

UNIT 5

CLAUSE COMBINING AND TYPES OF RELATIONSHIP BETWEEN CLAUSES

There are two types of syntactic relationship between clauses: *equality relationships* and *dependency relationships*. When clauses are linked in a relationship of equality, we say that the relationship is *paratactic*. **Parataxis** is the relation between units of equal status. This type of linking is often treated as equivalent of *coordination*. As paratactically linked clauses have equal status, the information presented in one clause is as important as that presented in the other or others. One clause is not dependent upon the other, however, they are not always reversible. Syntactic and pragmatic factors frequently intervene to make reversibility impossible.

When units of unequal status are related, we say that the relationship is one of **hypotaxis**. In hypotactically related clauses, one clause is syntactically and semantically *subordinated* to another or to a series of clauses. Semantically, the information contained in the subordinate clause is often presented as backgrounded or presupposed in relation to the information contained in the superordinate clause. Syntactically, the clearest cases of hypotaxis are those signalled by subordinating conjunctions.

5.1 CLAUSE LINKS

In the English language several methods are used to express two or more ideas in the same sentence. Clauses can be linked to each other in a variety of ways. The principal types of structural links are **coordinators** (*coordinating conjunctions*), **subordinators** (*subordinating conjunctions*), and **wh-words**.

Coordinator

I went for holidays to Italy, and on my way there, I visited my aunt in Klagenfurt.

Subordinator

The baby was crying because her mother left her alone in the room.

Wh-word

Sheila is looking for the new book which she bought two days ago.

No link

It was rather cold; it was snowing.

I came, I saw, I conquered.

Coordinators are similar to conjuncts, but differ from these in that their position is fixed at the clause boundary. They are used to connect single words, phrases, or independent clauses.

Subordinators, on the other hand, introduce dependent finite clauses, and sometimes also non-finite clauses.

Wh-words differ from coordinators and subordinators in that besides their linking function, they have a structural role within the embedded clause (as clause element or part of a clause element):

In the sentence above, there is no subject to go with the verb on the other side of the conjunction; therefore, it is only *one independent clause*.

Clauses thus connected are usually nicely balanced in length and import and are usually of the same 'mood', i.e. both *declaratives*, or both *imperatives*, or both *interrogatives*. It is occasionally possible to combine them as in:

| | |
|---|-----------------------------|
| <i>They've finished with it, but can we pay them now?</i> | declarative + interrogative |
| <i>Stay here, and I'll bring something to eat.</i> | imperative + declarative |
| <i>Don't say a word, or would you like to start again?</i> | imperative + interrogative |

Subordinate finite and non-finite clauses as well as verbless clauses may also be coordinated as long as they belong to the same function class:

| | |
|--|----------------------------|
| <i>If you finish it soon, and (if) it'll be done properly, I'll pay you more.</i> | adverbial clauses |
| <i>I don't think that he'll come, and (that) Jill will give it to him.</i> | nominal <i>that</i> - cl. |
| <i>Tom asked us where she had gone, and what she was doing there.</i> | nominal <i>wh</i> - cl. |
| <i>Students who speak Italian, or whose relatives live in Italy, should ...</i> | relative cl. |
| <i>The teacher told us to sit down and (to) read the article.</i> | <i>to</i> - infinitive cl. |
| <i>He returned tired of working so hard, but satisfied with his wage.</i> | <i>-ed</i> participle cl. |
| <i>Although over sixty and with poor eyesight, Henry drives fast.</i> | verbless cl. |

5.2.1 COORDINATORS

Coordinators (coordinating conjunctions) are joiners, words that connect (conjoin) parts of a sentence. They are used to build coordinate structures, both phrases and clauses by linking elements which have the same syntactic role and grammatical status (parallel constructions). The most commonly used coordinators are seven central coordinators, correlative conjunction, and linking adverbials.

5.2.1.1 COORDINATING CONJUNCTIONS

Among the coordinating conjunctions, the most common are:

| Coordinating Conjunctions | | | | | | |
|---------------------------|----|-----|-----|-----|-----|----|
| and | or | but | yet | for | nor | so |

The coordinators *and, or, but* are also called *central*, and they express the meaning of *addition, alternative, and contrast*, respectively.

- [1] *It is getting windy **and** colder, leaves are turning yellow **and** red, **and** autumn time is coming.*
- [2] *You can make yourself a sandwich **or** (you can) have some salad.*
- [3] *My sister loves to read books, **but** (she) doesn't want to join the literary club.*

When the subjects of the two coordinated clauses refer to the same person or thing, the second subject is normally omitted, as in [2] and [3]. Moreover, if the clauses have matching auxiliary verbs, they are also generally omitted, as in [2].

AND is the most neutral conjunction. It may simply imply some sort of **addition**, or some **similarity**. In such cases the two clauses may be reversible. In other sentences the second clause may be the result of the first or later in time, in which case the order is important as in:

*Willie heard the weather report **and** promptly shut all the windows.*

The coordinator **and** can also indicate some other relations between the contents of the linked elements. These can generally be made explicit by the addition of an adverb:

*I switched the TV on, **and (then)** he made himself comfortable in the sofa. (sequence)*

*He got some money, **and (therefore)** bought a new suit. (consequence)*

*Heather is tall, **and (in contrast)** her sister is short. (contrast)*

*She didn't apply, **and (yet)** she was asked to take the job. (concession)*

*Come closer, **and (then)** I hit you. (condition)*

OR usually means an **alternative**. Sometimes both alternatives are possible, sometimes only one. If it connects two clauses, it *excludes* the possibility that the contents of both clauses are true or are to be fulfilled.

*We can grill chicken tonight, **or** we just eat leftovers.*

In addition to introducing alternatives, *or* may imply a **negative condition**:

*Hurry up, **or** we'll be late again. = (If you won't hurry, we'll be late.)*

And and **or** can join more than two clauses, and when this is done, *and* or *or* is only needed between the last two clauses and is understood between the others. Commas are necessary in writing.

*If I'm not satisfied, I may return my uniform, my membership will be cancelled, **and** I will owe nothing.*

Or has a negative counterpart, **nor**, which is used after negative clauses:

*He didn't greet Mrs West, **nor** did he even look at her.*

BUT expresses **contras/concession**. Usually, the content of the second clause is unexpected in view of the content of the first:

*The Fullhams are very rich, **but** they live very simply.*

It is also used to suggest in an affirmative sense what the first part of the sentence implied in a negative way (sometimes replaced by *on the contrary*):

*The club never invested foolishly, **but** used the services of an investment counsellor.*

But cannot join more than two clauses. It has more limited distribution than *and* and *or* and in general is limited to *coordination of clauses* (with or without the omission of the subject and verb), or to *coordination of adjective phrases*, as in *Her dress is very nice **but** rather expensive.*

And, *or*, and *but* are restricted to initial position in the second clause. Clauses beginning with these coordinators are sequentially fixed in relation to the previous clause, and therefore cannot be reversed without producing unacceptable sentences, or at least changing the relationship between clauses. They cannot be preceded by other conjunctions.

YET as well as *but* shows **concession**:

*He spoke in a very weak voice, **yet** they understood him.*

Yet is often used with 'not'. *He spoke slowly **yet not** very clearly.*

FOR introduces a **cause** or **reason**. In informal speech 'because' is more common than *for*. This conjunction only connects independent clauses.

*Dr. Jordan couldn't lecture for the entire hour, **for** he had a sore throat.*

NOR is the negative counterpart of *or*. It expresses **alternative** or **choice**.

*You don't have to stay home, **nor** do you have to study today.*

Nor usually connects only independent clauses. After *nor* **question word order** is used.

SO introduces a **result**. It connects only independent clauses along with a *comma*.

*Tim has always been an excellent student, **so** it is no surprise that he passed the exam.*

We have to be careful of *so* because it can also mean 'as well' as in:

*He is not the only teacher in the family, **so** is his mother and sister.*

5.2.1.2 CORRELATIVE CONJUNCTIONS

Sometimes the coordination of two structures is made more emphatic by the addition of an endorsing item (*both*, *either*, *neither*, *not only*) before the first structure and the coordinator (*and*, *or*, *nor*, *but*). Such two-part conjunctions are called correlatives, and they stress the meaning of addition, alternative, or contrast. At the same time, they also single out each of the coordinated elements. Correlatives, as well as coordinating conjunctions can link clauses or lesser constituents.

| Correlative conjunctions | | | |
|--------------------------|----------------|-------------------------|-------------------|
| either . . . or | both . . . and | not only . . . but also | neither . . . nor |

When a pair joins single words, prescriptive grammar says that the two words of the pair must immediately precede the two units being joined:

*I must have left my umbrella **either in my office or in the bank.***

(connection of two PP)

EITHER . . . OR emphasises the exclusive meaning of *or*. It usually means 'one or the other' and indicates a **choice** or **alternative**.

*I will **either come or call** you.*

BOTH . . . AND emphasises the **additive meaning** of *and*. This correlative is usually used to connect only words and phrases that are similar in structure. It is rarely used to connect complete sentences.

Both our grammar teacher and our reading teacher are sick today.

NEITHER . . . NOR is the **negative counterpart** of *both...and*. It emphasises that the negation applies to both units and usually means ‘not one or the other’:

Sue has neither arrived nor called.

When connecting two independent clauses, after the words *neither* and *nor* **question word order** is used:

Neither do I want fortune, nor do I want fame.

Neither has Sue arrived nor has she called.

NOT ONLY . . . BUT ALSO emphasises the **additive meaning** of *and*, too. It can connect single words, phrases, and independent clauses.

When connecting complete clauses, a more dramatic effect is achieved by positioning *not only* initially, with **subject-operator inversion** like with *neither...nor*.

Bob has not only a car but also a motorcycle.

Not only does Bob have a car, but he also has a motorcycle.

5.2.1.3 LINKING ADVERBIALS (CONJUNCTIVE ADVERBS)

These words cannot join single words, phrases, and dependent clauses, they are used to join *only independent clauses* and express a logical relationship between the ideas expressed in them.

| relationship | Linking adverbials/Conjunctive adverbs |
|-------------------------|---|
| contrast | however, nevertheless, on the contrary, still |
| cause-result | as a result, consequently, hence, therefore, thus |
| additional info. | besides, furthermore, in fact, moreover |
| condition | otherwise |
| time sequence | afterward, later on, then |

In addition to the above mentioned linking adverbials, there are two phrases that are used for giving examples: *for example* (e.g. = *exempli gratia*) and *for instance* which have the same meaning and function as conjunctive adverbs (linking adverbials).

There are a lot of interesting places to visit. For example, the museum, the art gallery, the botanical garden. . .

The Art museum, for instance, has an excellent collection of paintings.

Such as has the meaning of 'for example':

a/ *Some countries, **such as** Brasil and Canada, are big.*

b/ *Countries **such as** Brasil and Canada are big.*

c/ ***Such** countries **as** Brasil and Canada are big.*

When *such as* can be omitted without changing the meaning of the sentence (a), commas are used. No commas are used when *such as* gives essential information about the noun to which it refers (b) and (c).

Moreover, furthermore, and in addition are used **to continue the same idea**, with the meaning of 'also'.

The city provides many cultural opportunities. It has an excellent art museum.

***Moreover/ Furthermore/ In addition**, it has a fine symphony orchestra.*

Note: **In addition to** and **besides** are used as prepositions, thus they are followed by an object, not a clause.

***In addition to / Besides** an excellent art museum, it has a fine orchestra.*

5.2.2 PUNCTUATION BETWEEN INDEPENDENT CLAUSES

There is a variety of ways of connecting (or separating) two independent clauses. They are usually linked by coordinators or they can be joined by different kinds of punctuation. When two ideas come together and either one of them can stand by itself, as its own independent sentence, the following kinds of punctuation are possible:

- **Full stop** (period) + **new sentence**

Maria doesn't want to see the film. She says it is boring.

- **Comma + conjunction** (and, but, for, nor, yet, or, so)

*Maria doesn't want to see the film, **so** she'll stay in her room.*

- **Semicolon**

Maria doesn't want to see the film; she has already seen it.

- **Semicolon + transitional expression (linking adverbial)** followed by a comma

*Maria doesn't want to see the film; **therefore**, she'll stay in her room.*

A **COMMA** is customarily used before the conjunction linking the co-ordinate clauses in a compound sentence, especially when the clauses are long or when it is desirable to emphasise their distinctness. *When connecting single words and phrases, we usually do not use commas in front of the coordinators. A comma is correct when **and** is used to attach the last item of a serial list, and **but** is used to express contrast:*

*Peter spent his summer studying basic maths, writing, **and** reading comprehension.*

*The musical comedy originated in America, **and** it has retained a distinctly American flavour. This is a nice dress, **but** very expensive.*

The comma may be omitted before the conjunctions **and, or, nor** in compound sentences if the co-ordinate **clauses are short** and closely related in thought:

*Life is short [,] **and** time is fleeting.*

*He had to get home [,] **or** his wife would be furious.*

*Alex didn't like her [,] **nor** did I.*

In both formal and informal writing, a comma **is used** between independent clauses joined by **but** or **yet** to emphasise the contrast:

*She doesn't seem to have changed much, **but** in fact she has become more serious.*

*It is an imperfect system, **yet** it is better than none.*

A comma is necessary between clause joined by **for** used as a conjunction, so that it won't be confused with the preposition *for*

*He was an easy target, **for** anyone could pull wool over his eyes. (for as a **conjunction**)*

*He was an easy target for anyone who wanted to take advantage of him. (for as **Prep.**)*

We **may use** punctuation marks such a **FULL STOP** and **SEMICOLON** *between coordinated independent clauses* because they are long, because we want to emphasise that each clause is a separate unit, or because one or more of the clauses have internal commas. On the other, hand we **should not use** a full stop or a semicolon *to separate an independent clause from the dependent clause.*

Linking adverbials are more flexible than coordinators and they are often marked off by punctuation in writing, or by slight pauses in speech.

There are four **punctuation patterns** for independent clauses joined by linking adverbials:

1/ between two clauses:

*Paul didn't study; **therefore**, he failed the test.*

2/ at the beginning of the second clause:

*Paul didn't study. **Therefore**, he failed the test.*

3/ within the second clause

*Paul didn't study. He, **therefore**, failed the test.*

4/ at the end of the second clause:

*Paul didn't study. He failed the test, **therefore**.*

While coordinators are mutually exclusive, linking adverbials may be preceded by coordinators:

*Stan is a good student, **and moreover**, he is an excellent tennis player.*

5. 3 SUBORDINATION

While coordination is a way of linking phrases and clauses of equal importance, by means of subordination we *join clauses of unequal status*, where the main clause is superordinate to the subordinate clause(s), which depends on the main clause for its meaning. Compared with coordination, subordination allows the speaker or writer to express a larger variety of relationships between ideas or facts, as well as to show these relationships more clearly and

Subordination is generally *marked by a signal* in the subordinate clause. The signal may be of various kinds:

| | |
|--|---|
| subordinating conjunction | They went swimming although <i>it was rather cold</i> . |
| wh- element | Melanie has forgotten what <i>she wanted to ask</i> . |
| that | I didn't notice that <i>she was cheating</i> . |
| subject-operator inversion in declarative clauses | Had I known <i>he would be there</i> , I wouldn't have come. |
| the absence of a finite verb | Not knowing <i>what to do</i> , the child started to cry. |

5.3.1 SUBORDINATORS

Subordinators (sometimes called dependent words or subordinating conjunctions) are the most important formal device of subordination, particularly for finite clauses. A subordinating conjunction comes at the beginning of a dependent (subordinate) clause and establishes the relationship between the dependent clause and the rest of the sentence. It also turns the clause into something that depends on the rest of the sentence for its meaning. Subordinators indicate the meaning relationship (*time, reason, comparison, condition, etc.*) between the dependent clause and the superordinate structure (independent clause). They can also have a role as subject, object, adverbial, etc.

The great majority of subordinators introduce **adverbial clauses**. Formally, subordinating conjunctions can be grouped as follows:

Simple subordinators consist of a single word, such as: **after, although, as, because, since, where, whoever**, etc.

Complex subordinators are multi-word units, most of which end in **as** or **that** (which is often optional):

*as: according as, as far as, as long as, as soon as, inasmuch as
but that, in that, in order that, in the event that, such that*

*that: assuming (that), considering (that), given (that), granted (that), on condition (that),
provided / providing (that), supposing (that), now (that), except (that), so (that), etc.*

others: as if, as though, even if, even though, in case, no matter + wh-word

Correlative subordinators have a special relationship to a form in the independent clause. The subordinator and the form it correlates with co-operate to express the relationship between clauses:

as ...so, although ... yet, even if ... yet, while ... yet, if ... then, once ... then, since ... then

These are not complex subordinators, they are simple, but the semantic relationship is reinforced by an adverb in the main clause (*then, yet, so*). The adverb can generally be omitted, as in:

If they had invited us [then] we'd have come.

Another kind of correlative subordination is found in clauses following a degree element in the superordinate structure: **as/so ... as, such ... as, more/less ...than, so/such ... that, the ... the, whether ... or.**

He was asking me **more** questions **than** I was able to answer.

Helen is **so** nervous at this stage **that** if you don't let her alone, she won't be able to work.

A special type of comparative structures contains **the ... the...** expressing proportion:

The more you talk about the case, **the** less interesting it is.

Except for the above listed subordinators, dependent clauses can be introduced by

WH – words, which are used in the following ways as:

- **markers** of subordination in interrogative **nominal subordinate clauses**:

I don't know **where** she's put my notebook.

Could you tell me **whose** car is parked in front of our garage?

- **relativizers** (introducing **relative clauses**)

He is a kind of person **who** always needs some guidance.

I couldn't find the book **which** Granny had given to me as a birthday present.

The boy **whose** dog chased our cat in the garden is our teacher's son.

Relativizers are used as pronouns (*who, whom, which, that*), determiners (*which, whose*), or adverbs (*when, where, why*). Although they are similar to subordinators in that they introduce dependent clauses, there is an important difference between them: in addition to the linking role, relativizers have a syntactic role as clause element or part of a clause element. Moreover, a relativizer normally has a close relationship with a preceding noun phrase; the clause it introduces is generally a postmodifier in a noun phrase and the choice of relativizer is dependent upon the head of this noun phrase.

- **markers** of **conditional-concessive clauses** and **nominal relative clauses**

Whatever I promised him, I couldn't stop him crying.

I believed **what** she told me.

- **THAT** is most commonly used to introduce **nominal clauses** (called nominal *that*-clauses).

He didn't know **that** Sandra had got married.

The idea **that** we should pay is ridiculous.

That Robert will win the match was obvious.

The relative pronoun **that** is a subordination marker in **restrictive relative clauses**

The announcers claimed this was the product **that** we could all count on.

However, sometimes nominal and relative clauses have no clear indicator of subordination within them since they allow the omission of *that* in certain contexts:

I don't think [*that*] Gill could do such a thing. (nominal zero *that* -clause)

Mrs Parker liked the present [*that*] her husband gave her for their anniversary.

(zero relative clause)

5.3.1.1. OTHER INDICATORS OF SUBORDINATION

Subject-operator inversion is a marker of subordination especially in **conditional clauses**. In formal writing we find conditional clauses marked by inversion rather than by subordinator. This is restricted to clauses introduced by *had*, *should*, and subjunctive *were*.

Had I known that you were doing your homework, I wouldn't have disturbed you.

Were she a better student, she would pass the test.

In **concessive** and **reason clauses** with subordinators *as*, *though* and *that* inversion of a different kind (fronting of the whole or part of predication) may occur.

Scared as she was, Maria couldn't explain what had happened.

The **absence of a finite verb** is itself an indicator of subordination since non-finite and verbless clauses are generally dependent.

Understanding how this machine works is essential if we want to use it.

*A group of people had gathered **to watch** the police in action.*

EXERCISES 42-53

42. Identify the sentence that illustrates the use of proper parallel construction.

1. a/ I like to eat rich deserts, playing fast card-games, and riddles.
b/ I like eating rich deserts, playing fast card-games, and solving riddles.
2. a/ Julie enjoys eating chocolate, walking under the moonlight, and to sing folk songs.
b/ Julie enjoys eating chocolate, walking under the moonlight, and singing folk songs.
3. a/ Either I'll meet you in front of the restaurant, or at the bus stop.
b/ I'll meet you either in front of the restaurant, or at the bus stop.
4. a/ Sheila kept her room tidy, neat, and cosy.
b/ Sheila kept her room tidy, neat, and it was cosy.
5. a/ Mr. Parker was an excellent teacher, a specialist in history and neighbour.
b/ Mr. Parker was an excellent teacher, a specialist in history and a good neighbour.
6. a/ I liked neither the film, nor did I like the book.
b/ I liked neither the film nor the book.
7. a/ Jonathan wasted a year at the university by not studying enough and spending much time at parties.
b/ Jonathan wasted a year at the university by not studying enough and by spending much time at parties.
8. a/ You will begin either to study now, or you'll risk failing the exam.
b/ Either you will begin to study now, or you'll risk failing the exam.

43. Using parallel words or phrases, complete each of the following sentences.

1. When I was a child, I loved to play in the leaves, skip down the driveway, and _____ against the wind.
2. I still enjoy playing in the leaves, skipping down the driveway, and _____ against the wind.
3. Merdine danced a jig and then _____ a song that took my heart away.
4. Merdine said that she wanted to dance a jig and then _____ a song that would take my heart away.
5. The children spent the afternoon playing video games, watching TV, and _____ donuts.
6. If you want to learn how to play video games, watch TV, or _____ donuts, spend an afternoon with my children.
7. All that you need to make a great tomato sandwich is whole-wheat bread, a sliced sweet onion, two lettuce leaves, mustard or mayonnaise, and a juicy _____.

8. To make a great tomato sandwich, begin by toasting two pieces of whole-wheat bread and _____ a sweet onion.

44. Read the following sentences. If the sentence is correct, don't change anything. If the sentence is incorrect, find the parallel structure problem and correct it.

1. The factory workers were ready, able, and were quite determined to do a great job.
2. The computer network is safer, stronger, and more secure.
3. We cannot be worried or terrified of difficulties in life.
4. The actor taught his student how to read, how to stand, how to cry, and to talk with fans.
5. The requirements for a chemistry degree are not as strict as a medical degree.
6. Either you can join the army or the navy.
7. The reorganization of the company is neither simple nor it will be cheap.
8. When I was in high school, I learned piano and how to play the guitar.
9. Fred supports the idea because, first, its simplicity; second, it is unique.
10. They are either our friends or they are not.

45. For each of the following pairs of sentences, identify the relationship between the two sentences. Then, combine each pair into one sentence using different types of coordinators.

Example: I exercise a lot. I also walk to work every day.

Addition - I exercise a lot; **moreover**, I walk to work every day.

Smoking is dangerous. Millions of people continue to smoke.

Concession - Smoking is dangerous, **yet** millions of people continue to smoke.

They drink coffee in the morning. They drink coffee throughout the day.

Alternative – **Either** they drink coffee in the morning **or** they drink coffee

(They drink coffee **either** in the morning **or**...)

1. I can call your father. I can call your mother.

2. My sister couldn't come to the party. She had a terrible headache.

3. This car is not expensive. This car is not fast.

4. The doorbell rang. The baby woke up.

5. She doesn't speak French. She doesn't understand a word in it.

6. The ceremony was very long. It was not boring.

7. You must finish it in time. You won't get paid.

8. Henry hasn't eaten anything since morning. He is hungry.

9. They have a big house. They have a beautiful garden with a pool.

10. Maria prefers snowboarding. Her brother Tom likes skiing.

11. Ken's teacher encouraged him to go to the university. He nominated him for a scholarship.

12. You shouldn't eat so much fat food and sweets. You'll put on some weight.

46. Connect the following sentences in two ways (connect two PARALLEL STRUCTURES and then connect two CLAUSES). Use correlative conjunctions.

Example: A student is hardworking. A student is lazy.

*A student is **either** hardworking **or** lazy.*

***Either** a student is hardworking, **or** he is lazy.*

1. I'll call you in the morning. I'll call you in the afternoon. (*either...or*)

2. Leo and Jim jog every morning. They do push-ups. (*not only...but also*)

3. My brother is going to Spain in summer. My sister is going, too. (*both...and*)

4. Money is not important for me. Success is not important for me. (*neither...nor*)

5. Barbara is coming to the party. Timea is coming to the party. (*both...and*)

6. You must learn the poem by heart. The teacher will give you a low grade. (*either...or*)

7. Mr. Hughes can't come to the office. His secretary cannot come to the office. (*neither...nor*)

8. Peter needs a new bicycle. He needs a new helmet. (*not only...but also*)

9. His parents are coming to visit them. His grandfather is coming to visit them. (*both...and*)

10. The girls don't want to go for the trip. Patrick doesn't want to go for the trip. (*neither...nor*)

47. Complete the following sentences. Remember to express the meaning indicated by each conjunction. (There may be more than one way to complete each sentence logically.)

1. The Grant family has not enjoyed staying at the Hilton, **nor** _____

_____.

2. Ian is very good at maths; **moreover**, _____

3. During their vacation they spent many days together, **yet** _____

_____.

4. The students in group IV. are all men, **but** _____.

5. I studied very hard; **however**, _____.

6. We must find solutions to the problem of traffic in our city; **otherwise**, _____

_____.

7. Some of the students were cheating on the test, **so** _____.

8. Money cannot buy love, **nor** _____.

9. I couldn't afford to buy a new car, **for** _____.

10. She wasn't able to answer the difficult question; **therefore**, _____

_____.

11. **Not only** can she speak Italian, **but** _____.

12. My aunt has a nice figure, **yet** _____.

48. Fill in the gaps with the most appropriate conjunctions. Insert commas, full stops, and semicolons.

1. My friends _____ encourage _____ criticize each other.

2. I have always liked to work with children _____ I decided to become a teacher.

3. The life of a single woman is sometimes difficult _____ being single has a lot of advantages.

4. _____ they will take the latest bus _____ they'll take a taxi.

5. Studies show that cigarette smoking is dangerous to one's health _____ millions of people continue to smoke.

6. I had planned to travel to Spain _____ my roommate wants to go to Sweden.

7. My cousin can't speak English very well _____ he uses a lot of gestures.

8. Don't forget to take some food for the trip _____ you will get hungry.
9. Most problem children _____ like school _____ feel comfortable there.
10. John was the first to finish the test _____ he got all the answers right.

49. Punctuate the following sentences. Use commas (,), full stops (.), and semicolons (;).

1. My sister got a new job in Denver She's going to move there soon therefore.
2. Many parents in America are upset for their children are not learning good reading and math skills in school.
3. She should go to the dentist Otherwise her toothache might get worse.
4. There are many industries in that area consequently unemployment is low.
5. I didn't take my umbrella, so I got wet.
6. He hadn't studied for the test as a result he failed it.
7. Don't be absent from class You will miss the review otherwise.
8. I'm studying at the university in Boston My best friend however is in Houston.
9. I haven't done my writing assignment, nor have I done the reading one.
10. We were listening to the teacher but not understanding the lesson as a result we were not able to fill in the task.
11. Some people think he's lazy He is on the contrary very industrious.
12. She's very creative for example she designed the stage set for the opera last month.

50. Use either a wh-word or that to introduce nominal or relative subordinate clauses in the following sentences. For some sentences more than one subordinator may be appropriate, and the wh-word or that can at the same time be the subject of the subordinate clause.

Example: I can't stand people that/who are always late.

That I participated to my utmost was what counted.

I don't know where I should start.

1. _____ he is the best player on the court is evident from his movements.
2. My friend, _____ has promised me to come, hasn't appeared yet.
3. Underline the subordinate clause _____ acts as the subject of the sentence.
4. I asked his girlfriend _____ they had come back last night.
5. Tim didn't want to tell us _____ he had failed to keep his promise.
6. The man _____ she called "Prince Charming" was in fact an ugly toad.
7. The jury had to decide _____ he was guilty or not.
8. The young couple haven't decided _____ they will go for their honeymoon.
9. _____ she does in her free time doesn't interest me at all.
10. The little girl _____ parents won the prize money was very happy.
11. _____ leaves the room last should switch the lights off and lock the door.
12. I couldn't make up my mind _____ I should send the invitation card.
13. Karin was very happy _____ she was chosen to be the captain of the team.
14. The fact _____ he's lost his keys again didn't surprise anyone.
15. I have no idea _____ they got this beautiful picture from.

16. They didn't tell the teacher the truth, _____ was stupid of them.
17. You must be responsible for _____ you do.
18. They wondered _____ I managed to do it without their help.

51. Use the appropriate subordinating conjunctions to complete the following sentences by different types of adverbial clauses. For some sentences more than one subordinator may be appropriate.

1. Columbus had to wait seven years _____ he was given ships and supplies.
2. _____ the polar bear lives in an extremely cold climate, it doesn't hibernate.
3. The students stopped talking _____ the teacher entered the classroom.
4. _____ the snowplough clears the snow, the road will be open.
5. I tiptoed across the bedroom _____ I wouldn't wake up the sleeping baby.
6. The mirror fell and broke _____ Henry was hanging it on the wall.
7. Jacob plays the guitar very well _____ he has never had lessons.
8. I won't go with you _____ you tell me where we are going.
9. The child was _____ scared _____ he hid under the bed.
10. The cars could pass each other _____ the road was narrow.
11. Many parents want programmes showing violence removed from television _____ they may be harmful to children.
12. My friend Gill has moved two times _____ she got divorced.
13. She looked at me _____ I had stolen her money.
14. _____ you haven't done your homework, you won't be able to follow this lesson.
15. He followed his directions exactly _____ he had been instructed.

52. Connect the following pairs of independent clauses into a complex sentence by changing one of them to a dependent clause. Express different relationships and make changes if needed.

Example: It stopped snowing. I went outside.

After it (had) stopped snowing, I went outside.

1. I was a child. I used to play with dolls.

2. They don't like classical music. They didn't go to the concert.

3. He behaved as a child. He is not a child.

4. Alice wanted to know. Where did you buy the new coat?

5. You will follow the instructions. You won't have any problems working with it.

6. He gave the beggar some money. He can buy something to eat.

7. Jane is my best friend. I met her at a party last year.

8. Kennedy was a member of Congress. He became president.

9. I always put my finished assignments. The teacher tells us.

10. I didn't know. She moved to London.

53. Express each given relationship in two ways: use a coordinator to form a compound sentence; then, use a subordinator to form a complex sentence.

Example: **concession** *I had a terrible headache. I went to school.*

*I had a terrible headache, **yet/ however** I went to school. - compound*

***Although** I had a terrible headache, I went to school. – complex*

1. **reason/result** She was very fat. She had difficulties going up the stairs.

coordination _____

subordination _____

2. **condition** You must fill in the form properly. You won't get the job.

coordination _____

subordination _____

3. **concession** I was very tired. I didn't have a rest.

coordination _____

subordination _____

4. **cause** Bob was trying to get a taxi. He was in a hurry.

coordination _____

subordination _____

5. **contrast** John can't skate at all. He is a very good skier.

coordination _____

subordination _____