**THOUGHT GROUPS**

**Watch this video.**

<https://www.youtube.com/watch?v=dHZIA0-G1sc&feature=youtu.be>

**Fill in the worksheet as you listen.**

**Introduction.** *Fill in the missing words as you listen to her explanation.*

* When we speak, there are natural places to \_\_\_\_\_\_\_\_\_\_ and take a breath.
* It is not natural to say \_\_\_\_\_\_\_\_\_\_ sentences in one breath.
* If you group your words naturally, there will be a better \_\_\_\_\_\_\_\_\_\_ to your speech and it will be \_\_\_\_\_\_\_\_\_\_ for people to understand you.

**Note.**

Thought groups are marked with a / to show the pauses we take. A short pause is a / and a long pause is a //.

**Unnatural vs. natural thought groups.** *Do you hear the pauses?*

The thought groups in Reading #1 (unnatural):

When / I was a / girl, I skipped down / paths,/ danced in my / bedroom, / spun in circles under/ the sky,/ jumped/ rope with my /friends, and squatted to smell flowers in my /mother’s /garden.//

The thought groups in Reading #2.

When I was a girl,/ I skipped down paths,/ danced in my bedroom,/ spun in circles under the sky,/ jumped rope with my friends,/ and squatted to smell flowers / in my mother’s garden.//

**How thought groups are formed.***Fill in the blanks as you listen.*

1. \_\_\_\_\_\_\_\_\_\_ tells us where to pause (for example, commas, \_\_\_\_\_\_\_\_\_\_, semi-colons, colons, and parentheses).
2. \_\_\_\_\_\_\_\_\_\_ also tells us where to pause. We pause between grammatical units.
   1. \_\_\_\_\_\_\_\_\_\_ phrases (e.g. a beautiful woman)
   2. Subjects (e.g. a beautiful woman / and her little dog)
   3. \_\_\_\_\_\_\_\_\_\_ phrases (e.g. climbed tall trees)
   4. \_\_\_\_\_\_\_\_\_\_ phrases (e.g. with my friends)
   5. \_\_\_\_\_\_\_\_\_\_ (e.g. when I was a boy)

These grammatical units represent \_\_\_\_\_\_\_\_\_\_, or thought groups, and we don’t want to break them up.

1. Don’t break up \_\_\_\_\_\_\_\_\_\_ statements. (e.g. Who jumped?)

**Practice.** *Identify thought groups in each statement.* *Pause the video. Draw in your own / and // marks. Then, resume the video to check your answers.*

1. When I was a mother, I tripped over toys on the floor and rocked my children in my arms.
2. Now that I am a grandmother, I tap my feet as I wait for my grandchildren to visit me.
3. When I became a man, I fell at the feet of a beautiful woman.

**ANSWER KEY**

**Introduction.** *Fill in the missing words as you listen to her explanation.*

* When we speak, there are natural places to **pause** and take a breath.
* It is not natural to say **long** sentences in one breath.
* If you group your words naturally, there will be a better **flow** to your speech and it will be **easier** for people to understand you.

**How thought groups are formed.***Fill in the blanks as you listen.*

1. **Punctuation** tells us where to pause (for example, commas, **periods,** semi-colons, colons, and parentheses).
2. **Grammar** also tells us where to pause. We pause between grammatical units.
   1. **Noun** phrases (e.g. a beautiful woman)
   2. Subjects (e.g. a beautiful woman / and her little dog)
   3. **Verb** phrases (e.g. climbed tall trees)
   4. **Prepositional** phrases (e.g. with my friends)
   5. **Clauses** (e.g. when I was a boy)

These grammatical units represent **ideas,** or thought groups, and we don’t want to break them up.

1. Don’t break up **short** statements. (e.g. Who jumped?)

**Practice.** *Identify thought groups in each statement.* *Pause the video. Draw in your own / and // marks. Then, resume the video to check your answers.*

1. When I was a mother,/ I tripped over toys on the floor / and rocked my children in my arms. //
2. Now that I am a grandmother,/ I tap my feet / as I wait for my grandchildren / to visit me.//
3. When I became a man,/ I fell at the feet / of a beautiful woman.//