

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 ability gives students flexibility in communication and especially when they are writing. Their familiarity with how these connectives work enables them to read increasingly sophisticated materials with greater ease and understanding.

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 meanings of certain conjunctions. The first section gives an overview of connectives. The second section deals with cause-and-effect relationships. Matters of punctuation are also included. The chapter continues with a section that focuses on direct contrasts. Ways of expressing a condition and outcome are presented in a section that anticipates the focus of Chapter 20. 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.

PRETEST. What do I already know? Page 404.
Time: 10 minutes

Compared to acquiring parallel structure as presented in the previous chapter, recognizing and using adverb clauses should be a bit easier for most students.

- Give students time to read through the exercise and identify the incorrect sentences.
- Ask students to explain their choices while correcting as a class.

Optional Vocabulary

consequently tipped
deli reserved

► **EXERCISE 1.** Warm-up. Page 404.
Time: 10 minutes

- Have students underline the connecting words.

- Ask students to try to replace the connecting word they have underlined with another connective word they know or may be more familiar with.

Optional Vocabulary

hot-air balloon stunning

CHART 19-1. Introduction. Page 405.
Time: 15 minutes

This overview should help students understand the many ways that connectives are related to one another. Though they differ in terms of grammatical structures and they have different functions, their shared role is to connect clauses.

- With your class, come up with a few sentences that should be about your class and your students. For example:
Hee-Jung wants to attend graduate school in Boston. She is preparing to take the GRE.
Ramon enjoys studying English. He finds homework annoying.
- Rather than using the exact sentences from the chart, use the sentences on the board to demonstrate each category of connectives and its function.
- Write the words *because* and *even though* on the board under the two sentences. Tell students that these are adverb-clause words.
- Remind students that they have experience connecting two ideas by making one a subordinate adverb clause.
- Ask a student to go to the board and insert *because* and *even though* to change the two independent clauses to complex sentences. Remind students to make all the necessary changes (punctuation, capitalization, etc.).
Because Hee-Jung wants to attend graduate school in Boston, she is preparing to take the GRE.
Even though Ramon enjoys studying English, he finds homework annoying.
- Ask students to specifically describe the difference between *because* and *even though*, prompting them to state that *because* shows cause and effect, and *even though* shows contrast or an unexpected result.
- Erase the sentences students revised on the board, and come up with two new sets of sentences, not yet connected, based on students' lives. For example:

Marta loves to run. She was excited to participate in the famous Boston Marathon.

Cong usually gets up very early and never misses grammar class. He is not in class today.

- Explain that another way to connect two clauses is by using transition words. These words connect two clauses but do not make one clause dependent on the other.
- Write the transition words *however* and *consequently* on the board.
- Ask students which of these words shows cause and effect (*consequently*) and which shows contrast (*however*).
- Have students go to the board and put the correct transitions into the sentences appropriately by making any changes they need to.

Marta loves to run. *Consequently*, she was excited to participate in the famous Boston Marathon.

Cong usually gets up very early and never misses grammar class. *However*, he is not in class today.

- Explain to students that *consequently* is a transition word form of the adverb-clause word *because*.
- Explain to students that *however* is a transition word form of the adverb-clause phrase *even though*.
- Continue this pattern of presentation, using new sets of student-based sentences to introduce the conjunctions and prepositions that next appear in the chart.
- Reiterate how the conjunctions and then prepositions included in the chart also mirror the function of *because* and *even though*.
- Though this presentation may seem slow and deliberate, it will help students understand the categories among connectives and their related roles, and it will give a useful basis for students to explore more connectives from.
- After appropriately presenting the conjunctions and preposition using sets of student-related sentences, have students refer to Chart 19-1 in their text.
- Ask students to take turns reading sentences (a)–(h) aloud, and review the explanatory notes.

► EXERCISE 2. Reading and grammar. Page 405. Time: 10 minutes

- Write the phrase *distracted driver* on the board, and discuss the topic.
- Ask students what *distracted* means and whether they ever look at their phones while driving.
- Have students read the passage on their own as seatwork.
- Ask students to underline each connecting word they encounter.
- Correct by asking students to read sentences aloud, identifying the connectives.
- Encourage students to paraphrase the connectives in their own words.

Optional Vocabulary

glanced upright insurance rates
briefly shaken up

► EXERCISE 3. Warm-up. Page 406. Time: 10 minutes

- Ask a student to read the original situation and result aloud.

- Then have other students read each subsequent sentence in turn and have students together decide whether the sentence conveys the same meaning as the original situation and result.
- When a student reads item 5 aloud and concludes that this sentence does not mirror the original situation and result, ask the class what this sentence means.

CHART 19-2. Using *Because Of* and *Due To*. Page 406. Time: 15 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 as a phrase that functions as a single preposition, and both *because of* and *due to* fall into this category.

Traditionally, a distinction had 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.

This distinction has been minimized 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 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.
- Next, transform the *because*-clause on the board into a phrasal preposition.
- Have students help you change *we are studying advanced English grammar* into a noun phrase, and write the resulting new sentence on the board. Underline the new structure. For example:
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.

- Have students take turns reading example sentences (a)–(e) aloud and review the explanatory notes.

► **EXERCISE 4.** Looking at grammar.

Page 406. Time: 10–15 minutes

- Write the term *accomplishments* on the board.
- Ask students to provide related synonyms, and ask students to share some of their own accomplishments. Write both vocabulary and students' accomplishments on the board. For example:

<i>victories</i>	<i>triumphs</i>
<i>achievements</i>	<i>attainment</i>

Rieko finished her Ph.D. and got a job as a professor.

Biru renovated her house all by herself.

Francisco finished reading War and Peace.

Giovanna sold her first painting.

- Ask students to identify the cause and effect in each sentence and combine the sentences using *because*.
- Correct by having students read their newly combined sentences aloud.

Optional Vocabulary

homesick	intake
reduced	promoted

► **EXERCISE 5.** Looking at grammar.

Page 406. Time: 10 minutes

- Have students identify which sentences are not correct and don't logically make sense in both sets of sentences.
- Ask students to share the sentences that do not make sense, and together as a class, rephrase those sentences.

► **EXERCISE 6.** Looking at grammar.

Page 407. Time: 10 minutes

- Ask students to jump right in, reading the sentences aloud and completing with either *because of*, *because*, or *due to*.
- Put any challenging items on the board.

Optional Vocabulary

postponed	delayed	jogging
chlorinated	flights	sprained

► **EXERCISE 7.** Looking at grammar.

Page 407. Time: 10 minutes

- Give students time to complete this on their own as seatwork.
- Correct as a class.

Optional Vocabulary

alternate	circumstances
advised	beyond their control
absentee	donors

► **EXERCISE 8.** Warm-up. Page 408.

Time: 10 minutes

- Write the given sentence on the board.
- Have students read each possible subsequent sentence aloud and explain why or why not the sentence they have read is correct and logical.

Optional Vocabulary

produce

CHART 19-3. Cause and Effect: Using *Therefore*, *Consequently*, and *So*. Page 408.

Time: 15 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 certain ways. Languages develop patterns and though it is useful to be able to describe the “science” behind grammar, some grammar rules are simply just practices and cannot be easily explained. Certain words fit certain patterns and certain words do not.

Have students identify in Chart 19-3 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 the conventions of formal writing, you could include the use of the semicolon at this point. Otherwise, using semicolons can just remain a footnote in Chart 19-3 as a minor point of information.

- 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 the conjunction (*so*).
- Write the sentences you create (with the help of your students) on the board.

- 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 and manipulating 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 clause 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, have students read items (a)–(i) aloud and review the explanatory notes.
- Finally, go over anything from the chart that you have not yet discussed.

► **EXERCISE 13.** Looking at grammar.
Page 410. Time: 10 minutes

- Give students time to read through and choose the correct sentences on their own.
- Ask students to share the correct sentences and explain why, specifically, the incorrect sentences are ungrammatical.

Optional Vocabulary

stubborn

opinionated

► **EXERCISE 14.** Looking at grammar.
Page 411. Time: 10 minutes

- Use this as a speaking exercise, in which students respond right away to the sentences.
- Write the two sentences in bold on the board.
- Have students take turns using each given connective to combine the two sentences. Ask students to exaggerate pauses (to indicate commas) and to provide alternative clause orders.

Optional Vocabulary

desert

consider

consumer demand

slaughtered

ruthlessly

ivory

extinction

conceivably

venture

► **EXERCISE 16.** Warm-up. Page 411.
Time: 10 minutes

- Tell students they should combine the phrases on the left with the ones on the right.

- Ask students to read the resulting combinations aloud.
- Ask students which combinations are expressions they have actually heard and whether they find them humorous or not.

CHART 19-5. Other Ways of Expressing Cause and Effect: *Such ... That* and *So ... That*.
Page 412. Time: 10–20 minutes

Often in conversation we do not add a clause with *that* after using *so*. We use *so* alone, to mean “very” with added emphasis. For example:

A: *Did you enjoy that book?*

B: *Yes, it was so interesting.*

This implies a clause with *that*, such as:

*It was **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. I am glad I didn't miss this opportunity.

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

This colloquial use of *so* is common in speaking but is not normally seen in professional, 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 you have written on the board.
- In order to clearly show the transformations that are taking place, 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 students don't readily come up with the word *fan* or *enthusiast*, you may have to supply the word.

Elisa is such a 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 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.

- Have students take turns reading sentences (a)–(o) aloud and review the explanatory notes.

► **EXERCISE 17.** Looking at grammar. Page 412. Time: 10 minutes

- Give students time to complete the items on their own as seatwork.
- Ask students to read their completions aloud.
- Correct immediately and overtly and write any challenging items on the board.

Optional Vocabulary

homesick elderly

► **EXERCISE 18.** Let's talk. Page 412. Time: 10–15 minutes

- Put students into groups.
- Have students discuss the term *exaggeration*, and write their explanations / related phrases on the board. For example:

humorous, extreme example to make a point over the top

not realistic but emphasizes the point

- Go over the example item as a class
- Ask students to, in their groups, complete all the prompts with exaggerations.
- Each group should respond to each item using their favorite exaggerations.

Expansion

Give each student an index card. Ask students to write a sentence that typifies what other students know about them using the *so / such ... that* structure. They should use the first person but not identify themselves. You can also write a sentence on the board that gives them an idea of what to write. For example:

I loved reading so much as child, that I studied English in college and eventually became an ESL teacher.

Once students have written their first person sentences using *so / such ... that*, collect their index cards. Take the cards and either redistribute them to other students or keep them. In either class, the *I* statements should be read aloud, and students should guess who wrote each sentence.

► **EXERCISE 19.** Looking at grammar. Page 413. Time: 10 minutes

- Go over the example.
- Have students combine the sentences on the right with those on the left, making all necessary changes.
- Correct as a class, and discuss any of the challenging combinations.

Optional Vocabulary

postponed force
struck

► **EXERCISE 20.** Warm-up. Page 414. Time: 10 minutes

- Have students identify which of the sentences in this exercise show purpose or reason for having taken an action.
- Discuss all the sentences as a class, and identify the meaning of the sentences that do not show a purpose.

CHART 19-6. Expressing Purpose: Using *So That*. Page 414. Time: 10–15 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 skip classes yesterday morning?*

B: *So that I could study for my final exam tomorrow.*

In writing, a dependent clause must never stand alone; it must be joined grammatically to an independent clause:

I skipped class so that I could study for my final exam.

The word *that* does not have full pronunciation as a conjunction does. This is why it is so often omitted. It is said quickly and in a low tone, and the vowel is reduced to a very short sound /ðæt/.

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 can result, at least in the experience of the writers of this book.

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 the distinction.

Conjunction *I was hungry, but I didn't eat anything while we were out.*

- Ask students to now look back at Chart 19-3.
- Remind students that the placement / location of transitions and prepositions between two clauses is exactly the same as they have already studied when showing *cause-effect* relationships between clauses.
- Stress that what is different is simply the function of the transitions and conjunctions themselves. These are put in the same place but show *contrast / unexpected result* rather than *cause-effect*. The placement is the same.
- Explain that the transitions *nevertheless, nonetheless, and however ... still* are placed between sentences just the way other transitions (*therefore*) are, but these transitions show *unexpected result*.
- Explain that the prepositions and prepositional phrases *despite, in spite of, despite the fact that, and in spite of the fact that* are placed in front of noun phrases or clauses in exactly the same way *because of* is. They simply have the opposite meaning.
- With students' help, follow the pattern on the board using the transitions and prepositions included in the chart.

Transition *I was hungry. Nevertheless, I did not eat while we were out.*

Preposition *Despite my hunger, I did not eat anything while we were out.*

- Ask students to take turns reading items (a)–(m) aloud from the chart, and discuss the explanatory notes.

► **EXERCISE 24.** Looking at grammar.

Page 416. Time: 10 minutes

- Read the direction line to students and write the words *inside* and *outside* on the board.
- Ask students to explain the expected correlation between weather and where a couple might have a wedding. Put their ideas on the board. For example:

good weather = wedding outside

bad weather = wedding inside

- Have students take turns completing each item aloud with the logical place adverb, *outside* or *inside*.

► **EXERCISE 25.** Looking at grammar.

Page 417. Time: 10 minutes

- Ask a student to read the direction line aloud.
- Remind students that this exercise is just like the one before. Here they have to determine whether *was* or *wasn't* is appropriate.
- Give students a few minutes to complete on their own.
- Correct by having students read their completions aloud.

Optional Vocabulary

24-hour shift

wide-awake

► **EXERCISE 26.** Looking at grammar.

Page 417. Time: 10 minutes

Part I

- Complete this exercise together as a class.

- Write the words *but, even though, and nevertheless* on the board.
- Have students identify the parts of speech these words belong to: (conjunctions, adverb-clause words, transitions, etc.) first.
- Have students take turns attempting the completions, and as they respond, have them remind the class what the part of speech is.

Part II

- Using the same approach as above, have students complete each sentence and discuss.

► **EXERCISE 27.** Looking at grammar.

Page 417. Time: 10 minutes

- Read the direction line and example item aloud.
- Give students time to add commas, periods, and capital letters as required.
- Have students write their corrected sentences on the board, and discuss as a class.

► **EXERCISE 28.** Looking at grammar.

Page 418. Time: 15 minutes

- Put students into pairs or groups.
- Write the bolded sentences on the board.
- Ask groups to use all the items (1–6) to combine these two ideas.
- Review as a class, perhaps by having students write items on the board.

Expansion

Prepare index cards before class with pairs of sentences. Each index card should have five pairs of sentences on it and ideally all the sentences will differ from one another so that each group or pair of students can have its own unique set. Have students remain in the groups or pairs they were in above.

Distribute the index cards to each group or pair. Tell them that just as in Exercise 28, they need to combine each pair of sentences. They can also expand on these and use other conjunctions, transitions, prepositions, and adverb-clause words.

Once students have had time to connect all five of their sentences in many ways, ask them to read the one way that seems best and most natural to them, as a pair or group, aloud to the rest of the class.

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 and dismissive of her fans.

She has a huge fan base.

Jacqueline is in great debt.

She continues to buy a lot of luxury items on her credit card.

The weather in Scotland is very rainy and often cold, too. Scotland is a popular tourist destination.

Many people are afraid of flying but not of driving. Driving is statistically far more dangerous.

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

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

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

Acupuncture is one of the oldest medical treatments in the world.

Acupuncture is often called a “new age” therapy.

► **EXERCISE 29.** Warm-up. Page 418.
Time: 10 minutes

- Read the direction line aloud.
- Have students take turns reading all the items aloud.
- After each item, discuss whether direct contrast is shown.
- Ask students what *while* indicates in item 2.

CHART 19-8. Showing Direct Contrast. Page 418. Time: 15 minutes

Clarify for your students how the *contrast of unexpected results* differs from the simplicity of *direct contrast* shown in this chart.

Students may notice that *however* is included in both Charts 19-7 and 19-8. *However* can express *unexpected result* and *direct contrast*. It can have the same meaning as *on the other hand*.

- Write the chart title on the board.
- Illustrate the concept of *direct contrast*, emphasizing that in order to use this structure, the contrast must be complete. For example, the following verbs are too close in meaning for direct contrast to be expressed:

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

- In the above sentence *love* and *like* are not opposites, so direct contrast isn't achieved.
- Have students restate the example with a verb that appropriately shows direct contrast.

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

- Go on to demonstrate using both transitions and conjunctions with the very same content.

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

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

- Ask students to read items (a)–(h) aloud. Discuss other examples.

► **EXERCISE 30.** Looking at grammar. Page 419. Time: 5–10 minutes

- Ask students to work independently after you read the direction line.
- Have students read their new sentences aloud, and correct as a class.

► **EXERCISE 31.** Looking at grammar. Page 419. Time: 5–10 minutes

- Ask a student to read the completed example item aloud.
- Have students come up with alternatives to the completion provided.
- Go around the room and have students complete the additional items and discuss them.

► **EXERCISE 32.** Speaking or writing. Page 419. Time: 10–20 minutes

Part I

- Write the words *extroverts* and *introverts* on the board.
- Before students do the exercise, discuss whether they consider themselves extroverts or introverts.
- Then have students read the examples and the list under each category, directly contrasting the two categories and using *but*, *however*, *on the other hand*, or *while* to make complete sentences.
- When students are finished, have them read their contrasting sentences aloud.

Part II

- Have students work in pairs or small groups.
- Have students directly contrast their introversion or extroversion with one another and write sentences comparing themselves.
- Discuss as a class, and lead students to ask themselves whether their classmates perceive them in the same way they perceive themselves.

► **EXERCISE 33.** Let's talk. Page 420. Time: 15–20 minutes

- Put students into different groups.
- Using all the categories included in the exercise, have students compare their own countries to the United States.
- As a class, discuss the contrasts and similarities students have articulated.

► **EXERCISE 34.** Warm-up. Page 420. Time: 10 minutes

- Engage students by asking them what they need to ingest / do in the morning in order to feel “awake.”

- In addition to drinking coffee, you could suggest drinking tea, having a shower, exercising, checking the day's news headlines, etc.
- Have students take turns choosing the logical verb for each sentence, and then write on the board some related sentences concerning students in your class. For example:

*If Efrain doesn't have a shower, he can't fully wake up.
Unless Marissa drinks a cup of tea, she doesn't feel awake.*

Haruki must eat something before he leaves home; otherwise, he cannot have a good day.

CHART 19-9. Expressing Conditions: Using *Otherwise* and *Or (Else)*. Page 420.
Time: 15–20 minutes

As a transition word, *otherwise* is common in contrary-to-fact conditional sentences. Its use is discussed further in Chapter 20.

Otherwise can also function as an adverb meaning *differently*. For example:

John thinks Mars is inhabited by human-like creatures.

I believe otherwise.

Otherwise can also mean *except for that / other than that*. For example:

I have a broken leg, but otherwise I am fine.

The text asks students to focus on the use of *otherwise* only as a conjunctive adverb here, but advanced students may be interested in its other functions.

- Write the chart title on the board.
- Remind students that they have already studied previous charts that compare the uses of adverb clauses, transitions, and conjunctions to perform the same job in a sentence. What they will study next is also presented in this format.
- Write the following simplification on the board:
otherwise / or else = if not
- Now write the term *Adverb Clause*, and add a sentence beginning with *If I don't*. Ask students to help you complete the sentence with natural continuations. For example:

<u>Adverb Clause</u>	<i>If I don't drink coffee before work, ...</i>
	<i>If I don't drink coffee before work,</i>
	<u><i>I am in a bad mood all day.</i></u>
- Now introduce the transition word *otherwise* and explain that it can be used to express the same idea.
- Write the same sentence above but using *otherwise*. For example:

<u>Transition</u>	<i>I always drink coffee in the morning.</i>
	<i>Otherwise, I ...</i>
	<i>I always drink coffee in the morning.</i>
	<u><i>Otherwise, I am in a bad mood all day.</i></u>

- Finally, introduce the conjunction *or (else)*. Add the heading *Conjunction* to what you have written on the board, and restate the example you are already using.

<u>Conjunction</u>	<i>I always drink coffee in the morning, or (else) ...</i>
	<i>I always drink coffee in the morning, or else I am in a bad mood all day.</i>

- Reiterate that now students have practiced expressing *if not, then* in three distinct but related ways.
- Ask students to read items (a)–(i) aloud, and discuss the explanatory notes and examples.

► **EXERCISE 35.** Looking at grammar. Page 420. Time: 10 minutes

- Read the example item 1 aloud.
- Give students time to insert *otherwise* into items 2–8 on their own.
- Correct by reading the completed items as a class and putting challenging items on the board for further discussion.

► **EXERCISE 36.** Looking at grammar. Page 421. Time: 10 minutes

- Do this exercise together as a class.
- Take turns and have students come up with a variety of completions as you go around the room.
- Discuss the completions that sound most natural.

► **EXERCISE 37.** Listening. Page 421. Time: 10 minutes

- Be provisioned by having audio ready and the listening script handy.
- Explain to students they will need to pick the logical conclusion to each item heard.
- Correct as a class, referring to the audio or script as needed.

► **EXERCISE 38.** Game. Page 422. Time: 15–20 minutes

- Put students into teams.
- Read the direction line and remind students to use present and future tenses.
- Walk around the room while students combine the ideas using all the connective combinations below.
- The team with the most number of correct sentences wins.

► **EXERCISE 39.** Grammar, reading, and listening. Page 422. Time: 10–15 minutes

- Be provisioned for the listening by having the audio cued and the listening script handy.
- Explain that students will be completing the text with the words in the box and that they need to listen for where these words should be placed.
- Play the audio once through.
- Play it again while students check their completions.

Optional Vocabulary

popular evolved
contagious signaling
alert

► **EXERCISE 40.** Check your knowledge.
Page 423. Time: 10–15 minutes

- Give students time to correct the errors on their own.
- Review as a class, asking students to also verbally explain what the error was when helpful.

Optional Vocabulary

expired overdue
renew deadline

► **EXERCISE 41.** Reading, grammar, and writing. Page 424. Time: 20 minutes

Part I

- Engage students in the topic by writing the title of the passage on the board and asking students for synonyms and related words.
- Create a word web of vocabulary as students share phrases and vocabulary that come to their mind. For example:

<i>optimist</i>	<i>pessimist</i>
<i>positive</i>	<i>negative</i>
<i>glass half full</i>	<i>glass half empty</i>
<i>advantages</i>	<i>disadvantages</i>
<i>best</i>	<i>worst</i>
<i>lucky</i>	<i>unlucky</i>
<i>fortunate</i>	<i>unfortunate</i>
<i>blessed</i>	<i>cursed</i>
<i>success</i>	<i>failure</i>

- Ask students to reveal whether they consider themselves to be optimists or pessimists, and ask them what examples they can give.
- Ask students to also discuss what a *realist* is and to consider and share how perspectives and subjective experiences can color objective experiences.

- After students have had some time to discuss the basic ideas and their own perspectives, ask students to take turns reading sentences in the passage aloud.
- Engage students by asking them to paraphrase ideas as they go along, and ask them to explain random vocabulary items to keep them involved in the text.

Optional Vocabulary

events upbringing patterns
occurrence tendency automatic
string conscious outlook
trait reframe

Part II

- Ask students to complete the sentences on their own as seatwork.
- Review as a class and again ask students whether they agree or not with the simplistic premise presented. For example, is it realistic that people either are optimistic or pessimistic across the board?
- Before turning to the writing task, ask students to consider how changeable or fixed personality traits may be. Can they be fixed in time or attached to unfortunate and/or fortunate events?

Part III

- Ask students to write about their own general perspective (be it optimistic, pessimistic, or a mix of the two).
- Tell students that among their tasks is to connect shorter sentences with the connecting words presented in this chapter.
- Ask a student to read the writing tip aloud, and discuss examples.
- Have students write either in class or for homework.

Part IV

- Remind students that editing is writing, and that the ability to go back to a piece of writing and edit well is a valuable academic skill.
- Ask students to use the editing checklist provided as support.
- You can have students do peer editing if your class lends itself to this.