



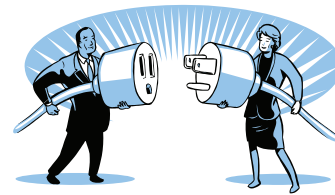
Expansion Activities
Understanding and Using English Grammar, 3rd Edition
**Chapter 19: Connectives That Express Cause and Effect,
Contrast, and Condition**

Activity: Silent Review of Connectives and Their Patterns

Materials needed: Create multiple sets of small signs from cut-up poster boards. Each sign should be about 5 inches wide and as long as needed to fit one pattern rule from below. Write each rule in black marker so you can easily read the signs when the students are holding them up from their seats. Make enough signs so that each student or pair of students has a complete set.

Example:

IC; transition, IC



Description: Students often have trouble remembering clause patterns and even more trouble remembering the different categories of connectives and which categories go with each pattern.

Many teachers have found that reducing clause patterns to their bare basics, giving them the starkness of a mathematical formula, can help students who have problems with word patterns.

We can summarize clause patterns in this chapter with these rules:

1. **IC, Coordinating Conjunction IC**
(OR further reduced to IC, FANBOYS, IC, or IC, CC, IC)
2. **IC DC**
3. **DC, IC**
4. **IC; transition, IC** (Make transition lower case to remind students that a capital letter is not needed after a semicolon.)
5. **IC. Transition, IC**
6. **I..... transition.....C**
(transition coming in the middle of a single independent clause)
7. **Prepositional Phrase, IC** (further reduce as PP, IC)
8. **IC Prepositional Phrase**

If students memorize these rules, not only does it make it easier to work with their papers, but it is easy to refer to the rules throughout the entire semester.



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Some things you can do with the sets of rule cards.

1. The teacher reveals one sentence at a time via overhead transparency, computer, or uncovering sentences on the board. The students quickly read the sentence and hold up the card that illustrates the pattern rule.
2. Students create sentences following these rules, and reveal their original sentences in front of the class. The other students hold up pattern cards.
3. The teacher calls out random words from the categories of coordinating conjunctions, transitions, subordinating conjunctions, and prepositions. Students hold up cards that show the rule (s) that would use each word or phrase. (Of course, rules 2-3 use the same group of words, as do rules 4-6 and 7-8.) From the students who hold up the correct cards, ask two to come to the board and write sample sentences using the word + the rule.
4. Keep one set of the cards in plain view in the classroom until the end of the course. Number them and refer to them as needed to correct student writing, or to ask students to connect their ideas using subordinate conjunctions or transition words as they debate, disagree, and discuss.