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## Using compound sentences to show cause and effect relationship

Use HTTPS HTTPS (HYPERTEXT TRANSFER PROTOCOL PROTOCOL) is a protocol used by Web servers to transfer and display web content. Most web browsers block the content or generates a "memorial content" adverts when users access web pages via HTTPS that contain embedded content loaded via HTTP. To prevent users from facing this, use HTTPS option. Learning goals describe techniques for enhancing cause and cause effect and effect is the relationship between two things when one thing does something happen. For example, if we eat a lot of food and do not exercise, we won weight. Eat food without exercise is the  $\hat{A} \hat{c} \hat{e}$  "Street; Weight gain is the  $\hat{a} \hat{c} \hat{o} \hat{r} \hat{A}$ " Effect. $\hat{a}$  »There may be multiple causes and multiple effects. Looking for the reason why things happen (Cause / effect) is a basic human unity. Therefore, understanding the effect of cause / effect text is essential to learn the basic ways the world works. Writers use this text structure to show order , informing, specular and changing behavior. This text structure uses the process of identifying potential causes of a problem or problem in an orderly manner. It is often used to teach social studies and scientific concepts. Break Asitant Cause and effect, sometimes writing prompts include signal words that show cause / effect relationships, such as: Because then, then, if ... then, so, so , for this reason, as a result of, therefore, due to, however, however, and accordingly. Figure 1. Which Are there a few known causes of cardiac diseases? How would you form a task of cause and effect based out of this topic? The writing prompts of cause and effect often will ask the  $\hat{a} \hat{c}$  "Why  $\hat{a} \hat{c}$ " Why is reality popular? Sometimes they use words like analyzing, connection or relationship: what is the connection between greenhouse gases and climate change? Analyze the relationship between making and learning other prompts can ask you to explain the cause and effect relationship. Look for the verb to explain as a signal word so you can answer the prompt correctly. Explain the effects of cattle production on climate change. Depending on the assignment, you may be prompted to look for different types of cause / effect relationships: cause / effect relationships declared: The relationship is declared cause / effect relationships not declared: You will need to make inferences or "Between Linked -  $\hat{a} \hat{c} \hat{e}$  - To make connections in Relationship Relationships / Capital Effect: Effects can be part of a chain. In this type of structure, a continuous effect to cause a second effect, which can cause a third Effect, etc. Approaching the assignment Step 1: Look for cause and effect relationships not declared in some paragraphs, the effect relationship is not directly indicated. In these cases, you will have "Between the lines" to find the cause and effect relationship. Use paragraph clues to identify a cause and effect relationship. To find the effect, ask yourself:  $\hat{A} \hat{c} \hat{a} \hat{c}$  "What happened? To find the cause, ask yourself:  $\hat{a} \hat{c}$  "Why did you happen?" "Let's look at some examples: the great barrier reef is threatened by global warming ; The growing temperature of the water causes reef bleaching, making the reef less colorful and more prone to disease. Reef laundering is the effect; Global warming and increasing temperatures are the cause. I tried my hand at all the ball sports that you can imagine, including lacrosse, basketball, football and softball, and that's why I met on the track during the sad 9th sést rie. In this example, the cause is implicut (being bad in Team Sports), and the effect, or result, is experiencing for track and field. Stage Look for the sign words that show cause and effect relationships. Step 3: Look for purposes that are also causes. The effects can form a stream in which a continuous effect causing a second effect, which can cause a third effect and so on. Study this example: when people cut trees to clean the earth, they destroy the habitats of This reduces the Number of nesting sites. As a result, fewer birds of the little one  $s\hat{A} \hat{c}$  hatched and  $E$  popula $\hat{A}\hat{S}\hat{A}$  the declines Birds. Cause 1: people cut the  $\hat{A} \hat{r} \hat{v} \hat{o} \hat{r} \hat{e}$ s. Effect 1: The bird habitats the  $s\hat{A} \hat{c}$  destrú $\hat{A} \hat{d} \hat{o}$ s. Effect 2: The number of nest sites  $\hat{A} \hat{c}$  reduced. Effect 3: Fewer birds hatched a little one  $s\hat{A} \hat{c}$ . Effect 4:  $E$  popula $\hat{A}\hat{S}\hat{A}$  the Birds declines.  $E$  Formata $\hat{A}\hat{S}\hat{A}$  the cause and effect of effect / effect The par $\hat{A} \hat{g} \hat{r} \hat{a} \hat{f} \hat{o}$ s usually follow a format  $\hat{h} \hat{A} \hat{i} \hat{s} \hat{i} \hat{c} \hat{o}$  par $\hat{A} \hat{g} \hat{r} \hat{a} \hat{f} \hat{o}$ . That is, they come $\hat{A} \hat{s} \hat{a} \hat{m}$  with a topic of senten $\hat{A} \hat{s} \hat{a}$  and this phrase  $\hat{A} \hat{c}$  followed by details Specifics support. For example, if the topic senten $\hat{A} \hat{s} \hat{a}$  introduce an effect, the supporting sentences describe the causes. Est $\hat{A} \hat{i}$  Here's an example: In  $\hat{A} \hat{v} \hat{i} \hat{t} \hat{i} \hat{m} \hat{a} \hat{s} \hat{d} \hat{A} \hat{c}$  decades, cities were  $t\hat{A} \hat{c}$  o great that now about 50% of the  $E$  popula $\hat{A}\hat{S}\hat{A}$  Earth live in urban  $\hat{A} \hat{r} \hat{e} \hat{a} \hat{s}$ . There  $v\hat{A} \hat{i} \hat{r} \hat{i} \hat{a} \hat{s}$  reasons for this occurrence. First, the growing  $E$  industrializa $\hat{A} \hat{s} \hat{A}$  the  $s\hat{A} \hat{c}$  culo XIX resulted in  $E$  Creating the many jobs of  $f\hat{A} \hat{i} \hat{b} \hat{r} \hat{i} \hat{c} \hat{a}$ , which tended to be located in cities. These jobs, with its promise of a better material life, atra $\hat{A} \hat{r} \hat{a} \hat{m}$  many people from rural  $\hat{A} \hat{r} \hat{e} \hat{a} \hat{s}$ . Second, there were many established schools to educate the children of new workers  $f\hat{A} \hat{i} \hat{b} \hat{r} \hat{i} \hat{c} \hat{a}$ . The promise of a  $E$  Education the best persuaded many families to leave agr $\hat{A} \hat{c} \hat{o} \hat{l} \hat{a} \hat{s}$  communities and move to the cities. Finally, as the cities grew, people have established places of leisure, entertainment and culture, such as sports est $\hat{A} \hat{i} \hat{d} \hat{i} \hat{o}$ s, theaters and museums. For many people, these installations made the city the city seem more interesting than life on the farm and therefore sa $\hat{A} \hat{r} \hat{a} \hat{m}$  of rural communities. Note how each of senten $\hat{A} \hat{s} \hat{a}$   $\hat{c}$  support a cause that explains the effect mentioned in the topic senten $\hat{A} \hat{s} \hat{a}$ . The table below  $E$  sa the main par $\hat{A} \hat{g} \hat{r} \hat{a} \hat{f} \hat{o}$  ideas above to ajud $\hat{A} \hat{i}$  you better understand the relationships: the cities have grown too large, [There  $v\hat{A} \hat{i} \hat{r} \hat{i} \hat{a} \hat{s}$  reasons for this.]  $F\hat{A} \hat{i} \hat{b} \hat{r} \hat{i} \hat{c} \hat{a}$  Jobs atra $\hat{A} \hat{r} \hat{a} \hat{m}$  people better schools atra $\hat{A} \hat{r} \hat{a} \hat{m}$  families to move to the leisure places in town, entertainment and culture have made the city life seem more interesting, such as the senten $\hat{A} \hat{s} \hat{a}$  followed by topic  $\hat{c}$   $\hat{A} \hat{A} \hat{c} \hat{r} \hat{e} \hat{r} \hat{a}$  Focusing or  $\hat{A} \hat{c} \hat{r} \hat{e} \hat{r} \hat{a}$  Predo  $\hat{r} \hat{e} \hat{r} \hat{a}$   $\hat{A} \hat{c}$  "  $\hat{A} \hat{A} \hat{c} \hat{r} \hat{e} \hat{r} \hat{a}$  Senten $\hat{A} \hat{s} \hat{a}$ " reasons for this are  $v\hat{A} \hat{i} \hat{r} \hat{i} \hat{a} \hat{s}$  . . "Such phrases help the reader anticipate the organiza $\hat{A} \hat{s} \hat{a}$   $E$  par $\hat{A} \hat{g} \hat{r} \hat{a} \hat{f} \hat{o}$  or test Open your working document and find the title  $\hat{A} \hat{c} \hat{r} \hat{e} \hat{r} \hat{a}$   $\hat{A} \hat{c}$  capacity and effect. Effect: increased anxiety among students universit $\hat{A} \hat{i}$  rivers causes.... List three ideas that you have on Possible causes Try the other side what effect can be indicated by three causes below effect: causes: a  $m\hat{A} \hat{c}$  US day spends over two hours on social M $\hat{a} \hat{i} \hat{a} \hat{i} \hat{s}$  every day. the worker  $m\hat{A} \hat{c}$  dio spends more than a quarter of their working week on e-mail. in  $m\hat{A} \hat{c}$  day, US adults send more than 30 texts per day. Contribute! You had an idea to improve this Content Display name history? We love your input. Better this PageLearn more students need to develop and extend their IDA  $\hat{c}$  ias to make a detailed text, accurate and consistent. The use of a variety of sentence structures, including simple extended sentences, compound sentences and complex senten $\hat{A} \hat{s} \hat{a}$ s create texts most interesting and paint a picture more  $v\hat{A} \hat{i} \hat{d} \hat{a}$  in the reader's head. Students  $s\hat{A} \hat{c}$  o able to improve with confian $\hat{A} \hat{s} \hat{a}$  your writing, understanding how senten $\hat{A} \hat{s} \hat{a}$ s  $s\hat{A} \hat{c}$  o structured for the purpose. Write and speak clearly demonstrates the types of control and control of students padr $\hat{A} \hat{p} \hat{e} \hat{s}$  - adjective, advent $\hat{A} \hat{i} \hat{r} \hat{i} \hat{o}$ , verbleza, length of  $E$  posi $\hat{A} \hat{s} \hat{A}$  the cl $\hat{A} \hat{j} \hat{u} \hat{s} \hat{u} \hat{l} \hat{a}$  n $\hat{A} \hat{c}$  o-finite, corporate, and increased the pace drafting  $E \hat{o} \hat{c}$  the extension stylistically appropriate choices what  $\hat{A} \hat{c}$  one cl $\hat{A} \hat{j} \hat{u} \hat{s} \hat{u} \hat{l} \hat{a}$  there are two types of cl $\hat{A} \hat{j} \hat{u} \hat{s} \hat{u} \hat{l} \hat{a}$ s: a major cl $\hat{A} \hat{j} \hat{u} \hat{s} \hat{u} \hat{l} \hat{a}$  (independent): stands alone as a complete sentence, eg "Rick came first." However, an independent cl $\hat{A} \hat{j} \hat{u} \hat{s} \hat{u} \hat{l} \hat{a}$  can be joined to other independent cl $\hat{A} \hat{j} \hat{u} \hat{s} \hat{u} \hat{l} \hat{a}$ s with the conjun $\hat{A} \hat{s} \hat{A} \hat{c}$  (and, but, or, or also) to result in a senten $\hat{A} \hat{s} \hat{a}$  For example, when he joined the composite sentence, Rick came first, but he was exhausted. A subordinate clausula (also known as a dependent clause) is Group of words that can not be alone or make complete sense on the own account. It has to be combined with a main arrangement and has joined using a subordinate set or a relative pronoun to form a complete phrase. Subordinate prayers will be generally adverbial or adjective clauses. The following are examples of complex phrases: the person who has the winning number wins the jackpot. This is the cooked elizabeth cake. My cousin, whose son you just met, is a dentist. The teacher asked the students who she believes to be the most trustworthy and talented for audition. The car, which was a bit of red Corvette, tooted the horn. Note: In the following sentence that acts as an determine identify the letter: I will open the letter that comes first. For more strategies to teach complex phrases see Stage Teaching Strategies 3. A composite phrase is formed by the addition of two main clausulas (independent) together, using joins. A main (independent) clause: it is alone as a full phrase, for example, a rick came first. However, an independent clause can be attached to other independent clauses with a conjunction (and, but, or, or, even) to result in a composite sentence, for example, when joined At the summit composed is, Rick came first, but he was exhausted. Activities of support for strategic activity 1: Run phrase Place students in groups of 3. Give each group two large sheets of construction paper in two colors, scissors and a marker. Instruct your students to choose a sheet of paper and cut it into long strips. Give the class a general theme, as a short doga or your last party party, and think to each group to write 10 simple phrases on the subject. Then instruct them to create shorter strips with the other piece of construction paper, and then write so many words that connect as they can think. Remember the acronym Fanboys to remember coordination conjunctions: for, and or, but, or, still and for that. In the last part of the exercise, you think to each group to choose two phrase strips and a set to create a comprised sentence and stick it to the class. This exercise can be repeated until all phrases are used by all groups. Activity 2: Learning in context Sings to comb students through a passage of literature, either from a class reading or an individual book. Or you or they will choose a section. Give them a graphic organizer created as a graph: the first column is for the first simple sentence (independent clause); The second column is for the set; and the third column is for the second simple sentence. Instruct students to trace the composite phrases they find in the passage. This hands-on assumption activity that students have already taught the difference between a dependent and independent clause and to know the definition of a composite sentence. Activity 3: Composite Phrase Domino<sup>3</sup> Prepare chips that have several words like different parts of the speech: nouns, verbs, conjunctions, prepositions, and so on. It will be useful to label each word as a specific part of the speech, already that the words will vary as parts of the speech, according to its use. Put a selection of inexports in bowls, and the children assign to groups of 3, 4 or 5. Using any game that works on a point system, students instruct playing the game, but in instead of receiving points, they receive randomly pulling cards from the bowl. The first person to create a compound victories sentence, and part of the amusement is to see what kind of silly phrases students will create. Activity 4: Combining agitated phrases write a paragraph with short agitated phrases. Each sentence should contain an idea, and the entire paragraph should be on a topic. Create groups of 4 students, and distribute phrase-strip paper. Pairs to students to Together to rewrite the paragraph using composite phrases. Pieces to write each composite phrase on a paper strip. Using one of the In the living room or large plain paper sheets, each group hangs its sentence bands. References Australian Current Acela1481: Understand that a clause is a gramotic unit generally containing a subject and verb and that they need to agree. NSW Syllabus EN2-9B: Uses effective and accurate sentence structure, grammatical characteristics, scoring conventions and relevant vocabulary for the type of text when answering and composing texts. Texts.

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