

Basic English Grammar Module

Unit 3A: Logical Relationships between Clauses

Objectives of the Basic English Grammar module

As a student at any level of University study, when you write your assignments or your thesis, your writing needs to be grammatically well-structured and accurate in order to be clear. If you are unable to write sentences that are appropriately structured and clear in meaning, the reader may have difficulty understanding the meanings that you want to convey. Here are some typical and frequent comments made by markers or supervisors on students' written work. Such comments may also appear on marking sheets which use assessment criteria focussing on your grammar.

- *Be careful of your written expression.*
- *At times it is difficult to follow what you are saying.*
- *You must be clearer when making statements.*
- *Sentence structure and expression poor.*
- *This is not a sentence.*
- *At times your sentences do not make sense.*

In this module we are concerned with helping you to develop knowledge of those aspects of the grammar of English that will help you deal with the types of grammatical errors that are frequently made in writing.

Who is this module for?

All students at university who need to improve their knowledge of English grammar in order to write more clearly and accurately.

What does this module cover?

| | |
|---------|--|
| Unit 1A | Grammatical Units: the structure and constituents of the clause/sentence |
| Unit 1B | The Noun Group: the structure and constituents of the noun group |
| Unit 2A | The Verb Group: Finites and non-Finites |
| Unit 2B | The Verb Group: Tenses |
| Unit 3A | Logical Relationships between Clauses |
| Unit 3B | Interdependency Relationships between Clauses |
| Unit 4 | Grammar and Punctuation |

References

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Introduction

In written academic English we need to be able to show connections between various sized pieces of text - between whole stages of text, between paragraphs, between sentences, between clauses in a sentence and within clauses.

In this Unit we are concerned with the **Logical Relationships** between sentences and between clauses in a sentence. In Unit 3B we will look at the **Interdependency Relationships** between clauses.

You may find this unit helpful if you have been making the following errors in your sentences.

Example 1: Belt rangelands are mostly located near villages and cities, **therefore** they are always grazed by animals.

Example 2: The amount of nutrients and protein is high in this family of grasses **and in addition** they are more palatable.




In these sentences the writer has not clearly understood the relationship between clauses boundaries and logical connectors.

Objectives of Unit 3A

After you have completed this section, you should be able to:

- distinguish between the different types of logical connectors that can occur between clauses and between sentences
- construct sentences that show the appropriate logical relations between clauses
- recognise when a sentence is not correct because the logical relations expressed are not appropriate for the grammatical context
- recognise this same type of problem in a longer text

Exercises

These are marked with the icon  and you should try to complete them before checking your work in the **Answer Key**, marked  .

Answer Key to all Exercises

This can be found at the end of the Unit.

1.0 Introduction

In the last Unit we examined sentences that had only one clause. In this unit we will be looking at what happens when you join clauses together in a sentence.

One of the most important skills you need to control in academic writing is the ability to construct an argument. The argument begins at clause level when you join two or more clauses together in a logical relationship. One way that you can choose to show these logical relationships is through conjunctions. *Section 1.1 is a review of the five types of logical connections. If you are already familiar with these, you may move on to the Section 1.2.*

1.1 The logical connectors - conjunctions

These can be classified into five main types:

1. **Adding Information** - this is called **addition**. In this type of relationship we are simply showing that we are adding more information.

Example:

The research has been criticised for three reasons. It did not use a large enough sample **and** the results were contradictory. **Moreover**, it was alleged that the statistical analysis was faulty.

We can also put 'or' type relationships in this category. Here, rather than simply adding information, we are offering alternatives.

Example:

Such a policy could stimulate the economy **or** it could plunge it deeper into recession.

2. **Comparison and Contrast** - here we are saying that things are **similar** or **different** in some way.

Example:

Whereas pain and discomfort usually lead to avoidance behaviour, hunger and thirst usually lead a person to seek food and drink. Anorexic patients, **however**, do not respond to hunger in the normal way.

We can also add relationships of **concession** to this category.

Example:

Even though the government introduced policies to stimulate the economy the recession worsened.

3. **Exemplification and Restatement** - here we either give an example or say what we have already said in different words.

Example:

Modern literature in most countries has abandoned the focus on unique, individual psychological struggles, preferring a contemporary focus on social issues. **In other words** contemporary literature has found a critical voice. **For example**, novels from Africa depict ordinary people struggling against adversity.

4. **Cause and Condition** - These are relationships of cause and effect which show the conditions under which something happens.

Example:

Because wind and water erosion is so serious in Australia it loses millions of tonnes of topsoil each year. **If** something is not done about this situation, soon we will not have enough arable land to grow crops to feed ourselves.

5. **Time and Place** - these relationships locate and sequence events in time and locate them in space.

Example:

There are several arguments in favour of Australia having a Bill of Rights. **First**, there is the fact that individual states may at present break the international agreement on human rights which the federal Government has signed. **Then** there is the question of.....

Some of these relationships are summarised in Table 1.

| Logical relation expressed | Within sentence | From one sentence to the next |
|---|---|---|
| Addition | and, and also nor or, or else | also in addition furthermore for instance besides likewise in the same way similarly |
| Comparison Contrast Concession | (just) as while both...and neither...nor | in the same way likewise similarly |
| Cause | because since so in order that | for this reason therefore because of this thus hence as a result consequently |
| Condition | provided that if...then if + neg. verb | that being so in that case |
| Exemplification | | to clarify to illustrate this for example for instance |
| Restatement | | in other words to put it another way to sum up in brief |
| Time | when/once after | then, afterwards |
| Place | where | there here |

 **Exercise 1**

Classify the following conjunctions according to the categories above.

although, because of, so, furthermore, thus, hence, in contrast, in addition, similarly, so that, likewise, in order, unless, in summary, subsequently, nevertheless, in spite of, otherwise, while, consequently, previously, at the same time, but, in addition, secondly

Addition:

Comparison
& Contrast:

Concession:

Exemplification
& Restatement:

Cause
& Condition:

Time & Place:

If you want more practice with the different types of conjunctions that link information or ideas in a sentence, see Clearer Writing, Unit #5.

★ ★ You can now check the answers in the Answer Key at the back of the unit.

1.2 Conjunctions between clauses/between sentences

We use conjunctions like these to:

1. join clauses or phrases within a sentence
2. join sentences
3. join paragraphs or larger pieces of text

In your writing it is important to make sure that the conjunction you use is appropriate for the grammatical structure you are trying to form - are you making logical connections between clauses in a sentence or between two sentences?

Look at the following examples:

1. He failed his HSC exams. **Therefore** he can't go to university.
2. **Because** he failed his HSC exams, he can't go to university.

In both these examples, the logical relationship is one of **cause/effect** but a different conjunction is used between sentences and between clauses. We can use "because" to link 2 clauses in one sentence, but we use "therefore" to link across sentences.

The conjunctions that are summarised in Table 1 have been separated into two columns - one column shows the conjunctions that can be used within sentences and the other shows the conjunctions that can be used from one sentence to the next.

The following exercise will give you practice in distinguishing between the two.

 **Exercise 2**

In this exercise you are required to do two things. You are given two sentences.

1. Keep the sentences as separate sentences but set up a logical relationship between them using the appropriate conjunction.
2. Combine the two sentences into one sentence using the appropriate logical conjunction.

Cause/Effect

Example:

He failed his exams. His girlfriend arrived on holidays.

- a. His girlfriend arrived on holidays. As a result, he failed his exams. (2 sentences)
- b. His girlfriend arrived on holidays so he failed his exams. (1 sentence)

Addition

The research did not use a large enough sample. The results were contradictory.

- a. (2 sentences)
- b. (1 sentence)

Contrast

Hunger usually makes a person seek food. Anorexic patients do not respond to hunger in the normal way.

- a. (2 sentences)
- b. (1 sentence)

Comparison

Anorexia nervosa is a food-related disorder. Bulimia nervosa is a food-related disorder.

- a. (2 sentences)
- b. (1 sentence)

Condition

Australia should do something about soil degradation. There will be no top soil left.

- a. (2 sentences)
- b. (1 sentence)

★ ★ You can now check the answers in the Answer Key at the back of the unit.

2.0 The Academic Context

When students are using conjunctions at sentence level a common error is to use a conjunction between clauses in a sentence that would be more appropriate relating one sentence to another.

Example 1: Belt rangelands are mostly located near villages and cities, **therefore** they are always grazed by animals.

In this example, the more appropriate conjunction would be "so" which links clauses in a sentence.

*Belt rangelands are mostly located near villages and cities **so** they are always grazed by animals.*

Example 2: The amount of nutrients and protein is high in this family of grasses **and in addition** they are more palatable.

In this example the writer has used 2 conjunctions that mean the same thing - "and" and "in addition". "in addition" is usually used to link sentences so the best strategy would be to omit it.

*The amount of nutrients and protein is high in this family **and** they are more palatable.*

2.1 Choosing the Correct Conjunction

When you choose a conjunction, make sure it is appropriate for the grammatical context - are you joining clauses or are you joining sentences?

If you think that you have made an inappropriate choice of conjunction, there are 3 possible ways to remedy the situation. Let's use Example 1 above to illustrate this.

Belt rangelands are mostly located near villages and cities, therefore they are always grazed by animals.

1. Change the conjunction to one that joins clauses in a sentence.

Belt rangelands are mostly located near villages and cities so they are always grazed by animals.

OR

Because rangelands are mostly located near villages and cities, they are always grazed by animals.

2. Change the punctuation but not the conjunction.

Belt rangelands are mostly located near villages and cities; therefore, they are always grazed by animals.

3. Change the two clauses into two sentences.

Belt rangelands are mostly located near villages and cities. Therefore, they are always grazed by animals.

Let's try some more examples.

Exercise 3

In the following sentences and groups of sentences, some of the logical conjunctions used are inappropriate for the grammatical context. If you think they are inappropriate, correct them using one of the strategies outlined above.

1. *We want to reduce breast disease; therefore, the best way is to change our lifestyle.*
.....

2. *The penalty method does not suffer from such problems, however, it depends greatly on the penalty parameter chosen.*
.....

3. *Since the protection of land is important, therefore overgrazing by range animals must be considered by the government.*

.....
4. *Australia is a big country in the Southern Hemisphere as a result we find different weather patterns in this country.*
.....

.....
5. *Shade not only has a significant effect on water requirements but it also is important for survival of young lambs and calves.*
.....

★ ★ You can now check the answers in the Answer Key at the back of the unit.

2.2 Strategies for editing a text

- a. read through the texts
- b. identify any logical conjunctions
- c. if they are joining clauses in a sentence, is the conjunction appropriate?
- d. if the conjunction is **not** appropriate,

| |
|---------------------------------|
| change the conjunction |
| change the punctuation |
| change the clauses to sentences |

★ Exercise 4

Now look at a longer piece of text. Identify any problems with logical relationships and correct them.

TEXT 1

The target object is also expressed by a finite element mesh. The elements used in the present work for modelling the surface of the obstacle are triangle elements, however, the relatively accurate geometric shape of the surface can be approximated by a fine mesh.
.....
.....
.....

TEXT 2

In this way, the traditional dwellings follow the principles rigorously, both physically and metaphysically, thus the traditional doctrines are transmitted and communicated throughout society, therefore it is argued, "In the traditional Indian view, a building, if it is properly conceived, satisfies both a physical and metaphysical indigence..."
.....
.....

★ ★ You can now check the answers in the Answer Key at the back of the unit.

Unit 3A: Answer Key to Exercises

★ ★ Exercise 1: Answer

| | |
|-------------------------------|---|
| Addition | furthermore, in addition |
| Comparison & Contrast | in contrast, similarly, likewise, but |
| Concession | although, nevertheless, in spite of, while* |
| Exemplification & Restatement | in summary |
| Cause & Condition | because of, so, thus, hence, so that, in order, unless, otherwise, consequently |
| Time & Place | subsequently, while*, previously, at the same time, secondly |

* **While** can have meanings of Time and Place and Contrast/Concession. The meaning will be clear from the context.

★ ★ Exercise 2: Answer

1. **Time**
 - (a) He failed his exams. Then his girlfriend arrived on holidays. (2 sentences)
 - (b) After his girlfriend arrived on holidays he failed his exams. (1 sentence)
2. **Addition**
 - (a) The research did not use a large enough sample. In addition, the results were contradictory. (2 sentences)
 - (b) The research did not use a large enough sample and the results were contradictory. (1 sentence)
3. **Contrast**
 - (a) Hunger usually makes a person seek food. Anorexic patients, however, do not respond to hunger in the normal way. (2 sentences)
 - (b) Hunger usually makes a person seek food, whereas anorexic patients do not respond to hunger in the normal way. (1 sentence)
4. **Comparison**
 - (a) Anorexia nervosa is a food-related disorder. Similarly, bulimia nervosa is a food-related disorder. (2 sentences)
 - (b) Anorexia nervosa is a food-related disorder, just as bulimia nervosa is a food-related disorder. (1 sentence)

5. **Condition** (a) Australia should do something about soil degradation. Otherwise, there will be no topsoil left. (2 sentences)

(b) Unless Australia does something about soil degradation there will be no topsoil left. (1 sentence)

★ ★ Exercise 3: Answer

1. OK

2. The penalty method does not suffer from such problems; however, it depends greatly on the penalty parameter chosen.

The penalty method does not suffer from such problems but it depends greatly on the penalty parameter chosen.

3. The protection of land is important. Therefore, overgrazing by range animals must be considered by the government.

Since the protection of land is important, the overgrazing by range animals must be considered by the government.

4. Australia is a big country in the southern hemisphere. As a result, we find different weather patterns in this country.

Because Australia is a big country in the southern hemisphere, we find different weather patterns in this country.

5. OK

★ ★ Exercise 4: Answer

TEXT 1

The target object is also expressed by a finite element mesh. The elements used in the present work for modelling the surface of the obstacle are triangle elements; however, the relatively accurate geometric shape of the surface can be approximated by a fine mesh.

TEXT 2

In this way, the traditional dwellings follow the principles rigorously, both physically and metaphysically; thus the traditional doctrines are transmitted and communicated throughout society. Therefore it is argued...

In this way, since the traditional dwellings follow the principles rigorously, the traditional doctrines are transmitted and communicated throughout society; therefore it is argued...

In this way, the traditional dwellings follow the principles rigorously; so the traditional doctrines are transmitted and communicated throughout society. Thus it is argued...