

Putting things into a wider context

COMMUNICATION

LEVEL
Intermediate

NUMBER
EN_BE_3207X

LANGUAGE
English

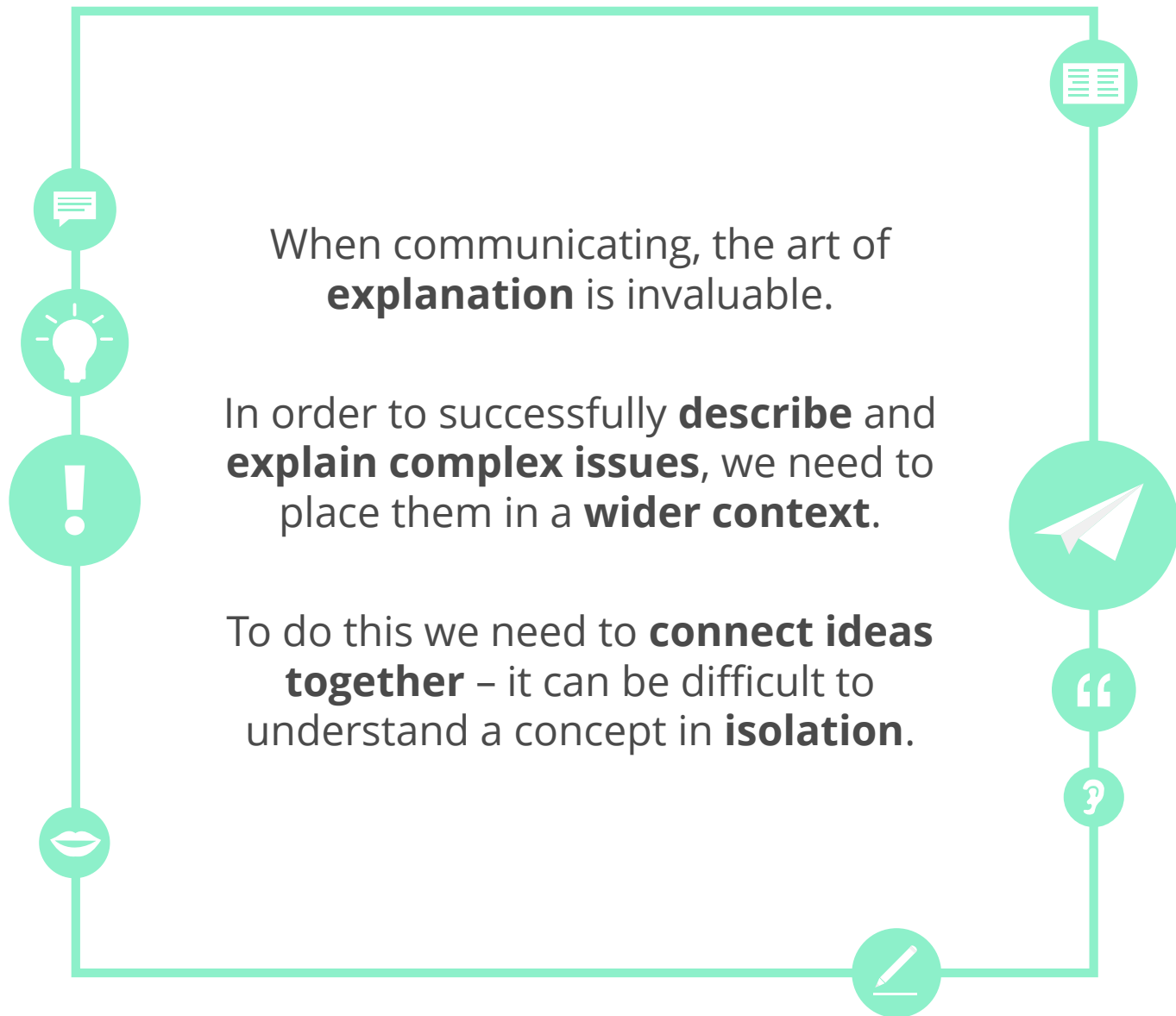




Goals

- Can recognise and recall a wide variety of expressions to express cause, purpose and consequence.
- Can write about past experiences in detail and accurately express a lack of intention or reason.







Warm-up discussion

Briefly explain something related to your job to your teacher. This could be anything from the structure of your company to how someone gets a job in your field.

Then explain why you have this knowledge.

As a result of
my experience in
this field...

Because of my
degree in...

Since I have
worked at this
company for
many years...

Thanks to my
long career in...



Vocabulary

...is a
consequence
of...

this affects...

this relies on...

thereby

as a
consequence...

thus

accidentally

hence

unpredictable

inadvertently





Sentences



The data was skewed, **thereby** influencing the outcome of the experiment.

Technological change is accelerating, **hence** I predict a completely unrecognisable world by 2060.



We have been blessed with ample funding; **thus**, we have a great deal of resources at our disposal.

The price of oil has risen; **this affects** the cost of doing business.





Sentences



The technology **inadvertently** changed the structure of the workplace.

Sandra **accidentally** spilt some coffee on her dress.



Many species are facing extinction **as a consequence** of deforestation.

Many believe that poverty can be eradicated; **this relies on** continual economic growth.





Introducing context

- To understand a topic or concept we need to understand **where it comes from**.
- An idea cannot be understood on its own – we need to **understand related information**. This is called **context**.
- The context answers the questions about **what, where, why, when** and **how** something is what it is. Providing **context** aids communication.

Context can be thought of as the **circumstances** or **facts** which are **related to something**. We can explore context with the use of:

- reasoning
- precedent
- exposition
- explanation





Wider context

- Understanding something often requires you to understand some **background information** about **where it comes from**. Looking at the general features of a situation, as opposed to the **specifics**, is referred to as looking at the **wider context**.
- To avoid being misunderstood, it is often necessary to explain **how your topic fits into the bigger picture**.

Let's look at an example of putting an idea into a **wider context**:

The 1960s was a decade of political and social upheaval. It was a rich counterculture of art, expression and new social values.

In a wider context, these social changes reflected advances in medicine with the introduction of the pill, a growing middle class and the spread of mass-media. Growth in these areas contributed to a rich production of culture and a growing awareness of political issues.

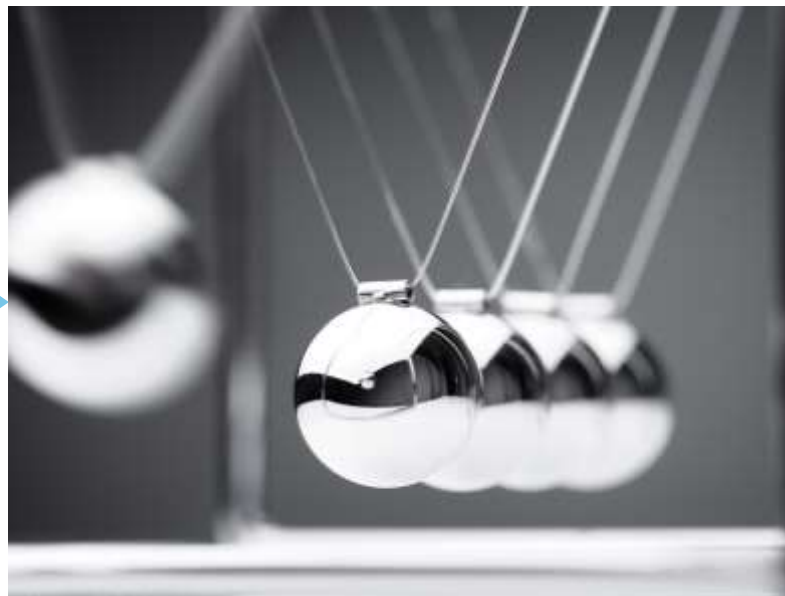


Expressing cause and purpose: review

- Expressing **cause** and **purpose** is about **explaining why something is the way it is**.
- The **cause** is the **source** of, or **reason** for, an event or action. It explains **why something occurs**.
- In contrast, the **purpose** is an **objective** or **aim** to be achieved. It is the **reason for doing something**.

Ways of expressing cause and purpose:

- **Reason** – thinking about the basis or cause of an action or event.
- **Grounds** – the facts which support a position or attitude.
- **Justification** – a fact or reason that explains or accounts for something.
- **Explanation** – the act of making something understandable.





Connectors to express cause

because (of)

We are investing more into research and development **because of** a recent economic report on the industry.

as a result (of)

As a result of your unacceptable behaviour, I have had no choice but to suspend you from the team.

as

We're going to follow this procedure **as** this is the one mentioned in the manual.

since

Since these guidelines are outdated, we're going to produce some new ones.

owing to

Sandra could not make it to work today **owing to** her illness.

on account of

You can all take the rest of the afternoon off **on account of** your hard work.



Connectors to express purpose

in order to

The company made some employees redundant **in order to** save money.

so that

We are implementing new processes **so that** things will be more efficient.

for

I stayed late at the office **for** a meeting.

to

We ordered some plants **to** make the office look nicer.



Finish the sentences below by expressing a cause or purpose

1. The office was closed today...



The office was closed today as it is a bank holiday.

2. Sales have slumped...



3. I have to work overtime next week...



4. Julia is leaving her job...



5. Production has increased...





Explaining in context

**In the past three decades, the world of work has changed a lot.
Why do you think this is the case?
Try to explain your answer in the wider context of the late 20th
and early 21st century.**





Expressing consequence

- It is often necessary to express the results or outcomes of something. We call this **consequence**.
- **Connecting** and **linking** words are useful to **express relationships** between ideas and improve our expression by making longer, more complex sentences.

- The product was great. Everybody bought it

The first sentence is the **cause** of the second, and the second is the **result** of the first. The idea would be understood more easily if we could express the relation between both sentences.

- The product was great and **therefore** everyone bought it.
- Everyone bought the product **because** it was great.





Connectors to express consequence

therefore

Your behaviour was unacceptable. I **therefore** had no choice but to suspend you from the team.

hence

The report has just been released and the results are not good. **Hence**, some changes are going to be made around here.

as a consequence

As a consequence of your hard work, you will all receive bonuses this month.

so

They wouldn't raise his salary **so** he left the company.

thus

John evaded tax and was **thus** pursued by the authorities.

thereby

The builders have a disagreement with the landowner, **thereby** postponing further work until June.



Expressing lack of reason and intention

- Things often don't go to plan. Sometimes accidents or mistakes occur which defy rationality or reason.
- When these things go wrong, it is important to be able to **provide information** surrounding the issue, or to explain why things went wrong.

We may need to express these ideas as a result of:

- **an accident:** something not intended to happen.
- **something random:** an occurrence of chance.
- **a mistake.**





Words to express a lack of reason or intention

accidentally

Dr Waters **accidentally** left the report in the lab.

unintentionally

The gas was left on, **unintentionally** causing a chain reaction of explosions.

by mistake

I sent the email two days early **by mistake**!

inadvertently

Your actions **inadvertently** put the rest of your team at risk.

random

He won the lottery by complete chance—it was **random**.

unpredictable

Some clients are just **unpredictable**.



Write about your experience

Write about a time you have experienced each of the following, using vocabulary to express lack of intention. If you can, try to make it related to your job or career.

an accident

making a mistake

random chance

A spiral-bound notebook with lined pages, positioned to the right of the three topic cards. The notebook has a blue cover and a silver spiral binding on the left side. The pages are white with light blue horizontal lines.



Expressing dependence

- When an idea, concept or word is **dependent** on more information to be understood, we need to link it to this supporting information.
- This can be accomplished using a range of **connecting** and **linking expressions**.

Useful phrases:

This issue builds upon...

This relies on (the fact that)...

This is a part of a bigger picture, namely...

to rest on...

to bank on...

to lean on...





Providing background information

- Providing **background information** can help the reader or listener to understand the facts, increasing the likelihood of you being understood.
- What **background information** you choose to include will depend on the topic and how relevant it is to what you are saying.

Useful phrases:

There is another topic underlying this issue.

This has to do with...

This can be traced back to...

These two ideas reinforce each other mutually.

In order to understand this, you need to see the bigger picture.



How much?

It is important not to rely on too much background information to support your main information. An **overreliance** on extra information can obscure your original point, or make it harder for you to be understood.



I found it hard to understand her presentation – there was just too much **supporting information**!



Add background information

Practise adding background information to explain the pictures below to the teacher.





Newspaper story

You are a small business owner whose business has recently had a lot of success. You have been asked by the local newspaper to write an article about your business

It is time to build the story with information and context.



1

Express the **cause** and **purpose** of the success.

Why did it occur?



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Why did it occur?



2

What were the **consequences** of the success?

Try to place it in the **wider context** of your own life, the town and the business world.



Newspaper article

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1

Express the **cause** and **purpose** of the success.

Why did it occur?



2

What were the **consequences** of the success?

Try to place it in the **wider context** of your own life, the town and the business world.



3

Add **background information** to your story which will help the reader understand the situation more clearly and make it more interesting.



Explain to the teacher

It's time to practise putting things in a wider context.
Respond to each of the tasks below.

Try to use the phrases learned in the lesson, as well as your knowledge of putting things into the bigger picture.

Explain your response to the teacher and try to also provide **background information, consequence, cause** and **purpose**.

An increasing number of people experience burnout.



More people are working as freelancers than ever before.



Technology has had a huge effect on our work and personal lives.



Many jobs are being replaced by robots.





Reflect on the goals

Go back to the second slide of the lesson and check if you have achieved all the goals of the lesson.

yes

no



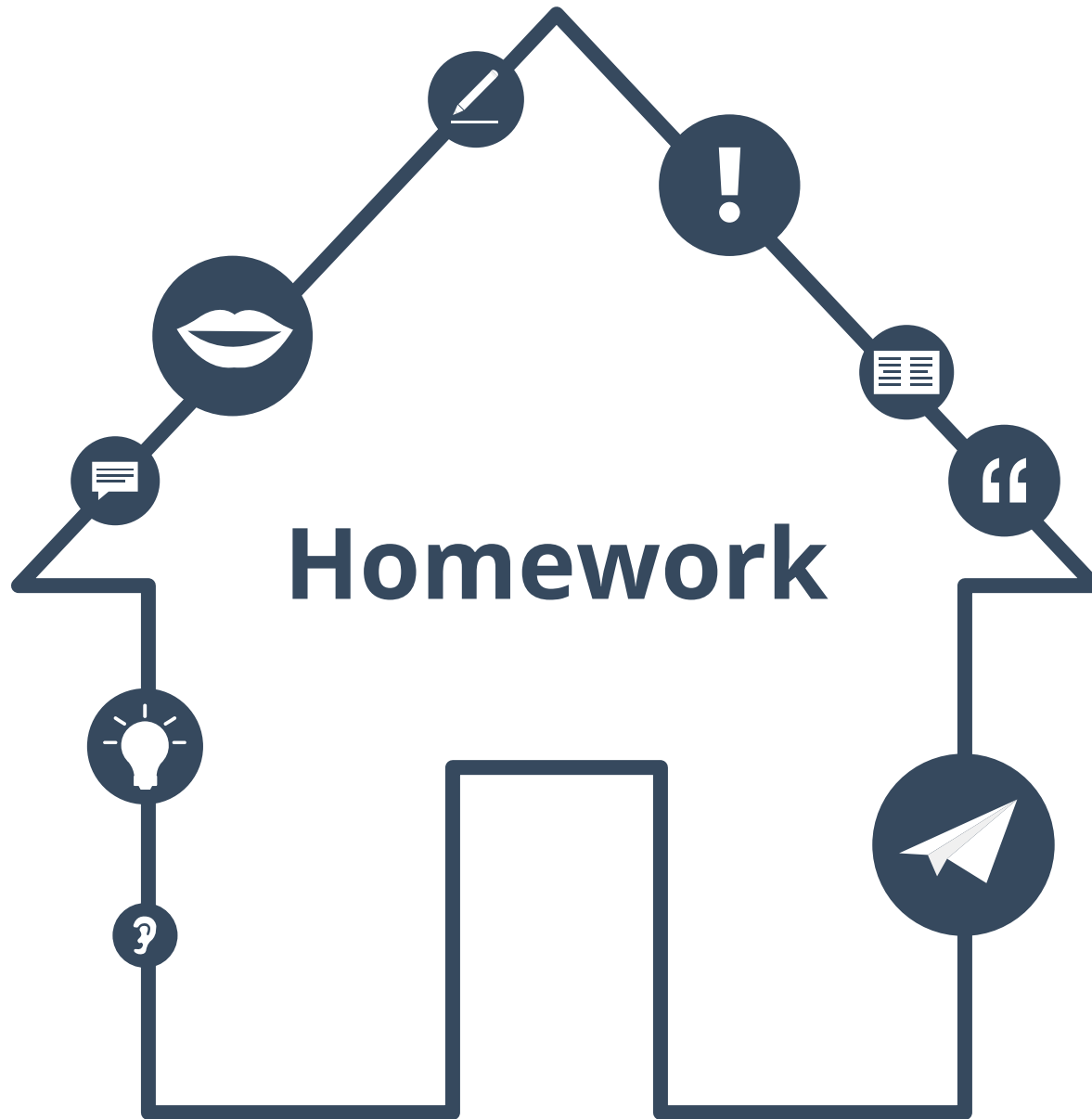


Reflect on this lesson

Think about everything you have seen in this lesson.
What were the most difficult activities or words? The easiest?



If you have time, go over
the most difficult slides again





Write a complaint

Write an e-mail complaining about the quality of a recent product. To make your complaint clearer and easier to understand, provide background information, consequence, cause and purpose.

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□

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To: localelectronicsstore@lingoda.com

Subject: Complaint about a recent purchase

To whom it may concern,

I recently purchased a...



Matching activity

A

Context

Background
information

Consequence

Cause

Purpose

Dependent

B

When something
relies on some
other information
to be understood

Related
information that
makes a concept
easier to
understand

The details or
information
which surrounds
a topic

An objective or
aim to achieve

The source or
reason for an
event or action

The result or
outcome of
something



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