# ADVERBIAL CLAUSES

## CEFR Level B2 — Upper-Intermediate

English Language Worksheets | 4 Worksheets + Answer Key

## Worksheet 1: The Full Range of Clause Types

Manner, comparison, proportion — beyond the basic six.

Name: _____ Date: _____ Class: _____

**PART A** — **Look and learn**

| Type | Conjunctions | Example |
|---|---|---|
| manner | as, as if, as though, the way | She looked as if she had seen a ghost. |
| comparison | than, as … as | He runs faster than I do. |
| proportion | the … the …, as … so … | The harder you work, the more you achieve. |
| concession | although, while, whilst, much as, even if | Much as I admire her, I disagree. |
| condition (inverted) | had / were / should + subject | Had I known, I would have helped. |

**PART B** — **Choose the conjunction**

Underline the correct option in each sentence.

1. He talks ( as if / even if ) he knows everything.
2. ( Much as / As though ) I'd love to help, I'm too busy.
3. The more he earned, ( the more / the most ) he spent.
4. She behaved ( as though / than ) nothing had happened.
5. ( Even if / As if ) we leave now, we'll still be late.
6. This exam is harder ( than / as ) I expected.
7. ( While / As if ) I understand your point, I can't agree.
8. Nobody sings ( as / than ) beautifully as she does.

**PART C** — **Inversion for condition**

Rewrite each conditional without ‘if’, using inversion (Had/Were/Should + subject).

1. If I had known about the delay, I would have called.
   → _____

**2** If you should need assistance, press the button.
→ _____

**3** If she were in charge, things would be different.
→ _____

**4** If they had left earlier, they would have caught the ferry.
→ _____

**Score: _____ / 16**

## Worksheet 2: Reduced & Participle Clauses

Compress adverbial clauses elegantly — and avoid dangling participles.

Name: _____ Date: _____ Class: _____

**PART A** — **Reduce the clause**

**Having arrived • Being • Not knowing • Once completed • When asked • If treated**

Complete each sentence with a reduced clause from the box. Use each once.

1. _____ early, we had time for a coffee before the meeting.
2. _____ properly, the injury will heal within weeks.
3. _____ about his plans, he refused to comment.
4. _____ a public holiday, all the banks were shut.
5. _____ , the form should be returned to reception.
6. _____ the answer, she stayed silent.

**PART B** — **Fix the dangling participle**

Each sentence has a dangling participle (the -ing phrase describes the wrong subject). Rewrite each so it is correct.

1. “Walking to the station, the rain soaked my coat.”
   → _____
2. “Having finished dinner, the dishes were washed.”
   → _____
3. “While driving home, a deer ran across the road.”
   → _____
4. “Born in Rome, her childhood was spent in Italy.”
   → _____

**Score: _____ / 10**

## Worksheet 3: Register, Nuance & Transformation

The same idea, tuned for formality and shade of meaning.

Name: _____ Date: _____ Class: _____

**PART A** — **Sentence transformation**

Rewrite each sentence using the word or structure in brackets. Keep the meaning.

1. We took a taxi because the buses were on strike. *(as)*
   → _____
2. Even though he is wealthy, he lives simply. *(despite)*
   → _____
3. If you don't confirm by Friday, the booking is cancelled. *(unless)*
   → _____
4. She spoke quietly because she didn't want to wake the baby. *(so as not to)*
   → _____
5. As soon as the results came out, the phone started ringing. *(no sooner … than)*
   → _____

**PART B** — **Distinguish the nuance**

Explain the difference in meaning between the two sentences in each pair.

1. (a) I'll help you if you ask. (b) I'll help you unless you ask.
   Difference: _____
2. (a) Although it was cheap, I bought it. (b) Because it was cheap, I bought it.
   Difference: _____
3. (a) When she calls, I'll tell her. (b) If she calls, I'll tell her.
   Difference: _____

**Score: _____ / 13**

## Worksheet 4: Reading & Writing

Analyse a persuasive text, then argue your own case.

Name: _____ Date: _____ Class: _____

**PART A** — **Analytical reading**

> *While remote work was once treated as a temporary concession, it has become, for many firms, the default. Employers embraced it because office costs fell sharply; employees welcomed it so that they could reclaim hours lost to commuting. Yet the picture is not uniformly rosy. Even though productivity often rises, junior staff can struggle, since they learn best by watching others. As long as companies invest in mentoring, the model works; where they do not, new employees drift. The harder firms try to recreate the office online, the clearer it becomes that some things resist replication.*

**1. Identify the TYPE of each underlined-worthy clause: find one reason, one purpose, one concession, one condition and one proportion clause.**

_____

_____

_____

**2. ‘As long as companies invest in mentoring, the model works.’ Rewrite using ‘unless’.**

_____

_____

**3. Explain the effect of the proportion structure in the final sentence.**

_____

_____

**PART B** — **Write an argument**

Write a paragraph (120–150 words) arguing for or against a claim of your choice. Use at least FIVE different adverbial clause types, and include ONE reduced/participle clause and ONE concession clause. Underline them.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Word count: _____ Clause types used: _____ / 5

**Score: _____ / 17**

# ANSWER KEY & TEACHER NOTES

## For teacher use only — B2 Level Worksheets

Adverbial Clauses | English Language Worksheets

### Worksheet 1 – Full Range of Clause Types

| # | Question / Item | Answer / Guidance |
|---|---|---|
| **B** | Choices 1–8 | **1 as if, 2 Much as, 3 the more, 4 as though, 5 Even if, 6 than, 7 While, 8 as** |
| **C1** | inversion | **Had I known about the delay, I would have called.** |
| **C2** | inversion | **Should you need assistance, press the button.** |
| **C3** | inversion | **Were she in charge, things would be different.** |
| **C4** | inversion | **Had they left earlier, they would have caught the ferry.** |

### Worksheet 2 – Reduced & Participle Clauses

| # | Question / Item | Answer / Guidance |
|---|---|---|
| **A** | Gaps 1–6 in order | **Having arrived, If treated, When asked, Being, Once completed, Not knowing** |
| **B1** | dangling | **Walking to the station, I got my coat soaked by the rain. / As I walked to the station, the rain soaked my coat.** |
| **B2** | dangling | **Having finished dinner, we washed the dishes.** |
| **B3** | dangling | **While I was driving home, a deer ran across the road.** |
| **B4** | dangling | **Born in Rome, she spent her childhood in Italy.** |

### Worksheet 3 – Register, Nuance & Transformation

| # | Question / Item | Answer / Guidance |
|---|---|---|
| **A1** | as | **As the buses were on strike, we took a taxi.** |
| **A2** | despite | **Despite being wealthy / Despite his wealth, he lives simply.** |
| **A3** | unless | **Unless you confirm by Friday, the booking is cancelled.** |
| **A4** | so as not to | **She spoke quietly so as not to wake the baby.** |
| **A5** | no sooner … than | **No sooner had the results come out than the phone started ringing.** |
| **B1** | if vs unless | **(a) asking triggers help; (b) asking prevents help (help comes only if you DON'T ask) — the second is illogical, showing 'unless' ≠ 'if'.** |
| **B2** | although vs because | **(a) I bought it in spite of the low price (surprising); (b) the low price was the reason I bought it.** |
| **B3** | when vs if | **(a) 'when' assumes she will call; (b) 'if' leaves it uncertain whether she calls at all.** |

### Worksheet 4 – Reading & Writing

| # | Question / Item | Answer / Guidance |
|---|---|---|
| **A1** | Clause types | **Reason: ‘because office costs fell sharply’ / ‘since they learn best by watching others’. Purpose: ‘so that they could reclaim hours …’. Concession: ‘While remote work was once …’ / ‘Even though productivity often rises’. Condition: ‘As long as companies invest in mentoring’ / ‘where they do not’. Proportion: ‘The harder firms try …, the clearer it becomes …’** |
| **A2** | as long as → unless | **Unless companies invest in mentoring, the model does not work / fails.** |
| **A3** | proportion effect | **The ‘the … the …’ structure links two variables, dramatising an ironic inverse outcome: greater effort exposes, rather than solves, the limitation.** |
| **B** | Argument (120–150 words) | **Up to 10 marks: 5 for five different clause types, 2 for the required reduced and concession clauses, 3 for coherence, register and accuracy.** |