

CHAPTER

14

Relationships Between Ideas

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14.1

PARALLELISM

1. MEMORIZE IT

Materials: Worksheet 88

Dynamic: Whole class

Time: 10 minutes

Procedure:

1. Make copies of the handout. Give half of your class Part A and the other half, Part B. Do not tell the students that there is a difference between the sentences in the two parts.
2. Tell the students to memorize the sentences for about 30 seconds and then turn over their papers. On the backs of their papers, or on another piece of paper, have them write the sentences exactly as they remember them.
3. Students now turn their papers back to the front and check their answers with the sentences. Did anyone get all the sentences correct?
4. Reveal that there is a difference between the sentences in the two parts and have a student with Part A compare papers with a student who has part B. Ask them which one was easier to remember and why. Talk about where the parallel structure is in each sentence in Part A.

NOTE: *Those students with Part A usually have an easier time memorizing the sentences because of the parallel structure. Occasionally, however, you may have a student who can memorize Part B completely. In that case, talk about how some people have a good ability to memorize, but that it is easier for most of us if there is some kind of structure.*



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14.2

JOINING IDEAS

1. EITHER/NEITHER/TOO

Materials: 3" x 5" index cards

Dynamic: Whole class

Time: 15 minutes

Procedure: 1. Write out two kinds of cards: one set has sentences; the other set has short answers that agree or disagree. Each sentence in Set One has only one matching answer in Set Two.



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Example: Set One

I'm having a good time

I'm not having fun.

The U.S. president lives in Washington, D.C.

I don't have a headache.

I didn't do the homework.

You're a good student.

Set Two

I am, too.

I'm not either.

His wife does, too.

Neither do I.

Neither did I.

You are, too.

2. Divide the students into two groups. Each student receives one card. The students circulate and look for their match. They can say their sentences to each opposite group member until they find the appropriate matching answer.
3. Students can then invent their own sentences and see if their classmates can give an appropriate answer.

2. USING CORRELATIVE CONJUNCTIONS

Materials: Worksheet 89

Dynamic: Pairs

Time: 15 minutes

Procedure: 1. Put students into pairs. Fill the blanks in the worksheet with your students' names. Give one copy of the worksheet to each pair of students.

2. Have the pairs work together to write one sentence, joining the pairs of sentences on the paper with an appropriate correlative conjunction (*both . . . and, not only . . . but also, either . . . or, and neither . . . nor*).



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Example:

Guillermo has black hair. Jorge has black hair.

Possible combinations:

Both Guillermo and Jorge have black hair.

Not only Guillermo but also Jorge has black hair.

Variation: Use the worksheet as a model only. Write your own sentences containing information about students in your class. This will make it seem less like an exercise and more fun for your students.

3. SAME / DIFFERENT

Materials: Worksheet 90

Dynamic: Pairs

Time: 20 minutes

Procedure: 1. Put students into pairs and give each student a copy of the worksheet. The students ask each other the questions on the worksheet. Then they write a sentence, using an appropriate correlative conjunction to compare themselves with each student who answered each question.



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Example:

Question: What month were you born in?

Student A's answer: June

Student B writes: Both Student A and I were born in June.

or Neither Student A nor I was born in September.

2. Circulate to check on student progress. When all pairs have finished, you may want to have volunteers give a few example sentences.

4. CONNECTING IDEAS

Materials: Board, paper

Dynamic: Small groups

Time: 10 minutes

Procedure: 1. Write a list of connecting words on the board (for example, *because, although, for, before, so*). You may want to concentrate on just one type (conjunctions, adverbial subordinators, or transitions) or mix them.



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2. Divide the class into groups of approximately three or four. Set a time limit (perhaps 5 minutes), and have the groups write a logical and grammatical sentence for each word on the board. Each sentence must have a different meaning. (This avoids such sentences as *I went to bed after I finished my homework, I went to bed before I finished my homework, I went to bed because I finished my homework.*)
3. For each word on the board, have the groups read their sentences. Give the groups a point if a sentence is both grammatical and logical. (If it is not correct, have other students correct it.) If you are also looking for correct punctuation, have a student from each group write some of the group's answers on the board.

NOTE: *The time limit will vary depending on the level of the class and the number of words you list on the board. If you want, you can give the class a topic to base their sentences on, although this can lead to similar sentences, as noted in step 2 above.*

5. PANTOMIME

Materials: 3" x 5" cards with instructions on them

Dynamic: Whole class

Time: 15 minutes

Procedure: 1. Write one situation on each card.

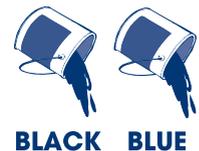
Suggestions: starting a car on a cold morning
receiving a letter from a good friend
eating something you don't like
making scrambled eggs
trying to study next to a noisy person

Hand out cards, face down, to the most outgoing students, who will be your "actors." They should not show their cards to anyone.

2. Be sure the class understands the meaning of "pantomime." Then call the first student to the front of the class to act out his/her card.
3. Ask the class to explain what the "actor" did by using adverbials of time and sequence and adverbial clauses of time.

Example: "First, she sat down at the table. Then she took her books out of her bag. As soon as she began to study, another student sat down next to her."

4. Encourage students to shout out possibilities for each action. Do not focus on guessing what the "actor" was doing, but rather on describing how he/she did it.



6. COMBINATIONS

Materials: Worksheet 91

Dynamic: Small groups

Time: 15 minutes

- Procedure:**
1. Put students into groups of three or four. Give each group one copy of the worksheet.
 2. Have students work together to choose the best answer for each sentence. (Remember, the directions state to find the expressions that can not be used in the sentences.) In each case, two answers are correct and one is not. The students are looking for the expression/word that is not possible in the sentence, considering both appropriate meaning and appropriate punctuation.



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7. COMPLETE THE SENTENCE

Materials: Worksheet 92

Dynamic: Teams

Time: 15 minutes

- Procedure:**
1. Cut up the worksheet and divide the class into two teams.
 2. The students on each team take turns drawing slips of paper that contain a clause beginning or ending with a coordinator or subordinator.

Examples: He went to class although . . .
Because he was all wet . . .

3. If the student completes the sentence correctly, he/she scores a point for his/her team.

NOTE: *You may want only the student who draws the slip to respond, or you may allow the teammates to help. Either way, accept the answer only from the student who drew the slip.*

This activity can also be used with intermediate students if you limit the coordinators and subordinators to those used in their text.



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8. JUST BECAUSE

Materials: Worksheet 93

Dynamic: Pairs

Time: 15 minutes

- Procedure:**
1. Arrange students in pairs and give each pair a copy of the worksheet.



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2. Using the randomly listed independent clauses, the students work together to write logical and grammatical sentences by combining two of the clauses with *because*. Punctuation also counts!
3. You can award one point for each correct sentence, or one point for a logical combination of clauses and one point for correct punctuation. Collect the written sentences and grade them immediately, if possible. The pair with the most points wins. If you do not want to do this activity as a competition, go around the room and have the pairs share some of their sentences as a closure.
4. As a follow-up activity, use the students' combination and punctuation errors for an error analysis worksheet.

Variation: Read an independent clause from one of the lists on the worksheet. The students, working in small groups, supply a logical completion to your sentence, using *because*. The first group to produce a good completion scores a point. Alternatively, ask all groups for a completion and give points for all correct answers.

9. OTHERWISE . . . OR ELSE

Materials: None

Dynamic: Whole class

Time: 15 minutes

- Procedure:**
1. Explain that you will write a sentence such as *I have a headache* or *I have to work* on the board after a student volunteer leaves the room.
 2. Send a volunteer out of the room. With the rest of the class, brainstorm several possible logical clauses to complete the sentence, beginning with *otherwise* or *or else*.
 3. Erase the sentence on the board and have the volunteer return. The other students offer their responses. The student volunteer tries to construct the sentence that had been written on the board.

Example:

Possible responses: Otherwise, I would be scared.
 Otherwise, I would worry about my valuables.
 Otherwise, someone could break in.

Sentence on the board (which the volunteer must guess): I always lock my doors.



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Worksheet 88: MEMORIZE IT

PART A

1. Mary liked to dance, bowl, and swim.
2. I admire Bob for his intelligence, honesty, and cheerfulness.
3. By getting a job and saving money, Marcia paid for her dance lessons.



PART B

1. Mary liked to dance and bowl, and she is a good swimmer.
2. I admire Bob for his intelligence and honesty, and he has a cheerful disposition.
3. By getting a job and she was able to save her money, Marcia paid for her dance lessons.



Worksheet 89: USING CORRELATIVE CONJUNCTIONS

Write one sentence joining the two ideas with a correlative conjunction (both . . . and, not only . . . but also, either . . . or, and neither . . . nor).

1. _____ isn't from Hong Kong. She isn't from Mexico.
2. Someone just bought a new car, but I can't remember who. Maybe it was _____ . Maybe it was _____ .
3. _____ lost her passport. She lost her driver's license too.
4. We have an essay due next Tuesday. We have a grammar test next Tuesday.
5. I enjoy this class. I am learning lots of new things. I am meeting new people.
6. _____ doesn't like to cook. He doesn't like to eat out in restaurants.
7. _____ likes cats. She likes cocker spaniels.
8. Chocolate can make some people hyperactive. It can keep people awake at night.



Worksheet 90: SAME / DIFFERENT

Ask your partner these questions. Then use correlative conjunctions (both . . . and, not only . . . but also, either . . . or, neither . . . nor) to write sentences about the two of you.

1. What month were you born in?

2. Do you have a boyfriend/girlfriend?

3. Are you married?

4. Do you drive?

5. Are you the youngest in your family?

6. Can you play the piano?

7. Do you have American friends?

8. Do you like cats?

9. Have you ever studied in another foreign country?

10. Can you speak more than four languages?



Worksheet 91: COMBINATIONS

Cross out the words or expressions that can not be used in the sentences without a change in meaning or punctuation.

1. (Although / Because / Even though) Sue is a good student, she did not receive a good grade.
2. It was hot today. (Although / However / Nevertheless), I still ran for five miles.
3. I went swimming (despite / even though / in spite of) the cold weather.
4. Mary is rich, (but / however / whereas) John is poor.
5. (However / Whereas / While) John is poor, Mary is rich.
6. I always eat breakfast. (Nevertheless / However / Therefore), I still get hungry.
7. It was raining today. (But / Consequently / Therefore), we stayed home.
8. This university, (for example / for instance / such as), has an excellent ESL program.
9. (Besides / Furthermore / In addition to) working at the restaurant, Kim works on campus.
10. I had a terrible headache today. (Furthermore / As well as / In addition), I was very tired.



Worksheet 92: COMPLETE THE SENTENCE



My friend went to class although

Since the dog was all wet,

I got a raise at work; consequently,

Not only does the president like to go running, but

Because my boyfriend thinks he is God's gift to women,

My friend found a new job last week, so

I had fun at the beach this weekend; nevertheless,

Neither my sister nor her children

Both Indonesia and Thailand

Even though my brother has five children,

The population of the United States is increasing, for

Despite the fact that I didn't go to my friend's party last Saturday,



Worksheet 92: (CONTINUED)



Because Kim lost her car keys,

I went to class even though

Before I called my mother,

Since I had lived there for five years,

I was born in Mexico, yet

Every day there is more information about the dangers of smoking;
therefore,

My brother got involved with bad people; as a result,

I don't like the taste of carrots, nor

While my mother likes to stay home and watch movies on TV,

While I was walking down the street,

As long as you are happy,

He seemed happy; however,



Worksheet 93: JUST BECAUSE

With your partner, select two sentences from the list and combine them using because. Be sure your sentences are logical and grammatical. Remember to punctuate correctly.

I'm not going to go camping.

She has six children.

I had to go to work.

Don't eat too much for lunch.

My in-laws are coming for a visit.

It's impossible to see out the front window.

More and more people are driving alone.

We are going to a great restaurant for dinner.

You should wash your car.

It's been raining all day.

I spent the day cleaning the house.

She studied hard for her final exams.

She took aspirin.

Air pollution in California is increasing.

The bus was late.

My sister doesn't work outside the house.

I was late for work.

She has a migraine headache.

She wants to get into a good university.

I ate breakfast at 7:00 A.M.
