



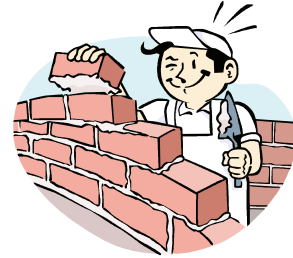
## Expansion Activities

Understanding and Using English Grammar, 3rd Edition

### Chapter 17: Adverb Clauses

#### Activity: Kinesthetic Clause Building

**Materials needed:** Many pieces of paper cut into thirds to make strips about 3.5 inches by 8 inches long. You'll need nearly one paper strip per word in a sentence, and you'll probably use 6-10 sentences in the activity.



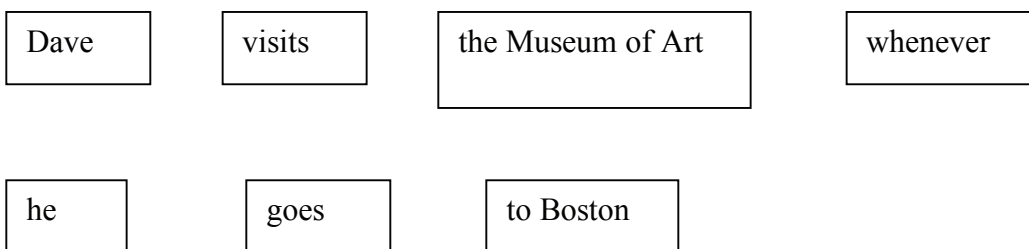
**Description:** The purpose of the activity is to help students identify clauses, choose subordinating conjunctions, notice the reversibility of clauses in a sentence, and understand the idea of subordination. They do this by physically becoming the sentence and moving themselves around, working out the grammar and meaning of subordinate clauses.

#### Some possible sentences for the activity:

1. Dave visits the Museum of Art whenever he goes to Boston.
2. The streets flooded because of the heavy rain.
3. The kids went to the park although it was getting late.
4. I'm going to buy the paperback unless the hard-cover book is on sale.
5. The cat curled into a ball and slept once it had finished eating.
6. The babysitter is responsible since the parents are not home.

To prepare, write each word of your sentences on a strip of paper. To save paper and to work with longer sentences, you can put grammatical units together on a strip, for example, determiner + noun, helping verb + verb, the entire prepositional phrase.

Sentence 1 above could be written on slips like this:



To stay organized, keep each cut-up sentence in its own envelope.

To begin, each student holds one word strip and becomes one part of the sentence. Have the students stand in a horseshoe shape—that way they can all see each other, and the seated students can see them as well.



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For shorter sentences like the samples, it's fun to let the students unscramble themselves and get themselves in the right order. When you work with longer sentences, number each card in the corner so the students can easily arrange themselves. In a class of 20 students, you might have only 3 or 4 students seated sometimes!

**There are several things you can do in any order:**

1. To help students identify clauses, ask each subject and verb in the sentence to take a step forward. Ask students if each set of subjects and verbs has its own complete idea. Identify the two complete ideas by having the two groups of students separate a little. The subordinate conjunction will be left in the middle.
2. Have the subordinate conjunction student move to the head of one clause and then the other. Ask the class if the sentence still makes sense. This will help them with the relationship of ideas, something fairly easy for time relationships, but more difficult for cause and effect, contrast, and condition.
3. Once students agree that in most of the cases the subordinate conjunction works when it heads only one specific clause of the two, have the clauses switch positions so the subordinate clause comes first in the sentence. Hand out another paper strip with a comma on it and give to a seated student, asking the student to fit into the sentence.
4. To work with clause relationships and the meanings of various subordinate conjunctions, write several conjunctions on paper slips, hand them out to a group of students, and ask the students to line up on one side of the class. Next, have students holding slips of two clauses that you want to combine form a large horseshoe. Let all the students read the sentences and choose a subordinate-clause student to come over and join their group. For more challenge, do this with sentences that can express different relationships, and discuss the meaning of all the relationships. **For example:**
  - It is snowing. We are going out.
  - Even if it is snowing, we are going out.
  - Because it is snowing, we are going out.
  - Unless it is snowing, we are going out.
  - While it is snowing, we are going out.
  - The next time it is snowing, we are going out.
  - Now that it is snowing, we are going out.



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5. To work with the abstract idea of subordination, use the physical symbol of having the subordinate clause students squat or kneel to show their subordination to the main clause. Once one group is lower than the other, ask students which clause stands out the most, explaining that that clause is the one most important to the writer and reader, the one that the writer wants people to focus on.

You can experiment with the idea of subordination by switching emphasis. For example, what is the difference in emphasis between “She was rich although she was unhappy.” and “She was unhappy although she was rich.”?