

Chapter 19: CONNECTIVES THAT EXPRESS CAUSE AND EFFECT, CONTRAST, AND CONDITION

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* ERRATA: The exercises in this chapter were misnumbered. Exercise numbers 12 and 39 were inadvertently omitted. To avoid confusion in classes where some students are using one printing of the text and others a later printing, the numbering will not be changed. Congratulate alert students for noticing that exercise numbers 12 and 39 are absent and assure them that the author and editors truly regret the error.

General Notes on Chapter 19

- **OBJECTIVE:** Students practice combining ideas into compound and complex sentences using various connectives. This gives them flexibility in communicating complex information, especially in written English.
- **APPROACH:** This chapter presents many ways to show relationships between ideas. This is a semantic as well as grammatical approach focusing on the meaning of certain conjunctions. The first section deals with cause-and-effect relationships. Next is a section on contrasts. Finally, ways of expressing a condition and outcome are presented, a unit which anticipates the focus of Chapter 20. Matters of punctuation are also included. At the end of the chapter, Chart 19-9 summarizes the structures and connectives presented in Chapters 16 through 19.
- **TERMINOLOGY:** The term “connective” includes expressions that serve to connect independent clauses to other coordinate or subordinate structures. This broad term includes words and phrases that are variously called “adverbial transitions,” “subordinating conjunctions,” “subordinators,” “coordinating conjunctions,” “conjunctive adverbs,” “logical connectors,” and “conjuncts” of various types.

□ EXERCISE 1, p. 385. Preview. (Charts 19-1 → 19-3)

Allow a few minutes for students to identify and correct all the errors in these sentences prior to discussion.

ANSWERS:

1. Because of Rosa’s computer skills were poor, she was not considered for the job.
2. Rosa’s computer skills were poor. Therefore, she was not considered for the job.
[OR . . . poor; therefore, she . . . (See footnote to Chart 19-3 in the student book.)]
3. Because Rosa’s computer skills were poor, ~~therefore~~ she was not considered for the job.
OR ~~Because~~ Rosa’s computer skills were poor. Therefore, she was not considered for the job. [OR . . . poor; therefore, she . . .]
4. Because Rosa’s computer skills were poor, ~~so~~ she was not considered for the job. OR ~~Because~~ Rosa’s computer skills were poor, so she was not considered for the job.
5. Due to her poor computer skills, Rosa was not considered for the job ~~therefore~~.
6. ~~Consequently~~ Rosa’s computer skills were poor. Consequently, she was not considered for the job. OR Because Rosa’s computer skills were poor, she was not considered for the job.

CHART 19-1: USING *BECAUSE OF* AND *DUE TO*

- A common error is for a learner to begin an adverb clause with *because of*.
INCORRECT: *He stayed home because of he was ill.*
- A “phrasal preposition” is a phrase that functions as a single preposition.
- Traditionally, a distinction has been made between *because of* and *due to*: *because of* is used adverbially (*He stayed home because of illness*), and *due to* is used adjectivally (*His absence is due to illness*). In current usage, *due to* is also used with verbs: *He stayed home due to illness*. (But *because of* is not used adjectivally following *be*. INCORRECT: *His absence is because of illness*.)
- *Owing to* is used in the same ways as *because of* and *due to*, more in spoken than written English.
- Note that punctuation rules are the same for these phrases as for adverb clauses.

□ **EXERCISE 2, p. 386. Using BECAUSE and BECAUSE OF. (Charts 17-2 and 19-1)**

The key to choosing the correct answer here is recognizing whether a clause or a noun phrase follows it.

ANSWERS: 3. because 4. because of [*sprained* = twisted but not broken] 5. Because of 6. Because [*a flight of stairs* = the steps between two floors] 7. because of [*a famine* = a time of great hunger due to lack of food] 8. because of [*dilapidated* /dɪləˈpɪtətəd/ = broken-down, deteriorated]

□ **EXERCISE 3, p. 386. Using BECAUSE OF and DUE TO. (Chart 19-1)**

Students need to create noun phrases, not clauses, for these answers.

ANSWERS: 2. the heavy traffic 3. his wife's illness 4. Dr. Robinson's excellent research on wolves 5. the noise in the next apartment 6. circumstances beyond my control

CHART 19-2: USING TRANSITIONS TO SHOW CAUSE AND EFFECT: THEREFORE AND CONSEQUENTLY

- Students sometimes ask, “Why are these two words used so differently from *so* if they mean the same?” There is no satisfactory answer except: “It’s traditional in English to use them in this way.” Languages develop patterns; certain words fit certain patterns, and certain words do not.
- Have the students identify which of the related ideas is the “cause” and which is the “effect”—*not studying* is the cause; *failing* is the effect.
- If your students are advanced and are interested in conventions of formal writing, you could include teaching the use of the semicolon at this point. Otherwise, the semicolon can simply remain in the footnote to Chart 19-3 as a minor point of information for those who may be interested.
- The name “Al” in these examples is a short form of Albert or Alfred.

□ **EXERCISE 4, p. 387. Using THEREFORE and CONSEQUENTLY. (Chart 19-2)**

Give the class time to write this exercise as seatwork. It is a straightforward exercise on written forms. They are asked to practice all three forms of each sentence. You might ask students to write the sentences on the board. You might show the punctuation on the chalkboard or on pieces of cardboard (pasteboard):

~~~~~ . Therefore, ~~~~~ .  
~~~~~ . ~~~~~ , therefore, ~~~~~ .  
~~~~~ . ~~~~~ , therefore.

~~~~~ . Consequently, ~~~~~ .  
~~~~~ . ~~~~~ , consequently, ~~~~~ .  
~~~~~ . ~~~~~ , consequently.

ANSWERS:

1. A storm was approaching. Therefore, the children stayed home.
A storm was approaching. The children, therefore, stayed home.
A storm was approaching. The children stayed home, therefore.
2. I didn't have my umbrella. Consequently, I got wet.
I didn't have my umbrella. I, consequently, got wet.
I didn't have my umbrella. I got wet, consequently.

□ **EXERCISES 5 and 6, p. 388. Showing cause and effect. (Charts 16-3, 17-2, 19-1, and 19-2)**

Students can write these items on the chalkboard for everyone to discuss, or they can read them aloud and indicate where they used punctuation and capital letters.

EX. 5 ANSWERS: 1. Because it was cold, she wore a coat. 2. (no change) 3. Because of the cold weather, she wore a coat. 4. (no change) 5. The weather was cold. Therefore, she wore a coat. 6. The weather was cold. She, therefore, wore a coat. 7. The weather was cold. She wore a coat, therefore. 8. The weather was cold, so she wore a coat.

EX. 6 ANSWERS: 1. Pat always enjoyed studying sciences in high school. Therefore, she decided to major in biology in college. 2. Due to recent improvements in the economy, fewer people are unemployed. [i.e., fewer than before] 3. Last night's storm damaged the power lines. Consequently, the town was without electricity for several hours. 4. Because of the snowstorm, only five students came to class. The teacher, therefore, canceled the class. 5. (no change) [It's important for students to understand that long sentences do not necessarily require internal punctuation.]

CHART 19-3: SUMMARY OF PATTERNS AND PUNCTUATION

- Students are learning structural distinctions in the use of coordinating conjunctions, subordinating conjunctions, adverbial prepositional phrases, and conjunctive adverbs by using cause-and-effect sentences as models. The patterns and terminology (“conjunction,” “adverb clause,” “preposition,” “transition”) they are learning here will transfer to the following units on opposition and condition. The term “conjunction” in this chart is used to refer to “coordinating conjunctions”; include the term “coordinating” if you think it helps your students make distinctions among the differing patterns.
- A wall chart, cards, or a transparency of the patterns and punctuation may prove useful not only here but also for the charts and exercises in the rest of this chapter. For example:

| | |
|---|--|
| Adverb clause, ~~~ .
~~~ adverb clause. | Prepositional phrase, ~~~ .
~~~ prepositional phrase. |
| ~~~ . Transition, ~~~ .
~~~ . ~~~ , transition, ~~~ .
~~~ . ~~~ , transition. | ~~~ , conjunction ~~~ . |

- When some students discover the semicolon (see the chart footnote), they tend to use it everywhere. You might point out that it is not often used, even by professional writers. (If students overuse it, tell them to look at any English text and see how many semicolons they can find. Chances are they will find very few.) Many native speakers are unsure about its correct use. A period (full stop) is usually acceptable or even preferable.
- You might call attention to the relationship between a comma in written English and a slight pause in spoken English. [*Riddle:* What's the difference between a cat and a comma? *Answer:* A cat has claws at the end of its paws, and a comma is a pause at the end of a clause.]

□ **EXERCISE 7, p. 389. Showing cause and effect. (Chart 19-3)**

Assign each item for one student to write all of its possible patterns on the board. Insist on perfect punctuation and capitalization. (Include the semicolon only if it seems appropriate for your class.) Have the rest of the class offer suggestions and corrections. Let students who think they see an error go to the board and correct it.

Another option is to have the students work in small groups to produce one communal paper that everyone in the group agrees is perfect.

PART I ANSWERS:

2. The weather was bad. Therefore, we postponed our trip. OR We, therefore, postponed our trip. OR We postponed our trip, therefore.
3. Since the weather was bad, we postponed our trip. OR We postponed our trip since the weather was bad.
4. The weather was bad, so we postponed our trip.
5. Because of the bad weather, we postponed our trip. OR We postponed our trip because of the bad weather.
6. The weather was bad. Consequently, we postponed our trip. OR We, consequently, postponed our trip. OR We postponed our trip, consequently.
7. Due to the fact that the weather was bad, we postponed our trip. OR We postponed our trip due to the fact that the weather was bad.

PART II ANSWERS:

1. Because of her illness, she missed class. OR She missed class because of her illness.
2. Because she was ill, she missed class. OR She missed class because she was ill.
3. She was ill. Consequently, she missed class. OR She, consequently, missed class. OR She missed class, consequently.
4. She was ill, so she missed class.
5. Due to the fact that she was ill, she missed class. OR She missed class due to the fact that she was ill.
6. She was ill. Therefore, she missed class. OR She, therefore, missed class. OR She missed class, therefore.

□ **EXERCISE 8, p. 390. Showing cause and effect. (Charts 19-2 and 19-3)**

ANSWERS:

2. Emily has never wanted to return to the Yukon to live because of the severe winters. OR Because of the severe winters, Emily has never wanted to return to the Yukon to live.
3. It is important to wear a hat on cold days since we lose sixty percent of our body heat through our head. OR Since we lose sixty percent of our body heat through our head, it is important to wear a hat on cold days.
4. When I was in my teens and twenties, it was easy for me to get into an argument with my father, for both of us can be stubborn and opinionated.
5. Due to the fact that a camel can go completely without water for eight to ten days, it is an ideal animal for desert areas. OR A camel is an ideal animal for desert areas due to the fact that it can go completely without water for eight to ten days.
6. Bill's car wouldn't start. Therefore, he couldn't pick us up after the concert. OR He, therefore, couldn't pick us up after the concert. OR He couldn't pick us up after the concert, therefore.
7. Robert did not pay close attention to what the travel agent said when he went to see her at her office last week, so he had to ask many of the same questions again the next time he talked to her.
8. A tomato is classified as a fruit, but most people consider it a vegetable since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables. OR Since it is often eaten in salads along with lettuce, onions, cucumbers, and other vegetables, a tomato is classified as a fruit.

9. Due to consumer demand for ivory, many African elephants are being slaughtered ruthlessly. Consequently, many people who care about saving these animals from extinction refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction, consequently, refuse to buy any item made from ivory. OR Many people who care about saving these animals from extinction refuse to buy any item made from ivory, consequently.
10. Because most 15th-century Europeans believed the world was flat and that a ship could conceivably sail off the end of the earth, many sailors of the time refused to venture forth with explorers into unknown waters. OR Many sailors of the 15th century refused to venture forth with explorers into unknown waters because most Europeans of the time believed the world was flat and that a ship could conceivably sail off the end of the earth. [*conceivably* = possibly; *venture forth* = go out into a new, possibly dangerous area]

**CHART 19-4: OTHER WAYS OF EXPRESSING CAUSE AND EFFECT:
SUCH . . . THAT AND SO . . . THAT**

- Often in conversation we don't add a clause with *that* after using *so*. The word "so" then seems to mean "very" with additional emphasis. For example:

A: *Did you enjoy that book?*

B: *Yes, it was **so** interesting!*

This implies a clause with *that*, such as ". . . so interesting *that* I couldn't stop reading until I finished the whole book."

Other examples: *I'm **so** tired. I've never been this tired before.*

*I'm **so** glad to meet you.*

*Everyone was **so** relieved when the hurricane changed course and went back out to sea.*

This colloquial use of *so* is not appropriate in most expository writing.

- *Such* can also be used to mean "very": *It's such a beautiful day today!* = *It's a very beautiful day today.*

□ **EXERCISE 9, p. 391. Using SUCH . . . THAT and SO . . . THAT. (Chart 19-4)**

The object of this exercise is to clarify the points in the chart. Lead a discussion, calling attention to the difference in patterns between a modified noun (e.g., *expensive car*) and a modifier alone (e.g., *expensive*).

ANSWERS: 3. It was such an expensive car that we couldn't afford to buy it. 4. The car was so expensive that we couldn't afford to buy it. 5. The weather was so hot that you could fry an egg on the sidewalk. 6. During the summer, we had such hot and humid weather that it was uncomfortable just sitting in a chair doing nothing. 7. We're having such beautiful weather that I don't feel like going to work. 8. Ivan takes everything in life so seriously that he is unable to experience the small joys and pleasures of daily living. 9. I've met so many people in the last few days that I can't possibly remember all of their names. 10. Tommy ate so much candy that he got a stomachache. /stəməkek/ 11. There was so little traffic that it took us only ten minutes to get there. 12. In some countries, so few students are accepted by the universities that admission is virtually a guarantee of a good job upon graduation. [*virtually* = really, actually]

□ **EXERCISE 10, p. 392. Using SUCH . . . THAT and SO . . . THAT. (Chart 19-4)**

Be sure that students say the whole sentence, not just the letter from Column B.

ANSWERS: 2. [H] Karen is such a good pianist that I'm surprised she didn't go into music professionally. 3. [G] The radio was so loud that I couldn't hear what Michael was saying. 4. [J] Small animals in the forest move about so quickly that one can barely catch a glimpse of them. [*barely* = hardly; *a glimpse* = a quick look] 5. [B] Olga did such poor work that she was fired from her job. 6. [A] The food was so hot that it burned my tongue. 7. [E] There are so many leaves on a single tree that it is impossible to count them. 8. [F] The tornado struck with such great force that it lifted automobiles off the ground. [*a tornado* = a whirlwind, a cyclone] 9. [K] Grandpa held me so tightly when he hugged me that I couldn't breathe for a moment. 10. [D] So few students showed up for class that the teacher postponed the test. 11. [I] Sally used so much paper when she was writing her report that the wastepaper basket overflowed. [*overflow* = spill over the top]

□ **EXERCISE 11, p. 392. Using SO . . . THAT. (Chart 19-4)**

Students should use their creativity in this exercise, even exaggerating some of their information. This is a common use of *so/such . . . that*, sometimes for a humorous effect.

CHART 19-5: EXPRESSING PURPOSE: USING SO THAT

• In **conversation**, it is common for a dependent *so that*-clause to be used in answer to a *why*-question:

A: *Why did you cut class yesterday morning?* [*cut class* = not go to class]

B: *So (that) I could cram for a test in my afternoon class.* [*cram* = study hard at the last possible moment]

In **writing**, a dependent clause must never stand alone; it must be joined grammatically to an independent clause: *I cut class so that I could cram for a test.*

• The word “that” does not have full pronunciation as a conjunction. (This is perhaps why it is so often omitted.) It is said very quickly and with a lower voice. The vowel is reduced to a very short sound /ðət/.

• The difference between the coordinating conjunction “so” and the subordinating conjunction “so (that)” is a little tricky to explain. Students generally don't confuse the two in their own production. To avoid unnecessary confusion, the text does not compare the two; some students get so involved in trying to distinguish “purpose” from “cause and effect” that general confusion results, at least in the experiences of the writers of this *Teacher's Guide*. Other teachers may have more productive results in presenting a comparison of these two uses of *so*.

• Advanced students might want to know that *so as to* is a more formal, less frequent alternative to *in order to*. Example: *The law was changed so as to protect people more equitably.*

□ **EXERCISE 13, p. 393. Using SO THAT. (Chart 19-5)**

Begin with the four examples so that everyone gets accustomed to the pattern. Then give the students some individual time to work out the rest. During discussion, the responder should choose only one form of the answer, not try to say all the possible forms.

ERRATUM: There is no Exercise 12 in this chapter. To avoid confusion in classes that may be using texts from different printings, the numbering is not corrected in subsequent printings.

ANSWERS: 5. Please be quiet so (that) I can hear what Sharon is saying. 6. I asked the children to be quiet so (that) I could hear what Sharon was saying. 7. I'm going to cash a check so (that) I have / will have enough money to go to the market. [AmE = *check*; BrE = *cheque*] 8. I cashed a check yesterday so (that) I would have enough money to go to the market. 9. Tonight Ann and Larry are going to hire a babysitter for their six-year-old child so (that) they can go out with some friends. 10. Last week, Ann and Larry hired a babysitter so (that) they could go to a dinner party at the home of Larry's boss. 11. Be sure to put the meat in the oven at 5:00 so (that) it will be/is ready to eat by 6:30. 12. Yesterday, I put the meat in the oven at 5:00 so (that) it would be ready to eat by 6:30. 13. I'm going to leave the party early so (that) I will be able to get a good night's sleep tonight. 14. When it started to rain, Harry opened his umbrella so (that) he wouldn't get wet. 15. The little boy pretended to be sick so (that) he could stay home from school. 16. A lot of people were standing in front of me. I stood on tiptoes so (that) I could see the parade better.

□ **EXERCISE 14, p. 394. Using SO THAT. (Chart 19-5)**

One emphasis in this exercise is on the verb forms used in the *so that*-clause. Students could work in pairs or groups.

ANSWERS: 2. [+ F] I turned on the radio so that I could listen to the news. 3. [+ A] I need to buy some detergent so that I can wash my clothes. 4. [+ C] Roberto fixed the leak in the boat so that it wouldn't sink. [*fix* = repair, mend] 5. [+ I] Mr. Kwan is studying the history and government of Canada so that he can become a Canadian citizen. 6. [+ B] Mrs. Gow put on her reading glasses so that she could read the fine print at the bottom of the contract. [*fine* = very small] 7. [+ H] Jane is taking a course in auto mechanics so that she can fix her own car. 8. [+ J] Omar is working hard to impress his supervisor so that he will be considered for a promotion at his company. 9. [+ E] Po is saving his money so that he can travel in Europe next summer. 10. [+ G] During the parade, Toshi lifted his daughter to his shoulder so that she could see the dancers in the street.

□ **EXERCISE 15, p. 394. Using SO THAT. (Chart 19-5)**

Students could work alone or in pairs, then write sentences on the chalkboard for discussion.

POSSIBLE COMPLETIONS: 1. . . . I can make out this check. 2. He needs to study diligently 3. . . . I wouldn't miss the news. 4. . . . he wouldn't be hit by the speeding bus. 5. Samir set his alarm clock 6. . . . I can see more of the countryside. 7. I went over to his house 8. Spiro works at two jobs 9. . . . she can get a better job. 10. They prepared lots of delicious food 11. . . . he could make a downpayment on a car. 12. Finish your chores early

□ **EXERCISE 16, p. 395. Summary: cause and effect. (Charts 19-2 → 19-5)**

Encourage the students to think up interesting, even humorous sentences. Some students have fun making up sentences about their class, using their classmates' names.

You could have students in small groups work out answers together. You could have students write sentences on the board. You could open each item to brainstorming, eliciting as many sentences as you can. You could assign the whole exercise to be written as homework and handed in to you, or have the students correct each other's papers before they are handed in to you.

Another option is to have Speaker A give Speaker B a word to include in a sentence that Speaker B makes up.

SPEAKER A: Use “now that.” Include the word “green.”

SPEAKER B: Now that chalkboards are green, they are no longer called blackboards.

The students could be divided into two teams. A student from Team A could give a student on Team B a conjunction from Exercise 16 plus a word or phrase to include. Team B could write the sentence on the board. Team A could judge its correctness. If it’s correct (in all aspects, including punctuation and spelling), Team B gets a point. If it’s not correct and Team A recognizes that, Team A gets a point and Team B gets no points. If it’s not correct and Team A does not recognize that, nobody gets any points. (You can make up any rules you wish, perhaps giving one point for correct spelling, one point for correct punctuation, and two points for correct sentence structure. Whatever the rules of the game, the purpose is for the students to be engaged and have fun while they’re practicing English.)

ANSWERS: [These depend on students’ creativity.]

CHART 19-6: SHOWING CONTRAST (UNEXPECTED RESULT)

- This chart presents a number of synonyms. Point out their semantic similarities and grammatical differences. It is assumed that the students understand these structural differences and the grammatical labels from their study of Chapters 16 and 17 as well as Chart 19-3.
- A common error is the use of both *although* and *but* to connect two ideas within a sentence.
INCORRECT: **Although** it was raining, **but** we went to the zoo.
- The text does not mention that *though* can be used as a final position adverb: *I was hungry. I didn’t eat anything though.* Advanced students may be curious about this usage. It is used mainly in spoken English.
- *Nonetheless* is not frequently used.

□ EXERCISE 17, p. 395. Showing opposition (unexpected result). (Chart 19-6)

PART I ANSWERS: 4. but 5. Nevertheless 6. Even though 7. even though
8. but 9. Nevertheless

PART II ANSWERS: 10. However 11. yet 12. Although 13. yet
14. Although 15. However

□ EXERCISE 18, p. 396. Showing contrast (unexpected result). (Chart 19-6)

ANSWERS:

2. Anna’s father gave her some good advice, but she didn’t follow it.
3. Even though Anna’s father gave her some good advice, she didn’t follow it.
4. Anna’s father gave her some good advice. **S**he did not follow it, however.
5. Thomas was thirsty. **I** offered him some water. **H**e refused it.
6. (*no change*)
7. Thomas was thirsty. **N**evertheless, he refused the glass of water I brought him.
8. Thomas was thirsty, yet he refused to drink the water that I offered him.

□ **EXERCISE 19, p. 397. Showing contrast (unexpected result). (Chart 19-6)**

Use a wall chart (or something similar) of patterns and punctuation as suggested for use with Chart 19-3 (p. 199 of this *Guide*).

SAMPLE ANSWERS: [Not every possible variation is included.]

1. We went for a walk even though it was raining.
It was raining, but we went for a walk anyway.
It was raining. Nevertheless, we went for a walk.
We went for a walk in spite of the rain.
We didn't go for a walk because it was raining.
2. Although his grades were low, he was admitted to the university.
His grades were low, yet he was still admitted to the university.
His grades were low. Nonetheless, he was admitted to the university.
Despite his low grades, he was admitted to the university.
Because of his low grades, he wasn't admitted to the university.

□ **EXERCISE 20, p. 397. Showing contrast (unexpected result). (Chart 19-6)**

Since students will have to think of logical completions, you might assign this to be written as seatwork or homework prior to discussion. Then the whole class can compare alternative answers, perhaps "voting" to choose the most creative ones.

POSSIBLE COMPLETIONS: 1. I had a cold, but I went to class anyway. 2. Even though I had a cold, I felt I had to finish my work. 3. Although I didn't study, I did well on the test. 4. I didn't study, but I did well on the test anyway. 5. I got an "A" on the test even though I hadn't done any extra studying. 6. Even though Howard is a careful driver, he had an accident. 7. Even though the food they served for dinner tasted terrible, I finished my plate because I didn't want to hurt my hosts' feelings. 8. My shirt still has coffee stains on it even though I have washed it twice. 9. I still trust him even though he lied to me. 10. Even though he was drowning, no one tried to save him. 11. Although I tried to be very careful, I spilled the coffee because my cup was too full. 12. Even though Ruth is one of my best friends, I didn't tell her about my plans to elope with my boyfriend. 13. It's still hot in here even though I opened a window. 14. Even though I had a big breakfast, I was hungry by eleven o'clock.

□ **EXERCISE 21, p. 398. Showing contrast (unexpected result). (Chart 19-6)**

You may need to review with your class the last section of Chart 19-6. Point out that the prepositions are followed by noun objects, but *the fact that* is followed by a clause.

SAMPLE SENTENCES:

2. I like living in a dorm in spite of / despite the noise. OR I like living in a dorm despite the fact that / in spite of the fact that it is noisy.
3. In spite of / Despite the hard work, they enjoyed themselves. OR In spite of the fact that / Despite the fact that the work was hard, they enjoyed themselves.
4. They wanted to climb the mountain in spite of / despite the danger. OR They wanted to climb the mountain in spite of the fact that / despite the fact that it was dangerous.
5. In spite of / Despite the extremely hot weather, they went jogging in the park. OR In spite of the fact that / Despite the fact that the weather was extremely hot, they went jogging in the park.
6. He is unhappy in spite of / despite his vast fortune. OR He is unhappy in spite of the fact that / despite the fact that he has a vast fortune.

□ **EXERCISE 22, p. 398. Showing contrast (unexpected result). (Chart 19-6)**

POSSIBLE COMPLETIONS: 1. I didn't particularly want to see that play, but I went anyway. 2. He is very old, yet he still plays tennis at 6 o'clock every morning. 3. The plane took off 20 minutes late. Nevertheless, we arrived on schedule. 4. Even though she wanted a new bike for her birthday, the little girl was happy to get a new doll. 5. I wanted to go somewhere exotic for my vacation. However, I had to go back home because it was my mother's 60th birthday. 6. The teacher dismissed the class when they had completed the test even though the hour wasn't over. 7. Although my daughter is only three years old, she knows all the words to the "Alphabet Song." 8. She never went to school. However, she has done very well in her job despite her lack of education. 9. Despite the fact that my sister was visiting, I went to bed early. 10. I have decided to go to Thailand even though I can't speak a word of Thai.

CHART 19-7: SHOWING DIRECT CONTRAST

• Students may notice that *however* is included in both Chart 19-6 and 19-7. *However* can express "unexpected result," as in Chart 19-6. It is also used to express direct contrast and has the same meaning as *on the other hand*. (A look in a dictionary would show students that there are still more uses of *however*.)

□ **EXERCISE 23, p. 399. Showing direct contrast. (Chart 19-7)**

Either transition is possible. Various placements are possible. Discuss punctuation. (Patterns with semicolons are not given below but are, of course, possible.)

POSSIBLE COMPLETIONS:

1. Florida has a warm climate. *However*, Alaska has a cold climate. OR Florida has a warm climate. Alaska, *on the other hand*, has a cold climate.
2. Fred is a good student. His brother, *however*, is lazy. OR Fred is a good student. His brother, *on the other hand*, is lazy.
3. In the United States, gambling casinos are not legal in most places. *However*, in my country it is possible to gamble in any city or town. OR In the United States, gambling casinos are not legal in most places. In my country, *on the other hand*, it is possible to gamble in any city or town.
4. Sue and Ron are expecting a child. Sue is hoping for a boy. *However*, Ron is hoping for a girl. OR Sue is hoping for a boy. Ron, *on the other hand*, is hoping for a girl.
5. Old people in my country usually live with their children. *However*, the old in the United States often live by themselves. OR The old in the United States, *on the other hand*, often live by themselves.

□ **EXERCISE 24, p. 399. Showing direct contrast. (Chart 19-7)**

POSSIBLE COMPLETIONS: 2. the United Kingdom drive on the left-hand side. 3. sister's apartment is always neat. 4. makes friends easily and is very popular. [*keeps to herself* = is often alone and doesn't readily share her thoughts and feelings with others.] 5. know about only house pets. 6. is easy to cut and shape. 7. is very outgoing. 8. some people are ambidextrous, which means that they can use either hand equally well.

□ **EXERCISE 25, p. 399. Activity: expressing direct contrast. (Chart 19-7)**

In this exercise, you could focus primarily on the grammar and go through the items rather quickly, or you could develop the exercise into an activity designed to encourage the sharing of information about the students' countries in comparison with the United States. Some options:

- (1) Ask for volunteers for each item, concentrating on how to express direct opposition.
- (2) Assign each student one item to present orally to the class to initiate open discussion on that topic.
- (3) Assign national groups to make oral presentations.
- (4) Have the students discuss all of the items in small groups.
- (5) Open all of the items for a "brainstorming" class discussion; follow with a composition that compares and contrasts the U.S. and the student's country. (You might point out that almost any one of these items alone could be the topic of an entire composition.)
- (6) In a multinational class, open discussion could also be followed by a short composition in which the students write about what they have learned and heard, both about the U. S. and about other countries represented in the class.

If students are not familiar with contrasts between their country and the U.S., they could choose two other countries or perhaps regions within their own country.

ANSWERS: [These depend on students' life experiences.]

□ **EXERCISE 26, p. 400. Showing cause and effect and contrast. (Charts 19-1, 19-2, 19-7, and 19-8)**

ANSWERS: 2. because 3. despite the fact that / even though / although 4. because of 5. now that 6. , however, 7. . However, OR , but 8. . Therefore, 9. , however, 10. , but [also possible: *although/whereas*] 11. although / even though / despite the fact that [*critical* = crucial, very important]

CHART 19-8: EXPRESSING CONDITIONS: USING *OTHERWISE* AND *OR (ELSE)*

- As a transition, *otherwise* is common in contrary-to-fact conditional sentences. Its use is discussed again in Chapter 20 ("Conditional Sentences and Wishes").
- *Otherwise* can also function as an adverb meaning "differently" (e.g., *Johns thinks that Mars is inhabited. I believe otherwise.*). *Otherwise* can also mean "except for that/other than that" (e.g., *I have a broken leg, but otherwise I'm fine.*). The text asks the students to focus on the use of *otherwise* only as a conjunctive adverb, but advanced students might be curious about these other uses.

□ **EXERCISE 27, p. 401. Using OTHERWISE and OR (ELSE). (Chart 19-8)**

Note that only the present tense is used in the *if*-clauses. When the *if*-clause is transformed to a simple sentence in this exercise, a modal with a future meaning (e.g., *will, must*) or future phrasal modal (e.g., *be going to, have to*) is needed.*

Some responses could use *or else* for variety. Discuss punctuation.

POSSIBLE SENTENCES: 2. You should / had better / have to / must leave now. Otherwise, you'll be late for class. 3. You should / had better / have to / must go to bed. Otherwise, your cold will get worse. 4. You should / had better / have to / must have a ticket. Otherwise, you can't get into the theater. 5. You should / had better / have to / must have a passport. Otherwise, you can't enter that country. 6. Tom should / had better / has to / must get a job soon. Otherwise, his family won't have enough money for food. 7. You should / had better / have to / must speak both Japanese and Chinese fluently. Otherwise, you will not be considered for that job. [Subject and verb are in normal order with *otherwise*.] 8. Mary should / had better / has to / must get a scholarship. Otherwise, she cannot go to school. 9. I am going to / should / had better / have to / must wash my clothes tonight. Otherwise, I won't have any clean clothes to wear tomorrow.

□ **EXERCISE 28, p. 402. Expressing conditions. (Charts 17-5 → 17-9 and 19-8)**

ERRATUM: The title for Ex. 28 should read: "Expressing conditions." This is corrected in later printings.

POSSIBLE COMPLETIONS: 1. I am going to finish this report even if it takes me all night. 2. We have no choice. We have to go by train whether we want to or not. 3. I will go to the concert with you only if you will come to the basketball game with me next week. 4. Eric is very inconsiderate. He plays his CD player even if his roommate is trying to sleep. 5. I can't hang this picture unless you tell me if it's level. 6. Tomorrow I'd better get to the store. Otherwise, we will run out of food. 7. You should take your umbrella in case it rains. 8. I will help you move your piano only if no one else is available. 9. I will be happy to attend your party unless you have also invited my ex-wife. 10. You must take all your final exams. Otherwise, you can't graduate.

| |
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| CHART 19-9: SUMMARY OF CONNECTIVES: CAUSE AND EFFECT, CONTRAST, CONDITION |
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- | |
|---|
| <ul style="list-style-type: none">• Congratulate your students on knowing how to use all these expressions. Make them aware of how much they have accomplished. |
|---|

□ **EXERCISES 29 and 30, pp. 402–403. Summary of connectives. (Chart 19-9)**

These exercises should proceed rather easily because the students don't have to create any content, just manipulate word order and punctuation. Students generally treat this type of exercise as a word game.

You could go through the exercises quickly with the whole class, or the students could have fun working together. You might want to do the first few items with the whole class to show them how to proceed, then you could have them work in pairs or small groups. You should walk around to give assistance as needed, perhaps suggesting where

*See Chart 10-10 of the student book, p. 199 (Summary Chart of Modals and Similar Expressions).

students might look in the text to find the answer to a problem. As a final step, you could open the exercises for general class discussion, answering any questions and settling any disputes.

EX. 29 POSSIBLE COMPLETIONS:

2. I failed the exam because I did not study.
3. Although I studied, I did not pass the exam.
4. I did not study. Therefore, I failed the exam.
5. I did not study. However, I passed the exam.
6. I studied. Nevertheless, I failed the exam.
7. Even though I did not study, I (still) passed the exam.
8. I did not study, so I did not pass the exam.
9. Since I did not study, I did not pass the exam.
10. If I study for the test, I should pass it.
11. Unless I study for the test, I am sure to fail it.
12. I must study. Otherwise, I will surely fail the exam.
13. Even if I study, I may still fail.
14. I did not study. Consequently, I failed the exam.
15. I did not study. Nonetheless, I passed the exam.
16. I will probably fail the test whether I study or not.
17. I failed the exam, for I did not study.
18. I have to study so that I won't fail the exam.
19. Only if I study will I pass the exam. [Note the inverted subject-verb order.]
20. I studied hard, yet I still failed the exam.
21. You'd better study, or else you will fail the exam.

EX. 30 EXPECTED COMPLETIONS:

1. Because I was not hungry this morning, I did not eat breakfast.
2. Because I ate breakfast this morning, I'm not hungry now.
3. Because I was hungry this morning, I ate a large breakfast.
4. I did not eat breakfast this morning even though I was hungry.
5. Although I was hungry this morning, I didn't have time to eat breakfast.
6. I was hungry this morning. Therefore, I ate breakfast.
7. I was hungry this morning. Nevertheless, I didn't eat breakfast.
8. I was so hungry this morning that I ate a large breakfast.
9. I was not hungry this morning, but I ate breakfast anyway.
10. I ate breakfast this morning even though I wasn't hungry.
11. Since I did not eat breakfast this morning, I am hungry now.
12. I ate breakfast this morning. Nonetheless, I am hungry.
13. I was not hungry, so I didn't eat breakfast.
14. Even though I did not eat breakfast this morning, I'm not hungry now.
15. I never eat breakfast unless I'm hungry.
16. I always eat breakfast whether or not I'm hungry.
17. I eat breakfast even if I'm not hungry.
18. Now that I have eaten breakfast, I'm not hungry.
19. I eat breakfast only if I'm hungry.
20. I ate breakfast this morning, yet I'm hungry now.
21. Even if I am hungry, I don't eat breakfast.
22. I was not hungry. However, I ate breakfast this morning.

□ **EXERCISE 31, p. 404. Summary of connectives. (Chart 19-9)**

This exercise could be turned into a game. A student could make a sentence (orally or on the chalkboard), and the rest of the class could "vote" on its correctness. (Weaker students should be assigned easy items or paired with stronger students.) The class should have fun

with this exercise and be impressed with their own recently acquired skills in using these words and structures.

ANSWERS: [These depend on students' creativity.]

□ **EXERCISE 32, p. 404. Summary of connectives. (Chart 19-9)**

After practicing the previous exercises, students could do this exercise as written seatwork or homework prior to discussion. Encourage them to use recently learned vocabulary and idioms in their answers. Later, you could copy some of their sentences for everyone to discuss.

POSSIBLE COMPLETIONS:

1. While some people are optimists, others are pessimists.
2. Even though he drank a glass of water, he was still thirsty.
3. Even if she invites me to her party, I will not go.
4. I have never been to Hawaii. My parents, however, have visited there twice.
5. I couldn't open the car door, for my arms were full of packages.
6. I need to borrow some money so that I can pay my rent on time.
7. The airport was closed due to fog. Therefore, our plane's departure was postponed.
8. The landing field was fogged in. Therefore, the airport was closed.
9. As soon as the violinist played the last note at the concert, the audience burst into applause.
10. Since neither my roommate nor I know how to cook, we took our visiting parents out to dinner.
11. I am not a superstitious person. Nevertheless, I don't walk under ladders. A paint can might fall on my head.
12. The crops will fail unless we get some rain soon.
13. Just as I was getting ready to eat dinner last night, the phone rang.
14. We must work quickly. Otherwise, we won't finish before dark.
15. Some children are noisy and wild. My brother's children, on the other hand, are very quiet and obedient.
16. According to the newspaper, now that hurricane season has arrived, we can expect bad weather at any time.
17. Ever since I can remember, my niece Melissa has been called "Missie" by her family.
18. Although my grades were high, I didn't get the scholarship.
19. The United States has no national health care, whereas Great Britain has socialized medicine.
20. I was tired. However, I felt I had to stay awake because I was babysitting. OR I was tired; however, I felt I had to stay awake because I was babysitting.
21. You must pay an income tax whether or not you agree with how the government spends it.
22. I was listening hard. Nevertheless, I could not understand what the person who was speaking was saying because she was standing too far from the microphone. [Note for the students that this last sentence contains a noun clause, adjective clause, and adverb clause—and congratulate them for their ability to handle such complex sentence structures!]

□ **EXERCISE 33, p. 405. Error analysis: general review. (Chapters 16 → 19)**

ANSWERS:

1. Unless I study very hard, I will not pass all of my exams.
2. My shoes and pants got muddy even though I walked carefully through the wet streets.
3. My neighborhood is quiet and safe. **However**, I always lock my doors.
4. Although I usually don't like Mexican food, **but** I liked the food I had at the Mexican restaurant last night. OR **Although** I usually don't like Mexican food, but I liked the food I had at the Mexican restaurant last night.

5. Although my room in the dormitory is very small, ~~but~~ I like it **b**ecause it is a place where I can be by myself and study in peace and quiet. OR ~~Although~~ My room in the dormitory is very small, but I like it **b**ecause it is a place where I can be by myself and study in peace and quiet.
6. Even though I prefer to be a history teacher, I am studying in the Business School in order ~~for I can~~ to get a job in industry. OR Despite the fact that I prefer to be a history teacher, I am studying in the Business School in order ~~for I can~~ to get a job in industry.
7. A little girl approached the cage. **H**owever, when the tiger showed its teeth and growled, she ran to her mother **b**ecause she was frightened.
8. Many of the people (who are) working to save our environment think that they are fighting a losing battle **b**ecause big business and the government have not joined together to eliminate pollution.
9. The weather was so cold that I didn't like to leave my apartment. OR The weather is so cold that I don't like to leave my apartment.
10. I have to study four hours every day because ~~of~~ my courses are difficult / because of my difficult courses ~~are~~ / because of the difficulty of my courses.
11. On the third day of our voyage, we sailed across a rough sea before ~~to~~ reaching the shore.
12. I can't understand the lectures in my psychology class. **T**herefore, my roommate lets me borrow her notes.
13. According to this legend, a man went in search of a hidden village. **H**e finally found it after walking two hundred miles.
14. Because my country ~~it~~ is located in a subtropical area, ~~so~~ the weather is hot. OR My country ~~it~~ is located in a subtropical area, so the weather is hot.
15. I will stay in the **U**nited **S**tates for two more years **b**ecause I want to finish my degree before going / I go home.

EXERCISE 34, p. 406. Activity: connectives. (Chart 19-9)

EXPANSION ACTIVITY: Choose one item. Tell each group to make the longest grammatically correct sentence they can. Ask that the sentences be written on the board with the number of words counted. Give the group with the longest correct sentence a "prize" (e.g., applause, one-minute early dismissal from class). This is just a word game whose main purpose is fun. If your class doesn't benefit from competition, don't award a prize. Instead, praise each group's efforts equally. (When setting up a "make-the-longest-correct-sentence word game," limit the number of adjectives and adverbs to ten or less.)

EXERCISE 35, p. 407. Review: punctuation and capitalization. (Chapters 13 and 16 →19)

Discuss how important correct punctuation and capitalization are to readers of written prose. These run-on sentences without correct internal punctuation make it difficult for readers to grasp the meaning quickly and accurately.

ANSWERS:

2. Although a computer has tremendous power and speed, it cannot think for itself. **A** human operator is needed to give a computer instructions, for it cannot initially tell itself what to do.
3. Being a lawyer in private practice, I work hard, but I do not go into my office on either Saturday or Sunday. **I**f clients insist upon seeing me on those days, they have to come to my home.
4. Whenever the weather is nice, I walk to school, but when it is cold or wet, I either take the bus or get a ride with one of my friends. **E**ven though my brother has a car, I never ask him to take me to school because he is very busy. **H**e has a new job and has recently

gotten married, so he doesn't have time to drive me to and from school anymore. I know he would give me a ride if I asked him to, but I don't want to bother him.

5. The common cold, which is the most widespread of all diseases, continues to plague humanity despite the efforts of scientists to find its prevention and cure. Even though colds are minor illnesses, they are one of the principal causes of absence from school and work. People of all ages get colds, but children and adults who live with children get them the most. Colds can be dangerous for elderly people because they can lead to other infections. I have had three colds so far this year. I eat the right kinds of food, get enough rest, and exercise regularly. Nevertheless, I still get at least one cold a year.
6. Whenever my father goes fishing, we know we will have fish to eat for dinner, for even if he doesn't catch any, he stops at the fish market on his way home and buys some.

□ **EXERCISE 36, p. 408. Review: showing relationships. (Chapters 5 and 16 → 19)**

This is a review of several chapters; congratulate the students on how much they have learned about combining several ideas through the use of a variety of connectives and complex-compound structures.

EXPECTED ANSWERS:

2. If you really mean what you say, I'll give you one more chance, but you have to give me your best effort. Otherwise, you'll lose your job.
3. Due to the bad weather, I'm going to stay home. Even if the weather changes, I don't want to go to the picnic.
4. Even though the children had eaten lunch, they got hungry in the middle of the afternoon. Therefore, I took them to the market so that they could get some fruit for a snack before we went home for dinner.
5. Whereas Robert is totally exhausted after playing tennis, Marge isn't even tired in spite of the fact that she ran around a lot more during the game. [*even* = surprisingly not]
6. While many animals are most vulnerable to predators when they are grazing, giraffes are most vulnerable when they are drinking. They must spread their legs awkwardly in order to lower their long necks to the water in front of them. Consequently, it is difficult and time-consuming for them to stand up straight again to escape a predator. However, once they are up and running, they are faster than most of their predators. /prɛdətər/
7. Even though my boss promised me that I could have two full weeks, it seems that I can't take my vacation after all because I have to train the new personnel this summer. If I do not get a vacation in the fall either, I will be angry.
8. Since education, business, and government are all dependent on computers, it is advisable for all students to have basic computer skills before they graduate from high school and enter the work force or college. Therefore, a course called "Computer Literacy" has recently become a requirement for graduation from Westside High School. If you want more information about this course, you can call the academic counselor at the high school.

□ **EXERCISE 37, p. 409. Review: showing relationships. (Chapters 5 and 13 → 19)**

POSSIBLE COMPLETIONS:

1. I woke up this morning with a sore throat. Nevertheless, I went to work because I had to finish an important report.
2. I love cats. My sister, on the other hand, prefers dogs.
3. When a small, black insect landed on my arm, I screamed because it had startled me. [*startle* = surprise suddenly]
4. I don't eat desserts because I'm watching my weight. However, I had a piece of chocolate cake last night because it was my sister's birthday.
5. Even though I told my supervisor I would finish the report by tomorrow, I really need another day to do a good job.

6. According to the newspaper, now that the speed limit has been raised, there will be more traffic accidents. Therefore, people will have to drive more carefully than ever before.
7. Since neither the man who gave me the information nor the manager was in, I said I would call back another time.
8. When people who are critical find fault with others, they should try to be more patient because no one is perfect.
9. Since I didn't know whose sweater I had found, I took it to the "Lost and Found" department.
10. Even though the book which I was reading was overdue, I kept it until I had finished reading it. [*overdue* = past the deadline for returning it to a library]
11. What did the woman who came to the door say when you told her you weren't interested in her political views?
12. If what he said is true, we can expect more rain soon.
13. Because the man who donated his art collection to the museum wishes to remain anonymous, his name will not be mentioned in the museum guide.
14. Even though she didn't understand what the man who stopped her on the street wanted, she tried to be helpful.
15. Now that all of the students who plan to take the trip have signed up, we can reserve the hotel rooms.
16. Since the restaurant where we first met has burned down, we will have to celebrate our anniversary somewhere else.

□ **EXERCISE 38, p. 410. Error analysis: general review. (Chapters 1 → 19)**

This is a summary review exercise containing grammar covered in Chapters 1 through 19. It intends to challenge the grammar knowledge and proofreading skills that students have acquired during the course. Students need time, in or out of class, to edit these sentences prior to discussion.

Some errors are in spelling.

All of these items are adapted from student writing.

POSSIBLE ANSWERS: [Spelling and punctuation revisions are in **bold**; sentence structure revisions are underlined; a forward slash (/) indicates a second correct revision.]

1. We went shopping after we ate / after eating dinner, **but** the stores were closed. OR . . . **But** the stores were closed. We had to go back home even though we hadn't found what we were looking for.
2. I want to explain that I know a lot of grammar, but my problem is that I don't know enough vocabulary.
3. When I got lost in the bus station, a kind man helped me. **He** explained how to read the huge bus schedule on the wall, **took** me to the window to buy a ticket, and showed me where my bus was. **I** will always appreciate his kindness.
4. I had never understood the importance of knowing English language **until** I worked at a large, international company.
5. When I was young, my father found an American woman to teach my brothers and me English, but when we moved to another town, my father wasn't able to find another teacher for another five years.
6. I was surprised to see the room that I was given at/in the dormitory **because** there wasn't any furniture and it was dirty.
7. When I met Mr. Lee for the first time, we played ping pong at the student center. **Even** though we couldn't communicate very well, ~~but~~ we had a good time.
8. Because the United States is a large ~~and also big~~ country, ~~it means that they're various kinds of people live there and~~ it has a diverse population.
9. My grammar class ~~was~~ started at 10:35. When the teacher came to class, she returned the last quiz to my classmates and me. After that, we ~~have~~ had another quiz.

10. If a wife has a to work, her husband should share the housework with her. If both of them help, the housework can be finished much faster.
11. The first time I went skiing, I was afraid to go down the hill, **but** somewhere ~~from~~ a little ~~corner~~ of voice in my head kept shouting, “Why not? Give it a try. You’ll make it!” After standing around for ten minutes without moving, I finally decided to go down that hill.
12. *Possible revision:* This is a story about a man who had a big garden. One day he was sleeping in his garden. When he woke up, **he** ate some fruit, ~~Then~~ **he** picked some apples, and **he** walked to a small river **and** where he saw a beautiful woman ~~was~~ on the other side. **And** **He** gave her some apples, and **then** she gave him a loaf of bread. The two of them walked back to the garden. ~~Then~~ **Some** children came and were played games with him. Everyone was laughing and smiling. But when one child destroyed a flower, **and** the man became angry and **he** said to them, “Get out of here!” So the children ~~left~~ and the beautiful woman left. Then the man built a wall around his garden and would not let anyone in. He stayed in his garden all alone for the rest of his life.

□ **EXERCISE 40, p. 411. Activity: general review. (Chapters 1 → 19)**

Students could discuss this topic before writing about it. Since it is a topic most students have probably not thought about before, a pre-writing sharing of ideas will result in better compositions.

ERRATUM: There is no Exercise 39 in this chapter. To avoid confusion in classes that use texts from different printings, the numbering is not corrected in subsequent printings.