

The grammatical roles of finite dependent clauses are many and varied. It is not always clear to what extent clauses should be regarded as independent or as part of other structures. There are degrees of integration, ranging from clear subordination to loosely attached structures.

Non- finite dependent clauses are more compact and less explicit than finite clauses; they are not marked for tense and modality, and they frequently *lack an explicit subject or subordinator*.

x Watching the 7 o'clock news, I heard a strange noise.

To interpret a non-finite clause, it is necessary to use clues from the main clause and often also from the wider context. There are three main types of non-finite clause, each containing a different type of verb phrase (**infinitive clauses**, **ing- clauses**, and **ed- clauses**). The three types differ considerably with respect to the grammatical roles they can play. *Infinitive* and *ing-* clauses are the most versatile grammatically. Non-finite clauses are often loosely integrated into the main clause and may even lack a verb altogether.

6.1 SYNTACTIC AND SEMANTIC FUNCTIONS OF DEPENDENT CLAUSES

Dependent clauses can perform *various syntactic functions* within the sentence. They act either in the capacity of some kind of noun or as some kind of modifier. They can be **subjects**, **direct** or **indirect objects**, **complements**, or **adverbials**. In addition, they may function as part of a clause element - **complement of preposition**, **complement of adjective** and **postmodifier** in a noun phrase.

Subject:	<i>That we badly need new equipment is obvious.</i>
Direct Object:	<i>I know that she is bright.</i>
Indirect Object:	<i>They gave whoever it was a drink.</i>
Subj. Complement:	<i>The point is that they're leaving right away.</i>
Object Complement:	<i>I can't imagine John to be overweight.</i>
Prepositional Complement:	<i>Tom's plans depend on what is decided at the meeting.</i>
Adjective Complement:	<i>The athlete is very happy that he has made a record.</i>
Adverbial:	<i>When we meet, I'll explain everything.</i>
Postmodifier in a NP:	<i>I'd like a friend who remains a friend.</i>

On the basis of their potential **semantic functions**, we distinguish four basic categories of dependent (subordinate) clauses:

- **nominal clauses**
- **relative clauses**
- **adverbial clauses**
- **comparative clauses**

19. Can you tell me _____ ?
 20. I'm not interested in _____ .

56. In each sentence below supply the missing independent and dependent clauses (AC, NC, or RC) or other elements as indicated in brackets.

Example:

- (Ger.P.) Keeping in shape was important to the world champion.
 The waitress asked (NC) whether they wanted some more wine.
 Trying to achieve even better results, (ind.C) Mandy exercised two times a day.
(AC) As soon as she arrives, I'll send you a message.
 Tom told me the story (RC) which he had heard from his friend.

1. Later I discovered (NC) _____.
2. She spoke with her friend Jackie McDell, (RC) _____.
3. (Part.P) _____, the girls didn't hear what Ann said.
4. I admire my mum (AC) _____ and always lets me do (NC) _____.
5. (NC) _____ is not quite clear to me.
6. After a long journey across the country, (Ind.C) _____.
7. The play was so bad (AC) _____.
8. I'll remember you (Part.P) _____.
9. (AC) _____, he asked us (Inf.P) _____.
10. I wasn't sure (NC) _____.
11. Mr Briggs has taken us to the house (RC) _____.
12. My parents don't like my (Ger.P) _____.
13. (AC) _____, he decided to go inside and have a look (NC) _____.
14. We have a lot of things (RC) _____.

57. Instructions as for 56

1. I don't know (NC) _____, (AC) _____.
2. She began to tell her boss (NC) _____.
3. I'm very happy (NC) _____.
4. Walking north he again passes a steel grey limousine (RC) _____.
5. (AC) _____, I could see what was going on.
6. I'm lucky enough, (Ind.C) _____ (AC) _____.
7. The film avoids (Ger.P) _____.
8. The teacher told us (Inf.P) _____.
9. Mr Dark had been sitting on an email (RC) _____.
10. (NC) _____ is a mystery to me.

11. He gave the letter __ (RC) _____ to the police.
12. It was a very unusual situation __ (Inf.P) _____.
13. __ (AC) _____ that he would come, __ (Ind.C) _____
 _____ (RC) _____.
14. Ben often wondered __ (NC) _____
 __ (AC) _____.
15. __ (AC) _____, I could have spend a week in the
 mountains __ (RC) _____.

6.2 NOMINAL CLAUSES

For a process of embedding a clause in another in order to complete the meaning relationship of an associated verb or adjective in the main clause, grammarians use the term 'complementation'. A nominal clause is closely integrated with the main clause in which it is embedded. It cannot normally be left out without injuring the structure of the main clause. Its freedom of movement is limited. Because nominal clauses are normally selected or *controlled* by a preceding verb, adjective, noun, or preposition, they are frequently referred to as **complement clauses** (because of their complement role), yet we will use the term **nominal clause** (according to CGEL).

Nominal clauses are a type of dependent clause used to complete the meaning relationship of an associated verb or adjective in the main clause. Nominal clause (*noun clause*) refers to a clause that can occur in positions where **noun phrases** occur and like noun phrases, function as *subject (also extraposed)*, *object*, *complement*, *appositive*, and *prepositional complement* in the main clause (see 6.1.1.). The occurrence of nominal clauses is more limited than that of noun phrases because semantically the clauses are normally abstract; they refer to such abstractions as events, facts, and ideas. The only exception is the nominal relative clause, which may refer to persons and things and may in fact be alternatively analysed as a noun phrase.

There are four major structural types of nominal clause:

- **that-** clauses
- **wh-** clauses
- **to- infinitive** clauses
- **ing-** clauses

They are distinguished on the basis of their internal structure. *That-* clauses are always finite, *wh-* clauses are usually finite clauses. Thus, they include tense or modality distinction and must have a subject. They are introduced by the (omissible) subordinator **that** or by a **wh-word**. On the other hand, *to-* infinitive clauses and *ing-* clauses are always non-finite clauses, and thus do not include tense distinction or modals. Non-finite clauses often omit the subject, especially when the subject of the nominal clause refers to the same entity as the subject of the main clause.

I started thinking about Christmas. (I started, I thought about)

In addition, there are non-finite nominal clauses which occur with an infinitive form without *to*. These **bare infinitive clauses** form a special subclass of infinitive clauses:

The only thing he wanted was (to) go home.

Infinitive clauses can also occur in combination with *wh-* clauses:

She didn't know what to do after she finishes her task.

6.2.1 THAT- CLAUSES

Nominal *that*-clauses may occur in pre-predicate and post-predicate position. *That*-clauses do not follow prepositions. They may **function** as:

- **Subject** (pre-predicate)

That he moved into such a luxurious apartment surprised his parents.

It annoys them that Martin doesn't have a permanent job. – extraposed Subject
(That Martin doesn't have a permanent job annoys them.)

- **Direct object**

I heard that he failed the exam.

- **Complement**

The news was that the police had arrested a suspect.

- **Appositive**

Your idea that we should buy her an expensive present is rather strange.

- **Adjectival complement**

I'm sure that Linda will bring the dog with herself.

In **pre-predicate subject that-clauses** it is common that the word **it** (anticipatory/introductory IT) functions as the subject, and the noun clause is **extraposed**. Extraposed *that*-clauses and *that*-clauses in subject position involve a main clause that often reports an attitude which is not overtly attributed to any person. This is usually the attitude of the speaker or writer of the text, even though the author does not assume explicit responsibility for the attitude:

That she doesn't understand English is obvious.

It is obvious that she doesn't understand English.

It is vitally important that both groups are used to support one another.

That-clauses occurring in **post-predicate position** are commonly used to report the speech, thoughts, attitudes, or emotions of humans. In these constructions, the subject of the main clause refers to the human participant, the lexical verb or adjectival complement presents the type of reporting, and the *that*-clause presents the *reported* speech, thought, or attitude, and functions as **object** of the sentence:

He said (that) he didn't like the way Jill behaved.

I think (that) Steven has forgotten to lock the door.

The verbs that take a *that*-clause in post-predicate position fall into three major semantic groups: mental verbs of cognition (e.g. *think, know, hope, wish*), speech act verbs (e.g. *say, tell*), and other communication verbs that do not involve speech (e.g. *show, prove*).

When *that*-clauses follow certain verbs and expressions such as: *advise, ask, demand, insist, recommend, request, suggest, it is essential, it is important, it is imperative, it is necessary, it is vital*, etc., the *that*-clauses occur with either the **modal should**, or an uninflected **subjunctive verb form**:

The doctor recommended that he should stay in bed.

He demanded that we be there on time.

I insisted that he pay me the money.

It is important that the candidates be given the results as soon as possible.

When the *that*-clause is direct object, complement, or extraposed, the conjunction **that** is frequently omitted except in formal use, leaving *zero that* -clause. *That* cannot be omitted in a subject clause (pre-predicate *that*-clause).

I told him (that) he was wrong.

It's a pity (that) you don't speak Spanish.

Nominal *that*-clauses functioning as **appositive** re-name the word that immediately precedes it. As appositive nominal clauses always follow NPs, they *resemble relative clauses* in being capable of introduction by **that**. Nominal appositive clauses differ from relative clauses in that the head of the noun phrase of an appositive clause must be an abstract noun such as *fact, idea, reply, answer, appeal, promise. etc.*

The fact that she didn't keep her promise made me angry.

Structurally, the *that*-clause in these constructions acts as appositive (complement) to the noun *fact*. However, the meaning in such cases is usually equivalent to the analogous sentence with pre-predicative *that*-clause. *That she didn't keep her promise made me angry.* In the examples:

(1) *His suggestion that Ralph didn't work conscientiously was resented.* (NC)

(2) *His suggestion that surprised everyone was resented.* (RC)

In sentence (1) the *that*-clause *that Ralph didn't work conscientiously* is a nominal clause and not a relative clause. We can show this by contrasting:

- In the relative clause (2) *that surprised everyone*, *that* is a relative pronoun, and could be replaced by *which*. It acts as the subject of the clause (the suggestion surprised everyone)
- in *that Ralph didn't work conscientiously* *that* is a conjunction

6.2.2 WH- CLAUSES

Wh- nominal clauses can be either **interrogative clauses** or **nominal relative clauses**. They are introduced by **wh-words** (*when, where, why, who, whom, what, which, whose*) and the same set of these words is used with both, except for *whether*, which is unambiguously interrogative. *Wh*-clauses, characteristically more versatile than *that*-clauses, occur in the whole range of **functions available to the nominal that-clause** and in addition may function as prepositional complement:

- **Subject** (pre-predicate)

What he told them about his previous life remains a secret.

- **Direct object**

I don't understand why he failed the exam.

- **Subject complement**

The problem is who will look after the dog while I'm in hospital.

- **Appositive**

Your question, why Nelly didn't announce her wedding, hasn't been answered yet.

- **Adjectival complement**

It was incredible how much had happened.

- **Prepositional complement**

They didn't agree on whose turn it was.

The following are the two most important grammatical patterns available for *wh*- nominal clauses in post-predicate position:

1. verb + *wh*-clause

I don't remember where I put my glasses.

2. verb + NP + *wh*-clause

The teacher asked Paul why he had missed so many classes.

6.2.2.1 WH-INTERROGATIVE CLAUSES

These subordinate clauses resemble *wh*-questions semantically in that they leave a gap of unknown information, represented by the *wh*-element. The clearest type of *wh*-interrogative clause presents an **indirect question**.

QUESTION	NOMINAL CLAUSE
<i>Where does she live?</i>	<i>I don't know where she lives.</i>
<i>Who lives there?</i>	<i>I wonder who lives there.</i>
<i>Who is she?</i>	<i>I'd like to know who she is.</i>
<i>What did she say?</i>	<i>What she said surprised me.</i>

Similarly, to independent *wh*-questions, the *wh*-word is placed first. If the *wh*-clause contains a prepositional complement, we have the choice between two constructions, one being formal. In formal style, the preposition precedes the *wh*-clause, while in informal style the subordinate clause comes first, and the preposition is deferred to the end of the sentence.

He doesn't remember on which shelf he put it. (formal)

He doesn't remember which shelf he put it on. (informal)

Infinitive *wh*-clauses can be formed with all *wh*-words, though instances with *why* are rare. The meaning expressed by the infinitive is *should, can, could*.

She didn't know how to get rid of her intrusive guest. (how she should get rid of...)

Mr. Leon advised me where to go and look for it. (where I should go...)

6.2.2.2 YES/NO INTERROGATIVE CLAUSES

The *wh*-word **whether** and its close equivalent **if** are used specifically to introduce dependent *yes/no* interrogative clauses expressing **indirect questions**. They occur in the same range of functions available to *wh*-interrogative clauses, and may include infinitive clauses.

He wondered whether the teacher had noticed the error.

I asked my neighbour if she could lend me her notes.

In the above examples, it would be possible to substitute *if* for *whether* or vice versa without changing the meaning of the sentence. There is also a variant of the *whether/if* clause which

corresponds to an **alternative** direct question. This type of clause is formed with correlatives **whether. . . or, if . . . or.**

*When they reached Fair Bank, Alan asked her **whether** they should go through the square **or** along King Street.*

The subordinator *whether* is repeated only if the second unit is a full clause:

*When they reached Fair Bank, Alan asked her **whether** they should go through the square **or whether** they should go along King Street.*

Alternative question constructions are also found with elliptical negative clause **or not**:

*I don't care **whether** you come with us **or not**.*

In alternative question constructions with elliptical negative clause, the *or not* can also directly follow *whether*. In general, alternative interrogative clauses are strongly associated with *whether*. In the following example, *if* could not be substituted for *whether*.

*I don't care **whether or not** they join us.*

Whether/if clauses are frequently used with a negative in the main clause- almost invariably so in the case of negative-oriented verbs such as *care*, *matter* and *mind*:

*I don't **care** if you're late **or not**.*

*Doesn't **matter** whether it rains **or not**.*

*She doesn't **mind** if the rumour spreads around.*

One of the most common verbs taking *whether/if* clauses is *know*, which also occurs predominantly in the negative:

*Robert doesn't **know** whether they'll arrive tomorrow morning **or** in the afternoon.*

Alternative *whether/if* clauses can be **non-finite** (only to/infinitives).

*I don't **know** whether to go there by car.*

Whether is obligatory if:

- the subordinate clause is at the beginning of the sentence

***Whether** she'll do it doesn't concern me.*

- after be

*The problem **is** whether we'll get the money.*

- before an infinitive

*Robert haven't decided **whether to** by a BMW **or** a Mercedes.*

6.2.2.3 NOMINAL-RELATIVE CLAUSES

Nominal relative clauses resemble *wh*-interrogative clauses in that they are also introduced by a *wh*- element. The *wh*- element may be a pronoun, determiner, or adverb. In some respect they are more like noun phrases, since they can refer to concrete entities as well as abstract entities. They can be analysed as *noun phrases modified by relative clauses*, except that the *wh*- element is merged with its antecedent:

***Whoever** said that does not understand the question. [The person who said that]*

*He gave his children **what** they wanted. [...the things that they wanted]*

*Tesco is **where** I do my shopping. [..the place where I do my shopping]*

Nominal relative clauses have the same range of **functions as noun phrases**:

- **Subject** (pre-predicate)

What he whispered was not understood by anyone.

- **Direct object**

I 'd like to see whatever is on tonight.

- **Indirect object**

David offered whoever appeared a glass of wine.

- **Subject complement**

Christmas time is when the family gets together.

- **Object complement**

You can call him what(ever) you like.

- **Appositive**

I'll tell you everything; what I've heard and what I've read about it.

- **Prepositional complement**

He is interested in whatever you offer.

Wh- elements may express either *specific* meaning (the *-ever* suffix is not allowed) or *nonspecific* meaning (generally indicated by the presence of the *-ever* suffix).

Specific: *I picked up what was the closest to me.* [the one which was the closest]

Nonspecific: *I'll collect whatever I find in the room.* [anything that is in the room]

A subordinate clause may be ambiguous between a nominal relative and an interrogative interpretation:

They asked me what I knew.

relative interpretation:

They asked me things that I knew.

interrogative interpretation: They asked me: "*What do you know?*"

6.2.2.4 EXCLAMATIVE CLAUSES

In subordinate exclamative clauses, similarly as in independent exclamative clauses, the exclamative element is formed with **what** as pre-determiner in a noun phrase and **how** as intensifier of an adjective, adverb, or clause. The exclamative element is positioned initially.

Subordinate exclamative clauses generally function as:

- **extraposed subject**

It's amazing how easily she can do it.

- **direct object**

She isn't able to find words to express what a great time they had.

- **prepositional complement**

I've heard about how excellent her performance was.

6.2.3 TO-INFINITIVE CLAUSES

Infinitive nominal clauses serve a wide range of functions. They are commonly used to report *intentions, desires, efforts, perceptual states, and various other general actions*. Similar to *that*-clauses, infinitive clauses can occur in either post-predicate or subject position, and in a variety of other structures. They may **function** as:

- **Subject** (pre-predicate)

To pay them in advance was a stupid idea.

- **Extraposd subject**

It had taken the author a long time to finish his book.

(To finish his book had taken the author a long time.)

- **Direct object**

They are trying to hold it together.

- **Subject complement**

The reason for his presence is to get some support for his plan.

- **Appositive**

His idea, to go there without invitation, seems to be rather odd.

- **Adjectival complement**

Helen was glad to have him around.

The presence of a subject in a *to*-infinitive clause normally requires the presence of a preceding **for**. When the subject is a pronoun that distinguishes subjective and objective cases, it is in the objective case:

The latest proposal is { *that we should meet on Thursday.*
for us to meet on Thursday. (the meeting is proposed only for us)

The director rejected the proposal that the trip should be postponed or for the trip to be postponed.

When the clause is a direct object, however, *for* is generally absent before the subject:

He wants x us to meet on Thursday.

When the infinitive clause is in post-predicate position, there are five major grammatical patterns possible:

1. **verb + to-clause**

My sister hopes to move to a bigger city.

2. **verb + NP + to-clause**

I told grandma to make a cake.

3. **verb + for NP + to-clause**

I don't like waiting for someone to call me.

4. **verb + bare infinitive clause**

The police didn't let examine the body before the sheriff came.

5. **verb + NP + bare infinitive clause**

The coach had the players train for more than 2 hours.

A nominal **bare infinitive clause** may function as object complement with a relatively few verbs such as *dare, help, let, feel, have*, etc. (see pattern 4. and 5. above).

The *to* of the infinitive is optional when the clause is subject complement.

*What she likes is (to) **have a nap in the afternoon.***

Switch off the gas was all I was asked to do.

A lot of verbs that fit in the patterns above also have corresponding passive forms:

*Mr. Parker is considered **to be an expert in computer technology.***

6.2.4 ING CLAUSES

Like nominal *that*-clauses and infinitive clauses, nominal *ing*-clauses serve a wide range of functions. They are most commonly used with aspectual verbs (*begin, start, stop*), but they are also used to report acts, cognitive states, perceptions, facts, emotions and various other actions. Although they are most common in post-predicate position, *ing*-clauses can also occur in subject and subject position. Nominal *ing*-clauses may **function** as:

- **Subject** (pre-predicate)

Thinking about the illness of his mother made George feel very sad and discouraged.

- **Subject complement**

The party's greatest goal was fighting against crime.

- **Extraposed subject**

It's very difficult getting supplies into the occupied territory.

- **Direct object**

I started planning my summer holidays.

- **Object of preposition**

No one wanted even to think of moving to another place.

- **Appositive**

Professor Bernard's research, examining breast cancer, is expensive and time consuming.

- **Adjectival complement**

Susan has been busy taking two exams this week.

There are two major grammatical patterns available for nominal *ing*-clauses in post predicative position:

- 1. verb + *ing*-clause**

I began reading some articles.

- 2. verb + NP + *ing*-clause**

Don't be surprised to find me exercising in the health club.

If the *ing*-clause has a subject, this may be in the genitive case or in the objective case, or common case:

I couldn't rely on his/ John's going there early enough to announce the latest news.

I couldn't rely on him/ John going there early enough to announce the latest news.

EXERCISES 58-69

58. Underline the NOUN CLAUSES in the following paragraph and state their functions.

Why some very good students often fail exams was recently studied by a professor of psychology at New York University. Professor Iris Fodor conducted research on the anxiety of some students before taking exams. Professor Fodor stated that many students fail exams because they become extremely nervous and cannot think logically. Furthermore, although they have studied, they are afraid of whatever is on the exam. Extremely nervous students forget everything they have studied, and some even become sick before a test. Dr. Fodor says how a student feels before a test is very important. She worked with fifty students and taught them how they could reduce their test anxiety and perform well on their exams. She reported that the students in the program felt better able to cope with their anxieties. What she told them to do before a test was the following:

- 1. Breathe deeply and slowly to relax.
 - 2. Speak to yourself about positive and happy subjects and get rid of any negative thinking.
 - 3. Be realistic. Don't think your life will end if you fail.
 - 4. Don't be too hard on yourself. If you know you have studied, do your best.
- By following these simple suggestions, Professor Fodor is certain that many unusually nervous students can perform better in test situations.

(Taken from C.W.Pollock:Communicate What You Mean, 1982)

59. Join the sentences using noun clauses. Start the sentences as indicated.

Example: He will succeed. I'm convinced.
I'm convinced that he will succeed.

- 1. He lost the match again. I was disappointed.
I _____
The fact _____
- 2. They travel to Rome every month. I can't believe it.
I _____
- 3. She hadn't arrived on Sunday. Her parents didn't know it/why.
Her _____
- 4. Their argument upset him. It was obvious.
It _____
- 5. The climbers reached the summit. We didn't know when.
We _____
- 6. The library opening hours should be extended. Most students support this idea.
Most _____
- 7. The speaker said something. It was not easy to follow.
It _____
What _____

8. Does she like sweets? I don't know.
I _____
9. You have to practice more. This is my opinion.
My _____
10. How will I pay my bills? I never think about it.

11. Mark is always leaving a mess in his room. His mother is angry about that.
Mark's _____
12. They still hold on to the belief. Alice is the best of all.
They _____
13. David said something. It is unbelievable.
What _____
14. She didn't want us to pay for her services. I'm grateful for that.
I'm _____
15. She may have quit her job. I'm not sure.
I'm _____

60. Answer the following questions using noun clauses as the subject of the sentence.

1. What did he want?
What he wanted was really surprising.
2. When are they going to get married?
_____ doesn't concern me.
3. Where is your boyfriend now?
_____ depends on his duties.
4. Why were they so rude to us?
_____ remains a mystery to me.
5. How long does it take to get there?
_____ is what interests me.
6. What is the time of departure?
_____ depends on the weather conditions.
7. Will they stay with us or at the Hilton?
_____ hasn't been decided yet.
8. What will you do after you graduate?
_____ is a difficult question.
9. Is she going to celebrate her birthday with Tom?
_____ is her private matter.
10. When did the performance start?
_____ was not written anywhere.
11. Has John already finished his studies?
_____ doesn't bother me.
12. How many times will they try it?
_____ is up to them.

61. Rewrite the following sentences using noun clauses instead of the noun phrases in bold.

Example: **His house** is beautiful. **Where he lives** is beautiful.

1. **Her talk** was very interesting. _____
2. Ann's **reason** for being angry surprised me. _____
3. I don't understand her **answer**. _____
4. The **number of days** he will stay is not important. _____
5. I'm really not interested in **his story**. _____
6. **His poor health** worries me. _____
7. The **date** of his birth is still a secret. _____
8. We were shocked by **his behaviour**. _____
9. The **place** of their stay hasn't been announced yet. _____
10. The **man** he will meet with makes us nervous. _____

62. Answer the following questions using noun clauses as the object of each sentence.

Example: What is he writing? I don't know **what he is writing**.

1. What is she cooking?
I don't know _____.
2. Where has Norbert gone?
Kate doesn't want to tell me _____.
3. When did they come back?
I haven't asked them _____.
4. How many times did he fail?
We didn't ask him _____.
5. Why didn't they help us?
They didn't want to tell me _____.
6. Do you know whether we should pay here?
I must ask someone _____.
7. What is your plan for tomorrow?
Mandy wanted to know _____.
8. How old is his wife?
I have no idea _____.
9. Will you be at home this evening?
I couldn't tell her _____.
10. Whose car did he borrow?
He didn't want to tell me _____.
11. Is he going to pay extra money for the service?
It was up to him _____.
12. Why was Mike in the hospital all day?
She didn't explain _____.

63. Complete the following sentences with a finite Noun Clause that functions as appositive, adjective complement, or extraposed subject. State the function of the clause you've filled in.

1. I'm not worried about the exam; on the contrary, I'm convinced _____
_____.
2. We considered her plan _____ ridiculous.
3. It was generally agreed _____.
4. She didn't want to admit the fact _____.
5. Whether it is true _____
_____ hasn't been revealed yet.
6. I was very happy _____.
7. It is clear _____.
8. We are all sure _____.
9. Her dream _____ is really challenging.
10. I was under the impression _____.

64. Complete each of the sentences with an Object Noun Clause. Use the simple form of the verb in the subordinate clause in order to stress the importance of the statement.

1. The chairman advised that I (should) put forward the plan to take over the company .
2. The doctor demands that _____.
3. I have suggested that _____.
4. She recommended that _____.
5. It is important that _____.
6. Jim requests that _____.
7. Diana's mother insisted that _____.
8. It is essential that _____.
9. Her parents' desire was that _____.
10. It is necessary that _____.

65. Rewrite each sentence so that it contains the word in capitals, and so that the meaning stays the same. Use nominal that-clauses.

- | | |
|---|-------------|
| 1. Laura thought it would be nice of me to visit my uncle. | ADVISED |
| <u>Laura advised that I visit my uncle.</u> | |
| 2. The teacher wanted her students to attend classes regularly. | REQUESTED |
| _____ | |
| 3. The nurse said that I should be tested for hepatitis. | RECOMMENDED |
| _____ | |
| 4. Jack says that the police should take action. | DEMANDS |
| _____ | |

5. Mr. Brown wants to give his telephone number to Helen. INSISTED

6. Sue has been working a lot, so I think she should take a holiday. SUGGEST

66. Rewrite the sentences, substituting a finite clause for the non-finite noun clauses in bold.

1. I am surprised **at his taking dancing lessons** with his friends.

that he is taking
2. The Turner and Egan families made a decision **to move** to the south of the country.

3. The man standing behind me couldn't understand the **reason for his waiting** so long.

4. The parents insisted **on their children's coming home** before 10 p.m.

5. I don't understand **her acting in such a silly way** every time.

6. Henry regrets having made a promise **to take care of their dog**.

7. Before buying this jacket, ask the assistant **about its being made of real leather**.

8. Most of us would support the proposal **for the semester to start a week later**.

9. The boy's strange behaviour was put down to the fact **of his being brought up by only one parent**.

10. **My having refused her help** caused **my being** in a difficult situation now.

1. Our boss suggested **our staying at work late** despite **our having finished all the planned work on time**.

12. The committee rejected the plan **for the parking place to be built** near the river.

13. **Tom's knowing a lot about the management** makes his position more important.

14. Sandra refused to believe **my having told her the secret**.

15. When I buy something valuable I want to make sure of **its having been produced in a developed country**.

67. Rewrite the sentences, substituting a non-finite or verbless clause for the finite Noun clauses in bold. (Use -ing and infinitive forms.)

1. I'm sorry **that I lost your book.**

_____ to have lost your book _____

2. They don't want to admit **that he managed to do it without their help.**

3. **That someone is good at sports** doesn't mean **that he/she is a good dancer.**

4. I remember **that Sheila told me the story** about her parents' divorce.

5. **Whether it was built five or ten years ago,** the house is in a very good condition.

6. The school officials made an agreement **that any kind of discrimination in their schools should be discussed.**

7. Until the political changes in the last decade of the 20th century, everyone had believed **that Europe remains unchanged.**

8. Now I regret **that I didn't give him my address or telephone number.**

9. The president of the company opposed the proposal **that the budget should be cut.**

10. The doctor recommended **that I stay in bed at least for three days.**

11. Her ambition **that she will become a famous pop singer** will remain just a dream.

12. They insisted **that I repeat my story** despite the fact **that they had heard it several times.**

13. The homeless man denied **that he had taken part in the robbery.**

14. When I saw the calendar with the pictures of the country, I immediately realized **why it is so much favoured.**

15. **The fact that she can speak Hungarian** helped her to get a good job at the Hungarian Embassy in London.

68. Complete the sentences with a finite or non-finite noun clause, and state the function of the clause you have added.

1. He wanted to know *if/whether* I had already finished the report.
2. Arguing about *what* _____ will not end in mutual consent.
3. *That* _____ was clear from the very beginning.
4. We were all sure *that* _____.
5. It is a common view *that* _____.
6. Never try to put off doing *what* _____.
7. Thinking about *w* _____ made her nervous.
8. He didn't want to believe *what* _____.
9. The rumour *that* _____ surprised everyone.
10. Her idea of a happy life is *that* _____.
11. *What* _____ doesn't concern me.
12. When she saw Alice, she couldn't tell her *why* _____.
13. It is difficult to judge *whether* _____ or not.
14. An arrogant man cannot understand *why* _____.
15. *Where* _____ and *what* _____ is your business.

69. Instructions as for 68

1. I didn't believe _____.
2. *Whatever* _____ doesn't interest my parents.
3. It is a well-known fact _____.
4. Not paying attention to _____ they didn't know the answer.
5. Her remark _____ upset my friend Jane.
6. The whole team was shocked by _____.
7. It remains a mystery *why* _____.
8. Henry's opinion is _____.
9. Do you remember _____?
10. It seems _____ and neither do I.
11. The teacher insisted *that* _____.
12. It isn't yet known *where* _____.
13. *Whoever* _____ should ask for permission.
14. It's not easy to find out *how* _____.
15. Her mother was very disappointed _____.

6.3 NOMINAL CLAUSES AND THE LANGUAGE OF REPORTING

To report what somebody has stated, one can either use quotation marks (direct/quoted speech) or a **that-clause** (*that* is usually omitted):

Ann said: *"I want you to read this article."* (direct speech)

Ann said *(that) she wanted me to read that article.* (indirect/reported speech)

Reports are often given in a different place from where the original words were spoken. and at a later time. We usually use **reporting verbs**, e.g. *say, tell* and *ask*, which may be in the present or past. The tenses of the reported statement are often affected by this.

Ann said (in the example above) is called the **reporting clause** and the rest of the sentence (the nominal *that*-clause) is called the **reported clause**. In direct speech the reporting clause can be placed after or in the middle of the reported clause and the subject (if it is not a pronoun) can be placed after the verb of saying.

Ann said.

"I want you to read this article," said Ann.

she said.

Reported speech (traditionally called *indirect speech*) is characterised by a series of formal features which distinguish it from *direct* (quoted) speech. Several changes are usually made in converting direct speech to indirect speech. The essence of these changes is to shift the deictics of person, time and place away from the direct reference to the original speech situation and toward the presumed situation of reporting. If the time of reporting is expressed as later than the time of the utterance, there is generally a change of verb forms. The change is termed **backshift**.

TENSES

DIRECT SPEECH		INDIRECT SPEECH
will	→	would
present	→	past
present perfect		
past	→	past perfect
past perfect		

ADVERBIALS OF TIME AND PLACE

DIRECT SPEECH		INDIRECT SPEECH
here	→	there
now	→	then
tomorrow	→	the next day
yesterday	→	the day before
this	→	that, the

PRONOUNS

DIRECT SPEECH	INDIRECT SPEECH
first person pronouns (I, we)	→ third person pronouns (he, she, it, they)
second person pronouns (you)	→ first or third person pronouns

MOOD

DIRECT SPEECH	INDIRECT SPEECH
interrogative	→ declarative

The problem with most pedagogic formulations is that they provide little or no account of the semantic motivation underlying these changes. They fail to indicate that there are many situations when there is no need to backshift, and that therefore, backshifting rules should not be applied mechanically without understanding the underlying semantics. Applying these rules mechanically to the following utterance, we might arrive at the following curious anomalous sentence:

John: *"I decided to study English because it was a useful language"* →

John said that he had decided to study English because it had been a useful language. X

Narrative reports of speech acts involving summary, or some form of evaluation are in fact more common than attempts to reproduce the original talk in conventional indirect speech. Usually, we make several changes, such as shortening the original message, or adding descriptive or evaluative phrases: For instance, the utterance:

"Dammit, man," he shouted, and slammed his fist hard on the desk top.

might be reported as: *He cursed as he slammed his fist hard on the desk top.*

or:

Peter says to Ann: *"There was an accident in front of my office this morning."*

Ann reports it later to her friend Jane:

Peter told me that he had seen an accident in front his office that morning.

Peter didn't say that he saw it, but we suppose he did. The **content remained constant**, but the language has changed.

Pedagogical accounts tend to overemphasise the use of *that*-clauses for the presentation of the message content report, and fail to indicate that the message content may be expressed through a **noun phrase** or, especially when we summarise, through a **prepositional phrase**.

"Can you tell me how many trains there are to London and when they leave?"

*He inquired **about trains to London**.*

In reported speech we add our own words, thus there is a fundamental difference between direct and reported (indirect) speech. Reporting is important because a huge amount of information we get, comes from other people. People report (pass information) each other's language.

Backshift is optional when the time reference of the original utterance is *valid at the time of reporting*, refers to a *permanent state*, or is *true as a fact*:

*John told me that Alison **is living** with her parents now. (valid)*

*The teacher told them that the earth **moves** around the sun. (true as a fact)*

*When I met him, he told me that his wife **comes** from a village in the mountains.*

*I heard that Tom **has** poor eyesight. (permanent state)*

We **do not generally backshift**

▪ **Past simple and progressive**

Past simple does not generally change when used in a **time clause**. The verb in the main clause can remain in the **past** or change to the **past perfect**.

*When I **got** there, the place **was** almost empty. →*

*She said that **when she got** there, the place **was / had been** almost empty.*

When **the situation still exists** in the present, the tense does not change:

*We **didn't stay** in the hotel because it **was** too expensive. →*

*He said that they **hadn't stayed** in the hotel because it **was** too expensive.*

Past progressive doesn't change if the actions or events were at the same time:

*When they arrived, I **was still cooking** the dinner. →*

*He said that when they arrived, he **was still cooking** the dinner.*

but when the activity was completed before an event in the past, we have to backshift:

*We **were planning** to go out, but then Joe **started** feeling sick. →*

*She said that they **had been planning** to go out, but then Joe **started** feeling sick.*

▪ **The Future** if the event hasn't happened

*I'm **meeting** George tonight.*

*Eve said that she **is meeting** George tonight. (it is still the same day before night)*

*Eve said that she **was meeting** last/that night.*

▪ **Conditionals**

The **1st conditional** **can be changed** into **2nd**.

*If I **have** time tomorrow, I 'll **visit** you.*

*She told me that if she **had** time the next day, she **would** visit me.*

We **do not change 2nd conditional**

*If we **took** a taxi, we **would** catch the train.*

*Peter told me that if they **took** ~~had taken~~ a taxi, they **would** catch ~~would have caught~~ the train.*

In the example above tenses cannot be changed because this sentence indicates that they didn't take a taxi and thus didn't catch the train, while in the situation expressed in the first sentence they still have a possibility to take a taxi and catch the train. But in the following sentence the tenses are back shifted since it is obvious that *I don't know the answer* refers to **present** unreality.

If I knew the answer, I would tell you. → *If I had known the answer, I would have told you.*

▪ **Modal auxiliaries** like *must*, *ought to*, and *should* **do not normally change**:

Must The teacher said: "One *must eat* vegetables to be healthy." →

The teacher told the students that one *must eat*.....

The doctor told me that I *must* drink a lot of water.

Can "I *couldn't come yesterday*".

He said he *couldn't come the day before*.

should (obligation)

"You *should* be more careful." → I told him he *should* be more careful.

"I *should* ask my friend for help, he said. → He said that he *should* ask his friend for help.

will (willingness, certainty)

"I *will* always love you." → David said that he *will* always love her.

could / should, might, must + have + past part.

"The bank *couldn't have sent* the documents *yet*," Tim said. →

Tim said that the bank *couldn't have sent* the documents *by that time*.

The following **modals change** their form when reporting:

can - could

"I *can* help you," Liz said. → Liz said that she *could* help me.

may - might (possibility)

"The Consul *may be* available *now*".

The receptionist said that the consul *might be* available *then*.

may - could (permission)

"You *may* go in *now*," Jill said. → Jill said that I *could* go in *at that time*.

must - had to (obligation)

"You *must* bring 3 photographs." → He said that I *had to* bring 3 photographs.

Eileen said that she **had to** leave before 7 p.m.

should - would (after I or we)

"I *should be* grateful if. . ." → He said he *would be* grateful if. . .

In reporting we often need to make use of the interpretative skill of recognising the *illocutionary force* of the original speech act (e.g. *complain, apologise, agree, proclaim, threaten, etc.*) and of selecting an appropriate **reporting verb**:

"Have another drink." → She *offered* another drink.

"Let's go to the cinema this evening." → They *suggested* going to the cinema.

"If I were you, I'd think it over carefully before deciding." → I *advised* him to think carefully before making up his mind.

The reporting verb may be replaced by:

- **reporting adjective**

"I really didn't take your book." → Andrew *was sure* that he hadn't taken my book.

- **reporting noun**

"Why don't we go for a walk?" → I *disagreed* with her *suggestion*.

- **reporting adjunct**

The teacher said: "The library closes at 5 p.m." →
According to the teacher, the library. . .

There are various other nuances of meaning that may be expressed in choice of reporting signal (verb, noun, adjective, adjunct). For example, a **reporting signal may:**

- show the **purpose** (illocutionary force) of the original utterance
(*advise, state, suggest, offer, claim, inquire, request, warn, instruct. . .*)
- include the original **manner of utterance**
(*shout, sigh, bellow, whisper, stammer. . .*)
- **signal the negative context** or purpose of the original utterance
(*criticise, blame, belittle, ridicule. . .*)
- signal **how the original utterance relates** to the preceding or following discourse
(*reply, add, rejoin, retort, . . .*)
- **indicate the reporter's estimation of the truth** of what is reported (to imply belief, disbelief, or neutrality about the truth of what is reported)
(*reveal, mention, admit, disclose, allege, exaggerate. . .*)

6.3.1 INDIRECT QUESTIONS, EXCLAMATIONS, DIRECTIVES

The rules for reported speech apply to indirect questions as well as to exclamations, and directives. The only difference is that for indirect questions, a *wh*-clause is used instead of a *that*-clause. **Indirect yes/no questions** are introduced by *whether* or *if*. **Indirect *wh*-questions** are introduced by the *wh-word* which begin the question in direct speech. **Alternative questions** behave in the same way, they are generally introduced by *whether*. **Exclamations** are introduced by *wh-clause* and **directives** by a *that-clause* or *to-infinitive clause*.

- | | | |
|--|---|--|
| <i>"Do you like this picture?"</i> | → | <i>She asked me whether/if I liked that picture.</i> |
| <i>"When will Tom arrive?"</i> | → | <i>Dad wanted to know when Tom would arrive.</i> |
| <i>"Did you take a bus or train?"</i> | → | <i>They asked me whether I had taken a bus or train.</i> |
| <i>"What an excellent idea it is!"</i> | → | <i>Maria said what an excellent idea it was.</i> |

With **directives**, there is no tense backshift in the verb forms, the mandative *subjunctive*, putative *should*, or *to-infinitive* is used (see examples below).

"Stop making this noise." → I ordered *that he (should) stop that noise.*
I asked him to stop that noise.

There is also a type of indirect question in which the reported clause is a *to*-infinitive clause beginning with a *wh*-word:

*I wanted to know **where to park my car**. (Where should I park my car?)*

EXERCISES 70-80

70. Complete the sentences below with the most suitable answer (a-d). There is only one correct answer for each gap.

1. I had an accident and took my car to the garage. My husband asked me where **b**.
a. is my car c. my car is e. is your car?
b. my car was d. was my car

2. The old lady next door must have a lot of cats. I don't know how many _____.
a. cats does she have c. she has cats e. cats has she
b. does she has cats d. cats she has

3. Do you know _____ from the earth? I have no idea.
a. how far the moon is c. how the moon is far e. whether how is the moon far
b. how far is the moon d. if how far the moon is

4. Diana is playing her music too loud. I can't hear what _____.
a. is saying your brother c. does your brother say e. your brother says
b. that your brother is saying d. your brother is saying

5. When I left home, my uncle gave me some advice. He said _____ give up.
a. I shouldn't c. don't e. no
b. that shouldn't d. that I don't

6. Jill didn't want to go to the car show. Her husband insisted that _____ with him.
a. she come c. she had come e. she has come
b. she came d. she comes

7. My boss wants this report immediately. He demanded that it _____ ready by 5:00.
a. is b. will be c. be d. was e. should be

8. Did he tell you where _____ the report when you finish?
a. should you put c. you put e. will you put
b. you to put d. to put

9. My friend predicted _____ receive a lot praise for my work.
a. that I would c. what would I e. me to
b. that I d. what I

10. My friend saw an accident. He told me _____ at the scene of the accident.
a. if he'd seen c. what he'd seen e. that he'd seen
b. what he saw d. whether he saw

11. Is it true that all movies will be available online? _____ is unbelievable!
a. That all movies will be available c. Due to the fact that all movies will be available
b. All movies will be available d. It is that all movies will be available
e. Being available all movies

12. Can you tell me how to fix my computer? That depends on _____ an old computer.
- a. if you have c. that have you e. about your having
b. whether you have d. if have you
13. Is it true _____ people are saying about the new laptops?
- a. that what c. if e. what
b. that d. whether or not
14. _____ light-weight is important.
- a. How a computer is c. If a computer is e. If or not a computer is
b. Is a computer d. Whether or not a computer is
15. What are you going to do with your old computer? Nothing! _____ is too expensive.
- a. That I want to do c. That what I want to do e. If what I want to do
b. What I want to do d. What do I want to do

71. Match each report (1-10) with the actual words spoken (a-j).

1. Helen wondered whether we could do it.
2. Angie admitted that she might have done it.
3. My friend suggested that we do it.
4. His mother reminded him to do it.
5. George asked us to do it.
6. Robert advised me to do it.
7. Our teacher insisted that we do it.
8. Peter agreed that he would do it.
9. My parents expected me to do it.
10. Mike doubted whether he had done it.

- a/ You really must do it.
b/ OK, perhaps I did it.
c/ If I were you, I would do it.
d/ Are you sure you can do it?
e/ I don't think he did it.
f/ Don't forget to do it, will you?
g/ Let's do it.
h/ I thought you were going to do it.
i/ Will you do it, please?
j/ It's all right by me if you do it.

72. Correct the mistakes in the reported questions.

1. I asked my friend how many times has she been in the French Alps.
2. They wanted to know if the postman delivered the package.
3. He couldn't tell me what is the time.

4. The taxi driver asked where did I want to go.
5. My roommate didn't want to tell where he went last night.
6. They wondered why I am so surprised that Maria will not join us.
7. The interviewer asked me what I'm planning to do tomorrow.
8. I was curious what will our new teachers look like and how old are they.
9. I didn't ask him if he had been coming or not with us.
10. My sister wanted to know which will be better; if to take a taxi or go by bus.
11. She didn't know what would she do after she graduates.
12. Mr. Peterson went out to check why was his dog barking tonight.

73. Circle the word in bold that correctly completes the sentence

1. The spokesperson of RGN **denied/refused** that they were going to reduce production.
2. George **suggested/advised** me to wait inside the building.
3. The police officer **ordered /reminded** the teenagers that they had to clean up the mess.
4. They tried to **persuade /make** me to stay till the end of the party.
5. Bill **denied /refused** to pay the bill in the restaurant.
6. The receptionist **confirmed/reassured** that we had booked two rooms.
7. Sandra's mother **forbid/warned** her not to ride her bike on the motorway.
8. Health experts **advise /recommend** us to drink about 2 litres of water daily.
9. The examinee **answered/ replied** the examining board without hesitation.
10. The usherette **mentioned/ reminded** us that the performance was going to start in a few minutes.

74. Choose the most appropriate reporting verb from the list below to complete the sentences in reported speech.

admit mention advise explain complain insist
declare announce boast promise warn realise

1. "The deep end of the lake is dangerous for swimming today."
 One of the lifeguards _____ us that _____
2. "Oh, I've left my handbag in the classroom."
 Kate suddenly _____ that _____
3. "My administration will cut taxes in this country."
 In his speech the president _____ that _____
4. "By the way, we are planning to go for holidays to France this summer."
 Our friend John _____ that _____

5. "If I were you, I wouldn't go there alone."
Alice _____ that _____
6. "The reason I need the money is because I'm going to buy a new car next week."
When I asked Tom, he _____ that _____
7. "The concert in the park will begin at 8:00."
The speaker on the radio _____ that _____
8. "Yes, it's true. I've been cheating."
The student _____ that _____
9. "The radio I bought last week doesn't work."
The angry customer _____ that _____
10. "I'm much better than anyone in the team."
My brother _____ that _____
11. "You simply must do it tomorrow."
Paul's boss _____ that _____
12. "I will never do such a stupid thing again."
One of the boys _____ that _____

75. Instructions as for 74

<i>predict</i>	<i>object</i>	<i>suggest</i>	<i>remark</i>	<i>deny</i>	<i>claim</i>
<i>promise</i>	<i>reply</i>	<i>protest</i>	<i>recommend</i>	<i>admit</i>	<i>order</i>

1. "You have arrested me, although you don't have any evidence."
The suspect _____ that _____
2. "I didn't eat all the cookies."
The little boy _____ that _____
3. "OK, perhaps I said it after all," said John.
John _____ that _____
4. "We will not get any rain tonight."
The weathercaster _____ that _____
5. "I don't know the answer."
She asked him a question, but he _____ that _____
6. "I'll take you to the cinema after dinner."
The children were crying, so their mother _____ that _____
7. "You must bring the book back today. I need it badly."
Uncle Frank _____ that _____
8. "Let's go for a walk instead of watching this stupid film."
I _____ that _____
9. "It's much colder than yesterday."
During lunch he looked out of the window and _____ that _____

10. "You should study from different sources if you want to pass the exam."

My classmate _____ that _____

11. "This is my bicycle, not John's."

Mark _____ that _____

12. "I really didn't cause the accident."

The driver _____ that _____

76. Rewrite the sentences in reported speech replacing the word said by one of the reporting verbs above the exercise to express the proper meaning. Use non-finite structures instead of "that- clauses".

<i>expect</i>	<i>remember</i>	<i>suggest</i>	<i>refuse</i>	<i>apologise</i>	<i>invite</i>	<i>admit</i>
<i>demand</i>	<i>warn</i>	<i>offer</i>	<i>advise</i>	<i>remind</i>	<i>deny</i>	<i>insist</i>

1. "I won't tell you the truth."

She _____

2. "No, I really didn't copy the answers from Ian."

Patrick _____

3. "Don't forget to post this letter for me."

Lea _____

4. "I thought you were going to help me with this bag."

My mother _____

5. "Would you like to come to dinner this evening?"

My boyfriend _____

6. "Let's take a short rest before we start climbing up the hill."

The tourist guide _____

6 " Have some more coffee."

My landlady _____

8. "I'm sorry that I'm late."

Susan _____

9. "We need action not empty words."

The production manager _____

10. "Don't you dare smoke in this room."

Tim's mother _____

11. "I wouldn't cook the meat too long, if I were you."

Jennifer _____ Gill _____

12. "Yes, I told her about it yesterday."

He _____

13. "It is crucial that you take extra lessons, Jim."

The teacher _____

14. "I still have in my memory that I played cards with my grandparents."

I still _____

77. Rewrite the sentences in reported speech replacing the word said by one of the given reporting verbs to express the proper meaning. Use non-finite structures instead of "that- clauses". If needed, use appropriate prepositions after verbs.

<i>threaten</i>	<i>accuse</i>	<i>blame</i>	<i>afraid</i>	<i>praise</i>	<i>regret</i>
<i>discourage</i>	<i>ban</i>	<i>propose</i>	<i>succeed</i>	<i>pretend</i>	<i>beg</i>

1. "Please, don't show this picture to my boyfriend."
My friend _____
2. "I'm sure you didn't tell me the truth," said the boy's mother.
The boy's mother _____
3. "Don't go for holidays to Egypt. The situation is not good there."
His parents tried to _____
4. "I'm sorry, but I don't understand your question," said the accused criminal.
The accused _____
5. "I think it'll be a god idea to change the name of our company"
The manager _____
6. "I'm so frightened, I might fall down and hurt myself."
Helen was _____
7. "If it were not for you, we could have won the match."
The coach _____
8. "If my policies will not be adopted, I will resign."
The chairman _____
9. "Your essay is the best, you've done a very good job, Harry."
The teacher _____
10. "I'm so sorry that I sold my old car for so little money."
Her best friend _____
11. "We managed to solve all the tasks within the time limit."
The competitors _____
12. "He mustn't drive for six months because he caused a car accident."
He's been _____

78. Report the following questions. Use also other introductory verbs (enquire, wonder...), or expressions (want to know, to be curious...) to introduce your reports.

1. Jim asked, "Did you buy any fruit?"
Jim wanted to know whether I had bought some fruit.
2. My mother asked, "Do I have to see your teacher?"

3. The repairman asked, "Was anyone using the Xerox a few minutes ago?"

4. He asked, "Are you going to take this picture with you?"

5. Ann asked, "Will you be ready if I come to pick you up at 5 p.m. this afternoon?"

6. The manager asked, "Did you do this work on your own?"

7. Mrs. Smith asked, "Is your brother coming to visit you tomorrow?"

8. The old lady asked, "What's your name?"

9. Roberta asked, "Has our new boss arrived in the office yet?"

10. Little Jimmy asked, "Can I play with my new toy here?"

11. My boss asked, "Have you been working on the report or not?"

12. The instructor asked, "Do you always drive so fast?"

79. Instructions same as for 78.

1. She asked, "How long have you been waiting here?"

2. Dr. Norris asked, "How are you today?"

3. The teacher asked, "Where did you take this article from?"

4. George asked, "Whose book is on my table?"

5. He asked, "How do you do it?"

6. Our neighbour asked, "How can I help you with this work?"

7. The teacher asked, "What are you thinking about this moment?"

8. I asked, "Where was Rachel living when she met Kevin?"

9. The young mother asked, "When does a baby usually say his or her first word?"

10. My girlfriend asked, "Who did you meet at the party yesterday?"

11. He asked, "Should people be allowed to smoke here?"

80. Report the following questions and answers.

1. Ronald asked, "Did you get a letter from the agency?" and I said, "Yes."

2. The customer asked, "Can I have a closer look at this computer?" and the shop assistant said, "Yes."

3. He asked, "Are they coming to take the litter today?" and I said, "No."

4. Mira asked, "Have you met my cousin before?" and I said, "No."

5. She asked, "Do you like this cake?" and I said, "Yes."

6. The secretary asked, "Shall I cancel the meeting for tomorrow?" and her boss said "Yes".

7. Kate asked, "Can I have a day off?" and Mr. Gethin said, "No."

8. Tim asked, "Will your roommate get angry if I stay until midnight?" and I said, "No."

9. Ron asked, "Is this the latest news you have told me?" and I said, "Yes."

10. My colleague asked, "Can you play golf?" and I said, "No."

6.4 RELATIVE CLAUSES

Relative clauses correspond in many ways to adjectives, thus are sometimes also called *adjective clauses*. A relative clause is characteristically a postmodifier in a noun phrase. It is linked to a part or all of the main clause by a back-pointing element, a *wh*-word or *that*, which have a grammatical role (clause element or part of clause element) in the relative clause in addition to their linking function. Relative clauses consist of the following components: the *relativizer* (relative pronoun or adverb), *the head* of the noun phrase, and the *gap*. The relativizer points back to the head of the noun phrase, which is generally referred to as the *antecedent*. The gap is a missing but understood element, which corresponds in meaning to the head noun (LGSWE, 8.7), such as in the example below where the head noun phrase is ‘an email’ to which the relative pronoun ‘that’ refers, and the gap occurs in the direct object position (*that* he had received = he had received *an e-mail*)

Mr Davis had been sitting on *an email that he had received anonymously on March 8 for more than two weeks*. . .

Relative clauses can be introduced by relative pronouns (*relativizers*) – **which, who, whom, whose**, and **that**, or relative adverbs – **where, when**, and **why**. The relative pronoun can sometimes be omitted altogether (**zero relativizer**).

The **choice of relativizer** depends on:

- whether the noun is *personal* (animate) or *non-personal* (inanimate):

*The man **who** asked me the way was a stranger.*

*The car **which** was following us was a new Ford.*

Who is distinctive in that it is used almost exclusively with an animate head, while *which* is used with a wide range of inanimate heads.

- the grammatical role of the relativizer within the clause; whether it refers to the *subject* or *object* in the main clause:

*My son **who** is now in Prague spent the summer in Germany.* (who = my son)

*The lady **whom** I helped carry her luggage was travelling to London.* (I helped her)

Who occurs usually to refer to subject, *whom* refers only to object.

- whether the clause is *restrictive* or *non-restrictive* (see 6.3.1):

*We have 30 men **who/that** are working from 6am to 5pm, so we hope to finish next week.*

*I asked Mr. Halley, **who (that)** is our history teacher, whether he had been to Egypt.*

That cannot be used in non-restrictive relative clauses (it can't be preceded by a comma). However, the choice among relativizers is influenced by a number of additional grammatical factors:

- the pronoun **whose** has a syntactic role comparable to the possessive determiners and is typically used to mark a *possessive relationship* between a human head noun and some other noun phrase. It can be further used to mark other genitive relationships with completely inanimate, sometimes abstract, head nouns.

*There are at least two students in this group **whose** names we do not know.*

*The house **whose** owner has died is for sale.*

- An alternative to **whose** with inanimate head nouns is the phrase **of which**:

*I've read a short story, **the** main character **of which** was called Norma.*

*Mr. Reynolds is the central figure in the picture of the members of the Royal Academy, **of which** he was first President.*

- the relative adverbs **where**, **when** and **why** are used to modify *place*, *time* and *reason*.

- **that** is used for both personal and non-personal reference

- it can't follow a preposition

- it isn't used in non-restrictive clauses

- can refer to subject as well as to object

- not used when the head of a relative clause is a demonstrative pronoun

*I recognised a sound like ~~that~~ **which** reminded me of my childhood.*

- there is a strong preference for **that** when the head is an indefinite pronoun

*She wouldn't do **anything that** would hurt me.*

- the **zero relativizer**, as well as **whom** is used only with non-subject referents

*The man **whom/that** the boy asked for help... (who or that refer to the object = the man)*

The man ~~X~~ the boy asked for help...

There are four structural variants for relative clauses with relative adverbials:

1. **Relative adverbials** that substitute for an entire adverbial:

*They are going to pull down the apartments **where** no one lives.*

*I'll never forget the day **when** I met you.*

*I don't understand the reason **why** you hate him.*

2. The use of relativizer **which** is preceded by the preposition that marks the adverbial element in the relative clause:

*They are going to pull down the apartments **in which** no one lives.*

*I'll never forget the day **on which** I met you.*

3. To leave the preposition stranded in the relative clause. The relativizer is often omitted with this option:

*They are going to pull down the apartments (**which/that**) no one lives in.*

4. To omit the preposition altogether, providing no surface marker of the adverbial. The relativizer is often omitted in these structures:

They are going to pull down the apartments no one lives in.

I'll never forget the day I met you.

6.4.1 RESTRICTIVE AND NON-RESTRICTIVE RELATIVE CLAUSES

Modification by relative clauses can be of two types.

RESTRICTIVE - the head can be viewed as a member of a class which can be linguistically *identified only through the modification* that has been supplied. The information the relative clause expresses “forms an integral part of the message conveyed by the independent clause as a whole” (Huddleston, 1995:157) as in:

*People **who smoke cigarettes** are in danger of getting lung cancer.*

With regard to expression, restrictive relative clauses are clearly distinguished from the non-restrictive type in both speech and writing. In spoken English, a restrictive relative clause belongs, with its antecedent, to one tone group; this in turn is reflected in written English by the **lack of punctuation** between the antecedent and the relative clause:

*The man **who/that witnessed the murder** is being questioned by the police.*

Restrictive relative clauses can modify *indefinite pronouns, personal pronouns, and other determiners (someone, anybody, everything, he, they, the one, those, all, etc.):*

*There is **someone** (whom) I want to meet.*

***Everything** (that) he said was pure nonsense.*

***He** who laughs last laughs best.*

*Paula was **the only one** I knew at the party.*

*Scholarships are available for **those** who need financial support.*

NON-RESTRICTIVE - the function of the non-restrictive type is to add a further specification of something that is already presented as specific. The head can be viewed as unique or as a member of a class that has been *independently identified*. The modification given to the latter is additional information which is not essential for identifying the head noun phrase. The relative pronoun is **who, whose, preposition + whom** or **which** as in:

*Miss Hughes, **who was born in Venezuela**, was admired by Mr Blunket for her feisty character.*

*We asked our teacher, **who teaches German**, whether she had been to Berlin.*

*I met Mr. Blake, **whose daughter is my girl-friend**.*

*The headmaster, **for whom everyone had the greatest respect**, made a speech.*

*St. Patrick’s Cathedral, **which is the most famous sight of the city**, is visited by thousands of tourists every year.*

Non-restrictive relative clauses may have an expression of *time* or *place* as antecedent. The relative adverbs **where** and **when** are used:

*I’m looking forward to the end of October, **when my brother arrives from France**.*

*She recommended me the Dalton Hotel, **where she had stayed several times**.*

If a dependent clause or phrase is non-restrictive it does not limit or define the element it modifies. In other words, it does not *restrict* its meaning. If it were omitted, the meaning of the sentence would not change much. Non-restrictive structures form a separate tone group which is

linked to the main clause by tone concord; that is to say, they are spoken on the same tone. This tone concord is a signal of apposition between units. In the written language, it is reflected by commas. Most problems occur with clauses introduced by *who*, *which* or *that*, but non-restrictive phrases may also cause difficulty. Non-restrictive modifiers are always set off by **commas** to indicate their subordinate function in the sentence.

Restrictive and non-restrictive relative clauses differ in both meaning and expression. With regard to meaning, non-restrictive relative clauses do not define subsets, as does the restrictive type. Compare the *restrictive* relative clauses (a), (c) below with the **non-restrictive** ones of (b) and (d):

(a) *I met his brother who lives in York.*

(he has more brothers and I met one of his brothers, *the one who lives in York*)

(b) *I met his only brother, who lives in York.*

(he has only one brother, which is already fully specified by **only**)

(c) *Students who would like to apply for scholarship should fill in this form.*

(only *those students that want to apply for scholarship* have to fill in the form not everyone)

(d) *Students, who would like to apply for scholarship, should fill in this form.*

(all students in general)

SENTENTIAL relative clauses are a further **non-restrictive** type of relative clauses, in which the specific antecedent is not necessarily a noun, but may be a **whole clause**, or any one or more constituents. This type of relative clause is introduced by the relativizer **which** always preceded by a **comma**. For example:

She was late again, which made me really angry.

(her coming late made me angry)

Robert admires Mrs Randall, which surprises me.

(not Mrs Randall, but the fact that Robert admires her surprises me)

6.4.2 REDUCTION OF RELATIVE CLAUSES INTO NON-FINITE STRUCTURES

All three types of non-finite clause: *-ing* participle clauses, *-ed* participle clauses, and *to-* infinitive clauses can function as postmodifier similar to relative clauses. The mentioned non-finite clauses are, in fact, reductions of relative clauses, and are used to express the same meanings as the finite forms.

There are **two ways** in which a finite relative clause can be reduced:

1. The **subject pronoun** and the **be-form of the verb** are **omitted**:

The boy who is playing the piano is my brother Ben.

The boy ~~who is~~ playing the piano is my brother Ben.

2. If there is **no be-form** of the verb, in the relative clause, it is sometimes possible to **omit the subject pronoun** and **change the verb to its *-ing* form**:

English has an alphabet *which consists of 26 letters.*

English has an alphabet ~~which~~ *consisting of 26 letters.*

By applying the above two rules, finite restrictive and non-restrictive relative clauses may be reduced to:

-ing participle clauses

*Please, hand your application form to the lady **who is/will be standing at the door.***

*Please, hand your application form to the lady **standing at the door.***

*All the students **who want to sign up for the course** should go to Room 246.*

*All the students **wanting to sign up for the course** should go to Room 246.*

As the participle clause does not have tense, the action it refers to can be interpreted, according to context, as past, present or future.

-ed participle clauses

*The ideas **which are presented in that article** are interesting.*

*The ideas **presented in that article** are interesting.*

*In the library you can find valuable books **that were written in the 19th century.***

*In the library you can find valuable books **written in the 19th century.***

The participle clause corresponds in meaning to a passive relative clause, but the participle clause contains none of the distinction that can be made by tense and aspect.

to- infinitive clauses

*The issue **which is to/will be consulted at the meeting** is none of my concern.*

*The issue **to be consulted at the meeting** is none of my concern.*

*He is the last person **who would help us in this case.***

*He is the last person **to help us in this case.***

*Neil Armstrong was the first man **who stepped on the Moon.***

*Neil Armstrong was the first man **to step on the Moon.***

*The next presenter **who had to read his paper** didn't appear.*

*The next presenter **to read his paper** didn't appear.*

The to- infinitive resembles the other non-finite clauses in not making distinctions of tense and aspect, so that its time reference alters according to context. The to- infinitive clause is often preceded by *next*, *last*, ordinal numerals or superlatives. In many infinitive clauses, the head of the noun phrase stands in the relation of object or prepositional object to the infinitive verb:

*John is the right person **to ask about it.***

*(John is the right person you/we/one/etc. **should ask about it.**)*

*There are plenty of soft drinks **to choose from.***

*(There are plenty of soft drinks **from which you can choose.**)*

As in nominal to-infinitive clauses (see 6.2.3), the subject of the infinitive clause may be separately introduced by **for**:

*There are plenty of soft drinks **for you to choose from.***

Also, relative clauses that post-modify **time and place** can be reduced to *infinitive* clauses:

*It will soon be the time **when we have to leave**.*

*It will soon be the time **(for us) to leave***

*A nice picnic spot **where I'd like to go** is the Rocky valley.*

*A nice picnic spot **(for me) to go** is the Rocky valley.*

Finite relative clauses can be reduced to *prepositional phrases, noun phrases, adjective phrases, or adverb phrases*.

prepositional phrases

*All the books **that are on the top shelf** are mine.*

*All the books **on the top shelf** are mine.*

*If you want to join us, write your name on the list **which is at the reception**.*

*If you want to join us, write your name on the list **at the reception**.*

Prepositional phrases are by far the most common type of postmodifier in all registers. In many cases, prepositional phrases can be re-phrased as full relative clauses with nearly equivalent meaning. Prepositional phrases beginning with *with* often correspond to full relative clauses with the main verb *have*:

*They experimented with varieties **which have a long maturation period**.*

*They experimented with varieties **with a long maturation period**.*

noun phrases (appositives)

*John Smith, **who is our chairman**, called the meeting to order.*

*John Smith, **our chairman**, called the meeting to order.*

adjective phrases

*She is the woman **who is responsible for the improvement**.*

*She is the woman **responsible for** the improvement.*

EXERCISES 81-94

81. Underline each Relative clause (if any) in the following sentences. Then circle the noun or pronoun modified by each clause.

1. I borrowed a book from the new library which was opened only last week.
2. The film that I saw on Sunday was not as good as the book.
3. Patrick, who celebrated his 40th birthday, looks younger than his brother who is 37.
4. Sunday is the day when I relax at home.
5. They asked me which of the two pictures I liked more.
6. The tomatoes that we are having in our salad come from the garden we planted last year.
7. By 9:30, which was almost closing time, there were no customers in the restaurant.
8. People who smoke cigarettes are in danger of getting lung cancer.
9. He had a very rude remark, which irritated his girl-friend.
10. We visited St. Vincent's Cathedral, where my grandfather got baptised.
11. This is an ancient building the history of which goes back to the 17th century.
12. When the auction finished, there was only one painting which hadn't been sold.
13. I didn't know where I should look for it.
14. Jacob has small, dark eyes, which peer inquisitively from behind metal-rimmed glasses.
15. The idea that we'll hitch-hike didn't appear realistic.
16. Yesterday I met a friend whom I hadn't seen for ages.
17. New Zealand is the country I'd like to visit when I get retired.
18. He introduced me to his roommates, one of whom I'd already met before.
19. I have lost my wedding ring, which was a shame.
20. There is always something in her stories that I don't believe.

82. Choose the most suitable word from the ones in bold in each sentence.

1. What is the telephone number of the man **that/which** left this message?
2. Denver, **that /which** is a beautiful city, has two universities.
3. This is Sue, **who/whom** is going to take dancing lessons with us.
4. It is a very impressive story **what/that** Jason told us.
5. I've read all her books, some of **which/them** were really interesting.
6. In November, **that/when** the weather gets cooler, we usually start wearing boots.
7. This dog house, **which/whose** roof has holes in it, is very old.
8. He is a police officer **which/whom** I respect very much.
9. He was driving very fast, **what/which** was dangerous.
10. I've already met my new neighbours, one of **them/whom** is a foreigner.

83. Decide whether it is possible to leave out the relative pronoun in each sentence.

1. The old lady *whom* I was talking to when you saw me was Mr. Jason.
2. Is the book *which* you are reading interesting?

3. Do you like the expensive boots *that* are in the catalogue?
4. She is a talented actress *that* will be soon popular.
5. Was the man *who* Maria dined with her husband?
6. The message *that* arrived this morning bothers me.
7. Sara was ready to do all *that* her boyfriend thought about.
8. Tessa is not a kind of person *who* gets on with everyone.
9. There is no one *whom* I would recommend you as an expert in this field.
10. In the gallery I saw only a few pictures *which* impressed me.

84. Fill in the gaps with the most appropriate relativizer where needed.

1. I don't know _____ told you that, but they were wrong.
2. It is the time _____ most restaurants and fast food stores close.
3. Diana overslept and missed her classes, _____ is unusual for her.
4. There are not many people in _____ I trust.
5. I'm not sure _____ car is parked in front of our garage. I might be John's.
6. Old age is a problem _____ should concern all of us.
7. She didn't want to reveal all _____ she knew about it.
8. Is there anything else _____ you wanted to ask me?
9. The old house _____ fence is falling into pieces is inhabited by immigrants.
10. It is the funniest story _____ I have heard.
11. The students, one of _____ is Peter's brother, left the classroom in a mess.
12. Now I know the reason _____ she left the party so soon.
13. The fire-fighters tried to put out the fire for _____ no one was to blame.
14. Mrs Grant was the first person _____ I met that morning.

85. Punctuate the following clauses according to whether they are restrictive or non-restrictive.

1. The man to whom I was just talking is one of my new colleagues.
2. My father who is more than 180cm tall played basketball in college.
3. Dr. Hurst who is our dentist is a big fan of Manchester United.
4. Martin cheated during the final exam which was stupid of him.
5. Our first grammar test which was on tenses was not easy for me.
6. I don't like the fence which they built around this building.
7. When we were in Denver, we met John who used to be my best friend at elementary school.
8. There was no one who could tell us the way to the nearest police station.
9. His parents live in Colorado which is a famous ski resort.
10. Mr. Ray who has just got married has been our substitute tutor for the last month.
11. Gold which is used for making jewellery is mined in different parts of the world.
12. I think the waiter who took our order spent some time in Italy.

86. Explain the difference between the pairs of relative clauses.

1. a/ The apples which are in the basket are ripe.
b/ The apples, which are in the basket, are ripe.

2. a/ My brother who lives in Prague has two children.
b/ My brother, who lives in Prague, has two children.

3. a/ His car which is parked in front of the house was very expensive.
b/ His car, which is parked in front of the house, was very expensive.

87. Join the sentences by changing the second sentence of each pair into a relative clause that modifies the entire statement. (oral exercise)

1. Janice brought his pet tortoise to class. This surprised the teacher.
2. Adrian missed the bus and came late to work. This caused him troubles with his director.
3. He is not on the telephone, and this makes it difficult to get in touch with him.
4. The little boy was brought up in a broken family. This affected his behaviour.
5. Few people attended last week's lecture. This was a pity, since important issues were discussed.

88. Combine the following main clauses into one complex sentence by changing one clause into a relative clause. Be careful of punctuation.

1. Mathew scored the winning goal. He was playing with the team for the first time.
Mathew, who was playing with the team for the first time, scored the winning goal.
2. The tsunami caused widespread damage. It swept some villages into the ocean.

3. The families lost everything in the storm. Their homes and cars were completely destroyed.

4. Dick hasn't given an explanation. He decided to drive instead of fly.

5. Isn't that the movie studio? He made many of his films in it.

6. The man has just arrived in London. We spoke to him.

7. They are now living in Houston. Mark's company is located there.

8. His book is in the library. The book is for the graduate students.

9. Their house was almost destroyed. The roof of the house was blown off by strong wind.

10. They will not move until May. The weather is warm enough for travelling at this time of year.

11. Harvard has always been a prestigious university. It is in Massachusetts.

12. He is really a very intelligent student. All his professors respect him.

13. He sat on a chair and fell down. The leg of the chair was broken.

14. Dr. Jones is undoubtedly an excellent surgeon. I have much respect for him.

15. We came within sight of Mont Blanc. Its summit has attracted a lot of climbers.

89. Combine the following clauses into one sentence using a relative clause.

1. You shouldn't listen to anything. They say it.

You shouldn't listen to anything (that) they say.

2. The worst is that I'll have to do it on my own. This can happen.

3. The teacher has checked all the essays. She didn't like some of them.

4. Everyone said that Jill started it. They witnessed the row.

5. Paul and his brother are saying the same thing. I believe none of them.

6. The most expensive tickets were 30 dollars. I have bought them.

7. We were given two difficult tasks. I managed to solve both of them.

8. He introduced me to his new friends. I've already met one of them.

9. He promised to do anything. I asked him to do it.

10. The team members decided to take extra lessons. The youngest of them is my brother.

90. Replace the finite clauses in italics by non-finite clauses, or appositive phrases.

1. The students *who are taking Professor Hughes' lesson* are enjoying it.

taking Professor Hughes' lesson

2. The new house *which is built on the corner of this street* was designed by my uncle.

3. Mr. Jordan, *who is my husband's colleague*, has won a new car.

4. The violence *that exists in every country today* has upset many people around the world.

5. Patients *who suffer with heart disease, which is the major illness that exists in the Western world today*, can benefit from laughter.

6. Companies *that have been already computerised* realised that the number of staff *that was needed for stock- control* can be substantially reduced.

7. The tourists *who intend to take a boat trip* should write their names on the list *which is at the reception*.

8. There are about five proposals *that will be discussed at the meeting*.

9. The damaged car *which is carrying dangerous chemicals* is in danger of falling into the ditch.

10. We spent our holiday in the town *which had suffered disastrous floods the previous year*.

11. There are still a lot of questions *that must be answered before we decide what to do*.

12. Only the students *who had asked for special permission* were allowed to leave the course.

91. Combine the following sentences using participle, infinitive, noun, prepositional phrases, or verbless clauses.

1. The new hotel will be opened next week. It has 35 bedrooms, a restaurant and a bar.

2. Unfortunately, there are numerous terrorist organizations. They operate around the world.

3. The house is for sale. It is next to ours.

4. Most of the forests have now been destroyed. They once covered our hills.

5. He took me to see the old farmhouse. It was rebuilt last year.

6. The police found a bag full of money. The money was taken in the robbery.

7. The old building, which was once a majestic castle, is now in ruins.

8. Here is the book that you must read for the seminar.

9. The girl who is behind you is Mrs. Egan's daughter.

10. That is Gina, who is a fashion model and has a pet monkey.

92. State whether the subordinate clauses in the following sentences are noun clauses or relative clauses.

1. The announcer reported whose name was mentioned as a possible candidate for the presidency. _____

2. Nervous students usually forget everything that they have studied. _____

3. She didn't agree with the proposal that the system should be changed. _____

4. Can you recall where they have put the present for Jean? _____

5. The idea that occurred to me seemed to be very challenging. _____

6. The fact that she has cheated really bothers me. _____

7. They didn't believe the rumour that Ken and Jane had got divorced. _____

8. He asked me where I'd met my fiancée. _____

9. Jennifer prepared for her children a breakfast that was good and nutritious. _____

10. We were not able to answer the question whether it was right or not. _____

93. Rewrite each sentence in a way that the meaning stays the same and the new sentence contains a relative clause. Start as shown and make necessary omissions.

1. I enjoyed reading this book very much.

This is the book (that) I enjoyed reading very much.

2. If someone manages to lift this rock, they are stronger than I am.

Anyone _____

3. She had promised us a lot of things, which she later regretted.

She _____

4. The old car has broken down.

The car _____

5. I won't help you any more.

This _____

6. We were working until 9:30 p.m. and then finally stopped.

We were working until 9:30, at _____

7. I won't recommend anyone to tutor you.
There is _____
8. We spent our honeymoon at this hotel.
This is the hotel _____
9. My cousin's dog has already won two competitions.
This is my cousin _____
10. They usually go for holidays late July.
Late July is the time _____

94. Rewrite each sentence so that it contains the word in capitals and so that the meaning stays the same. Use relative clauses if possible.

- | | |
|---|---------|
| 1. The teacher didn't notice the cheating students.
<u>The teacher didn't notice the students who were cheating.</u> | WHO |
| 2. We highly respect Dr. Irwing, an expert in biology.
_____ | WHOM |
| 3. It was a pity that he lost the last game.
_____ | WHICH |
| 4. I met my boyfriend for the first time in this restaurant.
_____ | WHERE |
| 5. The Jaguar in our garage belongs to my uncle. He is a wealthy man.
_____ | WHOSE |
| 6. I miss my Granny more than anyone.
_____ | THAT |
| 7. I was not accustomed to that kind of treatment.
_____ | WHICH |
| 8. I have many friends, some are foreigners.
_____ | WHOM |
| 9. I don't remember the date of their wedding.
_____ | WHEN |
| 10. Diana was my best friend I told my secrets to.
_____ | WHOM |
| 11. The winner of the race will get an award of \$1000.
_____ | WHO |
| 12. Any student wanting to apply for scholarship should fill in this form.
_____ | WHOEVER |

6.5 ADVERBIAL CLAUSES

Adverbial clauses modify a verb, adjective, adverb, or main clause. They function as *adverbials* in the main clause, generally as adjuncts and disjuncts. As with adverbials in general, they are optional and have some freedom of positioning; both initial and final placement are common. Adverbial clauses are regularly marked by a subordinator indicating the relationship to the main clause. In the case of most finite adverbial clauses, a subordinator must be used. Clauses in a few semantic categories have alternative forms for finite clauses. Non-finite clauses usually occur without a subordinator; however, they may also occur with subordinators. With adverbial clauses, then, speakers and writers have choices in: whether to use a subordinator and which particular subordinator to use.

As with non-clausal adverbials, adverbial clauses, both finite and non-finite, are used to realise *time, place, manner, reason/cause, purpose, result, concession, condition, and comparison*.

meaning	subordinator
time	after, as, before, once, since, till, until, when, while, whilst, as soon as, as long as, now that, by the time
place	where, wherever
manner	as, as if, as though
reason/cause	because, as, since, seeing (that)
result	so (that), such that
purpose	so that, in order that
condition	if, unless, even if, only if, in case (that), whether or not, in the event (that), provided (that), on condition that, as long as, whenever, wherever
concession	although, though, even though, even if, whereas, while, whilst
contrast	whereas, while
comparison	than, as, as if, as though
preference	rather than

Time: *When she gets her driving license, her father will buy her a new car.*

Place: *Wherever you go there's such an ordeal.*

Manner: *He inspected my passport suspiciously as if he thought it was counterfeit.*

Reason: *David should have gone to the party because it would be a way for him to make friends and meet people.*

Purpose: *He turned the radio down so that the child could fall asleep.*

Condition: *Well, I'm going to feel lucky if my car isn't towed.*

Concession: *Although she was very busy, Natalie was willing to help us.*

etc.

In addition to these semantic categories, adverbial clauses fit other semantic categories that are not found with non-clausal structures. Clauses can be used to show *preference* and *proportion*. Furthermore, there is a type of non-finite adverbial clause which cannot be typically classified into any one semantic category. These **supplementive clauses**, typically *-ing* clauses, have been

designated as a separate category. They have an implicit and somewhat ill-defined relationship with the main clause.

- (a) *He shook his head, still gazing at the patterns of sunshine on the grass outside the hut.*
- (b) *Watching him as the days went by, Angela had noticed signs of physical decline.*
- (c) *She was very much as she had expected to be, having found in her marriage nothing to surprise her.*

In these structures, the relationship between *supplementive adverbial clause* and main clause is left indeterminate. For example, we might interpret all three of the above examples as denoting time relationships; *concurrent time* in (a) and (b), and a series of events in (c). However, the adverbial clause in (a) could also be considered as *manner adverbial*, and the adverbial clause in (b) and (c) could be interpreted as *reason clauses*. Thus, rather than try to specify a single meaning for such clauses, we simply acknowledge them as showing a circumstance that supplements the action or state in the main clause.

Semantic analysis of adverbial clauses is complicated by the fact that many subordinators introduce clauses with different meanings (**the same subordinator can have different meanings**); thus, the type of clause can be determined only by examination of the function of the clause:

- (1) *He did his work **as** his boss had instructed.*
- (2) *Fred can't speak English as well **as** he writes it.*
- (3) *Tim Collins decided to spend his holiday in Austria **as** he had never been there before.*
- (4) ***As** she was posting the letter, she realized that she hadn't put a stamp on the envelope.*

Each of the adverbial clause above is introduced by the same subordinator, but they have different meanings: (1) *manner*, (2) *comparison*, (3) *reason*, and (4) *time*.

Adverbial clauses and long modifying phrases that are placed at the beginning of a sentence and thus precede the main clause are usually SEPARATED from the main clause by a COMMA:

- Although it can be very harmful, people judge the success of a holiday by the suntan.*
- Before penicillin and other antibiotics were developed, pneumonia was often fatal.*

When an adverbial clause follows the main clause, NO COMMA is used if the dependent clause is *closely related* to the meaning of the sentence:

- I went to the theatre every month **x** when I lived in New York.*

If a following dependent clause is only loosely related to the main clause and would be preceded by a distinct pause in speech, it is separated from the main clause by a comma:

- Their new house will be finished by summer, unless, of course, unexpected delays occur.*

6.5.1 CLAUSES OF TIME

Finite adverbial clauses of time are most commonly introduced by such subordinators **as when, as, after, before, while, until, since**.

*He was astonished **when** Paula responded to their music with rough and rude slang.*

***While** Nikki is at college, her children will be attending a local school.*

*He abandoned the attack **after** the woman screamed and bit him several times.*

As you stand holding your glass, you see into the bedroom.

An adverbial clause of time relates the time of the situation in its clause to the time of the situation in the main clause. Depending in large part on the subordinator, the time of the main clause may be **previous** to that of the adverbial clause (*until*), **simultaneous** with it (*while*), or **subsequent** to it (*after*). The time relationship may also convey **duration** (*as long as*), **recurrence** (*whenever*), and **relative proximity** (*just after*). Clauses of time can come at the beginning of the sentence, or be placed after the main clause.

In adverbial clauses of time **present tense** is used, **not future**.

After she graduates, she will leave the country for two months.

*I'll speak to you **when** I come back.*

Future tense appears in reported speeches and reported questions in nominal clauses:

*She wants to know **when** they will come. (nominal clause)*

The subordinators used to introduce adverbial clauses of time have the following meanings:

when = at the time

while, as = during that time

by the time = one event is completed before another event

since = from that time to the present

until, till = to that time and then no longer

as/so long as = during all that time, from beginning to end

whenever = any time

Note:

When may also introduce a **relative clause** and a **noun clause**. Here, the clauses are not reversible:

*He spoke of the time **when** he was a boy. (relative clause, modifies the noun 'time')*

*Please tell me **when** they will have their wedding. (noun clause as object of the main clause)*

6.5.1.1 REDUCTION OF ADVERBIAL CLAUSES OF TIME INTO MODIFYING PHRASES

Adverbial clauses of time beginning with *after, before, while, and since* can be reduced into **modifying phrases** (non-finite clauses), and the ways in which the changes are made are the same as those when changing relative clauses to phrases (6.3.2):

1. **Omit** the subject of the dependent clause and the **be form of the verb**:

While ~~was~~ walking to class, I ran into Kelly. → *While walking to class, I ran into Kelly.*

2. if there is no be form of the verb, **omit** the subject and **change** the verb to **ing-** form.

Before I left for work, I had had several phone calls. → *Before leaving for work, . . .*

An adverbial clause can be changed to a modifying phrase only when the subject of the adverbial clause and the subject of the main clause are identical.

*While **the teacher** was lecturing, **Roger** fell asleep.*

While lecturing Roger fell asleep. – means that ‘Roger was lecturing, and he fell asleep.’

Non-finite adverbial clauses can be used with or without subordinators.

-ing clauses:

Since Mary came to this country, she has made a lot of friends.

*Since **coming** to this country, Mary has made a lot of friends.*

After he (had) finished his homework, he went to bed.

*After **finishing** his homework, he went to bed.*

*~~After~~ **Having finished** his homework, he went to bed.*

-ed and **verbless** clauses:

*[When he was] **asked** by journalists about the refugee problem, he ignored the question.*

*The students were waiting outside the classroom until [they were] **told** to enter.*

*He promised to come **as soon as** [it was] **possible**.*

To- infinitive clauses without a subordinator or a subject may have *temporal* function, expressing the outcome of the situation:

*He hurried home **only to find the house empty**.* (He hurried home and found...)

6.5.2 CLAUSES OF PLACE

Adverbial clauses of place are introduced by **where** or **wherever**. *Where* is specific and *wherever* is non-specific. The clause may indicate position or direction.

*I parked my car **where** I usually leave it.*

*She wanted to go **wherever** she could find a quiet and peaceful place.* [‘to any place where’]

The subordinate clauses modify the verbs (*parked*, *wanted to go*) in the main clauses, telling us **where** I parked my car and wanted to go.

Note that **where** may introduce a relative clause (1) or a nominal clause (2):

(1) *Do you remember the place **where** we first met?*

(2) *Perhaps you could show me **where** you put it.*

Where in sentence (1) modifies the noun 'place', not the verb in the main clause, so the subordinate clause is a **relative clause**. The subordinate clause *where you put it* in sentence (2) functions as an **object** as it answers the question *What can you show me?*; therefore, it is a **nominal clause**.

6.5.3 MANNER CLAUSES

Adverbial clauses of manner modify the verbs in the main clauses telling us *how* the action or event was performed. They are introduced by **as**, **as if**, and **as though**.

*He solved the problem **as** one might have expected.*

*My brothers swim **as if** they were fish.*

*She acted **as though** she had never met her.*

Usually the idea following *as if/as though* is "untrue". In this case, verb usage is similar to that in conditional sentences:

*He is not a child, but she talked to him **as if** he were a child.*

*She did not fall into the river. She looked **as though** she had fallen into the river.*

*Tom will be here. → They spoke **as if** he wouldn't be here.*

The **simple past** is used in the manner clause if the action (situation, event, state) expressed by the verb in the main clause and in the subclause relate to the same time, but the **past perfect** tense must be used if one relates to previous time.

6.5.4 REASON AND CAUSE CLAUSES

In general reason clauses convey a direct relationship with the main clause. The relationship may be that of:

cause – effect

*Harry is a fast runner **because** he trains a lot.*

reason – consequence

***Because** they were very hungry, they had a big hamburger.*

motivation – result

***As** she is my best friend, I'll support her.*

circumstance – consequence

***Since** the weather has become colder, we won't go out.*

The subordinators **because** and **since** are most commonly used to introduce *result* clauses as well as *cause*. Cause and reason are overlapping notions (both answering the question *Why?*). Other subordinators used to express the above-mentioned relationship are **as**, **now that**, and **seeing that**, which have a meaning very close to *as* and *since*. *Now that* has also an element of time meaning.

*William stayed at home **because** he had a sore throat and temperature.*

***Since** we had nothing really to do, we were lying on the beach.*

***As** I didn't myself know about it, I could not tell her.*

***Now that** the weather has improved, we'll be able to enjoy the picnic.*

6.5.4.1 EXPRESSING CAUSE AND EFFECT RELATIONSHIP IN NON-FINITE CLAUSES

Often an *ing-* phrase at the beginning of a sentence gives the meaning of 'because'. The subordinator *because* is not used in the non-finite clause. It is omitted, but the resulting phrase expresses a cause and effect relationship.

Example of a **non-finite clause** of reason and cause:

Needing some money, she cashed a check.

(*Because she needed some money, she cashed a check.*)

Having seen that film before, I don't/didn't want to go again.

(*Because I have/had seen that film before...*)

Having nothing really to do, we were lying on the beach. . .

(*As I had really nothing to do...*)

Having heard nothing further from him, we assumed he wasn't coming.

(*Since we had heard nothing/hadn't heard anything...*)

A form of 'be' in the adverbial clause is often changed to 'being'.

~~*Because she was unable to afford a car, she bought a bicycle.*~~

→ *Being unable to afford a car, she bought a bicycle.*

x *Unable to afford a car, she bought a bicycle.*

Reason and cause can be expressed also by **prepositions because of** and **due to**, which have to be followed by a noun phrase, not an adverbial clause:

Because of the cold weather, we stayed at home.

6.5.5 RESULT CLAUSES

Result is opposite of cause. Result (cause-effect relation) can be expressed by a subordinate clause introduced by means of structures **so...that** and **such...that**:

The meaning of *Because the weather was nice, we decided to go to the beach.*

cause

effect

can be expressed by a result clause:

The weather was so nice that we decided to go to the beach.

It was such nice weather that we decided to go to the beach.

The structures above may have the following patterns:

so + adj./adv. + **that** (*so slowly that*)

so + quantifier + noun + **that** (*so much work that*)

such + a (an)+ adj. + sg. noun + **that** (*such a pretty girl*)

such + adj. + pl. noun + **that** (*such nice pictures*)

such + adj. + mass noun + **that** (*such cold water*)

such + adj. + abstract noun + **that** (*such passionate love*)

Placing *such* or *so* at the beginning of the sentence will result in inverted word order:

Such an energetic woman was his mother that, So energetic was his mother that

As it was mentioned in 5.2.1.1, The relationship of result can be expressed also by *coordinating conjunction* **so** and *conjunctive adverbs* (linking adverbials) **therefore, consequently** and **as a result**.

*I didn't have any change, **so** I couldn't give the beggar anything.*

*He had forgotten to set his alarm clock; **therefore**, he overslept.*

6.5.6 PURPOSE CLAUSES

The intended result or purpose of an action is usually expressed by a *to-* infinitive clause preceded by *in* **order** and **so as**, but may also be expressed by a finite clause introduced by **so that** or more formally by **in order that**.

*We were in a hurry (**in order**) to catch the last train.*

*Greta spent her holidays in Munich (**so as**) to improve her German.*

Finite purpose clauses require a modal auxiliary (*can, could, will, would, may, might*, depending on the time referred to in the main clause:

*Mum turned off the radio **so that** Joan could study.*

*I'm taking my umbrella **so that** I will not get wet.*

*They were whispering **so that** they would not disturb the lecturer.*

Sometimes, it is difficult to distinguish between result and purpose clauses when both they are introduced by **so that**. Compare:

1/ The doctor explained the nature of my illness in medical terms, **so that** I didn't understand fully.

2/ The doctor explained the nature of my illness in medical terms **so that** I shouldn't understand fully. (**So that** I shouldn't understand fully, the doctor explained...)

The clauses in the second sentence are reversible (can change position), so the subclause is a purpose clause.

6.5.7 CONDITIONAL CLAUSES

In general, conditional clauses convey a **direct condition** in that the situation in the main clause is directly dependent on the situation in the conditional clause.

If I were rich, I would go on a world cruise.

The conditional clause above tells us what condition would have to be fulfilled in order to make my going on a world cruise possible. In other words, the truth of the statement 'I would go on a world cruise' depends on the fulfilment of the condition of my being rich.

The most common subordinators for conditional clauses are **if** and **unless**, which are also used with non-finite and verbless clauses. Other conditional subordinators are restricted to finite

clauses: **as long as, in case, on condition that, only if, provided (that), providing (that), supposing (that, whether or not).**

Unless the lessons are very cheap, I won't be able to take any. (unless = if not)

I will enjoy living with my friends as long as they keep the apartment clean.

If they keep it clean, I will stay with them.

In case they become too messy, however, I'm going to save enough money to get my own apartment.

The ceremony will be held inside only if it rains.

When *only if* introduces the sentence, there is subject-verb inversion in the main clause:

Only if it rains, will the ceremony be held inside.

The conditional clause often precedes the main clause, but it may also come after it. **Present tense, not future**, is used in a conditional clause after the subordinator even though the verb in the conditional clause may refer to a future event or situation.

Some conditional clauses express an **indirect condition**, in that the condition is not related to the situation in the main clause:

If you remember your history lessons, the war was started by the other side.

If you are going my way, I need a lift.

It is often suggested that there are three types of conditional clauses. This hypothesis is based on the fact that three different forms can be used after *if* in conditional clauses. Thus, the supposition is concerned with the way the conditional is formed and not with the underlying meanings of the forms used. There are a number of variations in the tenses or verb forms that can be used in conditional sentences.

Conditional clause		Main clause	example
Type zero generally true	if + present	present	<i>If we heat water, it boils.</i> <i>If I stay out late, I always get a taxi home.</i>
Type 1 Likely to happen	if + present (pres. perfect) can, should	future forms imperative can/could may/might should /ought to must	<i>If he is at home, Jean will visit him.</i> <i>If Bob's got the message, he'll phone you.</i> <i>If I can finish early, I'll come.</i> <i>If I should see him, I'll tell him the news.</i> <i>If you need any help, call me.</i> <i>If you come late, I might be in bed.</i>
Type 2 hypothetical, unlikely to happen	if + past	would + inf. could/might	<i>If you were coming with me, I'd give you a lift.</i> <i>If you asked him, I'm sure he would do it.</i> <i>If we had more money, we could go out.</i>

Type 3 unfulfilled condition in the past	if+ past perfect	would + perf. infinitive	<i>If she had called me, I would have come.</i> <i>If you had worked harder, you would have passed the exam.</i>
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In addition to all the tense variations that we can use in the first, second and third conditionals, it is also possible to **mix conditionals** so that, for example, the *if clause* uses a verb form used in *the first conditional* and the main clause uses a verb form used in *the third conditional*. The context defines the meaning.

*If I **had eaten** my breakfast, I **wouldn't be** hungry now.* 3rd + 2nd

*If you **come** to the party tomorrow, I **wouldn't bring** Mike with you.* 1st + 2nd

*If she **loved** him, she **would have stayed** with him.* 2nd + 3rd

Conditional clauses are like questions. Because they indicate uncertainty, they usually contain non-assertive items, such as **any, ever, yet**, etc. instead of assertive ones like *some, always, already*:

*If you **ever touch** me again, I'll scream.*

*She is taking a stick with her **in case she has any** trouble.*

When we base our hypothesis on underlying **meanings** (*semantic categories*), it should be noted that clauses of condition can be further divided into three subcategories; they can present:

an open (also called **real**), **hypothetical** (also called **unreal**), and **rhetorical condition**

OPEN conditionals are *neutral* because the truth or falsehood of what the sentence describes is 'open', ie unknown. Open conditionals leave unresolved the question of the fulfilment or non-fulfilment of the condition, and hence also the truth of the proposition expressed by the main clause. Open conditional expresses a real *possibility* that an event or action might occur in the present or future or could have occurred in the past. There are three main types of open (possible, real) conditional:

• **present and past habit**

*If you **feel seasick**, take one of these tablets.*

*If Colin **is in London**, he **is undoubtedly staying** at the Hilton.*

*If she **saw even the smallest fly trapped in a jar**, she **would be** upset.*

Here **if** can be replaced by **whenever**. It indicates a *habit* or *continually repeated situation* that may occur at any time, or that used to occur regularly in the past. The sentences above leave unresolved whether *you feel seasick*, *Colin is in London*, or *she saw a fly*, and thus we don't know whether 'you take a tablet' or 'Colin is staying at the Hilton', etc.

• **deductions**

*If he **wins today**, he **stands a good chance of being** selected.*

*If the rains **don't come again this year**, the country **will not have** enough water.*

*If it **rains next month**, there **should be** enough water to last until monsoon comes.*

*If you **wanted to control your finances**, you'd **welcome** a Home-owners Loan plan.*

Here the speaker is making a *deduction about future possibilities or attitudes*. Both the present and past tenses may be used. The use of the past, however, usually reflects a *greater uncertainty*.

• **future possibilities**

If two more people join, we can run the course.

If two more people joined, we could run the course.

If you are thinking of buying a new house, ask your parents for advice.

If Hillary is in good mood, she will certainly help you.

Here the speaker is talking about *possible events or actions in the future*. Once again, the use of the past tense shows the speaker is *less certain*.

When speaking of a future possibility, *will* is rarely used in the *if clause*. **Will** can be used **to emphasise a determination and possible habit** on the part of the subject. **Would** is used similarly to express a past habit:

If you will arrive late, you must expect to miss the food.

If you would arrive late, you must have expected to miss the food.

A conditional is not always expressed with an *if clause*. On some occasions (more formal) an

• **inversion** form can be used:

Should he come home after seven, he always brings some flowers. (If he should...)

Were it to rain on Saturday, we wouldn't go to the fair. (If it were to rain...)

Were my father alive, he would be 85 now. (If my father were alive...)

Had it not been for his kindness, he would have ended up as a homeless.

(If it hadn't been...)

• **the imperative and a co-ordinating clause:**

Start a saving account now, and we'll give you \$100.

Don't come closer, or he'll hit you.

HYPOTHETICAL conditional, on the other hand, conveys the speaker's belief that the condition will not be fulfilled, (for future conditions), is not fulfilled (for present conditions), or was not fulfilled (for past conditions) and hence the probable or certain falsity of the proposition expressed by the main clause. It expresses an imaginary situation. There are three types of hypothetical (impossible) conditional.

• **impossible now** (or improbable future)

If you had a video, you could record it yourself tonight.

(But you don't have a video, so you **won't be able** to.)

If my father were alive, he would be 85 now. (But he is dead, so **he isn't**.)

• **non-existent past** (referring to the present)

If you had a video, you could have recorded it yourself last night.

(But you don't have a video, so you **weren't able** to do it.)

If my father were alive, he would have been 85 last week.

(But he is dead, so he **wasn't**.)

▪ **non-existent past** (referring to the past)

If you had had a video, you could have recorded it yourself last night.

(But you **didn't have**, so you **didn't record** the programme.)

If the car had started, I would have been on time.

(But the car **didn't** start.)

In all these examples we are looking at events or situations which cannot occur or didn't occur.

With the past form of the verb *to be*, **were** is used instead of **was** in the *if* clause.

If I were you ..., If she/he were...

RHETORICAL conditional clauses give the appearance of expressing an open condition, they are less common form of a conditional, but combined with the main clause, they make a strong assertion:

If you believe that, you will believe anything.

(You should not believe that, or You certainly can't believe that.)

If she is 18, I'm 21.

(It can't be true that she's 18, as it's not true that I'm 21.)

If she's beautiful, Maria is Miss Universe.

(Since Maria is obviously not Miss Universe, she is certainly not beautiful.)

In the examples above, the proposition in the main clause is absurd, and the proposition in the conditional clause is shown to be false.

6.5.7.1 NEGATIVE CONDITION

Negative condition can be expressed by **unless**.

Stamford will be dropped from the team unless he improves his performance.

(The only way Stanford can stay in the team is to improve his performance.

If he doesn't improve it, he'll be dropped.)

Sharon always comes unless she's ill.

(The only reason she wouldn't come would be if she were ill.)

Unless is used only for real conditionals. With hypothetical conditionals we must use **if... not**, or **but for + noun phrase**:

If it hadn't been for John, we would have lost the match.

(If John hadn't played well, we would have lost the match.)

But for John, we would have lost the match.

As with other conditionals, there are alternative ways of expressing negative condition by coordinating conjunctions such as:

▫ conjunctive adverb: *Stamford should improve; otherwise, he will be dropped.*

▫ central coordinator: *You'd better hurry, or you'll be late.*

6.5.7.2 ALTERNATIVE CONDITIONS

The conditional meaning of *if* is combined with the meaning of *either...or* in the correlative conjunctions **whether...or**, which specify two contrasting conditions:

*You'll have to pay, **whether you like it or not**. (...if you like it, or even if you don't).*

***Whether trained or not**, Marilyn is doing an excellent job.*

*The ceremony will be held outside, **whether it rains or not**.*

(rain doesn't matter, it will be held outside, anyway)

The statement in the main clause is true in 'any of the conditions' covered by the subclause. The concessive meaning comes from the implication that it is unexpected for the same situation to apply under two contrasting conditions.

6.5.7.3 UNIVERSAL CONDITIONAL-CONCESSIVE CLAUSES

A similar meaning as in 6.3.2.1 above, is present in the conjunctions **whatever**, **whoever**, **wherever**, etc. The universal conditional-concessive clause indicates a free choice from any number of conditions. The statement in the main clause is true in any of the conditions covered by the subclause.

*She looks pretty, **whatever she wears**. (She looks pretty *even if* she wears ugly clothes.)*

***Wherever he goes**, he makes friends.*

The same meaning can be expressed by an adverbial clause beginning **no matter wh-**:

*She looks pretty, **no matter what she wears**.*

***Whatever your problem is**, it can't be worse than mine.*

*Don't let them in, **whoever they may be**.*

***However hard you may try**, you won't be able to do it.*

6.5.8 CLAUSES OF CONCESSION AND CONTRAST

A type of adverbial meaning that overlaps with conditional meaning is that of **concession** and **contrast** (also called **opposition**).

▪ **CONCESSIVE clauses** indicate that the situation in the main clause is *contrary* to what we might expect in view of the situation in the concessive clause. Concessive clauses are introduced chiefly by **although**, **even if**, **even though**, and **though**.

*We are enjoying ourselves, **although/though the weather is bad**.*

***Even though he had seen her only once**, he recognised her face in the crowd.*

Even though is slightly more emphatic than *though*. *Even though* cannot be shortened to *even*.

The ideas of condition (*if*) and implied contrast (*even*) are combined in the conjunction **even if**:

*I always enjoy sailing, **even if the weather is rough**.*

***Even though I wasn't sleepy**, I went to bed.*

(In spite of the fact that I wasn't sleepy, I went to bed.)

The meaning of **even though** can be expressed (rather formal style) by special constructions with *adjectives* or *adverbs* followed by **as**:

Much as I would like to help, I have other work I must do.

(Even though I would like to help very much, I have...)

Strange as it may seem, nobody was injured in the car accident.

(Even though it may seem strange, ...)

Tired as I was, I continued working in the greenhouse.

Except for **whereas**, the subordinators may introduce non-finite and verbless clauses:

Although approving the plan in general, the committee expressed several objections.

Though over eighty, she is still very active.

Besides the above-mentioned subordinators, unexpected result can be expressed also by **independent clauses** using:

▫ coordinating conjunctions **but, but...anyway, but...still, yet...still**

*He hadn't eaten for days, **but** he looked strong and healthy.*

*It was raining, **but** we went swimming **anyway**.*

*David didn't study for the test, **but** he **still** passed it.*

*No one asked her to come, **yet** she **still** joined us.*

▫ conjunctive adverbs **nevertheless, nonetheless** and **however**

*It was dark; **however**, they went for a walk.*

▫ prepositions **despite, in spite of**

*They went for a walk **in spite of** darkness.*

***Despite** the fact that he's Russian, he speaks without a strange accent.*

▪ To show **CONTRAST (direct opposition)** between two equivalent ideas, we use **while** and **whereas**. They may be used with the idea of either clause with no difference in meaning. Contrast clauses give the idea that 'just the opposite is true'.

*Elizabeth is lively and talkative, **whereas** / **while** her sister is quiet and reserved.*

***Whereas** Elizabeth is lively and talkative, her sister is quiet and reserved.*

It does not make any difference which idea comes first and which comes second. The two ideas are directly opposite. Direct opposition can be expressed by use of conjunctive adverbs **however, on the other hand**, and **on the contrary**:

*Elizabeth is lively and talkative; **however**, her sister is quiet and reserved.*

*Nicolas is very good at math; **on the contrary**, he has difficulties with languages.*

*They are not rich. **On the other hand**, they are poor.*

6.5.9 CLAUSES OF SIMILARITY AND COMPARISON

For both similarity clauses and comparison clauses, there is a semantic blend with *manner* if the verb is dynamic.

▪ **Clauses of SIMILARITY** are introduced by **as** and **like** (AmE). These subordinators are commonly pre-modified by *just* and *exactly*.

Please do (exactly) as I said.

It was (just) like I imagined it would be.

▪ **Clauses of COMPARISON** are introduced by **as**, **as if**, **as though**, **than**, which are followed by a clause, and **like** (AmE), which is followed by a noun object (in informal Engl. also by a clause).

It looks as if / as though it is going to rain.

It looks like rain.

If the comparison is *hypothetical*, verb usage is similar to that in conditional clauses – subjunctive or hypothetical past.

She behaved as if she were / had been a child. (She is not a child.)

He acted as though he had never met him. (He has met him.)

His stepfather treated him kinder than any real father would have done.

The subordinators *as*, *as if*, *as though* can introduce **non-finite** and **verbless clauses**:

She winked at me as if to say that I shouldn't say anything.

Fill in the application form as instructed.

In comparative clauses, a proposition expressed in the main clause is compared with a proposition expressed in the subordinate clause. Comparison includes comparisons of **equivalence** (*as...as*), **non-equivalence** (*-er... than*), comparisons of **sufficiency** (*enough...to*), and **excess** (*too...to*). Words that are repeated in both clauses may be omitted in the subordinate clause.

Jane is as healthy as her sister is.

Jane is healthier than her sister is.

Roderick is sensitive enough to understand your feelings.

Marilyn was too polite to say anything about his behaviour.

6.5.10 OTHER TYPES OF ADVERBIAL CLAUSES

In addition to the above semantic categories, adverbial clauses fit other semantic categories that are not found with non-clausal structures. Clauses can be used to show **exception**, **preference**, **proportion**, and **comment**.

▪ **Clauses of EXCEPTION** are introduced by **but that** (formal), **except** (informal), **except that**, **only** (informal), and less frequently **excepting (that)**.

I would write her a letter, except that I don't have anything else to do.

Harry would have gone to the party, only Terry advised him not to.

▪ **Clauses of PREFERENCE** are usually **non-finite** and may be introduced by subordinators **rather than, sooner than**, which are followed by the *bare infinitive* or *-ing*.

The architects recommended the city build more apartments in urban areas, rather than sacrifice rural open spaces. (they prefer to build apartments in urban areas)

It might be worthwhile to spend more time thinking how we might build humans to systems, sooner than designing them out in the pursuit of technical advances.

The same subordinators may introduce finite clauses:

Rather than Charles should miss the train, he'll get a taxi.

▪ **Clauses of PROPORTION** are mostly introduced by **the + comparative**, and require a correlative *the + comparative* form in the main clause or by **as** with or without *so*. Proportional clauses involve a kind of comparison. They express a proportionality or equivalence of degree between two situations.

As he grew older, his vitality decreased.

The higher we climbed, the better view of the countryside we had.

▪ **COMMENT clauses** are clauses (like disjuncts) which are not integral part of the sentence, but indicate the speaker's / writer's attitude to the action or event, or add a comment upon its truth. They are loosely connected to the main clause, they normally lack an explicit link, and they are usually short and can appear initially, finally, or medially, and thus generally have a separate tone unit. Comment clauses are usually in the present rather than past tense, first or second rather than third person.

It's a good tip, you know, isn't it?

Frank Stamford, as you probably know, has won the university tennis tournament.

A typical comment clause includes idiomatic or cliché expressions: **you see, as I say, I'm afraid, as I said, you know, to be honest, to be fair, generally speaking**, etc. We distinguish the following types of comment clauses:

- like the core of the main clause: *There was no answer, I believe, to his question.*
- an adverbial clause: *I've been very busy lately, as you know.*
- a nominal relative clause: *What was upsetting, we lost our way.*
- *to*-infinitive clause: *I'm not sure what to do, to be honest.*
- *-ing* clause: *Speaking from memory, haven't you got a Ford Fiesta?*
- *-ed* clause: *All things considered, he has done very well.*

Comment clauses generally contain a transitive verb or an adjective which elsewhere requires a nominal *that*-clause as complementation. We can therefore see a correspondence between sentences containing such clauses and those containing indirect statements:

There wasn't anyone, I believe, at home. (comment clause)

I believe that there wasn't anyone at home. (main clause + nominal clause)

You know, I think you're wrong. (comment clause)

You know (that) I think you're wrong. (main clause + nominal clause)

EXERCISES 95-110

95. Underline the adverb clauses in the following paragraph.

Although the institution of marriage has suffered in many countries, in the past few years, there has been an unusually large number of divorces in the United States. In the past, when two people married each other, they did so with the idea of staying together for life, while today many individuals seem to enter marriage with the feeling that they can always get a divorce, provided that the marriage does not work out. In the past, a large majority of Americans frowned at the idea of divorce. Furthermore, many people believed that getting a divorce was a luxury that only the rich could afford. Indeed, getting a divorce was very expensive. However, since so many people have begun to take a more casual view of marriage, it is interesting to note that costs of getting a divorce are lower. In fact, wherever you go in the United States today, it is not unusual to see newspaper ads that provide information on how and where to go to get a “cheap divorce.”

In spite of the fact that Hollywood has always been known as the divorce capital of the world, today the divorce rate among the movie stars is so high that it is difficult to know who is married to whom, if you are interested in this kind of information. Today, many movie stars change husbands and wives as though they were changing clothes. Until the institution of marriage again becomes a serious and important part of many people’s lives, we will probably continue to see a high rate of divorce.

(Adapted from C.W.Pollock:Communicate What You Mean, 1982, page 117)

96. In each sentence below, circle the subordinators, underline the adverbial clauses, and name the relationship they express.

1. When he was in high school, he didn’t study a lot, yet he had good results. – time
2. She was looking at me as I was trying to fasten the rope to the fence. _____
3. Although Robert did his best, he couldn’t work out the right answer. _____
4. Since I didn’t answer all the questions, I got a low mark. _____
5. Take an umbrella so that you won’t get wet. _____
6. Before Mr. Todd handed out the exam papers, he had given us some instructions. _____
7. Mr. Leaver probably won’t bother us provided that everyone pays attention to his request.

8. The party was not as good as I had expected though it was intended to be a nice surprise.

9. Check your answers if you are in doubt. _____
10. He looked at her as if he had met her before. _____

11. Dr. Grey was accepted for the position because he had passed the qualifying test. _____
12. He has been living with his cousin since he came to the United States. _____
13. The coat she liked was so expensive that she decided not to buy it. _____
14. Katherine sent me a message as soon as she arrived at Madrid. _____
15. When we entered the restaurant, the waiter told us to sit wherever we wanted.

97. Identify the adverbial clauses and complete them by an appropriate subordinator.

1. The teacher told us to submit our assignments _____ we could.
2. The performance was _____ long _____ I couldn't wait _____ it ends.
3. He treated his children _____ they were adults.
4. I'll go with you _____ you want _____ it is within walking distance.
5. _____ you get up before 7 o'clock, you'll miss the bus to Hardmitz.
6. David didn't do it _____ I had wanted. He actually made a mess in it.
7. I read _____ an interesting story _____ I decided to buy another book from the same author.
8. Mr. Stingy hid his coins _____ no one could find them.
9. _____ I respect him, I can't agree with his proposal.
10. _____ my parents returned home from work, I had done the shopping.
11. I'm staying in the office till 7 p.m. _____ I can get all my work done.
12. Peter will set out for a journey across the country _____ he passes his exams.
13. Maria speaks German better _____ she writes it.
14. _____ they were waiting for the bus, they saw an accident.
15. I have already made several friends _____ we moved to our new house.

98. Complete the following sentences to show proper time relationships. Pay special attention to verb tenses.

1. I haven't heard of them since _____ last year.
2. Yesterday evening I went the cinema after _____.

3. By the time he finishes his studies, he _____.
4. Since he moved to Prague last year, Thomas _____.
5. Whenever we _____, she gets nervous.
6. _____, by the time they arrived.
7. Please, let me know as soon as you _____.
8. The next time _____, we are going to visit the Tower.
9. Sharon will travel to India after she _____.
10. This is the first time _____.
11. _____ ever since I was a child.
12. I won't forget this day as long as _____.
13. When Peter _____, he'll play with his child.
14. As _____ it started to rain.
15. I won't stop nagging him until _____.

99. Complete the following by independent and dependent clauses to show proper time relationships. Pay special attention to verb tenses and punctuation.

1. Ann decided to leave as soon as _____.
2. They lit the fire just before _____.
3. I won't tell you the secret until _____.
4. Ever since _____.
5. When I was getting ready to school in the morning _____.
6. Every time she _____.
7. By the time she graduates _____.
8. When I opened my bag _____.
9. _____ whenever _____.
10. Next week when I _____.
11. _____ until I met him two months ago.
12. Before they _____.
13. George _____ while _____.
14. The last time _____.
15. _____ by the time they get married.
16. After I _____.
17. As soon as _____ we started the lesson.
18. The moment _____.

100. Read the following sentences and correct the errors in tense usage.

1. Please send me an SMS message as soon as Marta will arrive.
2. As my friends were leaving, I realised that I haven't offered them one for the road.
3. I wasn't tired although I am working all day.
4. Barbara was trying to get a taxi because she waited for James to pick her up for more than an hour.
5. They were climbing up the mountain since morning and still haven't reached the summit.
6. By the time they will come back, we will do a lot of work in the garden.
7. I haven't written to my girlfriend since I am very busy lately.
8. She intends to look for a job in New York after she will graduate from university.
9. Ever since I was a child I am afraid of big dogs that bark at me.
10. As long as you will follow the instructions, you won't have difficulties getting there.
11. While I wrote my composition last night, I heard a loud noise coming from the street.
12. Helen has just finished eating her lunch when she heard us coming.

101. Reduce the finite adverbial clauses of time into phrases.

Example: When Peter heard a noise, he looked out of the window.

Hearing a noise, Peter looked out of the window.

After he had listened to the news, he switched the radio off and left.

After listening/Having listened to the news, he switched the radio off and left.

1. *While we were camping in the mountains, we enjoyed the beautiful scenery.*

2. *After they had finished their coffee, they went back to work.*

3. *Before Ivan left his country, he was not sure what he would do in England.*

4. *I've been to Paris twice since I started to study French language.*

5. *I tripped on the carpet while I was running to open the door.*

6. *When he watched me crossing the street, Harry shouted at me.*

7. *After she read the instructions, Maria tried to get the device started.*

8. *Before they went to bed, they switched off the lights and checked the doors.*

9. *I haven't heard anything from Jill and Kate since I left their place.*

10. *Tom had read a lot of history books before he decided to study this subject.*

11. *When he was playing football*, John twisted his ankle.

12. *While he was in New York*, my brother visited a lot of his American friends.

102. Replace the finite clauses in italics by non-finite clauses, using participles, and making any necessary changes in word order.

1. *While the pilot was flying over the ocean*, he saw a beautiful rainbow.

2. *As Paul had seen the film before*, he didn't want to go to the cinema with them.

3. *After we spend some time in Paris*, we will travel to Marseille.

4. *Before we entered the examination room*, we had to switch our mobile phones off.

5. *Because I hadn't studied a lot*, I failed the test.

6. *Since Frank was afraid of the dark*, he switched all the lights on.

7. *When I discovered I had lost my keys*, I called my son.

8. My father agreed to let me drive the car *after he had talked it over with my mum*.

9. *Because the forest area is so dry this summer*, it is prohibited to light camp fires.

10. *While Mary was reading a bed-time story*, little Rony fell asleep.

11. *Because George wasn't paying attention to his driving*, he almost ran over a big dog.

12. *Since Mr. Cawley had been a fireman at one time*, he knew exactly what to do when the fire broke out in the laboratory.

13. *When Bob saw me catch fish after fish*, he began using the same bait.

103. Complete the sentences with the verbs given in brackets.

1. If she (have) _____ a good dictionary, she would write the letter in English.

2. If Peter (be) _____ at the party last night, he would have met Jill there.

3. If I (submit) _____ the essay tomorrow, I will get the result on Friday.

4. If they invite me, I (join) _____ them.
5. I (come) _____ to the meeting on time if I had known you would start at 3:45.
6. Eva's brother always (get) _____ sleepy at work if he (not, have) _____ a coffee after breakfast.
7. I (tell) _____ you the answer if I knew it.
8. My uncle is not rich, but if he (be) _____, he (buy) _____ a Porsche.
9. If I (not, read) _____ the book, I (not, understand) _____ the film I saw yesterday.
10. You'd better take my advice. If I (be) _____ you, I (read) _____ the instructions before I start.
11. If Tom (not, come) _____ within half an hour, I (go) _____ there alone.
12. It was raining on Sunday. If the weather (be) _____ nice, we (go) _____ for a trip.

104. Complete the sentences with independent or conditional clauses.

1. If _____, give him this book.
2. I don't mind waiting for the bus unless _____.
3. If he had asked me, _____.
4. I will go with him only if _____.
5. Dan wouldn't have gone to the party unless _____.
6. They will go for a trip to the mountains provided that _____.
7. I wouldn't be so angry _____.
8. If he eats breakfast, _____ all day.
9. Lea would have passed the exam if _____.
10. I'm sure she would help me if _____.
11. If I were in your place, _____ last week.
12. She would have bought you a present _____.

105. Match the conditional clauses 1-8 with the dependent clauses A-H to form mixed Conditional sentences.

- | | |
|---|---|
| 1. If Ursula were a better tennis player | A he wouldn't be so angry |
| 2. If I had finished my report yesterday | B I would have told him the truth. |
| 3. If she had followed the doctor's advice | C you could be a doctor now. |
| 4. If I were you | D he would be still working in ANTEX. |
| 5. If you had studied harder | E his girlfriend wouldn't have left him |
| 6. If they don't call you soon | F she wouldn't have problems now. |
| 7. If he didn't spend a lot of time at work | G she could have won the match |
| 8. If he hadn't received a better job offer | H I could go with you out tonight. |
| 9. If they had done it properly | I you could contact them |

106. Combine the following ideas using an appropriate subordinator to express the relationship indicated in brackets.

1. She eats only low-calorie food. She wants to remain slim. (purpose)

2. The wind was very strong. It blew off some roofs and caused other damage. (reason-result)

3. Considerable restrictions will be introduced. The new law will be revised. (time)

4. He had never studied English. He enrolled in the first level. (cause)

5. I am always a careful driver. I had an accident last month. (concession)

6. Simon was walking down the stairs. He wasn't drunk. (manner)

7. Everyone admires my vintage car. I appear with my car. (place)

8. We won't pay the bills on time. They will pay back the money they owe us. (condition)

9. He hadn't seen a live cow. He was five years old. (time)

10. Theresa climbed higher and higher. She had a better view. (comparison)

107. Complete the sentences with finite or non-finite adverbial clauses of the type indicated.

1. Terry had some troubles with his boss _____ (time)
2. _____ he managed to catch the early train. (concession)
3. I can't advise you _____ (condition)
4. I haven't written to my girlfriend _____ (reason)
5. _____ we will have enough food in the future. (condition)
6. Glenn mowed the lawn in the garden _____ (purpose)
7. A chameleon changes colour _____ (time)
8. He speaks Italian better _____ (comparison)
9. When he entered the room, everyone looked at him _____
_____ (manner)
10. My parents usually spend their holidays _____ (place)
11. _____ we still saw the first goal. (concession)
12. The crewmen were able to survive in a lifeboat _____ (time)

108. Choose the correct linking word in each sentence. (there is only ONE correct answer)

1. *Although/ However/ In spite of* she had little training, she was able to win the match *as long as/ because/ due to* her technique was better than her rival's.
2. James is nervous *because/ because of/ for* his daughter's illness.
3. *If only/ Even if/ Provided that* you'd offered to pay me more than I earn, I wouldn't have done it.
4. *Despite/ Because of/ Even though* Paul hadn't been there before, he easily found the way to the hotel *due to/ as/ yet* it was on the main square.
5. We put the food on the table *since/ before/ while* we sat down to eat.
6. *Provided that/ Even if/ Supposing that* Sarah gets promoted, will she move to London?
7. Her plain will have landed *when/ by the time/ until* we arrive at the airport.
8. Our neighbour, Mr. Edmond, looked at me *since/ as if/ as* he had never seen me before.
9. *Though/ Unless/ In case* you are able to get along with people, you'll be unhappy.
10. Patricia studies medicine *so/ therefore/ so that* she could help her people.
11. Lincoln had been a successful lawyer *as soon as/ after/ before* he became president.
12. Some think that he is unfriendly, *even though/ while/ until* he likes people very much.

109. Complete the following sentences with the type of adverb clause indicated.

1. _____, we didn't sleep well _____
(concession)

(cause/reason)
2. _____ I closed the door _____
(purpose) (time)

3. Some of the questions on the test were _____
_____ (reason-result)
_____ (concession).

4. _____ I won't travel there by air
_____ (condition)
_____ (reason)

5. _____ he was looking desperately
_____ (time)
around _____ (manner).

6. _____ they let us sit down _____
_____ (time)
_____ (place) _____ (condition).

110. Replace the finite clauses in italics by non-finite or verbless clauses, using participles, or infinitives, and making any necessary changes in word order.

1. *As I have already had some experience in these matters,* I think my advice could be of help.

2. Motorists should be very careful *when they drive on icy roads.*

3. *Although his plan received general support from the committee,* it wasn't carried out until it had been amended.

4. *Because I hadn't been there before,* I had to ask which bus I should take.

5. They were in a hurry *so that they wouldn't come late.*

5. Children under the age of 15 won't be allowed to enter the bar *unless they are accompanied by their parents.*

6. *Although my grandparents are over 75,* they still travel a lot.

7. *When it is seen in this light,* the matter doesn't seem so serious.

8. *Although the machine still functioned,* we didn't think it was practical to use.

8. We are very happy *now that we learn* that he's the best in the group.

9. *Since we didn't want to disturb them*, we quietly left the classroom.

10. Tina has put on some weight in the last two weeks, *even though she is on a diet*.

11. *Whether it is translated into English or not*, the book is a bestseller in our country.

12. We had to postpone the meeting *since there was no one in the office on time*.

13. *Although their cottage was built from discarded materials*, everyone thinks it's beautiful.
