

## PURPOSE CLAUSES

T. ir

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

PURPOSE SUBORDINATORS	EXAMPLES
so that	Farmers use chemical pesticides <b>so that</b> they can get higher crop yields <sup>1</sup> .
in order that	<b>In order that</b> consumers can enjoy unblemished <sup>2</sup> fruits and vegetables, farmers also spray their fields.

### Notes

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

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

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

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

### PRACTICE 6 Using Purpose Clauses

- A** Match each action with a purpose. Then write sentences by combining each action sentence with the appropriate purpose using a purpose clause. Add commas as needed. Circle the subordinators.

#### ACTIONS

- e   1. Chemists create food products in the laboratory.
2. For example, an artificial food called "meat bits" was invented.
3. Chemicals are added to many foods.
4. Most farmers use chemical fertilizers and pesticides.
5. Some farmers use only natural pest control methods.
6. People like to buy organic farm produce.

#### PURPOSES

- a. They can avoid food with chemicals.
- b. They can increase crop yields.
- c. They can produce organic<sup>1</sup> crops.
- d. The foods will stay fresh longer.
- ~~e~~ e. Consumers can have substitutes for scarce, expensive, or fattening natural foods.
- f. Consumers could enjoy the taste of bacon without the fat.

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

## CONDITIONAL CLAUSES

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

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

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

#### Note

- *Unless* means "if not."

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

### PRACTICE 8

#### Using Conditional Clauses

Complete the sentences. In some sentences, you will have to add an appropriate independent clause. In others, just complete the conditional clause. If necessary, refer to the preceding chart to select verb tenses.

1. The company will have to declare bankruptcy unless its sales improve soon.
2. If the company does not increase its profits, \_\_\_\_\_.
3. The company would increase its profits if \_\_\_\_\_.
4. Unless \_\_\_\_\_, all the employees will lose their jobs.
5. The company president would not have resigned if \_\_\_\_\_.
6. The vice president will also resign unless \_\_\_\_\_.

## CÁC BƯỚC ĐỂ VIẾT ĐOẠN VĂN MÔ TẢ MỘT PLACE

1. **Topic sentence** sẽ đưa ra tên (**place's name**) và ấn tượng chung (**general impression**) về nơi đó
2. Chọn một thứ tự không gian (**Space order**) xác định để đi theo từ đầu tới cuối
3. Phần **supporting sentences** thì tuân theo thứ tự của **Space order** đã chọn. Chia không gian ra thành các phần chính để sử dụng làm các ý chính (**main points**)
4. Trong từng phần không gian chính, mô tả các vật và vị trí của chúng, thêm thông tin (**supporting details**) về đặc điểm, mục đích sử dụng và thói quen sử dụng cho những vật nổi bật nhất
5. **Concluding sentence** sẽ đưa **feeling/opinion** về nơi đó

### THE STUDENT LOUNGE

During last month's college tour, I was very impressed with the student lounge in the dorm. The lounge was very big, which was about 40 feet by 40 feet in size. In the center of the room, there was a coffee table surrounded by some white cozy sofas, which were placed there for students to rest and chit-chat after long, stressful days of study. To the left of the lounge was a very enjoyable pool table where students and their buddies could gather to compete and have fun. To the right of them, there was a self-study area, which was quite convenient for students if they loved to finish their assignments amidst loud noises. There were also two lamps on the table for those who needed more light. If youngsters felt hungry, they could always go further to the back of the room and prepare meals in the small kitchen area in the left corner of the lounge. Here, they could find sufficient utensils to satisfy their needs. For convenience, the building administrator had also arranged a dining table and chairs, as eating on white sofas might dirt them. In the right corner, students who loved a quieter ambiance could enjoy their space with a provided flat-screen TV and a comfortable couch. In conclusion, this lounge was very well-furnished, convenient, spacious, and met all the needs of students after school hours.



## WRITING PRACTICE

Choose **ONLY 1** of the two pictures below and describe the space in the chosen picture

**PICTURE 1: BEDROOM IN COLLEGE DORMITORY**

**NOUNS**

bed	comforter	curtain	laptop	speakers
bookshelves	corkboard	lamp	pillows	whiteboard



**PICTURE 2: INSTRUCTOR'S OFFICE**

**NOUNS**

armchairs	desk	diplomas	nameplate	pitcher
bookcase	desk chair	figurine	pen set	portrait
cabinet	desk pad	lamp	photos	rug

