#  **Clauses of contrast and purpose**

## **Clauses of contrast: although; however; and despite**

Although (or even though), however and despite (or in spite of) are words or groups of words known as connectors. They are used to introduce a clause in a sentence which is in contrast to another clause contained within the same sentence.

Each clause used in the sentence requires a subject and a verb.

**Example 1**

Although the weather was cold, Amil didn't wear a coat.

Note that there is a contrast between what one would expect to happen (Amil to wear a coat because of the cold weather) and what actually occurred.

**Example 2**

They ran to catch the train, although they still missed it.

Again, note the contrast between the expected outcome (that they would catch the train because they ran for it) and what took place.

**Example 3**

Despite a good night's sleep, Emily still felt tired.

Note that the clauses are separated by commas.

**Example 4**

They played cricket, despite (or in spite of) the rain.

## **Clauses of purpose: in order to; to; so as to; so that; for**

Clauses of purpose are connectors which are used when one action (or clause) results in, explains, or provides an intention for another clause (usually the one with the main verb) within a sentence.

**Example 1**

Amil took out his pen in order to write a letter.

Note that the clause of purpose results in one clause (Amil took out his pen) explaining the subsequent clause (to write a letter). The purpose of Amil taking out his pen was to write.

**Example 2**

Jonas picked up his fork to eat his dinner.

Again, the connector (to) is used to explain the purpose of the action described by the main verb: why did Jonas pick up his fork? The purpose of picking up his fork was to eat his dinner.

**Example 3**

Jane stood up, so as to get the best view of the game.

**Example 4**

Kelvin switched on the light, so that he could see the room.

**Example 5**

I have a birthday present for my friend.

To ensure that a clause of purpose is used correctly, students may find it helpful to consider the sentence as the answer to a question. For example, why do I have a birthday present? I have a birthday present for my friend.