



Chapter 19

Connectives That Express Cause and Effect, Contrast, and Condition

CHAPTER SUMMARY

OBJECTIVE: To practice combining ideas into compound and complex sentences using various connectives. This gives students flexibility in communicating complex information, especially in written English.

APPROACH: This chapter presents many ways to show relationships among ideas. This is a semantic approach as well as a 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 section that 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.

CHART 19-1. Using *Because Of* and *Due To*.
Page 397
Time: 10 minutes

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 — following the verb. For example:

He stayed home because of illness.

Due to is used adjectivally and following the verb *be* or a non-progressive verb. For example:

His absence is due to illness.

However, in current usage, *due to* is also used with and following action verbs. For example:

He stayed home due to illness.

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 in written English.

Note that punctuation rules are the same for these phrases as for adverb clauses.

- Write the chart title on the board.
- Explain that *because* always introduces a clause, complete with a subject and a verb.
- Write a sentence on the board containing a *because*-clause and a main clause, and punctuate it. For example:
Because we are studying advanced English grammar, we are learning ways to connect complex ideas.
- Remind students that just as prepositions always precede nouns, the phrasal preposition *because of* must also come before a noun.
- Then transform the *because*-clause on the board into a phrasal preposition.
- Have students help you change *we are studying English grammar* into a noun phrase, and write the resulting new sentence on the board. Highlight the new structure.
Because of our advanced English grammar studies, we are learning ways to connect complex ideas.
- Now substitute *due to* for *because of* in order to demonstrate that these phrases are interchangeable in the example sentence.
Due to our advanced English grammar studies, we are learning ways to connect complex ideas.
- Go over the remainder of the chart with the class.

□ EXERCISE 3. Looking at grammar.

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Time: 5–10 minutes

The key to choosing the correct answer is recognizing whether a clause or a noun phrase follows either *because* or *because of*.

- Give students five minutes to complete each item on their own.
- Review each item by having a student read the completed item aloud.
- Ask students to identify either the subject and verb of the clause that follows *because* or the noun phrase that follows *because of*.

Optional Vocabulary

driving conditions	sprained
chlorinated	emigrated
jogging	famine

□ EXERCISE 4. Looking at grammar.

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Time: 10 minutes

- Explain that students need to create noun phrases (and not clauses) to complete each item.
- Tell them that they will have to use the noun form of adjectives in order to make new noun phrases.
- Circulate and assist students in coming up with appropriate phrases.
- Select some students to write their completed items (with new noun phrases included) on the board by way of review.
- As a class, assess whether the phrase is correct and clearly represents the idea of the sentence in parentheses. There may be a couple of correct possibilities for each item.

CHART 19-2. Cause and Effect: Using *Therefore*, *Consequently*, and *So*. Page 399

Time: 10 minutes

This chart focuses on the fact that *therefore* and *consequently* are placed as transitions between sentences or in the second of two related sentences. This differs from the use of *so*, which is a conjunction.

Students sometimes ask *Why are “therefore” and “consequently” used differently from “so” if they mean the same thing?* There is no satisfactory answer except that it is traditional in English to use them in this way. Languages develop patterns; certain words fit certain patterns, and certain words do not.

Have students identify which of the related ideas in the example sentences is the “cause” and which is the “effect” — *not studying* is the cause and *failing* is the effect.

If students are advanced and are interested in conventions of formal writing, you could include the use of the semicolon at this point. Otherwise, the semicolon can simply remain in the footnote to Chart 19-2 as a minor point of information for those who may be interested.

- Write the chart title on the board.
- Underneath *Therefore*, *Consequently* write:
Transitions: Transitions come between or in the second of two related sentences.
- Underneath *So* write:
Conjunctions: Conjunctions connect two independent clauses
- Explain that all three are used to show cause and effect, and write this on the board as well.
- Now take an example based on your students’ lives and demonstrate the use and placement of the transitions (*therefore*, *consequently*) and conjunction (*so*).
- Write the sentences you create (with the help of your class) on the board.
- As you write, highlight the different options for placement of the transitions and the use of *so* as a conjunction. For example:
Transitions: Therefore / Consequently
Pablo was late for his doctor’s appointment.
Therefore / Consequently, the doctor couldn’t see him.
The doctor, therefore / consequently, couldn’t see him.
The doctor couldn’t see him, therefore / consequently.
Conjunction: So
Pablo was late for his doctor’s appointment, so the doctor couldn’t see him.
- Go over the rest of the chart.

□ EXERCISE 6. Looking at grammar.

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Time: 5 minutes

Expansion: Put students into groups and have them compose three or four cause-and-effect sentences using *because*. Each group then exchanges their set of sentences with another group. Instruct each group to rewrite one sentence using *therefore*, one using *consequently*, and one using *so*. When finished, have them swap the new sentences back with the original group, who then corrects the sentences. At any point, you may want to have different students go to the board and demonstrate the use of the target words by writing a sample.

EXERCISE 7. Looking at grammar.

Page 399

Time: 5–10 minutes

Even advanced students don't always understand that correct punctuation and capitalization are necessary for a sentence to be grammatical. Often students think of these matters as extra or decorative rather than essential. Conducting this exercise as instructed below will illustrate for students the need for correct punctuation and capitalization.

Student-to-student dictation is often challenging for both parties, but it is particularly beneficial in this situation. It forces the person dictating to state punctuation and capitalization changes clearly, bringing more attention to the importance of the target grammar. It also provides impromptu practice in both speaking / direction-giving and listening.

- Give students a few minutes to complete the exercise on their own.
- Ask one student to go to the board.
- Ask another student to randomly choose one of the items and read it aloud for the first student to write on the board. The student who is dictating should use pauses to indicate punctuation and should not say *comma* or *period*.
- As a class, decide if the sentence on the board is correct, and make any necessary changes.
- Have the student who dictated now go to the board, and ask another student to dictate a different item.
- Take time to review any questions students may have, as the placement of the transitions can often be challenging for students.

CHART 19-3. Summary of Patterns and Punctuation. Page 400

Time: 15–20 minutes

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 sections on opposition and condition. The term “conjunction” in this chart is used to refer to “coordinating conjunctions”; include the term “coordinating” in your discussion if you think it helps 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 the chapter. For example:

Adverb clause, ____.	Prepositional phrase, ____.
____, adverb clause.	____, prepositional phrase.
____. Transition, ____.	____, conjunction ____.
____. ____ , transition.	
____. ____ , transition, ____.	

When some students discover the semicolon, 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.*)

- Write the chart title on the board.
- Because this chart is a summary, have students give you examples of each item presented in the chart.
- Begin by writing *Adverb Clauses* on the left side of the board and elicit from students an example of an adverb clause beginning with *because*.
- After you write the sentence under the heading on the board, ask another student to move the *because* clause and rewrite the sentence.
- With students' help, write any important notes or reminders to the right of the examples.
- The above step-by-step instructions can be used to elicit all the patterns and the punctuation options presented in the chart. (By calling on students to give you the examples you need, you will engage them in using recently acquired grammar and learn where further clarification is needed.) For example:
Adverb Clauses
Because Emi loves baseball, her father took her to a game.
(If the adverb comes first, use a comma.)
Emi's father took her to a game because she loves baseball.
- Once students have successfully demonstrated their knowledge of the patterns, go over anything from the chart that you have not yet discussed.

EXERCISE 10. Looking at grammar.

Page 401

Time: 10 minutes

- Assign each item to a different student. Have the students write all of the possible patterns for their assigned items 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.
- If students think they see an error, let them go to the board and correct it.
- Another option is to have the students work in small groups to produce one set of sentences that everyone in the group agrees is perfect, and then correct it as a class.

□ EXERCISE 11. Looking at grammar.

Page 401

Time: 10 minutes

- Give students adequate time to combine each pair of sentences on their own.
- Remind students that correct punctuation is necessary for grammatical accuracy, and encourage them to look at Chart 19-3 as much as needed.
- Have students take turns reading their combined sentences aloud. Ask students to be as clear as possible when they pause to indicate punctuation.
- Review and correct each item, using the board as much as needed.

Optional Vocabulary

severe	slaughtered	ventured
stubborn	ruthlessly	forth
opinionated	conceivably	

□ EXERCISE 12. Warm-up. Page 401

Time: 5–10 minutes

- Ask a student to read the situation aloud and then discuss the scenario as a class, pre-teaching any vocabulary (*utterly, exhausted*) students may struggle with.
- Ask students about their experience either being or observing new parents. Ask them to imagine all that is involved (tiredness, joy, amazement, etc.) being tripled.
- Once you have discussed the scenario enough to ensure students' understanding, move to the numbered items and use of *such / so that*.
- Be prepared to help students articulate the cause-and-effect nature of *so / such that*.

CHART 19-4. Other Ways of Expressing Cause and Effect: *Such . . . That* and *So . . . That*. Page 402

Time: 10 minutes

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.*

- Write the chart title on the board.
- Using what you know of your students' interests and habits, write a cause-and-effect sentence on the board using *because*. For example:

Because Elisa enjoys skating a lot, she is planning to attend the winter Olympics.

- Explain to students that you can express the same general idea by using *such / so that* and making different word choices.
- Compose *such / so . . . that* versions of the example on the board.
- In order to clearly show the transformation, draw an arrow from the first sentence (with *because*) to the new one.
- Start with *such . . . that*, and tell students that they need to find a way to describe the *because*-clause as a combination of adjective and noun. For example:

Elisa is such a / an _____ that she is planning to attend the winter Olympics.

- Ask students what nouns are used for a person who really enjoys a certain sport, music, or activity.
- If they can't come up with *fan* or *enthusiast*, you may need to supply this word. For example:

Elisa is such a / an skating fan that she is planning to attend the winter Olympics.

- Tell students that you also need an adjective because *such . . . that* encloses a modified noun.
- Once students have come up with a suitable adjective, complete the sentence on the board with it:

Elisa is such a / an committed / enthusiastic / huge skating fan that she is planning to attend the winter Olympics.

- Now go through the same process with *so . . . that*. This may be easier for students since they can keep the same verb and add *much* to restate the original idea. For example:

Elisa enjoys skating so much that she is planning to attend the winter Olympics.

- Go over the whole chart together as a class.

□ EXERCISE 14. Let's talk. Page 402

Time: 10 minutes

- Model this exercise for students first. You may need to add to the example under the direction line and / or write the example on the board, underlining the target structure. Exaggerate to model the rhetoric as well as the structure.
- Break students up into small groups and have them work through the exercise while you circulate.
- Explain to students that they should be creative with this exercise and exaggerate as much as they like.
- Tell them that exaggerating with this form is a common use of *so / such . . . that*, often for a humorous effect.

Expansion: While students are in groups, have each group come up with a *so / such . . . that* sentence or prediction that characterizes one group member. You can model the task first by describing yourself with a suitable sentence that will allow your student to know who the sentence is about.

This person loves grammar so much that she reads the phrasal verb dictionary in her spare time.

The sentences could also take the form of a prediction.

This person is always so late he will miss his own funeral.

Together, the group should come up with and refine sentences for each member. Then they should write each sentence on a separate piece of paper. You should then collect all the sentences, shuffle them, and redistribute them. Each student then reads the sentence or prediction aloud, and the rest of the class guesses who the sentence describes. Students particularly enjoy it when they happen to receive the sentence that describes them.

CHART 19-5. Expressing Purpose: Using *So That*. Page 404 Time: 10 minutes

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 /that/.

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 text. Other teachers may have more productive results in comparison of these two uses of *so*.

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

- Write the chart title on the board.
- As discussed in the notes above, students may be confused about the difference between the concept of cause-and-effect and purpose. Demonstrate this distinction briefly in the following way, but don't worry if students can't access this distinction.
- Write the following explanation on the board (in columns and side-by-side), asking students to contribute information as much as possible.

Cause and Effect

vs.

Purpose

I went to bed early in order to sleep.

Because I was tired, I went to bed early.

I went to bed early so (that) I could sleep.

- Now using your students' experiences, ask them about their recent activities and what the purpose in each was.
- Write sentences on the board using both *in order to* and *so (that)*. For example:

Olivia is traveling to New York City this weekend in order to / so that she can take the TOEFL test.

Bengt is going to the mall after class in order to / so that he can buy a birthday present for his mother in Sweden.

Layla took her niece to the zoo in order to / so that she could show her the baby panda.

- Go over the remainder of the chart as a class.

EXERCISE 19. Warm-up. Page 405 Time: 5 minutes

Before beginning the warm-up, discuss the concept of *expected behavior*. Also, talk about the fact that expected behavior may vary from culture to culture, but the kinds of behaviors in this exercise are universally expected or unexpected.

CHART 19-6. Showing Contrast (Unexpected Result). Page 406 Time: 10–15 minutes

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.

- Write the chart title on the board.
- Tell students that there are four different ways / means to express an unexpected result and that they should use one of these ways per idea.
- Because students will already be familiar with showing unexpected result by using adverb clauses and conjunctions, write those categories on the board first, and ask students to give you examples.

For example:

Adverb Clause *Although I am hungry, I am not going to eat anything now.*

Conjunction *I am hungry, but I am not going to eat anything now.*

- Ask students to look back at Chart 19-3.
- Remind them that the placement / location between or within sentences of transitions and prepositions (respectively) is the same as what they learned in Chart 19-3.
- Reiterate that the function of the transitions and prepositions (to show unexpected result rather than cause and effect) is different, but that the placement is the same.
- Explain that the transitions *nevertheless*, *nonetheless*, and *however* . . . *still* are placed between sentences just the way other transitions (e.g., *therefore*) are, but that they show unexpected results.
- Explain that the prepositions *despite*, *in spite of*, *despite the fact that*, and *in spite of the fact that* are placed in front of noun phrases or clauses the same way *because of* is, but they have an inverse meaning.
- With students' help, follow the pattern on the board:

Transition *I am hungry. Nevertheless, I am not going to eat anything now.*

Preposition *Despite my hunger, I am not going to eat anything now.*
- Review the chart as a class.

□ EXERCISE 20. Looking at grammar.

Page 406

Time: 5–10 minutes

- Reiterate the direction line to students and write the words *inside* and *outside* on the board.
- Ask students to explain an expected result for weddings and weather, and write this on the board in a flowchart fashion, just to ground students in a common expectation.

good weather ⇒ wedding outside
- Have students take turns completing each item aloud.

□ EXERCISE 21. Looking at grammar.

Page 406

Time: 10 minutes

- Have a student read the direction line aloud.
- Remind students that this exercise is very similar to the preceding one and that they need to identify which words determine whether *am* or *am not* is correct.
- Give students a few minutes to complete the exercise on their own before reviewing aloud.
- Have students take turns reading the items aloud. Correct students immediately, and ask students to self-correct on the spot by finding the determining words in each item.

□ EXERCISE 24. Looking at grammar.

Page 408

Time: 5–10 minutes

Expansion: Prepare index cards with additional pairs of sentences. Each index card should have five pairs on it, and ideally they will all differ from one another so each group of students can have a unique set. Using these extra sets, have students continue the work on Exercise 24, combining sentences with the words given.

Possible index cards / sentence sets:

He is not in love with his fiancée. He is going to marry her.

The politician is notoriously corrupt. He was re-elected to public office.

The actress is extremely rude to her fans. She has a huge fan base.

Smoking is known to cause cancer. Smoking is on the rise among young people.

Jacqueline is in debt. She continues to make purchases on her credit card.

The weather in Scotland is very rainy. Scotland is a popular tourist destination.

Children suspect Santa Clause is not real. They write letters to Santa Clause at Christmas.

Many people are afraid of flying but not of driving. Driving is statistically much more risky.

Pit bulls are an aggressive breed of dog. Pit bulls are very popular.

Tornado chasing is extremely dangerous. More people chase tornadoes every year.

Most cars function well for at least ten years. Most Americans purchase new cars every three years.

Acupuncture is a very old medical treatment. Acupuncture is called a “new age” therapy.

CHART 19-7. Showing Direct Contrast.

Page 408

Time: 10 minutes

Students may need support and clarification about exactly what “direct contrast” means.

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*.)

- Write the chart title on the board.
- Illustrate the concept of direct contrast, emphasizing that in order to use this structure, the context has to call for a complete contrast. For example, the following verbs are too close in meaning to support direct contrast:

INCORRECT:

Martha loves going to the movies, while Maria likes it.

- Show how to use direct contrast by using complete opposites and correcting the example.

Martha loves going to the movies, while Maria hates it.

- Then go on to demonstrate using both conjunctions and transitions with the same content. For example:

Martha loves going to the movies, but Maria hates it.

Martha loves going to the movies. Maria, on the other hand / however, hates it.

- Review the chart as a class.

□ EXERCISE 26. Looking at grammar.

Page 409

Time: 5–10 minutes

- Explain that either transition is possible for each item and that various placements are also possible.
- Remind students of how to punctuate the various placements of the transitions.
- Have different students write their answers on the board.
- Make sure that you have six items written on the board so that each transition is used for each item.
- Correct as a class.

□ EXERCISE 27. Looking at grammar.

Page 409

Time: 5 minutes

- Have students complete these on sight and encourage students to provide a variety of responses to each one.
- Write some of the completions on the board and highlight the target grammar.
- Explain to students that depending on which part / word they focus on, different completions can be correct. For example, both of the following completions are correct for item 3:

While my desk always seems to be a mess, my sister's apartment is always neat.

While my desk always seems to be a mess, my closet is always carefully organized.

□ EXERCISE 28. Let's talk or write. Page 409

Time: 15–20 minutes

Part I

- Put students into small groups to have them discuss the list of general characteristics of introverts and extroverts.
- Have groups try to add their own ideas to the two lists.

- Ask a student from each group to write one or two of their sentences on the board.

Part II

- Encourage students to use some of the sentences that were written on the board to help them start their writing.
- Give students time to complete sentences in class. For homework, ask them to expand this into a longer writing assignment.

□ EXERCISE 29. Let's talk. Page 409

Time: 5–10 minutes

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 for making the most of this exercise include:

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 of 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 different regions within their own country.

Expansion: The following items lend themselves to comparison contexts as well.

rural and urban areas within their country

Eastern and Western culture in general

their countries today vs. 100 years ago

their country today vs. a utopian society of the future

CHART 19-8. Expressing Conditions: Using *Otherwise* and *Or (Else)*. Page 410
Time: 10 minutes

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., *John 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 students to focus on the use of *otherwise* only as a conjunctive adverb, but advanced students might be curious about these other uses.

- Write the chart title on the board.
- Remind students that they have studied previous charts that compare the uses of adverb clauses, transitions, and conjunctions to perform the same function in a sentence, and that what they will study next is also in this format.
- Write the following simplification on the board:

otherwise / or else = if not

- Now write *Adverb Clause* and add a sentence beginning with *If I don’t*. Ask students to help you complete the sentence starter. For example:

Adverb Clause *If I don’t drink coffee in the morning, . . .*
If I don’t drink coffee in the morning,
I feel sleepy in class.

- Then introduce the transition *otherwise* by restating the example sentence on the board.
- Encourage students to come up with the right form of the remaining idea.

Transition *I always drink coffee in the morning.*
Otherwise, I . . .
I always drink coffee in the morning.
Otherwise, I feel sleepy in class.

- Finally, introduce the conjunction *or (else)*. Add *Conjunction* to what you have on the board and restate the two sentences already discussed. Write the new sentence using *or else* with the help of students.

Conjunction *I always drink coffee in the morning, or (else) . . .*
I always drink coffee in the morning, or (else) I feel sleepy in class.

- Remind students that they have now discussed the three ways of expressing, *If not, then . . .*
- Go over the chart as a class.

EXERCISE 31. Looking at grammar.
Page 410
Time: 5–10 minutes

- Have students work through each item on their own first, writing as many options using structures presented in Chart 19-8 as they can.

- Ask two different students to go to the board for each item. Instruct one to write a sentence using the transition *otherwise* and the other with the conjunction *or (else)*.

CHART 19-9. Summary of Connectives: Cause and Effect, Contrast, and Condition. Page 411
Time: 5–10 minutes

Congratulate students on knowing how to use all of these expressions. Make them aware of how much they have accomplished.

By way of review, you can have students provide you with the parts of this chart while they keep books closed. Because students have studied all of these structures recently, they should be able to complete the chart with a little prompting from you and help from their peers.

- Write the chart title on the board and ask students to close their books.
- Write the function categories down the left side of the board (*Cause and Effect, Contrast, and Condition*), and write the structure or form categories (*Adverb Clause Words, Transitions, Conjunctions, Prepositions*) across the top from left to right.
- Ask students to give you an example of an adverb clause showing cause and effect, and write it in the appropriate space.
- Keep your book open and fill in each category with a student-generated example until you have a complete replica of Chart 19-9 on the board.
- Praise students for their accomplishment and go over Chart 19-9 as a comparison point.

EXERCISE 32. Looking at grammar.
Page 411
Time: 5–10 minutes

- Do the first few items with the whole class to show everyone how to proceed.
- Then have students work in pairs or small groups.
- Walk around the room and give assistance as needed. Suggest to students where they may look in the text to find or confirm their answers.
- As a final step, open the exercise for class discussion, answering any questions and settling any disputes.

EXERCISE 34. Game. Page 412
Time: 10–20 minutes

The class should have fun with this exercise and be impressed with their own recently acquired skills in using these words and structures.

- Break students up into groups or teams and have them sit or stand with their teammates.
- Explain the direction line and the scoring for the game to students before they begin.
- Write the name of each team on the board so that you can keep score.
- Work through the items in turn. If a team fails to combine the two ideas correctly, give the option to the next team and give that team a point if it succeeds.
- When there is any doubt about whether a combined sentence is correct, have a team member write it on the board while the rest of the class votes on its correctness.

□ **EXERCISE 35.** Reading. Page 413
Time: 10 minutes

Part I

- Have students read the passage silently or aloud, taking turns.
- Ask students to identify or underline the adverb clauses, transitions, conjunctions, and prepositions that appear in the reading and that they have studied in this chapter.

Part II

- Ask students to try to restate the information using their own words when completing the sentences.

Optional Vocabulary

expression	tendency
tend	reframe
string of bad events	gradually
attributes	
trait	

□ **EXERCISE 37.** Check your knowledge.
Page 414
Time: 15–25 minutes

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 the sentences prior to discussion.

Some errors are in spelling.

All of these items are adapted from student writing.

- Explain to students that the items in this exercise are adapted from student writing and that, having studied Chapters 1–19, they are equipped to correct them.
- Let students know that some of the errors may be in spelling.
- Give students time in class or as homework to make all necessary corrections.
- Ask students to be prepared to explain what is wrong and why it is wrong as they offer their corrections.
- When students have questions or disagreements about the correct versions, have them write the sentences on the board and correct as a class.
- Take ample time to review this as a class and emphasize the comprehensiveness of the exercise with students as they are responsible for a lot of material in this one exercise.