



# Chapter 8

## Connecting Ideas

### CHAPTER SUMMARY

**OBJECTIVE:** Because many students need to write English for academic purposes, this chapter focuses on the basic conventions of standard written English. These include parallelism, punctuation, coordination, and subordination. Students who are not interested in academic writing may still find this chapter useful because many of these concepts are common in speaking as well as writing.

**APPROACH:** 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**.

**TERMINOLOGY:** The above terminology is not used in the text, except for the term *conjunction*, which is only applied to *and*, *but*, *or*, and *so*. 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**. The punctuation mark at the end of a sentence is called a **period** in American English but is called a **full stop** in British English.

□ **EXERCISE 1.** Warm-up. Page 208  
Time: 5 minutes

Students may not be able to identify that item 4 is a comma splice. If it helps for the purposes of discussion, have students identify subjects, verbs, and objects in each item.

**CHART 8-1.** Connecting Ideas with *And*.  
Page 208  
Time: 10–15 minutes

*And* is a coordinating conjunction. It connects parallel elements (elements that have 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*. This use is not taught in the text, but it is possible.) The text keeps students' focus on avoiding comma splices between two independent clauses: *I walked, he ran. = a*

comma splice. Example (e) in this chart is also a comma splice, which is a type of run-on sentence.

In Chapter 3, students are presented with 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 parallel lines), the third in a series should not be a noun. All the elements of speech connected by *and* must be the same.

*INCORRECT: She is a 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 it is unnecessary punctuation. Others say to include it for clarity. This text takes the latter view, but either is correct. This use of a comma before the *and* in a series is called an Oxford comma. In the Answer Key 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 students' writing as they become more comfortable with standard punctuation. You might mention to your class that many native-speaking students in high school and college make punctuation errors in their writing and thus, need to study this same grammar in their own English classes.

In normal, spoken English, *and* is often reduced to /ən/. Model normal contracted speech for your students and give them opportunities to practice.

- Review the definition of a clause with your students and ask students to give you basic definition for parts of a sentence: subject, verb, object.
- Ask a student to tell you two of his / her favorite foods. Create a sentence to put on the board. For example:

Miguel likes sushi and frozen yogurt.

- With your students, identify the parts of speech in the sentence and label these by writing “S,” “V,” and “O” above each word, respectively. For example:

S V O O

Miguel likes sushi and frozen yogurt.

- Explain that the verb *like* in the above sentence has two objects connected by the conjunction *and*.
- Now ask another student what his / her favorite foods are and create a sentence similar to the one above. Write this new sentence on the board. For example:

Xiao Wei likes empanadas and sorbet.

- Ask a student to go to the board and label the parts of speech with “S,” “V,” and “O,” accordingly.

S V O O

Xiao Wei likes empanadas and sorbet.

- Explain that because you have two independent clauses, you can also use *and* to link them. For example:

S V O O S V

Miguel likes sushi and frozen yogurt, and Xiao Wei likes

O O

empanadas and sorbet.

- Explain that *and* can be used to link two equal parts of speech, such as objects, in the first two sentences.
- Explain that *and* can also be used to link entire independent clauses, as in the board example. Tell students that when two independent clauses are linked, a comma is often used before the *and*.
- Emphasize that in both cases explained above the items linked are parallel.
- Review the chart by having students read example sentences (a)–(e) aloud.

## EXERCISE 2. Looking at grammar.

Page 209

Time: 5–10 minutes

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

- Give students time to complete the exercise on their own first.
- Remind students that items in a series require commas after each element.
- Review this exercise as a class.
- Write sentences on the board as needed, taking time to ensure students recognize elements that are parallel.

### Optional Vocabulary

ghost stories	mooed
celebrate	roared
entertain	barked

## EXERCISE 4. Looking at grammar.

Page 210

Time: 10 minutes

This exercise focuses on punctuation of independent clauses but also deals with parallel elements within a sentence. If your students will use English in academic writing or reading in their professional lives, they will need to be able to discern the structure of sentences like these and punctuate them correctly.

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

## CHART 8-2. Connecting Ideas with *But* and *Or*.

Page 210

Time: 10–15 minutes

If the students understood Chart 8-1, they should have no problems with this chart. It expands on what they learned about using *and* to two other coordinating conjunctions, *but* and *or*.

In normal speech, *or* is unstressed: /ər/.

- Introduce the chart by explaining that the structure of the conjunctions *but* and *or* within a sentence is the same as that of *and*, but the function and meaning of each conjunction is different.
- Tell students that *but* is a conjunction that shows the opposite or an unexpected result in comparison with what has preceded it.
- Write a sample sentence on the board. For example:  
*I wanted to go to the movies, but I didn't have time.*
- Highlight the conjunction and discuss its meaning and function. Point out the fact that the first clause states an intention, and the second clause gives opposite information.
- Introduce *or* by explaining that it is used to give options.
- Ask a student to tell you two weekend activities that he / she might do this coming weekend.
- With the help of your students, write the two options as two separate clauses on the board. Connect the two with *or* to show that both are options. For example:

*Annika might visit her sister in New York, or she might go skiing in Vermont.*

- Ask students to take turns reading example sentences (a)–(c). Review the notes.
- Read through example sentences (d) and (e) and discuss their meanings.

### □ EXERCISE 6. Looking at grammar.

Page 211

Time: 5–10 minutes

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.

- Have students take turns reading the sentences aloud and completing them with the appropriate coordinating conjunction on sight.
- Review each sentence as you go and have students cite particular words, phrases, or full clauses that show either connection, contrast, or choice.
- Write any challenging sentences on the board.

#### Optional Vocabulary

flight attendants  
appetizing

### CHART 8-3. Connecting Ideas with So.

Page 212

Time: 10 minutes

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 and are less commonly used than those discussed so far. Please see *Understanding and Using English Grammar* for a presentation of those conjunctions not included in this chapter.

- Write a clause on the board that students can add on to. This clause should show an intention, plan, or condition that could precede an expected result. For example:

*Amit and Anjali were extremely hot, \_\_\_\_\_.*

- Review what kind of clause would follow *and* and *but*.
- Ask students to give you possible clauses using each and write these on the board. For example:

And *Amit and Anjali were extremely hot, and they jumped into the swimming pool.*

- Emphasize that and connects two parallel elements or clauses.

But *Amit and Anjali were extremely hot, but they continued running.*

- Remind students that but indicates an opposite idea.
- Now go back to the original sentence and ask students to complete it with so.

*Amit and Anjali were extremely hot, so they jumped into the swimming pool.*

- Explain that it is possible to use *and* above, but that *so* shows an expected result or cause-and-effect.
- Ask students for alternative completions for the original sentence using *so* and write these on the board.

*Amit and Anjali were extremely hot, so they drove to get some ice cream.*

*Amit and Anjali were extremely hot, so they decided to take cold showers.*

*Amit and Anjali were extremely hot, so they changed into lighter clothing.*

- Ask a student to read example sentence (a) aloud and discuss the notes.
- Contrast example sentence (a) with example sentence (b) and discuss the notes.

### □ EXERCISE 9. Looking at grammar.

Page 212

Time: 5–10 minutes

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

- Lead the class through this exercise, reminding students to choose either so or but.
- Provide immediate correction and make sure that students understand whether the second clause shows an expected result or an unexpected one.

### □ EXERCISE 10. Looking at grammar.

Page 212

Time: 10–15 minutes

#### Optional Vocabulary

grasshoppers	dolphins
beetles	conscious
approximately	drown

### □ EXERCISE 11. Listening and grammar.

Page 213

Time: 10–15 minutes

This unpunctuated listening passage is difficult to read as it is, and highlights the need for punctuation. By listening to it first, students can make sense of the passage. After listening, students can add in the required punctuation and fully decipher the sentence structures. Again, stress how important proper punctuation and capitalization are in making written English easier to read.

### Optional Vocabulary

delays highway construction  
ran into toll booth

### CHART 8-4. Using Auxiliary Verbs after *But*.

Page 214

Time: 10 minutes

The focus in this chart is on which auxiliary to use to echo or match the main verb. The information in this chart is preparatory to the presentation of the patterns with *and + too, so, neither, and either* in the next chart, where the emphasis is on word order.

- Ask students a few simple yes / no questions in order to remind the class which auxiliaries are used with the simple present. Write the questions on the board. For example:

<u>Yes/No Questions</u>	<u>Short Answers with Auxiliaries</u>
Do you love grammar?	No, I don't.
Can you juggle?	Yes, we can.
Did they call earlier?	Yes, they did.
Will you come with me?	No, I won't.

- Explain that a similar construction can be used after *but*.
- Ask students to work with you to create a few example sentences of this use of *but*. Write them on the board.

*I like studying grammar, but my boyfriend doesn't.*  
*They never go to bed early, but their son does.*  
*I can't whistle, but my daughter can.*

- Point out the pattern in the examples:

*negative + **but** + affirmative*  
*affirmative + **but** + negative*

### □ EXERCISE 13. Looking at grammar.

Page 214

Time: 10 minutes

For the first few items, ask the students to tell you the full meaning of the auxiliaries they supply. For example: In item 2, *don't* = *don't read a lot of books*.

### □ EXERCISE 14. Let's talk. Page 215

Time: 10 minutes

- Ask students to move about the room with books in hand, asking and answering questions in order to complete the exercise.
- When students have collected information and completed the exercise, ask one student to write any of the items on the board about another student. Proceed in this manner until each student is the "star" of one sentence on the board.
- Review the boardwork carefully and answer any questions that arise.

### CHART 8-5. Using *And + Too, So, Either, Neither*. Page 216

Time: 10–15 minutes

The patterns in this chart are principally used 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)–(h).

To some arbiters of correct English usage, the responses in (g) and (h) are substandard and grammatically unacceptable. However, native speakers, including educated speakers, often use these expressions in normal conversation.

Some strict traditionalists insist that a comma must precede *too*. Today one increasingly sees *too* used without the comma in both popular and academic settings. 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."

- Ask students a question that more than one of them is likely to have the same response to. For example:

*Who wishes they could go back to bed this morning?*

- Write two distinct sentences on the board:

*Esther wishes she could go back to bed.*  
*Marco wishes he could go back to bed.*

- Explain that this common wish can be expressed using *and + too*.
- Write the combined clause sentence on the board following the pattern in (a) in the chart.

*Esther wishes she could go back to bed, and Marco does too.*

- Explain that another way to express the same concept is to use *so + auxiliary* before the second subject.
- Tell students that this construction (*so + auxiliary*) can be challenging because the word order seems backwards: *so + auxiliary + subject*.
- Combine the original sentences using *so + auxiliary + subject* and write the new sentence on the board. For example:

*Esther wishes she could go back to bed, and so does Marco.*  
*and Marco does too.*

- Introduce negatives by using the same original sentences.
- Explain that with a negative *either* and *neither* are used, and write the new combined sentences on the board.

*Esther doesn't wish she could go back to bed, and Marco doesn't either.*  
*Esther doesn't wish she could go back to bed, and neither does Marco.*

- Have students take turns reading the sentences in the chart.

- Discuss example sentences (e)–(h) with sentences and explain the conversational frequency of (g) and (h).

□ **EXERCISE 17.** Looking at grammar.

Page 217

Time: 5–10 minutes

**Expansion:** Direct students to look around the room and make observations about their classmates' style and color of dress, length of hair, presence of facial hair, and/or anything else that is equally observable to all in the class. Ask students to come up with five sentences comparing the appearances of their classmates. These sentences and comparisons should be modeled on the task in the exercise.

□ **EXERCISE 19.** Let's talk and write.

Page 218

Time: 10 minutes

**Optional Vocabulary**

produces                      equator  
earthquakes                Nobel Prize winner

**Expansion:** Ask students to choose a country that is **not** mentioned in any of the items in the exercise. Tell them they may select their own country, if they wish. However, if there are many students from the same country in the class, encourage them to pick another country. Ask students to discuss simple and well-known facts about the country they have selected, and to find one point of comparison with another country in the room. Each student should create one sentence, using either of the following two auxiliary constructions:

\_\_\_\_\_ does / is / has \_\_\_\_\_, and  
so \_\_\_\_\_.  
\_\_\_\_\_ doesn't / isn't / doesn't have, and \_\_\_\_\_  
doesn't / isn't either.

Finally, ask students to each offer their sentence to the rest of the class, either by simply reading it aloud or by writing it on the board. As a class the students should then decide whether the sentence is correctly structured and whether they agree with its content.

□ **EXERCISE 20.** Let's talk: pairwork.

Page 219

Time: 10–15 minutes

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*.

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?*

- Model the example and stress that in each item, Speaker B needs to find a way to mirror the initial statement either in the affirmative or negative.
- Instruct students that they should decide and discuss whether Speaker B's response is appropriate.
- Assign students to pairs and walk around as students work with one another.
- Review the exercise by having each pair complete one exchange in front of the whole class.

**Optional Vocabulary**

vampire                      mushrooms  
aerobic                      volcanoes  
activity                      lay eggs

□ **EXERCISE 21.** Let's listen and talk.

Page 219

Time: 10 minutes

You may want to put two lists on the board with the target structures. For example:

<i>More Information</i>	<i>To Disagree</i>
<i>You are? Why?</i>	<i>I don't.</i>
<i>Really? Are you sure?</i>	<i>I did.</i>
<i>You can?</i>	<i>I'm not.</i>
<i>Etc.</i>	<i>Etc.</i>

Students can refer to these as they complete Parts II and III.

**CHART 8-6.** Connecting Ideas with *Because*. Page 221

Time: 10–15 minutes

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* for a discussion of this prepositional phrase. In brief, *because* introduces an adverb clause, but *because of* is a two-word prepositional phrase followed by a (pro)noun object. A common error is the use of *because of* instead of *because* to introduce an adverb clause. For example:

*INCORRECT: He drank some water because of he was thirsty.*

- First, write an adverb clause of time on the board and leave the main clause as an extended blank. For example:

*When Hsin Xao entered the room, \_\_\_\_\_.*

- Then ask your students to correctly complete this sentence with any main clause they can come up with, such as:

*the sun was shining*  
*the teacher was talking*  
*class had already started*

- Ask students (again) what elements each clause must have, prompting the answer *subject + verb*.
- Ask students to label the subject and verb in the adverb clause on the board.
- Remind students that because the above adverb clause tells us when something happens (the way an adverb can also tell us when, how, why, etc., a verb happens), the clause is an adverb clause. Write this label on the board:

ADVERB CLAUSE

S V

*When Hsin Xao entered the room, \_\_\_\_\_.*

- Tell students that now you will look at another type of adverb clause, one that tells us why the verb happens.
- Write an adverb clause using *because* on the board. Use your students' real lives as springboards for this clause. For example:

*Because Ricardo is from Brazil, \_\_\_\_\_.*

- Ask students to come up with a reasonable main clause and to label the elements of the adverb clause. For example:

S V

*Because Ricardo is from Brazil, the first snowstorm of the winter surprised him.*

- Ask your students to create a few more adverb clauses that they can also label and provide the main clauses for.
- Put these additional examples on the board.
- Use one of these examples to show the different placements of the adverb clause. For example:  
*Because Yuko likes to study, she always gets 100%.*  
*Yuko always gets 100% because she likes to study.*
- Ask students to take turns reading through each of the examples presented in the chart aloud. Review the notes included in the chart.
- Emphasize that when the adverb clause precedes the main clause, students must use a comma before the main clause.
- Stress the grammatical differences between what is accepted in writing versus what is okay when speaking, in examples (f) and (g).

## □ EXERCISE 24. Looking at grammar.

Page 221

Time: 5–10 minutes

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 in each item.

## □ EXERCISE 27. Looking at grammar.

Page 222

Time: 10 minutes

- Remind students that this exercise reviews all the charts they have met so far in Chapter 8.
- Lead students through this exercise by first giving students markers or chalk to write the corrected forms on the board and then discussing as a group.

## □ EXERCISE 28. Listening. Page 223

Time: 5–10 minutes

Remind students that correct punctuation makes comprehension easier. Sentences that are run together without correct punctuation are confusing. It is the writer's job to clarify the meaning by marking the structures appropriately, with commas and periods, and the speaker's job to reflect this punctuation by pausing correctly.

- To illustrate the importance of punctuation, in general, write the following two sentences on the board:

*Let's eat Grandma.*

*Let's eat, Grandma.*

- Invite students to try to explain the difference between the two sentences. (In the first sentence, it seems that we are going to eat Grandma).
- Ask students to listen carefully and change the passage according to what they hear.
- Review the correct pronunciation by having students read aloud the sentences that comprise the passage.

## CHART 8-7. Connecting Ideas with *Even Though / Although*. Page 223

Time: 10 minutes

What students have just 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* within the same sentence. This sends confusing signals to the reader because *although* indicates subordination and *but* indicates coordination. Because the concepts of subordination and coordination may not yet be very meaningful to students, simply emphasize that they only need one way to link the two clauses and using both provides two.

INCORRECT: *Although I was not 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 teacher's) 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.

- Present students with two sentences of your own invention, using *because* and *even though*, or *although*.
- Write these sentences on the board and make sure they draw from students' lives and information.
- Highlight both adverb clauses and show how the word order and syntax is the same, but the meaning is different. For example:

*Because Samira was exhausted,* she went to bed early.  
*Although Samira was exhausted,* she stayed up late studying.

- Have students label the subjects and verbs in both sentences and point out that in both sentences, the comma is required after the adverb clause. For example:

S     V

*Because Samira was exhausted,* she went to bed early.

S     V

*Although Samira was exhausted,* she stayed up late studying.

- Explain that the difference between the two sentences is that *because* precedes an expected result, but *although* / *even though* introduce an unexpected result.
- Compare the above explanation to the use of *and* / *so* vs. *but*.
- Tell students that *but* is a conjunction, and *although* / *even though* precede adverb clauses. However, the function or meaning is similar.
- Ask students to take turns reading the examples (a)–(d). Review notes on the right-hand side of the chart.

### □ EXERCISE 31. Looking at grammar.

Page 224

Time: 5–10 minutes

The emphasis here is on meaning. You may need to rephrase some of the sentences to make sure the students understand the relationship expressed by *even though* compared to *because*.

#### Optional Vocabulary

training  
carry a tune

### □ EXERCISE 32. Looking at grammar.

Page 224

Time: 5–10 minutes

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

- Lead students through this exercise.
- With each item, ask students to state why the alternative choices wouldn't work.

#### Optional Vocabulary

fairly	downhill
failed	soil
robbery	muddy
occurred	melting
leading	

### □ EXERCISE 35. Reading and grammar.

Page 226

Time: 15–20 minutes

This is a cumulative review exercise of the compound (**coordination**: made with conjunctions) and complex (**subordination**: made with adverb clauses) sentences in this chapter.

#### Part I

- Give students time to read the passage individually.
- Circulate, providing help with any unknown vocabulary or sentences students have trouble comprehending.

#### Part II

- Tell students that by using *because*, *although* / *even though* or *so*, they will be restating the general ideas learned in the passage.
- Give students ample time to complete the items.
- Review and correct the completed items and ask students to justify their structural choices

**Optional Vocabulary**

substance  
surface  
available  
essential  
industry  
poison  
suffers  
exist  
natural resource

**□ EXERCISE 37.** Let's write. Page 227

Time: 15–25 minutes

- Read through instructions with students and discuss note taking.
- Instruct students to use the conjunctions (*and, but, or, so,* and adverb clause structures *because + clause; although / even though + clause*) they have studied to link the facts about their animals to one another.
- Highlight the facts on giraffes and have students read aloud the sample sentences created from these facts.
- Assist students in choosing a topic and work with students individually during seatwork time.
- Have students complete the assignment for homework. Collect and respond to the assignment at the next class meeting.