

Chapter 8: CONNECTING IDEAS

ORDER OF CHAPTER	CHARTS	EXERCISES	WORKBOOK
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<i>And, but + auxiliary verbs</i>	8-4	Ex. 10 → 12	Pr. 11 → 12
<i>And + too, so, either, neither</i>	8-5	Ex. 13 → 18	Pr. 13
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General Notes on Chapter 8

- Because most students need to write English for academic or business purposes, this chapter focuses on basic conventions of standard written English. These include parallelism, punctuation, coordination, and subordination. Students who are not interested in improving their skills in written English can use this chapter selectively.
- **TERMINOLOGY:** An **independent clause** is also called a **main clause**. A **dependent clause** may also be called a **subordinate clause**. An **adverb clause** may also be called a **subordinating adverbial clause**.

This chapter presents **compound sentences** in which *and, but, or, and so* are **coordinating conjunctions**, and **complex sentences** in which *because, even though, and although* are **subordinating conjunctions**. None of this terminology is used in the text except for **conjunction**, which is applied only to *and, but, or, and so*.

The punctuation mark at the end of a statement is called a **period** in American English, but a **full stop** in British English.

□ **EXERCISE 1, p. 225. Preview. (Chapter 8)**

This exercise previews the two principal grammar points presented in this chapter: the use of coordinating conjunctions (*and, but, or, and so*) and subordinating conjunctions (*because and even though/although*). Integral to this grammar is an understanding of the structure of a simple sentence and independent vs. dependent clauses.

It is essential for learners using this text to be able to identify subjects and verbs. However, complementary structures (e.g., direct objects, indirect objects, predicate nominatives, objective complements) are neither named nor discussed in the text. You may wish to refer students to Charts 6-2, 6-3, and 6-8, which present the fundamentals of a simple sentence:

S + V

S + V + O

S + **be** + *noun phrase, adjective, or prepositional phrase*

In this exercise, the only grammatical analysis the students are being asked to make is to find subjects and verbs as aids in identifying a sentence. Many native speakers can pick out subjects and verbs but don't know the terminology for the various complementary structures in English; these native speakers can, nonetheless, recognize the beginning and end of a sentence. The goal is the same for ESL/EFL students.

Coordinating conjunctions connect grammatical elements of equal status. This exercise previews the two uses of coordinating conjunctions: (1) in compound phrases and (2) as connectors for two independent clauses. Students have to identify compound subjects and compound verbs as well as compound sentences. The term "compound" is not used in the text; students only need to identify the coordinated words. (For example, in item 2, they need to recognize that the subject consists of *ants* and *butterflies* connected by *and*.) If you feel, however, that additional terminology such as "compound" or "coordinating" would help you and your students, you certainly should introduce it.

EXPECTED CORRECTIONS:

1. Butterflies are insects. **All** insects have six legs.
2. (*no change*)
3. Ants, butterflies, cockroaches, bees, and flies are insects.
4. Butterflies and bees are insects. **Spiders** are different from insects.
5. Spiders have eight legs, so they are not called insects.
6. Most insects have wings, but spiders do not.
7. Bees are valuable to us. **They** pollinate crops and provide us with honey.
8. (*no change*)
9. Insects can cause us trouble. **They** bite us, carry diseases, and eat our food.
10. Insects are essential to life on earth. **The** plants and animals on earth could not live without them. **Insects** may bother us, but we have to share this planet with them.
11. (*no change*)
12. Because insects are necessary to life on earth, it is important to know about them.

CHART 8-1: CONNECTING IDEAS WITH *AND*

- *And* is a coordinating conjunction. It connects parallel elements, i.e., elements having the same structure. These elements may be compound subjects, verbs, or objects or may be two independent clauses. (It is also possible to use *and* to connect three independent clauses: *I walked, he ran, and Mary drove.* That use is not taught in the text, which keeps the focus on avoiding comma splices between two independent clauses: *I walked, he ran.* = a comma splice. Example (h) in this chart is also a comma splice, which is a type of run-on sentence.)

- Chart 3-10 in Chapter 3 presents the concept of parallel verbs. Chart 8-1 extends parallelism to nouns and adjectives. You may wish to use the term “parallel” and explain its meaning by drawing two parallel lines, then three, then four—showing that the form of each element is identical to the others. Then draw two parallel lines and another line that is not parallel (//\) to make an analogy to grammar. For example, if the first two elements are adjectives (represented by the first two lines), the third in a series (represented by the non-parallel line) should not be a noun. All the elements connected by *and* must be the same.

INCORRECT: *She is kind, affectionate, and a grandmother.*

CORRECT: *She is a kind, affectionate grandmother.* OR
She is kind, affectionate, and wise.

- The use of a comma before *and* in a series, as in example (b), is a matter of style. Some style manuals say to omit it as unnecessary punctuation. Others say to include it for clarity. This text takes the latter view, but either is correct. In the *ANSWERS* to the exercises and practices in this unit, the comma is shown before *and* in a series.

- For students unfamiliar with the punctuation of English, Chart 8-1 can be confusing. Write examples on the board and identify the parallel elements connected by *and*. Go over the structure elements and punctuation as many times as necessary. Once students truly understand this chart, the use of the comma and the period will seem much less mysterious; run-on sentences should start disappearing from their writing. You might mention to your class that many native-speaking students in high school and college make punctuation errors in their writing and have to study this same grammar in their own English classes.

- In normal speech, *and* is unstressed and is often reduced to /ən/. Model normal contracted speech for your students.

□ EXERCISE 2, p. 226. Connecting ideas with *AND*. (Chart 8-1)

This exercise deals only with parallel elements within a sentence, i.e., within one independent clause. It does not deal with connecting independent clauses.

ANSWERS: 3. wide and deep = *adj + adj (no commas)* 4. wide, deep, and dangerous = *adj + adj + adj* 5. Goats and horses = *noun + noun (no commas)* 6. Giraffes, anteaters, tigers, and kangaroos = *noun + noun + noun + noun* 7. played games, sang songs, and ate birthday cake = *verb + verb + verb* 8. played games and sang songs = *verb + verb (no commas)* 9. mother, father, and grandfather = *noun + noun + noun* . . . brother and sister = *noun + noun (no commas)* 10. moos like a cow, roars like a lion, and barks like a dog = *verb + verb + verb*

□ EXERCISE 3, p. 227. Connecting ideas with *AND*. (Chart 8-1)

This is a simple exercise on punctuation. Students could correct each other's papers.

SAMPLE ANSWERS: 1. My favorite sports are football, baseball, and basketball.
2. My father is honest, generous, and compassionate. 3. I would like to visit Paris, Beijing, Cairo, and Bogota. 4. This city is large and noisy. 5. I got up at 6:30, took

a walk, and ate breakfast. 6. The most important people in my life are my mother, father, sister, grandfather, and aunt. 7. Good food and good friends make me happy. 8. The people in my country are friendly, hardworking, and generous.

□ **EXERCISE 4, p. 227. Punctuating with commas and periods. (Chart 8-1)**

This exercise focuses on punctuation of independent clauses but also deals with parallel elements within a sentence. If your students will ever need to write English in school or in their jobs, they will need to be able to discern the structure of sentences like these and punctuate them correctly. Proper punctuation is a value in English rhetoric. Not all cultures deem punctuation to be of equal importance in proper language use by educated writers. (In fact, British usage of commas is somewhat less rigid than American.)

Punctuation marks are signals to the reader. In most cases, they mark boundaries of segments that in speech are marked by pauses or intonation changes. For example, a comma often signals a pause in speech. A period usually signals an even longer pause as well as dropping of the voice.

While most rules of punctuation are straightforward, some conventions are, as in the spoken language, flexible within limits. Learners should control the basic rules of use presented here before they experiment with any options.

Students may ask if they can begin a sentence with *and*. The answer is yes, although not in very formal writing (e.g., certain academic writing). In other registers, from personal letters to magazine articles, beginning a sentence with a coordinating conjunction is common. In item 4, it is possible to write *I talked to Ryan about his school grades. And he listened to me carefully.*

ANSWERS: 3. I talked. **H**e listened. 4. I talked to Ryan about his school grades, and he listened to me carefully. 5. The man asked a question. **T**he woman answered it. 6. The man asked a question, and the woman answered it. 7. (*no change*) 8. Rome is an Italian city. **I**t has a mild climate and many interesting attractions. 9. You should visit Rome. **I**ts climate is mild, and there are many interesting attractions. 10. The United States is bounded by two oceans and two countries. **T**he oceans are the Pacific to the west and the Atlantic to the east, and the countries are Canada to the north and Mexico to the south. 11. The twenty-five most common words in English are: *the, and, a, to, of, I, in, was, that, it, he, you, for, had, is, with, she, has, on, at, have, but, me, my, and not.*

CHART 8-2: CONNECTING IDEAS WITH *BUT* AND *OR*

- If the students understood Chart 8-1, they should have no problems with this chart. It expands what they learned about using *and* to two other coordinating conjunctions, *but* and *or*.
- In normal speech, *or* is unstressed: /ɔr/.

□ **EXERCISE 5, p. 228. Connecting ideas with AND, BUT, and OR. (Charts 8-1 and 8-2)**

The focus of this exercise is on both meaning and structure. To select the correct conjunction, students need to decide on the relationship between the given ideas. Using punctuation appropriately depends on understanding the underlying structure.

ANSWERS: 4. , but 5. but 6. , and 7. and 8. , but 9. or 10. , or

□ **EXERCISE 6, p. 229. Punctuating with commas and periods. (Charts 8-1 and 8-2)**

ANSWERS: 2. Cats are mammals, but turtles are reptiles. 3. Cows and horses are farm animals, but zebras and giraffes are wild animals. 4. Cows and horses are farm animals. Zebras, giraffes, and lions are wild animals. 5. Cars use roads. Trains run on tracks. 6. Cars, buses, and trucks use roads, but trains run on tracks. 7. Most vegetables grow above the ground, but some are roots and grow under the ground. Corn, beans, and cabbage grow above the ground, but carrots and onions grow under the ground. 8. (no change) 9. Nothing in nature stays the same forever. Today's land, sea, climate, plants, and animals are all part of a relentless process of change continuing through millions of years. 10. Mozart was a great composer, but he had a short and difficult life. At the end of his life, he was penniless, sick, and unable to find work, but he wrote music of lasting beauty and joy.

CHART 8-3: CONNECTING IDEAS WITH SO

- Like other coordinating conjunctions, *so* connects two independent clauses. Unlike *and*, *but*, and *or*, the word *so* is not used to connect parallel elements within a clause.
- In addition to *and*, *but*, *or*, and *so*, there are other coordinating conjunctions: *for*, *nor*, and *yet*. They are not introduced in this text. See *Understanding and Using English Grammar, Third Edition*, Chart 16-3.

□ **EXERCISE 7, p. 230. SO vs. BUT. (Charts 8-2 and 8-3)**

This exercise contrasts cause-and-effect and opposition. The students will encounter this contrast again in the unit on *because* vs. *even though*.

ANSWERS:

- | | | |
|--------|--------|--------|
| 3. so | 6. but | 9. but |
| 4. but | 7. so | 10. so |
| 5. so | 8. but | |

□ **EXERCISE 8, p. 231. Punctuating with commas and periods. (Charts 8-1 → 8-3)**

Identify parallel structures that do not require commas (those with two elements) as well as the ones that do.

In this challenging exercise, students have to recognize structure even though they may not be familiar with all the vocabulary. You might point out that being able to recognize the structure in which a word is used can be helpful when one is guessing at its meaning.

Congratulate your students on their ability to recognize basic sentence structures in English, as demonstrated by their ability to punctuate them correctly. You might mention that there are some native speakers at the university level who cannot punctuate this exercise correctly and need remedial study.

You might also point out how much easier it is to read this passage when it is properly punctuated. Punctuation has very practical purposes.

ANSWERS: 2. Asiatic elephants are native to the jungles and forests in India, Indonesia, Malaysia, Thailand, China, and other countries in southeastern and southern Asia. 3. Elephants spend a lot of time in water and are good swimmers. They take baths in rivers and lakes. They like to give themselves a shower by shooting water from their trunks. 4. After a bath, they often cover themselves with dirt. The dirt protects their skin from the sun and insects. 5. A female elephant is pregnant for approximately twenty months and

almost always has only one baby. **A** young elephant stays close to its mother for the first ten years of its life. **6.** Elephants live peacefully together in herds, but some elephants (called *rogues*) leave the herd and become mean. **T**hese elephants usually are in pain from decayed teeth, a disease, or a wound.

□ **EXERCISE 9, p. 232. Punctuating with commas and periods. (Charts 8-1 → 8-3)**

This unpunctuated passage is difficult to read; the reader has to slow down and decipher the sentence structures. Again stress how important proper punctuation and capitalization are in making written English easier to read.

ANSWERS:

- (1) **A** few days . . . to Chicago.
- (2) **W**e didn't . . . first hour, but near
- (3) . . . highway construction. **T**he traffic . . . at all. **M**y friend
- (4) . . . and waited. **W**e talked . . . jobs, our families, and . . . traffic. **S**lowly
- (5) traffic started to move.
- (6) **W**e . . . of the road. **T**he right blinker was blinking.
- (7) **T**he driver . . . the line of traffic. **C**ar after car
- (8) . . . get in line. **I** decided to do a good deed, so I
- (9) motioned . . . ahead of me. **T**he driver
- (10) . . . thanks to me, and I waved back at him.
- (11) **A**ll cars . . . down the road. **I** held out
- (12) . . . to pay my toll, but the tolltaker . . . me on. **S**he told me
- (13) . . . paid my toll. **W**asn't
- (14) (*no change*)

CHART 8-4: USING AUXILIARY VERBS AFTER BUT AND AND

- The focus in this chart is on which auxiliary to use to echo the main verb. In (f) through (j), point out that *either* is used with a negative auxiliary verb and *too* is used with an affirmative auxiliary. The information in this chart is preparatory to the presentation of the patterns with *and + too, so, either, neither* in the next chart, where the emphasis is on word order.
- Some strict traditionalists insist that a comma must precede *too*. Today one increasingly sees *too* used without the comma in both popular and academic publications. It's curious that traditional usage does not mandate a comma before *either*, which has exactly the same adverbial function as *too*. A comma is possible in the sentence "Jack came to the meeting, too" but not in the sentence "Mary didn't come to the meeting either."

□ **EXERCISES 10 and 11, pp. 233-234. Using auxiliary verbs after BUT. (Chart 8-4)**

For the first few items, ask the students to tell you the full meaning of the auxiliaries they supply. For example, in item 1, *don't* = *don't read a lot of books*.

EX. 10 ANSWERS:

3. won't
4. don't
5. does
6. are
7. can't
8. hasn't
9. is
10. doesn't

EX. 11 ANSWERS:

3. is
4. isn't
5. can't
6. does
7. did
8. won't
9. doesn't
10. hasn't

□ **EXERCISE 12, p. 234. Using auxiliary verbs after AND or BUT. (Chart 8-4)**

Some students may not yet understand when and how to use *too* and *either*. Their use was barely touched upon in Chart 8-4. More information is presented in the chart that follows this exercise, making it a preview.

ANSWERS:

- | | | |
|------------------|------------------|------------|
| 4. are too | 8. does too | 12. is too |
| 5. aren't either | 9. isn't | 13. can |
| 6. aren't | 10. won't either | |
| 7. didn't either | 11. wasn't | |

CHART 8-5: USING AND + TOO, SO, EITHER, NEITHER

- The patterns in this chart are used principally in conversation. They are ways of sharing experiences and opinions. First, the patterns are presented and practiced in connected clauses with *and*; then they are practiced in the more typical dialogue form shown in examples (e) through (h).
- To some arbiters of correct English usage, the responses in (i) and (j) are substandard and grammatically unacceptable. However, native speakers, including educated speakers, often use these expressions in normal conversation.

□ **EXERCISES 13 → 15, pp. 235–236. AND + TOO, SO, EITHER, NEITHER. (Chart 8-5)**

EX. 13 ANSWERS:

- a. James does too
b. so does James
- a. Ivan doesn't either
b. neither does Ivan
- a. Omar is too
b. so is Omar
- a. James isn't either
b. neither is James

EX. 14 ANSWERS:

- so does X OR X does too
- neither can X OR X can't either
- neither was X OR X wasn't either
- so did X OR X did too
- neither does X OR X doesn't either
- so will X OR X will too
- neither is X OR X isn't either
- so does X OR X does too
- so has X OR X has too

EX. 15 ANSWERS:

- salt isn't either / neither is salt
- cats do too / so do cats
- gorillas don't either / neither do gorillas
- the teacher did too / so did the teacher
- the teacher was too / so was the teacher
- I haven't either / neither have I
- penguins can't either / neither can penguins

□ **EXERCISE 16, p. 237. AND + TOO, SO, EITHER, NEITHER. (Chart 8-5)**

Because this exercise is designed to prepare the students for the pair work in the following exercise, the directions ask for the use of only *so* or *neither* in an effort to simplify the students' task. If you wish, discuss the use of *too* and *either* also, as well as the informal rejoinders *me too* and *me neither*.

ANSWERS:

- | | | |
|-------------------|--------------------|-------------------|
| 3. So do I. | 6. Neither have I. | 9. Neither can I. |
| 4. Neither do I. | 7. So did I. | 10. So can I. |
| 5. Neither did I. | 8. So should I. | |

□ **EXERCISE 17, p. 237. SO and NEITHER. (Chart 8-5)**

The directions ask only for *so* and *neither*, but the patterns with *too* and *either* could also be used if the students wish, as well as the informal rejoinders *me too* and *me neither*.

Speaker A should judge the appropriateness of Speaker B's response.

Mention to the students that this dialogue format is the usual way these patterns are used: one person makes a statement, and the other person uses these expressions to show interest in what the first speaker has said and to share information. Other ways of showing interest and continuing the conversation (but without sharing information) would be to respond by saying *Oh?* or *Really?* See the footnote on this page (p. 237).

□ **EXERCISE 18, p. 238. TOO, SO, EITHER, NEITHER. (Chart 8-5)**

You might want to delay this exercise, using it for review the next day or the following week. After the pair work, students could role-play some of the items.

CHART 8-6: CONNECTING IDEAS WITH BECAUSE

- The students were introduced to adverb clauses of time in Chapter 2. This is the first chart, however, in which the term “adverb clause” is used. One of the purposes of this chart is to define an adverb clause. You might want to connect the term with the time clauses the students studied in Chapter 2 so that they get an overview of this important English structure.
- The first part of this chapter dealt with compound sentences. Now the text turns to complex sentences. Both kinds of sentences allow the speaker/writer to connect and show relationships between ideas.
- *Because of* is not presented in this text. See *Understanding and Using English Grammar, Third Edition*, Chart 19-1. In brief, *because* introduces an adverb clause. *Because of* is a two-word preposition followed by a (pro)noun object. A common error is the use of *because of* instead of *because*.
INCORRECT: *He drank some water because of he was thirsty.*

□ **EXERCISE 19, p. 239. Adverb clauses with BECAUSE. (Chart 8-6)**

The items in this exercise are essentially additional examples to help explain the grammar presented in Chart 8-6. Ask the students to identify the main clause and the adverb clause. The adverb clauses are underlined below.

ANSWERS:

2. The children were hungry because there was no food in the house.
Because there was no food in the house, the children were hungry.
3. Because the bridge is closed, we can't drive to the other side of the river.
We can't drive to the other side of the river because the bridge is closed.
4. My car didn't start because the battery was dead.
Because the battery was dead, my car didn't start.
5. Larry and Patti laughed hard because the joke was very funny.
Because the joke was very funny, Larry and Patti laughed hard. [In English, the sounds of laughter are often represented by “ha ha” and “hee hee.” Ask your students how the sounds of laughter are represented in their languages.]

□ **EXERCISE 20, p. 240. Adverb clauses with BECAUSE. (Chart 8-6)**

Again point out how practical punctuation is: it clarifies the meaning by marking structures for the reader, in the same way a speaker would mark structures by using pauses and intonations. Note for the students that in item 1, a speaker would drop the intonation after “young” and pause.

ANSWERS:

2. Mr. El-Sayed had a bad cold. **B**ecause he was not feeling well, he stayed
3. Judy went to bed early because she was tired. **S**he likes to get
4. Frank put his head in his hands. **H**e was angry and upset

□ **EXERCISE 21, p. 240. BECAUSE and SO. (Charts 8-3 and 8-6)**

ANSWERS:

2. The room was hot, so I opened the window.
3. It was raining, so I stayed indoors.
4. Because Jason was hungry, he ate.
OR Jason ate because he was hungry.
5. Because the water in the river is polluted, we can't go swimming.
OR We can't go swimming because the water in the river is polluted.
6. Because my watch is broken, I was late for my job interview.
OR I was late for my job interview because my watch is broken.

□ **EXERCISE 22, p. 240. Review: conjunctions and adverb clauses. (Charts 8-1 → 8-6)**

The students must understand compound and complex structures to complete this exercise. Punctuation is being used mainly as a tool for teaching the students to look at underlying sentence structures.

In items 11 and 12 especially, point out how correct punctuation makes comprehension easier. Sentences that are run together without correct punctuation are confusing. It's the writer's job to clarify the meaning by marking the structures appropriately with commas and periods.

ANSWERS: 2. Jim was hot and tired, so he sat in the shade. 3. Jim was hot, tired, [optional comma] and thirsty. 4. Because he was hot, Jim sat in the shade. 5. Because they were hot and thirsty, Jim and Susan sat in the shade and drank tea. 6. (no change) 7. Jim sat in the shade, drank tea, [optional comma] and fanned himself because he was hot, tired, [optional comma] and thirsty. 8. Because Jim was hot, he stayed under the shade of the tree, but Susan went back to work. 9. Mules are domestic animals. **T**hey are the offspring of a horse and a donkey. **M**ules are called “beasts of burden” because they can work hard and carry heavy loads. 10. Because mules are strong, they can work under harsh conditions, but they need proper care. 11. Ann had been looking for an apartment for two weeks. **Y**esterday she went to look at an apartment on Fifth Avenue. **S**he rented it because it was in good condition and had a nice view of the city. **S**he was glad to find a new apartment. 12. The word “matter” is a chemical term. **M**atter is anything that has weight. **T**his book, your finger, water, a rock, air, [optional comma] and the moon are all examples of matter. **R**adio waves and heat are not matter because they do not have weight. **H**appiness, daydreams, [optional comma] and fear have no weight and are not matter.

CHART 8-7: CONNECTING IDEAS WITH *EVEN THOUGH* / *ALTHOUGH*

- What the students learned about adverb clauses with *because* in Chart 8-6 is extended here to the use of *even though* and *although*.
- Understanding the relationship expressed by *even though/although* is difficult for some students.
- A common mistake among learners is to use both *although* and *but* in the same sentence. This sends confusing signals to the reader because *although* indicates subordination and *but* indicates coordination. INCORRECT: *Although I was hungry, but I did not eat.*
- *Though* is not presented here in order to keep the focus on adverb clauses. *Though* has various adverbial uses:
 - (1) It can be used in the same ways as *even though* and *although*: *Though I was hungry, I did not eat.*
 - (2) *I was hungry. I didn't eat, though.* (principally spoken English)
 - (3) *I didn't eat anything, though my wife did.* (a use similar in form and meaning to *but*)
 - (4) *Jack looked as though he were ill.*

The text seeks to simplify the students' (and teachers') task by focusing only on *even though* and *although*. Some students, depending on their familiarity with English, may spontaneously use *though* instead of *although* or *even though*, which is fine.

□ EXERCISE 23, p. 242. **EVEN THOUGH vs. BECAUSE. (Chart 8-7)**

The emphasis here is on meaning. Rephrase the sentences to make sure the students understand the relationship expressed by *even though* compared to *because*.

ANSWERS:

- | | | |
|----------------|----------------|------------------------------|
| 3. Even though | 6. Because | 9. Even though . . . because |
| 4. Because | 7. because | |
| 5. Even though | 8. even though | |

□ EXERCISE 24, p. 242. **EVEN THOUGH / ALTHOUGH and BECAUSE. (Charts 8-6 and 8-7)**

To check on their understanding, ask the students to explain some of the items in their own words. It's a good way to discuss the meaning of these structures.

ANSWERS:

- | | | |
|------|------|-------|
| 2. A | 5. A | 8. C |
| 3. C | 6. C | 9. B |
| 4. B | 7. C | 10. C |

□ EXERCISE 25, p. 243. **EVEN THOUGH vs. BECAUSE. (Charts 8-6 and 8-7)**

This is not an easy exercise. Some students may be more comfortable with their books open. You might want to explore both yes and no answers for each item.

ANSWERS:

1. Yes, I stayed up late even though I was tired. No, I didn't stay up late because I was tired.
2. Yes, I'd like a glass of water because I'm thirsty. No, I don't want a glass of water even though I'm thirsty.
3. Yes, I want a candy bar because I'm hungry. No, I don't want a candy bar even though I'm hungry.

4. Yes, I eat a lot of vegetables because they're good for you. No, I don't eat a lot of vegetables even though they're good for you. [*You* means "any person," no one in particular.]
5. Yes, I would like to be an astronaut because space exploration is exciting. No, I wouldn't like to be an astronaut even though space exploration is exciting.
6. Yes, I want to own a gun even though they're dangerous. No, I don't want to own a gun because they're dangerous.
7. Yes, I eat at (*name a local restaurant*) because it is inexpensive (OR: even though it is expensive). No, I don't eat at (*name of a local restaurant*) even though it is inexpensive (OR: because it is expensive).
8. Yes, I buy (*name of a local delicacy*) even though it is / they are expensive. No, I don't buy (*name of a local delicacy*) because it is / they are expensive.
9. Yes, I want to swim in (*name of a local river*) because it isn't polluted / even though it is polluted. No, I don't want to swim in (*name of a local river*) because it is polluted / even though it isn't polluted.
10. Yes, I want to go to (*the beach / the swimming pool*) with (. . .) and you this afternoon even though I can't swim. No, I don't want to go to (*the beach / the swimming pool*) with (. . .) and you this afternoon because I can't swim.
11. Yes, I want to go to (*the beach / the swimming pool*) with (. . .) and you because I love to go swimming. No, I don't want to go to (*the beach / the swimming pool*) with (. . .) and you this afternoon even though I love to go swimming.
12. Yes, I like living here in winter because the winters are warm. (OR: Yes, I like living here in winter even though the winters are cold.) No, I don't like living here in winter because the winters are cold. (OR: No, I don't like living here in winter even though the winters are warm.)
13. Yes, I want to see (*name of a recent movie*) because it had good reviews. No, I don't want to see (*name of a recent movie*) even though it had good reviews.
14. Yes, I want to draw a picture of you on the board because I'm a good artist. (OR: Yes, I want to draw a picture of you on the board even though I'm not a good artist.) No, I don't want to draw a picture of you on the board because I'm not a good artist. (OR: No, I don't want to draw a picture of you on the board even though I'm a good artist.)
15. Yes, I'm going to see my family over (*name of the next holiday*) because they live nearby. [OR: Yes, I'm going to see my family over (*name of the next holiday*) even though they don't live nearby.] No, I'm not going to see my family over (*name of the next holiday*) because they live far away. [OR: Yes, I'm going to see my family over (*name of the next holiday*) even though they live far away.]

□ **EXERCISE 26, p. 244. EVEN THOUGH and BECAUSE. (Chart 8-7)**

As with other open completion exercises, a good technique is to assign this exercise as homework. Then in class, discuss each item by having several students read their sentences aloud or write them on the board. The rest of the class should correct their own sentences using what they learn from the discussion of others' completions. You can collect the papers or not. See the *Introduction*, p. xiii, for suggestions for handling this kind of exercise.

SAMPLE ANSWERS: 1. I like our classroom even though it doesn't have any windows. 2. I like my home because it has lots of windows. 3. I agreed to go to the movies with Pedro even though I don't like movies. 4. I didn't accept Pedro's invitation to go to a movie because I don't like movies. 5. Because we have a test tomorrow, we should study tonight. 6. Even though it's raining, we should go to the zoo. 7. Even though I was tired, I didn't go to bed because I had to study 8. Because it was raining, we canceled the picnic at the park, but the children wanted to go to the park anyway because they wanted to feed the ducks. [This item is likely to produce an overly long and awkward sentence, but it presents a fun and challenging structure for students to figure out.]

□ **EXERCISE 27, p. 244. Error analysis. (Charts 8-1 → 8-7)**

ANSWERS: 2. Gold, silver, and copper ~~they~~ are metals. 3. The students crowded around the bulletin **board because** their grades were posted there. 4. I had a cup of coffee, and so **did** my friend. 5. My roommate didn't go. Neither **did** I. (OR: I **didn't either**.) 6. Even **though I was** very exhausted, I didn't stop working until after midnight last night. 7. The teacher went **to** the meeting, and **two** of the students did **too**. 8. ~~Although~~ I like chocolate, but I can't eat it because I'm allergic to it. (OR: Although I like chocolate, ~~but~~ I can't eat it because I'm allergic to it.) 9. Many tourists visit my country **because it has warm** weather all **year and many** interesting landmarks. 10. Because the weather . . . all year, ~~so~~ many tourists (OR: **The** weather . . . all year, so many tourists) 11. . . breakfast, and everybody else in my family **does** too. 12. A hardware store sells tools, nails, plumbing supplies, paint, ~~and~~ etc. 13. . . in late September, we had to cancel . . . had our passports, visas, airplane tickets, and hotel reservations. 14. . . stress on our jobs. **My** job is stressful . . . comfortable. It is noisy, hot, and dirty. **Even though** I try to do my best, my boss . . . bad performance reports. I need to find another job. 15. I like animals. I have a little dog at home. **Her** name is Linda. **She** is brown and white.

□ **EXERCISE 28, p. 245. Punctuating with commas and periods. (Chapter 8)**

This is a cumulative review exercise of the compound and complex structures covered in this chapter.

ANSWERS:

- (1) What is the most common substance on earth? **It** isn't wood, iron, or sand. **The** most common substance on earth is water. **It** occupies more than seventy percent of the earth's surface. **It** is in lakes, rivers, and oceans. **It** is in the ground and in the air. **It** is practically everywhere.
- (2) Water is vital because life on earth could not exist without it. **People**, animals, and plants all need water in order to exist. **Every** living thing is mostly water. **A** person's body is about sixty-seven percent water. **A** bird is about seventy-five percent water. **Most** fruit is about ninety percent water.
- (3) Most of the water in the world is saltwater. **Ninety-seven** percent of the water on earth is in the oceans. Because seawater is salty, people cannot drink it or use it to grow plants for food. **Only** three percent of the earth's water is fresh. **Only** one percent of the water in the world is easily available for human use.
- (4) Even though water is essential to life, human beings often poison it with chemicals from industry and agriculture. When people foul water with pollution, the quality of all life—plant life, animal life, and human life—diminishes. **Life** cannot exist without fresh water, so it is essential for people to take care of this important natural resource.