The Repair Table

Notice how phrases and clauses shape a model text.

L.9-10.1.b "Demonstrate task-appropriate use of phrases and clauses to communicate purpose, develop structure and add variety."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline one clause that signals contrast and one that signals cause, circle two infinitive phrases that state purpose, and number the opening time phrases in paragraphs 1 and 3 to trace how the text moves forward.

Before It Goes in the Trash

1 Before the first bell, a line formed beside a folding table in the school lobby. Students carried a jammed zipper, a loose backpack strap, and a desk lamp that would not switch on. The table belonged to the repair club, which met every Thursday with a few borrowed tools. Although some students expected quick fixes, the volunteers began by asking what had gone wrong. They listened before touching anything, because an explanation could prevent the same problem next week. To keep useful objects out of the trash, the club offered repairs at no charge, with spare parts donated by neighbors.

2 When a volunteer examined the zipper, she found a thread caught between its teeth. With a pair of tweezers, she eased the thread free while the owner held the bag steady. The lamp needed more than a quick adjustment: its damaged cord made it unsafe to plug in. Rather than attempt a risky repair, the club set it aside for an adult with electrical training. To help visitors make safer choices, the volunteers explained why one object could be fixed on the spot and another could not. No one left empty-handed, since each visitor received advice about the next step.

3 By the end of lunch, the zipper worked, and the backpack strap had been stitched back into place. The lamp remained unplugged, but its owner knew whom to ask for help. Because the club described its decisions, students saw more than a pile of rescued belongings. They saw that repair requires patience, limits, and a willingness to explain both. A small table cannot solve every problem; still, it can change what happens before someone throws an object away. To build that habit, the club planned a short demonstration for students who wanted to learn a basic stitch.

2 ANSWER WITH EVIDENCE

Use the passage

1. In paragraph 1, what does the clause beginning with “Although” contrast with the volunteers’ actions?

2. In paragraph 2, what purpose does the phrase “To help visitors make safer choices” give for the volunteers’ explanation?

3. How do the opening phrases “Before the first bell” and “By the end of lunch” organize the text?

4. In paragraph 3, how does the clause beginning with “Because” connect the club’s actions to what students learned?

3 YOUR TURN

Your own words

Write a five- or six-sentence paragraph proposing a small change to a shared space, such as a bus stop or school hallway. Include a time phrase to organize events, a clause that shows contrast or cause, and an infinitive phrase that states a purpose; vary at least two sentence openings.

The Repair Table

PART 1 · READ AND MARK

Underline one clause that signals contrast and one that signals cause, circle two infinitive phrases that state purpose, and number the opening time phrases in paragraphs 1 and 3 to trace how the text moves forward. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	In paragraph 1, what does the clause beginning with "Although" contrast with the volunteers' actions?	**It contrasts students' expectation of quick fixes with the volunteers' decision to ask questions first.**
2	In paragraph 2, what purpose does the phrase "To help visitors make safer choices" give for the volunteers' explanation?	**It shows that the volunteers explain their decisions so visitors can judge when a repair is safe.**
3	How do the opening phrases "Before the first bell" and "By the end of lunch" organize the text?	**They frame the repair table's work from the start of the day to its results by lunchtime.**
4	In paragraph 3, how does the clause beginning with "Because" connect the club's actions to what students learned?	**It presents the club's explanations as the reason students understood that repair involves more than fixing objects.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

After the final bell, students crowd around the single hallway recycling bin. Crumpled paper often lands on the floor because the bin sits behind a row of lockers. Although moving it would not solve every litter problem, placing it near the exit would make it easier to use. To keep the path clear, the school could put a second bin against the wall near the wide doorway. Within a week, custodians could check the area to see whether fewer scraps were left behind.

For the marking task, accept any passage clause that clearly signals contrast or cause and any two purpose-setting infinitive phrases. For Part 3, check that the required phrases and clause serve distinct purposes in a coherent five- or six-sentence paragraph.