

PART I: COMPOUND SENTENCES
Unit I: Joining Independent Clauses

1.1 Co-ordinate Conjunctions

A co-ordinate conjunction joins words, phrases, or clauses of equal grammatical importance or of like construction. When a co-ordinate conjunction is used to combine independent clauses, the conjunction indicates that the ideas of the independent clauses are of equal importance. There are seven co-ordinate conjunctions: and, or, nor, but, for, so, yet. Each of these conjunctions establishes a certain relationship between the independent clauses it joins; "and", for example, indicates the simple addition of more information; "but" indicates a contrast of ideas, and so on.

1.2 Punctuation with Co-ordinate Conjunctions

The general rule for using punctuation with co-ordinate conjunctions is the following:

Use a comma before a co-ordinate conjunction only when it joins two independent clauses. When two words, phrases, or dependent clauses are joined, no comma is used before the co-ordinate conjunction.

Example: A. Bob and Jack were surprised by the news.

In this example, "and" is a co-ordinate conjunction joining two words of equal grammatical importance: "Bob" and "Jack" are both nouns. No comma is used before the conjunction because the co-ordinate conjunction "and" does not join two independent clauses; rather, it joins two nouns to make a compound subject in a simple sentence.

Example: B. Did you search in the bedroom or in the kitchen?

In this example, "or" is a co-ordinate conjunction joining two prepositional phrases of equal grammatical importance and construction: "in the bedroom" and "in the kitchen". No comma is used before the co-ordinate conjunction "or" because it does not join two independent clauses, but rather it joins two prepositional phrases to make a compound prepositional phrase in a simple sentence.

Example: C. The explanations were clear, and the examples were easy to understand.

In example C, "and" is a co-ordinate conjunction joining two clauses of equal construction, both of which are independent clauses: "the explanations were clear" and "the examples were easy to understand". A comma is used before the co-ordinate conjunction because it joins two independent clauses to make a compound sentence.

A semi-colon may be used before a co-ordinate conjunction combining independent clauses when one or both of the connected independent clauses contain commas within them.

Examples: D. He turned back to Jane, the beauty queen; but she had disappeared.

E. He turned back to Jane, the beauty queen; but she had disappeared, leaving no message.

Exercise 1: Punctuation with Co-ordinate Conjunctions

Punctuate the following sentences with the necessary commas before co-ordinate conjunctions whenever necessary.

Examples: A. The phone rang and Jack reluctantly got up to answer it.

... The phone rang, and Jack reluctantly got up to answer it.

B. Jim went to pick up his daughter and son.

... (no punctuation necessary)

1. Jack and Joan ordered hamburgers and hot dogs, and Bill and Beverly ordered coffee and tea.
2. Dinner will be served, and it will be followed by drinks.
3. Exercise is important, for it helps strengthen the mind and body.
4. Jack said that having married Jane makes him able to face more responsibilities and to relax more at home.
5. His grandfather is a professor of drama and music, and his grandmother teaches Mandarin and literature.
6. This apartment building is very noisy, but neighbors do not seem to mind it.
7. The man told me when the bus would leave and where it would take me.
8. You have to go now or you will miss the train.
9. Men are born to be weak and strong.
10. She was very sick, yet she managed to get up and take a bath.
11. It was still early, so she decided to do some shopping before going home.
12. She did not eat breakfast, nor did she eat lunch or dinner.
13. The secretary said that the dean was not in and that he would come back at two o'clock.
14. The students introduced each other and sang songs.
15. The explanations are simple and clear for the students must understand everything easily.

1.3 The Co-ordinate Conjunction "Nor"

When "nor" is used to join two independent clauses (the second

of which is always negative), certain changes are required in the second half (clause) of the compound sentence.

Example: A. Jane must not know about it, nor should they tell Jackie.

In example A, the compound sentence comes from two simple sentences or independent clauses, both of which are negative: "Jane must not know about it" and "they should not tell Jackie." The second clause ("they should not tell Jackie") is changed ⁱⁿ to an affirmative question clause ("should they tell Jackie") when it is combined by the co-ordinate conjunction "nor."

Example: B. Jane likes the idea, nor is Jackie completely opposed to it.

In example B, the compound sentence comes from two independent clauses: "Jane likes the idea" and "Jackie is not completely opposed to it," the second of which is negative and is turned into an affirmative question pattern: "is Jackie completely opposed to it," when joined by the co-ordinate conjunction "nor".

The above examples show that the following changes must take place in the second half (clause) of a compound sentence joined by the co-ordinate conjunction "nor".

1. The second simple sentence joined by "nor" is always a negative sentence with the "not" deleted and replaced by "nor," which is, as usual, preceded by a comma.

2. The second independent clause following "nor" has an affirmative question (yes/no question) pattern; that is, "should they tell Jackie" (in example A) and "is Jackie completely opposed to it" would all be yes/no questions if they occurred as single independent clauses (simple sentences) rather than the second half of a compound sentence joined by "nor".

Exercise 2: Combining Sentences with "Nor"

Combine each of the following pairs of simple sentences, using the co-ordinate conjunction "nor." Use the appropriate punctuation.

1. Nick did not like the plan. Tom was not very keen on it.
2. Dad is always busy. Mom does not have much free time.
3. The girls were very attentive. The boys were not as noisy as usual.
4. Bob never thought of it. It did not occur to me.
5. Dick never comes to meetings. Jim has never been to one in a long time.

Exercise 3: Combining Sentences with Co-ordinate Conjunctions

Combine each of the following pairs of simple sentences into one compound sentence, using one of the following conjunctions: and, or, for, but, yet, so. Try to use the one that makes the best sense. Be sure to use appropriate punctuation in each compound sentence.

Example: I told her not to go out with that boy. She never listened to me.

... I told her not to go out with that boy, but she never listened to me.

1. Professor Thompson showed up. There was no sign of Professor Atkinson.
2. Jim felt his room was too cold. He spoke to the landlord about the heat.
3. Fred played the violin beautifully. Herbert was a marvel on the piano.
4. We are getting worried. None of us has heard from Don for nine months.
5. Keep well buttoned up. You will come down with pneumonia.
6. The job seemed almost impossible. Jim never allowed himself to get discouraged.
7. Everything seemed to be all right. She could not get rid of a vague feeling of nervousness.
8. Jackie will do as I tell her. I will know the reason why she does not.
9. I am going to tell you something. You must promise to keep it a secret.
10. It was still early. Patty decided to stroll over to the park.

Exercise 4: Writing Sentences with Co-ordinate Conjunctions

Write compound sentences using the co-ordinate conjunctions "and, or, nor, so, yet, but, for". Use appropriate punctuations in your sentences. Remember that if your sentences contain co-ordinate conjunctions that join words, phrases, or dependent clauses, they are not compound sentences.

Example: Mary did not do the laundry, nor did John and Jack.

1.4 Correlative Conjunctions

Correlative conjunctions are like co-ordinate conjunctions, but they occur in pairs either...or, neither...nor, not only...but (also), both...and.

Like the co-ordinate conjunctions, most of the correlative conjunctions can join words, phrases, or clauses of equal grammatical importance and structure. The first part of a correlative conjunction

is placed before the first word, phrase, or clause; and the second part of the correlative conjunction before the second word, phrase or clause, respectively, of the two items joined.

Also, like co-ordinate conjunctions, a sentence containing a correlative conjunction is a compound sentence only when the correlative conjunction joins two simple sentences or independent clauses.

- Examples: A. Both Tom and Sally want to go to the movie.
("Both...and" joins words of equal grammatical structure: "Tom" and "Sally.")
- B. He wrote a letter both to Jean and to me.
("Both...and" joins phrases of equal grammatical structure (prepositional phrases): "to Jean" and "to me.")
- C. He talked about both who would do it and when it should be started.
("Both...and" joins two clauses of equal grammatical structure (noun clauses): "who would do it" and "when it should be started.")
- D. Either you go to bed now, or you will have to help me with these letters.
("Either...or" joins two clauses of equal grammatical structures (independent clauses): "you go to bed now" and "you will have to help me with these letters.")

Note:

The correlative conjunction "both...and" usually joins words and phrases of equal grammatical importance, and dependent clauses, not independent clauses. (See examples A, B, and C.)

1.5 Punctuation with Correlative Conjunctions

The general rule concerning the punctuation used with correlative conjunctions is the same as the one concerning the punctuation used with co-ordinate conjunctions.

Use a comma with a correlative conjunction only when it joins two or more independent clauses by placing the comma before the second part of the correlative conjunction. No comma is used when two words, phrases, or dependent clauses are joined by a correlative conjunction.

Example: A. Neither Jack nor Jane wanted to go to the movie.

In this example, "neither...nor" is a correlative conjunction joining two words of equal grammatical importance and structure: "Jack"

and "Jane" are both nouns. The first part of the correlative conjunction ("neither") precedes the first noun ("Jack"); the second part of the correlative conjunction ("nor") precedes the second noun ("Jane"). No comma is used in this example because the correlative conjunction does not combine two independent clauses.

Example: B. He not only cooked for his sick wife but also did the laundry himself.

In this example, "not only...but also" is a correlative conjunction joining two phrases of equal grammatical importance and structure: "cooked for his sick wife" and "did the laundry himself" are both predicates. The first part of the correlative conjunction ("not only") comes before the verb phrase of the first predicate ("cooked for his sick wife"); the second part of the correlative conjunction ("but also") comes before the verb phrase of the second predicate ("did the laundry himself"). No comma is used because the correlative conjunction does not join two independent clauses.

Example: C. Either you leave now, or I will call the police.

In this example, "either...or" is a correlative conjunction joining two clauses of equal grammatical importance and structure: "you leave now" and "I will call the police" are both independent clauses. The first part of the correlative conjunction ("either") occurs before the first clause ("you leave now"); the second part of the correlative conjunction ("or") occurs before the second clause ("I will call the police"). A comma is used before the second part of the correlative conjunction ("or") because the correlative conjunction joins two independent clauses.

* Most of the correlative conjunctions have characteristics that require changes in the grammatical structure of one or both of the independent clauses. For example:

1. When "not only...but (also)" combines two simple sentences (independent clauses), the first sentence must occur in the question pattern; the second half remains unchanged.

Example: Not only does he dislike meat, but (also) he cannot stand the sight of it.

Note:

The word "also" is included for emphasis rather than for grammatical construction, and it can occur in different positions; e.g., "Not only does he dislike meat, but he also cannot stand the sight of it."

The sentence in the above example comes from the combination of two simple sentences: "He dislikes meat." and "He cannot stand the sight of it." The first part (clause) of the compound sentence in the example (that is, "does he dislike meat") would be a question (yes/no) pattern if it were not preceded by "not only." The second part (clause) of the compound sentence in the example (that is, "he cannot stand the sight of it") remains unchanged.

2. When "neither...nor" combines two simple sentences (both of which are negative), the first and the second sentences will both occur in the affirmative question pattern. (The student should see the comments on the use of "nor" in section 1.3.)

Example: Neither did he greet her, nor did he look at her.

The compound sentence in the above example comes from the combination of two negative simple sentences: "He did not greet her" and "He did not look at her." The "not" of the two original simple sentences is deleted and replaced by the "neither...nor" correlative conjunction, resulting in "did he greet her" (following "neither") and "did he look at her" (following "nor"), which would both be affirmative questions if they did not occur with the "neither...nor" correlative conjunction.

Exercise 5: Punctuating Sentences with Correlative Conjunctions

Punctuate the following sentences with the necessary commas.

Example: Not only was James present but you were also.

... Not only was James present, but you were also.

1. Neither did the Robinsons complain about the food nor did they complain about the air service.
2. Tim neither works nor plays.
3. She is not only very capable but also very charming.
4. Both my sister and my brother study at Ramkhamhaeng University.
5. Not only was the food delicious but the party also went on well.
6. He not only loved her but also was crazy about her.
7. Not only Jim but also Mary will have to start looking for a new job.
8. He not only told me to stop talking but also forbade me to leave the room after class.
9. Not only was Tom told to stop talking, but he was also forbidden to leave the room after class.
10. He must either work harder or leave the firm.
11. Either you leave me alone, or I will shout for help.
12. He said I could either stay or go with him.
13. Not only did he buy half a dozen neckties, but he also ordered a dozen shirts.

14. He not only cooks well but also speaks six languages fluently.
15. **Not** only does the baby need food but it also hungers **for love**.
16. Neither will she **give** him a divorce nor will she care for him.
17. The teacher **was** both satisfied and happy.
18. Either James has done it or you have.
19. Neither James nor you **were** present.
20. Neither **was** James present nor **were** you.

Exercise 6: Writing Sentences with Correlative Conjunctions

Write compound sentences using the correlative conjunctions: **neither...nor; either...or; not only...but (also)**. (The correlative conjunction **both...and** is not usually used to join **independent** clauses.) Be careful to use punctuation appropriately.

Example: (not **only...but** also)

. **Not only** did he buy her a **new** car, **but** he also promised her a new mink coat.

1.6 Conjunctive Adverbs

There is another set of words (and phrases-see 1.8) in English that can be used to join two or more independent clauses into **one** compound sentence. These are called conjunctive adverbs. Some grammarians, such as Henry Sweet, call them "**half-conjunctions**" because the **two** independent clauses are joined less tightly than they are when other conjunctions (which he calls "**full conjunctions**") **are** used.

Conjunctive adverbs can be grouped according to their meanings:

A. Addition: moreover, **besides**, furthermore

Example: A. Jane is an intelligent and stimulating teacher; moreover (besides, furthermore), she takes an interest in the personal well-being of her students.

B. Condition: otherwise

Example: B. You will have to eat a good breakfast; otherwise, you will have no energy to carry on your hard work all day.

C. Concession: however, still, nevertheless

Example: C. He does not earn much; still (however, nevertheless), he likes to spend on luxuries.

D. Result: therefore, **consequently**, **hence**, thus, accordingly

Example: D. In big cities it is difficult to get to know people; therefore (consequently, hence, thus, accordingly), a neighborhood meeting place has a **valuable** function.

The various conjunctive adverbs mentioned above correspond more or less to various co-ordinate conjunctions:

Co-ordinate conjunctions

and
or
but, yet
so

Conjunctive adverbs

moreover, besides, furthermore
otherwise
however, nevertheless, still
thus, therefore, consequently,
hence, accordingly

The choice between co-ordinate conjunctions and conjunctive adverbs or among several conjunctive adverbs is often one of style rather than meaning. Co-ordinate conjunctions are generally felt to be informal and simple, and conjunctive adverbs are felt to be somewhat formal and literary. Conjunctive adverbs are not used very much in ordinary conversation, and even in writing they may sometimes give more seriousness to a passage than we want to convey.

Although some conjunctive adverbs and co-ordinate conjunctions have approximately the same meaning and they both are used to join independent clauses (simple sentences), they have quite different grammatical behavior. In particular, their positions with respect to the sentences they join may be different. A co-ordinate conjunction joining two independent clauses must come between them.

Example: E. Jane did not like the French course, yet she worked hard and get a good grade.

A conjunctive adverb may come in the same position, but it may also come at the end of the second independent clause, or within it, having a comma or a pair of commas to separate it from the rest of the clause.

Examples: F. Jane did not like the French course; however, she worked hard and get a good grade. OR

G. Jane did not like the French course; she worked hard, however, and made a good grade. OR

H. Jane did not like the French course; she worked hard and made a good grade, however.

Co-ordinate conjunctions cannot be used within or at the end of the second independent clause of two that are joined. For this reason, conjunctive adverbs are separated from co-ordinate conjunctions. Conjunctive adverbs also have different punctuation rules which apply to them.

1.7 Punctuation with Conjunctive Adverbs

When a conjunctive adverb joins two independent clauses (simple sentences), a semi-colon is used to separate the two clauses no matter where the conjunctive adverb occurs in the second clause. In addition, the conjunctive adverb is separated from the rest of the second clause by means of a comma (when the conjunctive adverb occurs at the beginning or at the end of the second independent clause - see example F or H in 1.6) or a pair of commas (when the conjunctive adverb occurs within the second independent clause - see example G in 1.6).

Some writers do not use a comma after the conjunctive adverb when it occurs first in the second clause. However, in these materials, commas will always be used to separate the conjunctive adverb from the rest of the second clause.

Like a co-ordinate conjunction, a conjunctive adverb can begin a sentence. In that case, there will be two sentences, not one compound sentence.

Example: Jane did not like the French course. However, she worked hard and made a good grade.

1.8 Other Conjunctive Adverbs (Conjunctive Adverb Phrases)

There are certain phrases that occur as conjunctive adverbs. Most often, these phrases are prepositional phrases. Some examples include for example, for instance, as a matter of fact, in fact, on the contrary, on the other hand, at least, in addition. These phrases require the same punctuation as the single-word conjunctive adverbs.

- Examples:
- A. Ramkhamhaeng is attempting to solve the problems caused by mass education; for example (for instance), it is trying as hard as possible to meet the needs of all the students.
 - B. Susan could not type fast enough to do office work; in fact (as a matter of fact), she typed barely forty words a minute.
 - C. Jim thinks a wife should stay home to look after the children; on the contrary (on the other hand), Jane thinks a wife should help relieve her husband's burden by working.
 - D. It rained; at least, the yard got flooded.
 - E. Jane is an intelligent and stimulating teacher; in addition, she takes an interest in the personal well-being of her students.

Exercise 7: Joining Sentences with Conjunctive Adverbs

Join each of the following pairs of sentences into one compound sentence, using an appropriate conjunctive adverb to begin each second independent clause. Choose the most appropriate conjunctive adverb for each pair of sentences from among the following list: moreover, besides, furthermore, otherwise, however, still, nevertheless, therefore, consequently, accordingly, hence, thus.

Examples: A. John is very unpunctual. He likes to sleep in class, also.
...John is very unpunctual; besides, he likes to sleep in class.

(The conjunctive adverb "besides" replaces "also".)

B. You have to get proper rest. If you do not, you will get sick.

...You have to get proper rest; otherwise, you will get sick.

(The conjunctive adverb "otherwise" replaces "if you do not".)

C. Jack and Susan have no children. Because of that fact, they are going to adopt a child.

...Jack and Susan have no children; therefore, they are going to adopt a child.

(The conjunctive adverb "therefore" replaces "because of that fact".)

1. He did not work hard enough. If he had, he would have been elected president.
2. It costs too much to buy that diamond ring. I do not like diamonds, also.
3. He seems to be a very capable man. In spite of that fact, I do not think he is suited for this particular job.
4. His wife is very beautiful and charming. But she cannot cook at all.
5. Students can always use extra money. As a result of that fact, they are always looking for part-time jobs.
6. I do not feel like going to that movie. I have a bad cold, also.
7. Keep your hands off that purse. If you do not, I will call the police.
8. She is fat, ugly, and greedy. She never wants to work, also.
9. Jane is very quiet and shy. In spite of that fact, she is one of the most popular girls in school.
10. The couple knew that their quarrels could only damage themselves and others. Because of that fact, they decided to make peace.

Exercise 8: Writing Sentences with Conjunctive Adverbs

Write compound sentences using all the conjunctive adverbs listed in Exercise 7 above. Be careful to use the appropriate punctuation in each compound sentence.

Exercise 9: Writing Sentences with Conjunctive Adverb Phrases

Write compound sentences using all the conjunctive adverb phrases listed in section 1.8, page 14. Use the appropriate punctuation in each compound sentence.

Supplementary Exercise 1: Joining Independent Clauses

Combine each of the following pairs of sentences into a compound sentence in the following three ways:

1. using punctuation alone,
2. using ^a/co-ordinate conjunction ,
3. using ^a/conjunctive adverb at the beginning of the second clause

Remember to use appropriate punctuation for each compound sentence that you write.

Example: Jane did not feel well. She came to work, in spite of that fact.

- ...a. Jane did not feel well; she came to work, in spite of that fact.
- ...b. Jane did not feel well, but (yet) she came to work.
- ...c. Jane did not feel well; however (nevertheless, still), she came to work.

1. Mr. Johnson was very displeased with his boss's order. He decided to obey it, in spite of that fact.
2. Mr. Johnson was very displeased with his boss's order. He decided to disobey it.
3. Nancy did not like Tom. She went to his birthday, in spite of that fact.
4. Nancy did not like Tom. She did not go to his birthday party.
5. The young lady needs a car for her work. She is going to buy one next week.
6. You have to go now. You will be late for your class.
7. She has to earn money to support her family. She has a very sick son to look after, also.
8. The young lady does not need a car for her work. She is going to buy one next week, in spite of that fact.
9. These sentences are very easy to understand. All the students will be able to do them easily.

10. These lessons are very interesting. Not all of the students are interested in them, in spite of that fact.

PART II: COMPLEX SENTENCES
Unit II: Subordinate Clauses

In the "Preliminaries," dependent clauses were distinguished from independent clauses. In this Unit, various kinds of dependent clauses will be discussed.

A dependent clause cannot exist as a simple sentence because the subordinator which introduces it forces it to be part of or intimately related to another clause, the independent clause. Very often, the dependent clause has the same function that various single words have in a sentence: that is, a noun clause fulfills the same functions that a noun fulfills (e.g., it can be the subject of a sentence); an adjective clause fulfills the same functions that an adjective fulfills (e.g., it can modify a noun); an adverb clause fulfills the same functions that an adverb fulfills (e.g., it can modify a verb).

2.1 Adjective Clauses and Their Subordinators (Relative Pronouns)

An adjective clause can be used to describe a noun. Adjective clauses are usually introduced by relative pronouns: who, whom, whose, which, that, where, when. These words are relative pronouns because they often substitute for a word in the dependent clause just as pronouns substitute for nouns, and they are subordinators because they link a dependent clause to an independent clause (that is, they subordinate one clause to the other).

In the following examples, the adjective clauses are underlined, and the subordinators (relative pronouns) are blocked in. The student will see that the subordinators that are used to link the subordinate (adjective) clauses always function as parts (e.g., subjects, objects, etc.) of the subordinate clauses.

Example: A. Nancy picked out the book which she liked.

In example A, the adjective clause "which she liked" modifies the noun "book" that it follows. It tells which book (the book which she liked) Nancy picked out. The relative pronoun "which" is the object of the dependent clause, and it stands for the noun "book" in the adjective clause (which is the same noun as the one that precedes it).

Example: B. The woman who called us is Mr. Dean's secretary.

In example B, the adjective clause "who called us" modifies the noun "woman". It tells which woman (the woman who called us) is Mr. Dean's

secretary. The relative pronoun "who" stands for the noun "woman" in the adjective clause (which is the same noun as the noun "woman" that precedes it) and functions as the subject of the dependent clauses.

Examples A and B show the difference between the use of "which" and "who": "which" (example A) is used with nouns that refer to anything else except people; "who" (example B) is used with nouns that refer to people.

Frequently, a relative pronoun is implied but left out of a sentence when it is the object in the restrictive adjective clause (see 2.2). The relative pronoun "which" in example A functions as the object of the dependent (adjective) clause which is called "restrictive" (because the adjective clause points out which one or what kind of the noun the relative pronoun refers to); therefore, it may be left out of the sentence:

Example: C. She picked out the book she liked. =
She picked out the book which she liked.

Other relative pronouns have different uses; for example, "whom" is used with nouns that refer to people and is used as the object of a dependent clause.

Example: D. The man whom you saw just now is a doctor.

In example D, there are two clauses: "the man is a doctor" is an independent clause; "whom you saw just now" is an adjective clause that modifies the noun "man". "Whom" is a relative pronoun that refers to "man" and that functions as the object of the adjective clause.

The relative pronoun "that" may be used instead of who, which, or whom in a restrictive clause (an adjective clause that points out or singles out the preceding noun - see 2.2). For example, "that" can be used instead of "which" in example A, "who" in example B, and whom in example D, all of which are used in restrictive clauses.

Examples: E. Nancy picked out the book (that) she liked. =

Nancy picked out the book (which) she liked.

F. The woman that called us is Mr. Dean's secretary. =

The woman who called us is Mr. Dean's secretary.

G. The man (that) you saw just now is a doctor. =

The man (whom) you saw just now is a doctor.

(The student should also observe that the relative pronouns in sentences in examples E and G above are optional.)

The relative pronoun "whose" substitutes for "noun's" in an adjective clause, where the "noun" is human-being and is the same word as the noun preceding the relative pronoun.

Example: H. Greta was talking to a man whose car she liked.

Example H comes from two simple sentences: "Greta was talking to a man," and "She liked the man's car." In combining the two sentences a

relative pronoun is used to substitute for the noun "man" in the second sentence (since it refers to the same "man" in the first sentence) Because the noun "man" in the second sentence which is to be attached to the first sentence refers to a person (not a thing) and is in the possessive form "man's", the relative pronoun "whose" is used and is moved to the beginning of the adjective clause combined, while the substituted noun in its possessive form and its article (if there is any) are deleted. The noun "car" which follows "man's" is also moved with "whose."

The relative pronoun "when" substitutes for a prepositional phrase of time in the adjective clause. For example,

I. That was the time when he arrived.

(I. = That was the time, + He arrived at the time.)

The relative pronoun "where" substitutes for a prepositional phrase of place in the adjective clause. For example,

J. This is the house where they had a party last night.

(J. = This is the house. + They had a party in the house last night.)

In example J, "where" not only refers to the noun that precedes it but also substitutes for the preposition "in" that comes before the same noun in the adjective clause; that is, the adjective clause "where they had a party last night" comes from the simple sentence "They had a party in the house last night." When the adjective clause is joined to the main clause, the relative pronoun "where" is moved to the beginning of the adjective clause and the prepositional phrase "in the house" (which is replaced by "where") is deleted. The student should compare the use of "where" in example J with "which" in example K, where the relative pronoun "which" may be chosen; in this case, the preposition "in" before the noun that it substitutes for remains.

Example: K. This is the house in which they had a party last night.

Exercise 10: Identifying Adjective Clauses

Each of the following sentences contains a dependent clause which is an adjective clause. Underline the adjective clause and put parentheses around the word it modifies.

Example: What is the name of the man who talked with you?

...What is the name of the (man) who talked with you?

1. The recipe which she gave us is well known.
2. The man whose letter Dorothy received was her fiancée.
3. The actor whom we interviewed this morning is married to a model.
4. The lady who called you last night did not leave a message.
5. The dresses that do not fit can be altered.

6. The man who just left raised five hundred chickens.
7. The people who are benefiting most are the married couples.
8. The two men that the police spotted were drug users.
9. It is difficult to find a lipstick which matches the color of my blouse.
10. Mr. Robert Charles is the English major whose paper you like.
11. Dogs that bark do not bite.
12. She is not the kind of woman who will cry in front of men.
13. English is a language that is easy to learn.
14. That boy whose hair is very long needs a haircut.
15. Some girls who go to the university are more interested in getting a husband than in getting an education.

2.2 Punctuating Adjective Clauses: Restrictive and Non-Restrictive Clauses

In punctuating an adjective clause, the writer must determine whether the clause is restrictive or non-restrictive. A restrictive clause is essential to the meaning of the sentence; a non-restrictive clause is not essential--it merely adds more information about the word it modifies. No punctuation is used with restrictive clauses, but non-restrictive clauses are separated from the rest of the sentence by one or two commas.

Examples: A. Women who dislike diamonds are rare.

B. Nancy, who has the room upstairs, has two sisters who are twins.

In example A, the adjective clause "who dislike diamonds" is essential to the meaning of the independent (main) clause. "Women are rare" is not a sensible statement without the information indicating what kind of women. Therefore, the adjective clause "who dislike diamonds" is inseparable from the meaning of the main clause and from the meaning of the noun that it modifies. The adjective clause is thus restrictive, a fact which is shown by the lack of punctuation. In describing the noun that it modifies, a restrictive adjective clause usually answers the question "what kind?" or "which one?"

In example B, the adjective clause "who has the room upstairs" could be left out of the sentence without changing the meaning of the main clause. "Nancy has two sisters who are twins" is a perfectly sensible sentence. The adjective clause simply gives the reader more information about Nancy. The adjective clause is therefore non-restrictive (shown by the pair of commas to separate it from the rest of the sentence) because the information it conveys is not essential to identify which girl has twin sisters. Example B has another

adjective clause: "who are twins." The lack of a comma before "who" indicates that the writer considers this clause to be a restrictive clause--it is essential to the meaning of the sentence. Thus, the reader knows that Nancy, in fact, has more than two sisters. If Nancy had only two sisters (and the sisters are twins), then the writer would have written: "Nancy, who has the room upstairs, has two sisters, who are twins." In this case, the fact that the sisters are twins is simply more information about the sisters and is not essential to the identification of the sisters. In referring to the noun that precedes it, an adjective clause does not describe the noun by answering the question "what kind?" or "which one?" (i.e., it does not identify the preceding noun).

Generally, an adjective clause is non-restrictive when it follows a proper noun; however, sentences such as the following are possible.

Examples: C. Jack Cassidy, who came to see me this morning, owns a nightclub in Las Vegas.

D. The Jack Cassidy who came to see me this morning owns a nightclub in Las Vegas.

In example C, there is only one Jack Cassidy being discussed. He can not be confused with any other Jack Cassidy. The adjective clause simply adds more information about him. It is a non-restrictive (non-essential) clause and is separated from the rest of the sentence by commas. In the second sentence of the examples, example D, there are at least two people by the name of Jack Cassidy, both of whom could be under discussion. Thus, the speaker/writer must specify which of the two he is talking/writing about. The adjective clause is essential to the meaning of the sentence because it identifies the noun it modifies by answering the question "which Jack Cassidy?" ("Which Jack Cassidy owns a nightclub in Las Vegas?") The clause is restrictive and is not separated from the rest of the sentence by commas.

Other sets of examples should make the distinction between restrictive and non-restrictive adjective clauses clearer.

Examples: E. He has a brother who is a doctor.

He has a brother, who is a doctor.

F. He has a wife who is a teacher.

He has a wife, who is a teacher.

The two sets of examples above are exactly the same except for the comma in the second sentence of each set. The comma indicates that the information in the following adjective clause is not essential to the meaning of the sentence. The lack of such a comma in the first sentence of each pair means that the information in the following adjective clause is essential to the meaning of the sentence. Thus the first sentence of each set means that "he" has more than one brother and more

than one wife and that only one of **"his"** brothers or wives is being discussed. The **second sentence** of each pair means that **"he"** has only one brother and one wife and that the listener reader is simply getting **more** information about that one brother and one wife.

Exercise 11: **Punctuating** Adjective Clauses

In each **of** the following sentences there is one adjective clause. **If** the adjective clause is restrictive (essential), do not separate it from the rest of the **sentence** by commas. If the adjective clause is **non-restrictive** (non-essential), separate it from the rest **of** the sentence by one or two commas.

Examples: A. The mangoes we served were flown from Thailand.
... (**No** commas are needed because "we served" identifies the mangoes being discussed.)

B. Our next stop is Tokyo which is the capital of Japan.
... Our next stop is Tokyo, which is the capital of Japan.

1. Mr. **Winston, who** gave **us** a dinner treat last night is a very wise man.
2. The girl was waiting for a bus at Rajaphrasong which is a shopping center.
3. Is **that, Nancy** Williams whom you talked about this morning?
4. Is **that, the** Charles Robertson whom you talked about this afternoon?
5. There were several people whose names I did not know.
6. The. woman whoa you **saw** a moment ago is our new English teacher.
7. The man whose car was parked on the wrong side of the road had to pay **a** fine.
8. He is a dishonest **man, whom** we cannot trust.
9. Wheat **germ, which** is believed to be **healthful, does** not appeal to me.
10. **Pattani, which** was **my** home) had become a very unsafe **place** to live in.
11. The designs which we had to choose from were dull and unimaginative.
12. A playful remark which she had made at the Women's Club won the applause **of** the audience.
13. The table which **Magaret** bought is too small for the room.
14. The responsibility for maintaining tight security around the four southern provinces fell to Commander **Santi, whose** ability **was** unquestioned.
15. The **responsibility for** maintaining tight security around the four provinces fell to a man whose ability was unquestioned.
16. The ship took two days to arrive at **Khlong Toey, which** is the only dockyard in Bangkok.

17. Bob who had brought his lunch bag ate with our group.
18. The foreign teacher who usually needs a haircut likes to play the piano.
19. I need a typewriter that uses electricity.
20. Did you buy the table over there, which is painted black here in Bangkok?

Exercise 12: Writing Restrictive Adjective Clauses

Complete each of the following sentences by supplying adjective clauses that answer the questions in parentheses. Notice that all these clauses will have to be restrictive.

Example: We sold the house (which one?).

... We sold the house which we had lived in for twenty years.

1. Mary wants a car (what kind?).
2. The police spied the man (which one?).
3. The strike (which one?) is still going on.
4. The sandwiches (which ones?) are delicious.
5. The photographs (which ones?) were excellent.
6. Nancy was engaged to the man (which one?).
7. The exercises (which ones?) are usually quite interesting.
8. Some students (which ones?) spend a lot of time gambling.
9. I often go to see a movie (what kind?).
10. That boy should buy clothes (what kind?).

Exercise 13: Writing Sentences with Restrictive Adjective Clauses

Write one sentence for each of the following relative pronouns: who, which, whom, that, whose, when, where. Use the sentences in exercise 10 and the examples in section 2.1 as models, but do not write any sentences that are almost exactly like those.

Exercise 14: Writing Sentences with Restrictive and Non-restrictive Adjective Clauses

Write sentences using the clauses given below. Be sure to follow the directions as to whether the clauses should be restrictive (essential) or non-restrictive (non-essential), and to punctuate your sentences appropriately.

Examples: A. non-restrictive: whom we met this morning
 ...Nancy Hooks, whom we met this morning, was once
 a beauty queen

B. restrictive: that had been borrowed from his father
...He was using the car that had been borrowed from
his father.

1. restrictive: which he had saved for twelve years
2. restrictive: that you want to get rid of
3. non-restrictive: who will be our next visitor
4. non-restrictive: which is held monthly
5. non-restrictive: who owns this apartment
6. restrictive: who care enough for the needy
7. restrictive: whom we should think of
8. restrictive: which do not cost much
9. non-restrictive: whom the students like very much
10. non-restrictive: which is in the North

2.3 Adverb Clauses and Their Subordinators

Adverb clauses are dependent clauses that have the same functions as adverbs have: they modify verbs, adjectives, and other adverbs. Adverb clauses most often concern such things as time, place, manner, degree, reason, conditions, concessions, etc. In the following examples, the dependent clauses are underlined and the subordinate conjunctions are put in parentheses.

1. Adverb clauses dealing with time are introduced by subordinators such as before, while, after, since, as, when, whenever. Such clauses usually answer the question "when?"

- Examples:
- A. Richard read (while) he was waiting for his wife.
 - B. He saw a friend of his (as) he was entering the building.
 - C. Jack left (before) he had finished his breakfast.
 - D. Tom went to lunch (after) he had finished his literature class.
 - E. He has been rich (since) his first child was born.
 - F. He comes (when, whenever) he feels like to.

2. Adverb clauses concerning place are introduced by subordinators such as where or wherever. Such clauses usually answer the question "where?"

- Examples:
- G. I put it (where) you will not find it.
 - H. I will follow you (wherever) you lead me.

3. Adverb clauses concerning manner are introduced by subordinators such as as if and as though. Such clauses usually answer the question "how?"

Examples: I. Mr. Smith acts (as if) he were not sure.

J. He looks (as though) he had seen a ghost.

4. Adverb clauses concerning degree are introduced by subordinators such as as...as, so...as (used in a negative sentence), than. Such clauses usually answer the question "to what degree?"

Examples: K. He did it (as) well (as) he could.

L. He did not do it (so) well (as) he had expected.

M. She is nicer (than) I thought.

5. Adverb clauses concerning reasons are introduced by subordinators such as because, since, as, now that, in order that, so that. Such clauses usually answer the question "why?"

Examples: N. I did not tell him (because) I did not want to hurt his feelings.

O. I did not tell him, (since, as) I did not want to hurt his feelings.

P. I booked two tickets for the show (so that, in order that) I could take my friend.

Q. (Now that, Since, As, Because) the store is going to close, we had better go home.

6. Adverb clauses concerning conditions are introduced by subordinators such as if and unless. Such clauses usually answer the question "under what conditions?"

Examples: R. The picnic will still be held (unless) it rains.

S. The picnic will still be held (if) it does not rain.

7. Adverb clauses concerning concessions are introduced by subordinators such as though, although, even though, and even if. Such clauses usually answer the question "with what concession?"

Examples: T. I wrote to her several times, (though, although) I received no answer.

U. I will not work for him (even though, even if) he offers me a big salary.

V. He speaks Mandarin well (even though) he has never been to China.

The student should not be discouraged by this long list of subordinators. He should be aware primarily of two points: (1) any sentence that begins with one of these words must be part of a larger sentence: that is, these words introduce dependent clauses and can never be used at the beginning of a simple sentence. (2) These subordinators give the student an idea of the many relationships that

can exist between a dependent clause and an independent clause: he should be able to identify adverbial clauses and understand their relationships to the rest of the sentences in which they occur.

2.4 Punctuating Adverb Clauses

There are two general rules for punctuating adverb clauses:

1. When the adverb clause occurs at the beginning or in the middle of a sentence, it is always separated from the rest of the sentence: it is followed by one comma when it occurs at the beginning of a sentence; it is enclosed by two commas when it occurs in the middle of a sentence.

Examples: A. Although his friend offered to help, John wanted to work alone.

B. If he had told me about it in advance, I would not have had that kind of reaction against it.

C. Classical music, when one takes the time to listen to it carefully, can be very stimulating.

D. Learning a foreign language, if one is really interested in learning one, can be an easy and enjoyable experience.

2. When the adverb clause occurs at the end of a sentence, it is most often not separated from the rest of the sentence by a comma (that is, most adverb clauses are restrictive). However, there may be a few cases in which the clause is non-restrictive and therefore requires that a comma be placed before it.

Examples: E. The performance has been a failure since (=from the time that) the orchestra began to play.

The performance was a failure, since (=because) the orchestra began to play.

F. The child ran out the door as (=at the same time that) he saw his mother across the street.

The child ran out the street, as (=because) he saw his mother across the street.

When the subordinators since and as are used with the meaning of time, they introduce restrictive adverb clauses (as in the first sentence of each pair of sentences in the examples, E and F, above). When they are used with the meaning of cause (as in the second sentence of each pair of sentences in the examples, E and F, above), they are most often considered to introduce non-restrictive adverb clauses and therefore are preceded by commas in the examples. The student is advised to use the subordinate conjunction "because" rather than "since" and "as" to show cause and thus avoid all difficulties. (In fact, some grammarians

discourage the use of "since" and "as" to mean "because".)

Furthermore, some grammarians suggest that adverb clauses introduced by though and although should be preceded by commas when they occur at the ends of sentences.

Examples: G. That is the suggestion, although I do not know why.

H. They all seemed to like the movie, though it was not a good one.

Exercise 15: Identifying and Punctuating Adverb Clauses

Each of the following sentences contains an adverb clause. Underline the adverb clause, and punctuate it correctly.

Examples: A. The liquid became sticky after the chemical was added.

...The liquid became sticky after the chemical was added.

B. After the chemical was added the liquid became sticky.

...After the chemical was added, the liquid became sticky.

C. He walked home though he had a car.

...He walked home, though he had a car.

1. I could drop you off if you do not want to go on.
2. You had better not stay too long as I have a lot of work to do.
3. Before you leave, do not forget to turn off the light.
4. Hundreds of students were crowding to register as the door swung open.
5. He did not want to come because he was afraid to face his ex-wife.
6. Cindy and Nancy do not have to work on Wednesday since that is their regular day off.
7. Nancy has regained her strength since school ended.
8. The exact ingredients for the cake are written down in the small book, though slight variations seem to make no difference in flavor.
9. Although they are professors, they do not behave like professors.
10. Pumpkin is ready when it is tender.
11. When only the coarser seaweed is obtainable, the farmers use it on their fields as fertilizer.
12. Now that she has bought a car it will be easy for her to get to work.
13. It will be easy for her to get to work now that she has bought a car.
14. We did not see the movie because we could not get tickets.

15. Janice thought of her dead daughter whenever she saw the orphan.
16. The file was hidden where nobody could find it.
17. She cried as if she had seen something frightening.
18. The mail came earlier than we expected.
19. I was late because I had to see my friend off at the airport.
20. Do not do anything until you receive an order.
21. Patrick looked as if he had seen a ghost.
22. The customers did not seem to mind though they had to wait in a long line.
23. The quarrel started while they were driving their children to school.
24. The memory haunted her wherever she went.
25. Was there anyone in the room when you left?
26. He may come if he needs you.
27. I have to stay home tonight as my mother is sick.
28. Students should not be in school when they do not want to study.
29. If you want to be able to speak a foreign language you must practice speaking it all the time.
30. Now that you have finished this exercise you should recognize subordinate conjunctions very easily.

Exercise 16: Writing Adverb Clauses

Complete each of the following sentences by supplying dependent clauses which answer the questions in parentheses. If you cannot think of an appropriate way to complete a sentence, look back through the preceding sentences, in exercise 15, for a clue, but do not write any sentences exactly like those you have seen in this Unit. Use the correct punctuation.

Example: The plan failed (why?).

...The plan failed because the enemies had overheard it.

1. The men are available (when?).
2. The performance will begin (when?).
3. The rare stones were found (where?).
4. Sherry acted (how?).
5. This machine worked better (to what degree?).
6. The company will refund your money (under what conditions?).
7. Mrs. Jones is usually patient (with what concession?).
8. Norman can cook well (to what degree?).
9. There was a scream (when?).
10. You may have the cake (under what conditions?).
11. You should start studying hard (why?).

2.5 Noun Clauses and Their Subordinators

Noun clauses are used just as nouns; that is, they may be subjects, objects, objects of prepositions, or complements. Thus, a noun clause will always occupy one of these positions in the main (independent) clause in the place of a single-word noun. Subordinators that introduce noun clauses include such words as that, why, how, when, what, where, if, whether, whoever, whatever, etc. Such clauses usually answer the question "what?"

- Examples: A. That John would leave the firm was obvious.
(The noun clause is the subject of "was obvious".)
(Q: "What was obvious?")
- B. He does not know why Jack left the firm.
(The noun clause is the object of the verb "know".)
(Q: "What does he not know?")
- C. They talked about what they had seen.
(The noun clause is the object of the preposition "about".)
(Q: "What did they talk about?")
- D. The statement was that they would burn the hotel.
(The noun clause is the complement.)
(Q: "What was the statement?")

The subordinator "that" may be omitted when the noun clause is the object or complement in the sentence.

- Examples: E. He does not know she has gone. =
He does not know that she has gone.
(The noun clause is the object of the sentence.)
- F. The decision was they would burn the hotel. =
The decision was that they would burn the hotel.
(The noun clause is the complement of the sentence.)

2.6 Punctuating Noun Clauses

No commas are used to separate noun clauses from the rest of the sentence.

Exercise 17: Identifying Noun Clauses

Each of the following sentences contains a noun clause. Underline the noun clause and indicate whether it is a subject (S), an object of a verb (O), an object of a preposition (OP), or a complement (C)

- Example: John said that he would join us later.
...John said that he would join us later. (O)

1. The students asked if they could have a break.
2. I wonder whether he has left.
3. The only thing to tell him is that he should wait.
4. John said that his illness was improving.
5. The teacher asked why he had to leave.
6. You can use this money for whatever you like.
7. Where we are going to sleep is the next problem.
8. That she would fail never came into her mind.
9. Judy can substitute for whoever is absent.
10. The rule states that nobody is allowed to go out after six o'clock.
11. He will take whatever is offered to him.
12. He could not decide when he should leave.
13. Tell me what you want.
14. He showed me how we could do it.
15. Can anyone tell me when these exercises will be finished?

Exercise 18: Writing Noun Clauses

Complete each of the following sentences by supplying an appropriate noun clause to answer the question in parentheses. Try to use as many of the subordinators as possible from those listed in section 2.5 of this Unit.

Example: The teacher told the students (what?).

...The teacher told the students that there would be another test.

1. Bob thought (what?).
2. (What?) is our new resolution.
3. Jack wondered (what?).
4. Let me know (what?).
5. Charles built the cabin with (what?).

Exercise 19: Writing Sentences with Noun Clauses

Write sentences that include noun clauses introduced by the following subordinators (write one sentence for each subordinator): why, how, that, when, what, where, whether, if, whatever, whoever.

Supplementary Exercise 2: Identifying Clauses

Each of the following sentences contains at least one dependent clause. Underline each dependent clause of each sentence and indicate whether the clause is a noun clause, an adjective clause, or an adverb clause. Observe all the rules for punctuating dependent clauses and apply them correctly.

Example: Nobody knows how the meeting will turn out.

...Nobody knows how the meeting will turn out. (noun clause)

1. The money which was spent would be refunded.
2. He will not give you the money unless you ask for it.
3. I have a few friends who live in the country.
4. This is the man whom I talked to you about.
5. The letter you sent took eight days to get to the receiver.
6. I have a fever because I was out in the rain too long yesterday.
7. He talked about what most of us have already found out.
8. I am in love with a man whose mother is a gypsy.
9. She is much better looking than I thought.
10. How he won that woman is still a puzzle.
11. That is what everyone wants to know.
12. He will call for whoever is available.
13. She became less attractive after she had her first baby.
14. Coffee and tea are available for whoever needs them.
15. The book we bought is too technical to read.
16. Mary did what she was told although she did not agree with it.
17. Walter loves Kate as if she were his own daughter.
18. Why he has to leave the firm is what everyone wants to know.
19. You have to seek the advice of a doctor who specializes in cancer.
20. You do not know how far the hospital is.
21. You have to seek the advice of Dr. Smith who specializes in cancer.
22. The water could not reach the fire because the hose was too short.
23. If you come early you may have the first seat.
24. You may have the first seat if you come early.
25. Whoever took that money must still be around here.
26. Though he did not have much time he dropped by to see me.
27. He dropped by to see me though he did not have much time.
28. The book was left lying where it had been read.
29. The room was filled with flowers which she had picked in the morning.
30. The book which you checked out from the library is very interesting.

Supplementary Exercise 3: Completing Clauses

Determine whether each of the following groups of words is a dependent or an independent clause. If the group of words is an independent clause (that is, if it is not preceded by a subordinator), punctuate it as a sentence by putting a period after it. If the group of words is a dependent clause (that is, if it is preceded by a subordinator), complete it by adding an independent clause. Observe

all the rules for punctuation.

Examples: A. because she is pretty

...Because she is pretty, she thinks every man
will fall in love with her. OR

...She thinks every man will fall in love with
her because she is pretty.

B. she is usually punctual

...She is usually punctual.

1. while John was looking at the menu
2. when the front door bell rang
3. Jane was sleeping
4. because the rent was too high
5. after the car had been cleaned
6. although there was a heavy storm
7. while the men continued the search for the child
8. since the work could not be finished on time
9. most of the women went there with escorts
10. as he was driving out of the garage
11. no amount of love can satisfy Janet
12. after the boy had been fished from the river
13. if the children do not go to bed early
14. that is good enough
15. though Margaret had never been to France
16. that you like very much
17. whom you have just seen
18. why I came