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.

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.
Page 398
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.
Page 398
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.

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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 dicted 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.

EXERCISE 10.  Looking at grammar.
Page 401
Time: 10 minutes

- 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 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.

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.
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.

**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.*

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**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.*
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.

**Part II**

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

**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
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.

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 33. 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.