

CHAPTER
15

Clauses

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15.2 ADJECTIVE

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- Who Am I?

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- Change It (Quoted/ Reported speech)
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15.4 REVIEW

- Combinations

1. GUESS WHO?

Materials: None

Dynamic: Whole class/Groups

Time: 20 minutes

Procedure: 1. Write 10 phrases on the board.

Examples:	borrow money	eat pizza
	have my first kiss	eat too much
	go to a movie	go to bed
	go out to eat	go dancing
	go to the mall	stay up late

2. Instruct the students to write a sentence using each of the phrases and an adverbial subordinator. The sentences may use any logical tense/time. You may want to list adverbial subordinators on the board.

Examples: I borrowed money after I lost my wallet.
I had my first kiss when I was 14 years old.

3. Collect individual papers as they are completed. You can be noting unusual sentences to read aloud and have the class guess who wrote them.

Variation 1: As a follow-up activity, you can use the students' sentences to create a game to review adverbial subordinators at the end of the unit. Divide the sentences into two columns with the main clause on the left and the dependent clause (with the adverbial subordinator) on the right. Cut them apart and mix them up. Divide the class into teams and hand out the strips containing clauses to the teams. Have the students make as many logical sentences as possible. (It is not necessary to duplicate the original sentences as long as the ones they create as a team are logical.) The team with the most logical sentences wins.

Variation 2: Give 20 cards or slips of paper to each group. Have them write 10 sentences, with the adverb clause on one paper and the independent clause on another. Collect the 20 papers from each group and give them to a different group. Tell the groups to match the independent and dependent clauses written by the other group. The first group who matches all the clauses to form logical sentences wins. (It is not absolutely necessary to match every sentence as it was written, but it may not be possible to come up with 10 logical sentences otherwise.)



2. FINISH THIS

Materials: None
Dynamic: Small groups
Time: 15 minutes



Procedure: 1. Divide the class into groups of three or four. Each group makes a list of clauses containing an adverbial subordinator. (The number of clauses you want your students to list will depend on how much time you have for this activity.)

Examples: I get scared when
Before I got to class,
I always eat pizza after

2. To play a round, Group 1 reads one of its clauses for Group 2. Group 2 must complete the sentence. If they do so correctly, they get a point.
3. Group 2 then reads a sentence for Group 3 to complete. Continue until all clauses have been completed.

15.2

ADJECTIVE

1. DEFINITION COMPETITION

Materials: Slips of paper, a noun written on each
A paper bag
Dynamic: Teams
Time: 15 minutes



Procedure: 1. Use a variety of nouns that denote things, people, places, time periods (months or holidays), and so on. Put the slips of paper into the bag and divide the class into two teams.

2. A student from the first team comes to the front and picks a paper from the bag. The student then gives his/her teammates one clue about the noun, using the phrase “I’m thinking of a thing (person/place/animal/etc.) . . .” and an adjective clause to complete the clue. It is helpful if you write this starting phrase on the board.

Sample clue: I am thinking of an animal that is orange with black stripes.

- After the first clue has been given, the first person on the clue-giver's team to raise his/her hand can guess the noun. If the answer is correct, his/her team gets a point. If the answer is incorrect, the clue-giver gives another clue, again using an adjective clause. This time, anyone on either team may guess, and the team of the person who answers correctly gets the point.
- Repeat steps 2 and 3 with a student from the other team. Continue alternating between teams. The team with the most points at the end wins.

2. PICTURE SENTENCES

Materials: Large pictures

Dynamic: Pairs

Time: 10 minutes

- Procedure:**
- Try to find full-page ads that can be seen when held up. Put students into pairs, and give each pair a picture.
 - Have the pairs write a sentence containing an adjective clause about their picture.

Example: The man who is next to the president is holding a book.

- The pairs hold up their pictures and read their sentences to the class.
- Last, the pairs write a reduction of their sentence, if possible.

Example: The man next to the president is holding a book.



BLUE

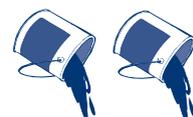
3. WHO AM I?

Materials: Slips of paper, each containing the name of a different student in the class

Dynamic: Whole class

Time: 25 minutes

- Procedure:**
- Tell the students that you are going to take on the identity of one of them. Choose a student and then describe yourself as if you were that student. Use physical and personality details and the structure "I am someone who . . ." or "I am the kind of person who . . ."



BLACK BLUE

2. Distribute the slips of paper. Each student is to take on the identity of the name on his/her paper and write five sentences to describe himself/herself, using the structure indicated above.
3. Have the class get up and circulate. They must try to find themselves in the crowd by listening to other students describe themselves in the new identity. (You can circulate and listen for examples and errors.)
4. The first person to find himself/herself is the winner, but have everyone find himself/herself before you stop play if time permits.

NOTE: *This activity works best with a class that has worked together for awhile and who are familiar with one another.*

15.3

NOUN

1. SONG

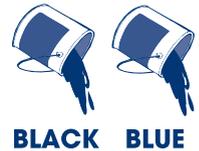
Materials: Worksheet 94
Tape player and music

Dynamic: Pairs

Time: 10 minutes

- Procedure:**
1. Tell students that you are going to play a song. They are to listen for noun clauses and count them. Remind the students that there can be clauses where “that” has been eliminated. Play the song once.
 2. Ask how many noun clauses were heard. Get several answers. Play the song again, if desired, and recount.
 3. Put students in pairs and give each pair a copy of the worksheet.
 4. Have the pairs go through the song lyrics and underline all the noun clauses.
 5. Go through the words together and have the students identify each noun clause as you come to it.

NOTE: *The lyrics to “Amie” (Craig Fuller, sung by Pure Prairie League) are provided in the worksheet as an example. If you do not have the music, you could read it to your students, but it is best to find a song with noun clauses for which you have the music. Another good song to use is “Don’t Pass Me By” (Richard Starkey, sung by the Beatles).*



2. COMPLETIONS

Materials: Worksheet 95

Dynamic: Pairs

Time: 10 minutes



BLACK BLUE

Procedure: 1. Put the students in pairs. Give each pair a copy of the worksheet containing the six sentence fragments that they should complete with a noun clause. Encourage them to use the names of students from the class in their completions and to be silly if they want. You may also suggest a topic for the sentences.

SUGGESTIONS: your classmates
elephants
outer space
another country
the opposite sex
unusual animals

2. Go around the class and have the pairs read their sentence completions. You may also want to see if any of the students can respond to a completed sentence. For example, if one pair writes “I wonder why Marissa was absent today,” you may ask if anyone knows why.

3. RESPOND TO THE QUESTION

Materials: Worksheets 96, cut into strips

Dynamic: Whole class/Teams

Time: 10 minutes



BLACK BLUE

Procedure: 1. Give each student a strip with a question on it. If you use the worksheet, fill in the blanks with the names of students from your class. The students are to respond to the question, using a noun clause.

Example:

On the strip: How many people live in Miami?

Possible responses:

I don't know how many people live in Miami.

I don't care how many people live in Miami.

Who knows how many people live in Miami? etc.

2. Have students take turns reading their question and their answer.

Variation: Divide the class into teams and have the students draw strips alternately. If a student answers the question correctly (correct noun

clause form), the team gets a point. If you allow the team to work together on the answer, accept the answer only from the student who drew the strip.

4. *THE FACT THAT*

Materials: Worksheet 97

Dynamic: Pairs

Time: 15 minutes

Procedure:

1. To review noun clauses using *the fact that*, divide the class into pairs. Give each pair a copy of the worksheet and have them work together to combine the two sentences using “the fact that.”
2. Have each pair write one answer on the board. The other students will critique the answers (Do the sentences combine the two sentences grammatically? logically?).



BLUE

5. MATCH GAME

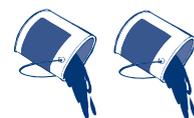
Materials: Worksheet 98

Dynamic: Small groups

Time: 20 minutes

Procedure:

1. To review noun clauses, put students into groups of three to five. Cut up the worksheet and randomly distribute cards to the groups. Because the groups need to make matches, give an even number of cards to each group even if one or two groups receive two more cards than another group.
2. Each group tries to match its cards to make sentences that are both grammatical and logical, observing the capitalization on the cards (that is, they cannot change the capitalization).
3. Because cards were given out randomly, some of the cards will not form matches. After making all the matches they can within their groups, the students try to trade with other groups. They cannot just take a card from another group, but must trade them. If one group is unwilling to trade a certain card, the other group cannot force them.
4. When one group has made all its matches and feels they are correct, the game stops. One member of the group reads out the matches to see if the class accepts the match. (You may need to referee if the class rejects a logical, grammatical answer. Sometimes this happens if the class does not want the group to win [and thus the game to end].)



BLACK BLUE

5. If all matches are accepted, the group wins. If any of the matches is rejected, the game continues until another (or the same) group feels it has matched all cards. There can be no unmatched cards.

6. SOLVE THE MYSTERY

Materials: Worksheets 99A and 99B or a 3" x 5" card for each student and a list of information the students must obtain
A piece of paper for each student

Dynamic: Whole class

Time: 30 minutes

Procedure:

1. Copy and cut Worksheet 99A, making sure there will be one card for each of your students. The first seven cards must be used. Use as many of the others as you have students in the class. (You may have to duplicate the worksheet or make others yourself if you have a large class.) If you choose not to use the worksheet, make cards with similar information on them.
2. Have the students number their papers 1–7, and ask them to write the following information:
 1. the name of a student in the class
 2. the name of a thing that can be carried
 3. the name of another student in the class
 4. a money amount
 5. complete the sentence: *He/She did it because . . .*
 6. the name of another student in the class
 7. a location in your house
3. Collect the papers and draw seven at random. Use a different student paper to fill in the information on the first seven cards on the worksheet. (Take the name of a student in the class from the first paper, the name of a thing that can be carried from the second paper, the name of another student in the class from the third paper, and so on.)
4. Distribute the cards randomly so that seven students have a clue card (with the blank now filled in) and the rest of the students have the other cards from the worksheet. Tell the students that a crime has been committed and they must solve the crime by finding the answer to the questions on Worksheet 99B. Either give each student a copy of the questions, or write the questions on the board or on an overhead transparency.



BLACK BLUE

- The students circulate and ask each other the questions, making sure to preface each question with an expression such as “Can you please tell me . . .?” or “Do you know . . .?” with the rest of the question converted into a noun clause.

Example: “Whose was it?” becomes “Do you know whose it was?”

If the question is not phrased properly, the student being asked may refuse to answer the question. Students who have the requested information must respond to a correctly worded question truthfully. Students who do not have the answer must use the phrase on their cards, followed by a noun clause.

Example: I don't know how much it costs.
I don't have the foggiest idea who stole it.

- The first student to acquire all of the requested information wins.

7. ORDERS → SUBJUNCTIVE

Materials: Worksheet 100

Dynamic: Teams

Time: 10 minutes

Procedure:

- Cut up the worksheet. Divide the class into two teams and have them line up on either side of the room.
- The first student from Team 1 comes to the front desk and draws a slip of paper with an order on it. The student then puts that order into a subjunctive sentence. Tell students not to repeat the same verb used by their classmates, but to use a variety: *demand, tell, order, ask, etc.*

Example:

Paper: Teacher to student: “Shut the door.”

Student response: She demanded that the student shut the door.

- If the student answers correctly, he/she scores a point for his/her team. Then the other team takes a turn.
- Repeat until all orders have been put into the subjunctive. The team with the most points wins.



BLUE

8. QUESTION DRAW (Subjunctive form)

Materials: Worksheet 101

Dynamic: Teams

Time: 10 minutes

- Procedure:**
1. Cut up the worksheet. Divide the class into two teams and have them line up on either side of the room.
 2. The first student from Team 1 comes to the front desk, draws a slip of paper with a question on it, and reads it to the first student on Team 2. That student answers the question, using the subjunctive in a noun clause.

Example:

Question: What is it necessary that a person wear to class?

Answer: It is necessary that a person wear shoes to class.

3. If the student answers correctly, he/she scores a point for his/her team. Then a student from the other team takes a turn.
4. Repeat until all questions have been chosen. The team with the most points wins.

NOTE: *Having one team read the question to the other team ensures that everyone can hear the question.*



BLUE

9. CHANGE IT (Quoted/Reported speech)

Materials: Worksheet 102

Dynamic: Teams

Time: 10 minutes

- Procedure:**
1. Cut up the worksheet. Divide the class into two teams and have them line up on opposite sides of the room.
 2. A student from Team 1 comes to the front of the class and draws a slip of paper with a sentence or question in quoted speech. The student reads it to the first student in Team 2, who puts the statement into reported speech.

Example: **Student A:** "Where can I meet you?"

Student B: She asked where she could meet me.

Student A: "Come here!"

Student B: He ordered me to go there.

3. After all members of Team 2 have responded, reverse roles so that the students in Team 2 ask the questions.



BLACK BLUE

10. INTERVIEW (Quoted/Reported speech)

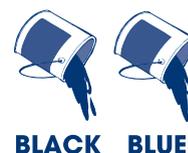
Materials: Worksheet 103

Dynamic: Pairs

Time: 30 minutes

- Procedure:**
1. Review quoted speech, making sure students understand how quoted speech is represented in English for statements, questions, and commands. Divide the students into pairs.
 2. The partners use the worksheet to collect samples of quoted speech from each other. Then they rewrite their partner's quoted speech as reported speech.

NOTE: *You can wait until you have covered all the relevant reported speech structures in the book before you assign this task, or you can have the students do each section as they learn it.*



15.4

REVIEW

1. COMBINATIONS

Materials: Worksheet 104

Dynamic: Pairs

Time: 15 minutes

- Procedure:**
1. Have students work in pairs. Give each pair one copy of the worksheet.
 2. The students are to combine the sentences as directed on the worksheet.
 3. When all pairs have finished, go over the worksheet together by asking for volunteers to read or write their sentences on the board.

NOTE: *For a high-level class, eliminate the instructions regarding what type of clause to use.*





Worksheet 94: SONG

“Amie”

I can see why you think you belong to me;
I never tried to make you think or let you see
One thing for yourself.
But now you're off with someone else and I'm alone.
You see, I thought that I might keep you for my own.

REPEAT

Amie, what 'choo wanna do?
I think I could stay with you
For awhile, maybe longer, if I do.

Don't you think the time was right for us to find
All them things we thought weren't proper
Could be right in time.
And, can you see
Which way we should turn together or alone.
I can't never tell what's right or what is wrong.
(It'd take too long to see)

REPEAT

Well, now it's come to what you want; you've had your way.
And all the things you thought before just faded into gray.
And can you see
A-That I don't know if it's you or if it's me.
If it's one of us, I'm sure we both will see
(Oh, won't you look at me and tell me)

REPEAT

I just keep falling in and out of love with you,
Falling in and out of love with you,
Don't know what I'm gonna do,
I keep falling in and out of love with you.



Worksheet 95: COMPLETIONS

I'd like to know ...

I wonder ...

Can you tell me ...

Please tell me ...

Do you know ...

I don't know ...

I'd like to know ...

I wonder ...

Can you tell me ...

Please tell me ...

Do you know ...

I don't know ...

I'd like to know ...

I wonder ...

Can you tell me ...

Please tell me ...

Do you know ...

I don't know ...



Worksheet 96: RESPOND TO THE QUESTION



How many people live in Miami?

How old is your grandmother?

How often does _____ study?

What is _____'s telephone number?

Why was _____ absent yesterday?

What did _____ eat for dinner yesterday?

Where is the head of our program today?

Why is _____ always smiling?

Where is Omaha?

What is _____'s middle name?

What is the capital of Japan?

How many brothers and sisters does _____ have?

What is _____'s favorite color?

How did _____ meet her husband?



Worksheet 96: (CONTINUED)



What is _____'s favorite animal?	When is the next test?
Why do classes start at 8:00?	How many girlfriends does _____ have?
How tall is the Empire State Building?	How many hours does it take to drive from San Diego to San Francisco?
Who was that guy with _____ last night?	How many legs does a centipede have?
Who is the best cook in the class?	What is the average rainfall in Panama?
Who was the oldest U.S. president?	How old is the teacher?
What is the best place to go on vacation?	How much does _____ weigh?



Worksheet 97: *The Fact That*

Combine the two sentences in each set, using the fact that. Be sure your resulting sentence is grammatical and logical.

1. A big dog lives on my street.
That scares me.
2. The bus didn't come.
Because of that, I was late.
3. Yoichi didn't study but got 100 percent.
I wonder about that.
4. My mother forgot my birthday.
That made me sad.
5. It's cold today.
In spite of that, I'm going to the beach.
6. Ahmed was wearing a tie today.
I was stunned by that.
7. Hitoshi seemed sincere.
I wasn't convinced by that.
8. The pyramids were built without the aid of machines.
That really amazes me.
9. My daughter graduated at the head of her class at Harvard.
That takes my breath away.
10. My dog chewed up my new book.
In spite of that, I still love her.



Worksheet 98: MATCH GAME



Where Bob eats lunch	I don't know	I wonder
It's a miracle	We don't care	We need to find out
How many husbands she had	How much money I earn	The fact that no one has seen Brian
Everyone wants to know	It bothers me	What he has on
It's a fact	No one knows	Let's ask him
That she was in an accident	I can't imagine	Could you tell me
is too bad	was a secret	is strange



Worksheet 98: (CONTINUED)



what he is really like	is a mystery	where he lives
how old she is	that you forgot my birthday	if she has a sister
is scary	if he knows how to get to the ocean	that she agreed to go on a date with you
whether or not she's busy tonight	where the party will be	is none of your business
what you were like as a child	that he stole the money	how often he goes jogging



Worksheet 99A: SOLVE THE MYSTERY



_____ stole it.	He/She stole a _____.	It was _____.
It cost _____.	He/She stole it because _____.	He/She stole it from _____.
Now it's _____.	I don't have any idea ...	I don't know ...
I haven't the foggiest idea ...	No one told me ...	I can't imagine ...
I'd like to know ... too.	I wish I knew ...	It's none of my business ...
No one knows ...	I can't remember ...	It's a mystery to me ...



Worksheet 99B: SOLVE THE MYSTERY



Who stole something?	Who stole something?
What did he/she steal?	What did he/she steal?
Whose was it?	Whose was it?
How much did it cost?	How much did it cost?
Why did he/she steal it?	Why did he/she steal it?
Who did he/she steal it from?	Who did he/she steal it from?
Where is it now?	Where is it now?



Who stole something?	Who stole something?
What did he/she steal?	What did he/she steal?
Whose was it?	Whose was it?
How much did it cost?	How much did it cost?
Why did he/she steal it?	Why did he/she steal it?
Who did he/she steal it from?	Who did he/she steal it from?
Where is it now?	Where is it now?



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How much did it cost?	How much did it cost?
Why did he/she steal it?	Why did he/she steal it?
Who did he/she steal it from?	Who did he/she steal it from?
Where is it now?	Where is it now?



Worksheet 100: ORDERS → SUBJUNCTIVE



Mother to child: "Be careful!"	Teacher to student: "Stay after class."	Teacher to student: "Study for the test."
Mother to son: "Be home by 5:00."	Friend to friend: "Drive more carefully."	Father to child: "Eat your vegetables."
Mother to daughter: "Get your hair cut."	Friend to friend: "Be here in an hour."	Father to son: "Don't spend all your money."
Museum official to visitor: "Don't touch that!"	Sister to sister: "Don't tell anyone my secret."	Test official to worker: "Don't admit anyone after 1 P.M."
Teacher to student: "Take the Institutional TOEFL."	Mother to child: "Clean up your mess."	Friend to friend: "Buy a new car."
Friend to friend: "Tell me the truth."	Father to child: "Don't lie to me!"	Advisor to student: "Apply to colleges early."



Worksheet 101: QUESTION DRAW



What have your parents insisted that you do?	What do you suggest your brother do?	What is it important that students do?
What is it vital that a doctor do?	What do you propose that we do after class?	What does the teacher recommend that you do?
What have you asked that your parents do?	What is it necessary that a pilot have?	What do you advise that your friend do?
What has a doctor suggested that you take?	What has someone requested that you do?	What is it necessary that a teacher do?
What is it vital that the government do to decrease crime?	What do you request that your friends call you?	What is it essential that a person do before going to a foreign country?
What is it imperative that a driver do when he/she hears a fire engine coming?	What have you asked that your boyfriend/girlfriend/spouse do?	What meal is it most important that a person eat?



Worksheet 102: CHANGE IT



“Read chapter 6 for homework.”	“Pick up your clothes!”	“You should drive more carefully.”
“It will rain tomorrow.”	“I’m watching the news.”	“I was angry yesterday.”
“I’ve already read this book.”	“Do you have an extra pencil?”	“I have already seen that movie.”
“I have a headache.”	“Put that back!”	“I have to work tonight.”
“Are you still studying?”	“I am going to take a bath now.”	“Can I have those French fries?”
“Is that your sister?”	“I ate dinner at 10:00.”	“I must go now.”
“Do you have any money?”	“I might go out tonight.”	“I may be late.”



Worksheet 103: INTERVIEW

A. Statements: Ask your partner these questions and write his/her answers in the space provided. Make sure you use the correct punctuation for quotes.

1. What is one thing you did this weekend?
2. What do you think about _____? (*fill in with placename*)
3. What will you do after you finish this program?
4. What is one thing you would like to change about this program?
5. Do you think money is the most important thing in life?
6. Have you been to _____ yet? (*fill in with placename*)

B. Questions: Ask your partner three yes/no questions (*ex: Are you going to eat lunch today?*) and three wh-questions (*ex: Where is my book?*). In the space below, write the questions that your partner asks you, making sure to use the correct punctuation for quotes.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.



Worksheet 103: (CONTINUED)

- C. **Commands:** *Imagine that you are a teacher or a parent. Tell your partner three commands that you would give to your students or children. (ex: Write your name on your test. Get off the table!). Write your partner's commands below, using the correct punctuation for quotes.*

1.

2.

3.



Worksheet 104: COMBINATIONS

Combine the information by changing one of the sentences into an adjective, adverb, or noun clause as directed. Use any additional words necessary to form your sentence.

1. He teaches a class for students. Their native language is not English. (*adjective clause*)

2. She gave several reasons. Only a few of them were valid. (*adjective clause*)

3. I don't know. What should I do? (*noun clause*)

4. She doesn't understand spoken English. That is obvious. (*noun clause*)

5. John's glasses broke yesterday. He was playing basketball during that time. (*adverb clause*)

6. The Civil War has ended. A new government is being formed. (*adverb clause*)
