine sounds as if/as though it is going to stall at any moment.

Notes

1. In informal spoken English, people often use *like* in place of *as if* and *as though*. *Like* is not correct in formal written English, so use only *as if* and *as though* in your writing.

FORMAL It looks **as if** it is going to rain.

INFORMAL It looks **like** it is going to rain.

2. In very formal written English, the verb takes the same form as it does in conditional clauses when the information in the *as if/as though* clause is untrue (or probably untrue). However, many English speakers use normal verb forms in this situation.

FORMAL John acts as if he **were** the Prince of Wales.

INFORMAL John acts as if he **is** the Prince of Wales.

PRACTICE 3**Distance,
Frequency,
and Manner
Clauses**

- A. Form a sentence containing an adverb clause by adding a distance, frequency, or manner subordinator and completing the clause. Use each subordinator at least once. The first one has been done for you as an example.
1. People should try to recycle as often as they can. (frequency)
 2. Most people want to move _____. (distance)
 3. We should not consume our natural resources _____. (manner)
 4. Should teenagers have the right to dress _____? (manner)
 5. No nation in the world can afford to act _____. (manner—use *as if* or *as though*)
- B. Answer the questions with sentences containing a clause of distance, frequency, or manner. Make sure that your answer contains two complete clauses, an independent clause and an adverb clause. (*Hint: A phrase such as *as fast as possible* is not a clause.*) The first one has been done for you as an example.
1. How does your writing instructor want you to write your essays?
Our writing instructor wants us to write our essays as thoughtfully as we can.
 2. How should you act when you see an enraged elephant running toward you?

 3. How can you overcome stage fright¹? (Use *as if* or *as though* in your sentence.)

¹stage fright: fear of performing on a stage

4. How can you perfect your pronunciation of a foreign language?

5. When the teacher catches you sleeping in class, how can you avoid embarrassment? (Use *as if* or *as though* in your sentence.)

Reason Clauses

An **adverb reason clause** answers the question “Why?” A reason clause can come before or after the independent clause in a sentence.

Reason Subordinators	
because	Europeans are in some ways better environmentalists than North Americans because they are more used to conserving energy.
since	Since many Europeans live, work, and shop in the same locale, they are quite accustomed to riding bicycles, trains, and streetcars to get around.
as	As the price of gasoline has always been quite high in Europe, most Europeans drive high-mileage automobiles that use less fuel.

PRACTICE 4

Reason Clauses

A. **Step 1** Form an adverb clause by adding a reason subordinator to the appropriate sentence in each pair. Do not change the order of the clauses.

Step 2 Write a new sentence by combining the adverb clause with the independent clause. Add a comma if necessary.

Step 3 Circle the subordinator.

The first one has been done for you as an example.

1. Electricity is expensive. Europeans buy energy-saving household appliances such as washing machines that use less water.

Since electricity is expensive, Europeans buy energy-saving household appliances such as washing machines that use less water.

2. Europeans experienced hardship and deprivation¹ during and after World War II. They are used to conserving.

¹deprivation: lack of necessities for living

3. Coal pollutes the air and gives off a lot of carbon dioxide. Most European nations have switched to natural gas or nuclear power to produce electricity.

4. In the United States, in contrast, 56 percent of the nation's electricity is generated by burning coal. Coal is cheap and plentiful.

5. The parliamentary system in Europe is different. A European head of government has more power than a U.S. president to force industry to make environmentally responsible changes.

B. Imagine that you have a summer job as an administrative assistant to a company manager. One of your duties is to write letters for the manager to sign. Some of the letters to the company's clients and employees contain good news, and some contain bad news. Complete the following first sentences in each letter with reason clauses. Use all three subordinators at least once. Also, vary the order of the clauses, sometimes putting the reason clause first and sometimes last. The first one has been done for you as an example.

Good News Letters

Dear _____:

I am pleased to inform you that ...

1. ... you have won the salesperson of the year award ...
because your sales have shown such outstanding growth over the past 12 months, you have won the salesperson of the year award.

3. ... the company has decided to offer you a raise ...

4. ... we have decided to extend the time limit for repayment of your loan ...

Bad News Letters

Dear _____:

I regret to inform you that . . .

1. . . . the company has decided not to renew your car insurance policy . . .

2. . . . we are unable to offer you employment at this time . . .

3. . . . we have decided not to extend the time limit for repayment of your loan . . .

Result Clauses

An adverb result clause expresses the effect or consequence of the information in the independent clause. A result clause follows the independent clause in a sentence.

Result Subordinators	
so + adjective/adverb + that	<p>Joanna’s cookie business is so successful that she hired three new employees last week.</p> <p>New orders are coming in so rapidly that she has expanded her production facilities.</p>
such a(n) + noun + that	<p>Joanne’s cookies are such a success that she is considering franchising the business.</p>
so much/many + noun + that	<p>Running the business takes so much time now that Joanne no longer does the baking herself.</p> <p>There were so many orders for her holiday cookies that her workers were baking 24 hours a day.</p>
so little/few + noun + that	<p>Now Joanne has so little free time that she has not taken a vacation in months.</p> <p>Her cookies contain so few calories that even people on diets can enjoy them.</p>

PRACTICE 5
Result Clauses

A. **Step 1** Form an adverbial clause by adding a result subordinator to the appropriate sentence in each pair.

Step 2 Write a new sentence by combining the adverb clause with the independent clause. Add a comma if necessary.

Step 3 Circle the subordinator.

The first one has been done for you as an example.

1. Anthropological museums have realistic displays. A visitor can gain insight into the lifestyles of ancient people.

Anthropological museums have (such) realistic displays (that) a visitor can gain insight into the lifestyles of ancient people.

2. The Ancient Peru exhibit was popular. It was held over for two weeks.

3. The artifacts¹ were of historic value. Anthropologists from several universities came to study them.

4. The exhibits were precious. A museum guard was posted in every room.

5. Computer graphics allowed the exhibit's curators² to present the lives of ancient Peruvians realistically. You felt you were actually there.

6. There were many exhibits. We could not see all of them.

B. Complete the sentences in this story with an appropriate result clause.

Last week our biology class went on a field trip to a local science museum. Our appointment was for 9:00 a.m. We went there by bus, but the bus driver got lost. In fact, we were (1) so lost that we almost turned around and drove back to school.

At long last, we arrived at the museum. The curator met us and took us to see the snake exhibit. In one room, a man was sitting on a chair with a very large boa constrictor around his neck. He was feeding the snake its weekly meal of mice. A few of the students started shrieking when they saw the first cute little mouse disappear into the boa constrictor's open jaws. They were shrieking (2) _____ loudly _____.

¹artifacts: objects such as tools, weapons, pottery, and clothing

²curators: keepers of museums who plan, design, care for, manage, and build exhibits and collections

After the boa constrictor had finished his meal, the curator asked if any of us would like to hold it. It was (3) _____ a large and heavy snake _____ . The few students who were brave enough to hold it said that its skin was surprisingly dry and smooth.

Next, we visited the insect room. Well, there must have been a million bugs in that place! There were (4) _____ many different _____ . Our teacher had assigned each student an insect to draw in detail. It was almost lunchtime. I spent (5) _____ time trying to find my assigned insect among the millions _____ . By the time I had found my insect and sketched it, I was starved. In fact, I was (6) _____ hungry _____ !

Purpose Clauses

An adverb purpose clause states the purpose of the action in the independent clause. A purpose normally follows the independent clause, but you may put it at the beginning of a sentence if you want to especially emphasize it.

Purpose Subordinators	
so that	Farmers use chemical pesticides so that they can get higher crop yields . ¹
in order that	In order that consumers can enjoy unblemished² fruits and vegetables , farmers also spray their fields.

Notes

1. *In order that* is formal.
2. The modals *may/might, can/could, will/would, or have to* usually occur in a purpose clause.
3. We often use the phrase *in order to* + a base verb or simply *to* + a base verb when the subjects of both the independent clause and the purpose clause are the same person or thing. We prefer *to* + verb over *in order to* + verb because it is shorter. The first example above could be written as follows because the two subjects (*farmers* and *they*) refer to the same people.

Farmers use chemical pesticides **in order to get** higher crop yields.

Farmers use chemical pesticides **to get** higher crop yields.

In the second example, the two subjects (*farmers* and *consumers*) are different, so it is not possible to use an *in order to* + verb or a *to* + verb phrase.

¹crop yields: amounts of a crop that a farmer can sell

²unblemished: perfect, without spots or marks

PRACTICE 6
Purpose Clauses

- A. **Step 1** Match the ideas in the two columns.
Step 2 Add a purpose subordinator to one of the sentences in each matched pair to form a purpose clause.
Step 3 Write a new sentence by combining the adverb clause with the independent clause. Add a comma if necessary.
Step 4 Circle the subordinator.

The first one has been done for you as an example.

- | | |
|---|--|
| <p><u> e </u> 1. Chemists create food products in the laboratory.</p> <p>_____ 2. For example, an artificial food called “bacon bits” was invented.</p> <p>_____ 3. Chemicals are added to many foods.</p> <p>_____ 4. Most farmers use chemical fertilizers and pesticides.</p> <p>_____ 5. Some farmers use only natural pest control methods.</p> <p>_____ 6. People like to buy organic farm produce.</p> | <p>a. They can avoid food with chemicals.</p> <p>b. They can increase crop yields.</p> <p>c. They can produce organic³ crops.</p> <p>d. The foods will stay fresh longer.</p> <p>e. Consumers can have substitutes for scarce, expensive, or fattening natural foods.</p> <p>f. Consumers could enjoy the taste of bacon without the fat.</p> |
|---|--|

1. Chemists create food products in the laboratory (so that) consumers can have substitutes for scarce, expensive, or fattening natural foods.
2. _____
3. _____
4. _____
5. _____
6. _____

³organic: grown without chemicals

B. Look at Part A and decide which three sentences you can rewrite using *in order to* + simple verb or *to* + simple verb. Write the new sentences on the lines provided.

1. _____

2. _____

3. _____

Contrast Clauses

There are two types of adverb clauses that express contrast: direct opposition clauses and concession clauses.

Direct Opposition Clauses

In this type, the information in the adverb clause and the information in the independent clause are in direct contrast.

Direct Opposition Subordinators	
whereas	San Francisco is cool during the summer, whereas Los Angeles is generally hot.
while	While most homes in San Francisco do not have air conditioning, it is a necessity in Los Angeles.

Notes

1. *While* and *whereas* have the same meaning and are interchangeable.
2. Use a comma between the two clauses no matter which order they are in. (This is an exception to the comma rule for adverb clauses.)
3. Since the two ideas are exact opposites, you can put the subordinator with either clause, and the clauses can be in either order. Thus, the examples can be written in four ways with no change in meaning:

San Francisco is cool during the summer, whereas Los Angeles is generally hot.

Whereas Los Angeles is generally hot during the summer, San Francisco is cool.

Whereas San Francisco is cool during the summer, Los Angeles is generally hot.

Los Angeles is generally hot during the summer, whereas San Francisco is cool.

Concession (Unexpected Result) Clauses

A concession clause means “This idea is true, but the idea in the independent clause is more important.”

These clauses are sometimes called “unexpected result” clauses because the information in the independent clause is surprising or unexpected based on the information given in the concession clause.

Concession Subordinators	
although	Although I had studied all night, I failed the test.
even though	Our house is quite comfortable even though it is small.
though	Though the citizens had despised the old regime, they disliked the new government even more.

Notes

1. *Although*, *even though*, and *though* have almost the same meaning. *Though* is less formal. *Even though* is a little stronger than *although*.
2. Some writers follow the normal comma rule for adverb clauses: Use a comma only when the concession clause comes before the independent clause. Other writers use a comma between the two clauses no matter which order they are in.
3. Be careful about which clause you use the subordinator with. Sometimes you can use it with either clause, but not always.

CORRECT He loves sports cars, although he drives a sedan.

CORRECT Although he loves sports cars, he drives a sedan.

CORRECT I went swimming, even though the water was freezing.

NOT POSSIBLE Even though I went swimming, the water was freezing.

Don't forget that there are other ways to express contrast. Refer to the section on contrast signal words in Chapter 7, pages 119–120.

PRACTICE 7 Contrast Clauses

A. **Step 1** Decide whether the two clauses in each item express direct opposition or concession. (There are four of each.)

Step 2 Add an appropriate contrast subordinator to one of the clauses. Use each subordinator at least once. (You will use *while* and *whereas* twice each.)

Step 3 Write a new sentence by combining the clauses, and add a comma.

Step 4 Circle the subordinator.

The first one has been done for you as an example.

1. Modern Olympic equestrian¹ events emphasize style. The ancient Greek events emphasized speed.
Modern Olympic equestrian events emphasize style, (whereas) the ancient Greek events emphasized speed.

2. Both the common cold and the flu are caused by viruses. Only the flu can be prevented through immunization.

3. A cold develops gradually, and any fever that develops will be low-grade (101°F or less). The flu often comes on abruptly, with a sudden high fever.

4. Ludwig van Beethoven became totally deaf in midlife. He wrote some of the Western world's greatest music.

5. South Korea is becoming an economic superpower. It is a small country with few natural resources.

6. The Northwest rainfall averages hundreds of inches annually. The Southwest averages less than 12 inches per year.

7. Scientists know why earthquakes happen. They are still not able to predict them.

8. Smokers claim the right to smoke in public places. Nonsmokers claim the right to breathe clean air.

B. Read the following paragraph, which describes an experiment to test the healing power of placebos.² Fill in the blanks with an appropriate contrast subordinator. One sentence requires a direct opposition and the other a concession subordinator.

¹**equestrian:** horse-related

²**placebo:** substance given to a patient instead of medicine, without telling him or her it is not real, either because the person is not really sick or because the placebo is part of a test of the effectiveness of real medicine. Sometimes patients who receive placebos improve.

Tor Wager, a psychologist at Columbia University, led a recent study in which test subjects were told that one skin cream would reduce pain, (1) _____ another wouldn't. Wager put the creams on two spots on the subjects' arms and then applied enough heat to produce a burning sensation. Brain scans and verbal reports indicated that subjects perceived less pain with the cream that "really worked," (2) _____ the creams were identical.³

- C. Complete the sentences. In some pairs, you will have to add an independent clause. In others, simply complete the dependent clause. The first two have been done for you as examples.
1. a. A robot cannot think creatively, even though it can make logical decisions based on input data.
 b. A robot cannot think creatively, whereas a human worker can.
 2. a. Though it seldom snows in the desert, _____

 - b. While it seldom snows in the desert, _____

 3. a. The IT (information technology) manager did not submit next year's budget on time, although _____

 - b. The IT (information technology) manager did not submit next year's budget on time, whereas _____

 4. a. In recent years, Asian medical techniques such as acupuncture have gained acceptance in the West, even though _____

 - b. In recent years, Asian medical techniques such as acupuncture have gained acceptance in the West, while _____

 5. a. Even though SUVs are dangerous to drive, _____

 - b. Whereas SUVs are dangerous to drive, _____

Conditional Clauses

A conditional clause states a condition for a result to happen or not happen. In the sentence *If it rains tomorrow, we will not go to the beach*, the condition is the weather. The result is going or not going to the beach. A conditional clause can come before or after an independent clause.

³Achenbach, Joel. "Medicine: Please Pass the Sugar." *National Geographic* Aug. 2004:1.

Conditional Subordinators	
if	<p>If you study, you will get good grades.</p> <p>The mayor would have lost the election if the labor unions had not supported him.</p>
unless	<p>Unless you study, you will not get good grades.</p> <p>The mayor cannot govern unless the labor unions support him.</p>

Notes

1. There are four basic patterns of conditional sentences. Each pattern has a different combination of verb forms depending on whether the time is present, future, or past, and on whether the condition is true or not true. The following chart summarizes the four patterns. There are many variations to these basic patterns; consult a grammar book for more complete information.

Pattern	Verb form in the <i>if</i> clause	Verb form in the independent clause
1. Present time, true condition	present If (when) you have a college education,	present you earn more money.
2. Future time, true condition	present If you get at least 90% on the final exam,	future you will get an A in the course.
3. Present or future time, untrue condition	simple past If Paul were not so lazy, (<i>Paul is lazy.</i>)	<i>would</i> + base form he would get better grades.
4. Past time, untrue condition	past perfect If the test had been easier, (<i>The test was hard.</i>)	<i>would have</i> + past participle all of us would have gotten A's.

2. *Unless* means “if not.”

You cannot get a refund **unless you have a receipt**. (You cannot get a refund if you do not have a receipt.)

Unless you get at least 90% on the final exam, you will not get an A in the class. (You will not get an A if you do not get at least 90% on the final exam.)

PRACTICE 8
Conditional
Clauses

A. Complete the sentences. In some sentences, you will have to add an appropriate independent clause. In others, just complete the conditional clause. If necessary, refer to the preceding chart to select verb tenses. The first one has been done for you as an example.

1. The company will have to declare bankruptcy unless its sales improve soon.
2. If the company does not increase its profits, _____

3. The company would increase its profits if _____

4. Unless _____,
all the employees will lose their jobs.
5. The company president would not have resigned if _____

6. The vice president will also resign unless _____

B. Everyone makes decisions in their lives that affect their lives. On a separate sheet of paper, write six sentences using conditional clauses. Write three sentences about decisions you are facing now or that you will face in the near future and three sentences about decisions you made in the past.

Examples

If I get married, I will not be free to travel as much as I want to.

If I had not finished high school, I would still be working at a minimum-wage job.

Review

These are the important points covered in this chapter.

1. An adverb clause is a dependent clause that answers questions such as *Where? When? Why? How? For what purpose?* and *Under what conditions?* Adverb clauses can also express two kinds of contrast.
2. Place an adverb clause either before or after an independent clause. If an adverb clause comes before an independent clause, put a comma after it. If it comes after an independent clause, do not use a comma. (*Exception:* Always use a comma with *while* and *whereas*. Also, many writers always use a comma with *although*, *though*, and *even though*.)

Adverb Clause Subordinators		
Time	when, whenever, while, as soon as, after, since, as, before, until	Whenever I had to speak in front of people, I was paralyzed by fear.
Place	where, wherever, everywhere, anywhere	I saw unfriendly, critical faces everywhere I looked.
Distance	as + <i>adverb</i> + as	She runs on the beach as far as she can.
Frequency	as + <i>adverb</i> + as	He visits his family as often as he can.
Manner	as, as + <i>adverb</i> + as, as if/as though	I tried to act as if I were not afraid.
Reason	because, since, as	Since I need to make speeches for career advancement, I enrolled in a speech class.
Purpose	so that, in order that	I took a speech class so that I could overcome my fear of public speaking.
Result	so + <i>adjective/adverb</i> + that such a(n) + <i>noun</i> + that so much/little + <i>noun</i> + that so many/few + <i>noun</i> + that	At first, making a speech made me so nervous that I got a stomachache before every class. During the semester, I made so many speeches that I lost some of my fear.
Concession (unexpected result)	although, even though, though	Even though I am a successful business executive, I still do not enjoy speaking in public.
Contrast (direct opposition)	while, whereas	At social events, I like to talk quietly with one or two people, whereas my girlfriend enjoys being in the center of a crowd.
Conditional	if, unless	If I hadn't taken that speech class in college, I wouldn't be able to do my job well. Unless I have to give an impromptu speech on a topic I know nothing about, I feel quite confident in front of any audience.

Editing Practice

Edit the essay on page 229 for errors in adverb clauses. There are 13 errors. Look for the following kinds of mistakes.

INCORRECT SUBORDINATOR	I made an appointment with my history professor, ^{so that} so I could ask his advice about graduate schools.
TOO MANY CONNECTORS	Even though I am studying five hours a night, but I am still getting low grades. OR Even though I am studying five hours a night, but I am still getting low grades.
COMMA ERROR	He does not eat meat, because he is a vegetarian.
WRONG SUBORDINATOR	Unless ^{If} his father were not the owner of the store, he would not be working here.

Net¹ Addiction

¹A lot of people enjoy surfing the Net.² ²They look for interesting Web sites and chat with people all over the world. ³However, some people spend such many hours online that they are Internet addicts. ⁴Although an average person spends about eight to twelve hours per week, but an addict spends eight to twelve hours per day online. ⁵Because addicts spend so much time interacting with the computer so their lives are negatively affected. ⁶They become social recluses,³ because they stop going out and talking to people face-to-face. ⁷They avoid real-life social situations, preferring instead to be in a dimly lit room with only the glowing screen to light up their lives.

⁸Internet addiction affects not only the addicts themselves but also the people around them. ⁹For example, John's marriage to Marta broke up until he insisted on spending so many hours on the Net. ¹⁰As soon as he arrived home from work he was at his computer. ¹¹While he finished dinner, he would disappear into his computer room again. ¹²He paid so little attention to her, that she finally divorced him.

¹³Since college students are especially technologically skilled they can easily become nonstop Net-surfers. ¹⁴Most colleges provide computers at several locations around campus, so that students can use them at any time day or night. ¹⁵As a result, students can spend too much time surfing the Net instead of "surfing" their textbooks. ¹⁶Last semester, nine freshmen at Berkshire College flunked out⁴ although they became Internet addicts. ¹⁷In short, even though the Internet is an excellent source of information and entertainment, but we must not let it take over our lives.

Writing Practice

Practice using adverb clauses to enliven your writing. Choose one of the following topics and write two to three paragraphs about it. Use at least eight adverb clauses in your paragraph. Use a variety of clause types—time, reason, contrast, purpose, result, frequency, conditional, and so on. (Bonus points to anyone who can use all eleven types!)

Topic Suggestions

My life will be different from my parents' lives

A memorable vacation/trip/adventure

Why I want to become a _____

¹Net: shortened from Internet

²surfing the Net: exploring the Internet

³recluses: people who withdraw from the world and live in isolation

⁴flunked out: left school because of failing grades