

Word classes and their relations, word order, sentence structures.

Word classes

1) Match slovní druhy with word classes

Slovní druhv

| podstatná jména                               | prepositions     |
|---|------------------|
| přídavná jména                                | pronouns         |
| zájmena                                       | articles         |
| číslovky                                      | adverbs          |
| slovesa                                       | adjectives       |
| příslovce                                     | verbs            |
| předložky                                     | conjunctions     |
| spojky  | nouns            |
| částice                                       | determiners      |
| citoslovce                                    | connectives      |
| http://slovnidruhy.cz/                        |                  |
| What word is missing?                         |                  |
| My uncle doesn't cooking.                     |                  |
| wife cooks very well.                         |                  |
| They live in a house in the country.          |                  |
| They both love working the garden and quite o | often they spend |
| day there.                                    |                  |
| garden is beautiful and full of               | _                |

| Nouns   | Verbs   | Adjectives   | Adverbs   | Prepositions   |
|---|---|--|---|--|
| are words that give a<br>name or label to someone<br>or something | are something you can<br>do or something that<br>happens                      | are words that describe<br>somebody or something<br>(they describe a noun) | add detail to show how,<br>where or when something<br>happens                   | usually go before a noun<br>to show where or when<br>things take place                               |
| giraffe   | juggle  | fluffy   | slowly  | beside   |
| Pronouns  | Connectives   | Conjunctions   | Articles  | Determiners  |
| replace a noun ornoun<br>phrase so you don't have<br>to repeat it | join sentences or clauses<br>and can be conjunctions<br>or connecting adverbs | join words, phrases or<br>clauses within a sentence                        | are types of determiner<br>and can be definite (the)<br>or indefinite (a or an) | determine something<br>about a noun, such as<br>quantify or whose it is<br>(e.g. six eggs, my house) |
| she meanwhile   |   | and  | the   | my   |



(taken from http://www.thinkingchild.org.uk/how-difficult-is-it-to-quickly-improve-the-quality-of-students-writing/)

2) <u>Use the cards</u> - words and form any sentence. They must be correct. (Working with cards, forming sentences)

#### **Word order in positive sentences**

0

#### **Basic word order in statements:**

| subject  | verb(s)   | object  |
|----------|-----------|---------|
| I        | speak     | English |
| I        | can speak | English |
| <u> </u> | V         |         |

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#### Examples:

We sell flowers.

They sing a song.

You must read the book.

# Word order in longer statements:

| subject | verb(s)   | indirect object | direct object | place               | time                |       |
|---------|-----------|-----------------|---------------|---------------------|---------------------|-------|
| I       | will tell | you             | the story     | at school           | tomorrow.           |       |
| S       | V         | 0               | O adv         | verbials – <b>I</b> | <b>4</b> - matter ( | How?) |

P - place (Where?)

T - time (When?)

# S V O M P T (mnemonic device)

# Examples:

The coach will meet us outside the school gates at 8.30 in the morning.

Our friends waited for us after the concert yesterday evening.

The train to Perth has just arrived at platform 2.

(taken from https://www.ego4u.com/)

# a) Arrange the words to make <u>affirmative sentences</u> (positive or negative).

1 in Greece / spend / I / will / next year / my holiday

2 play / in the bar / did / he / last week / not / the piano

3 wrote / last week / they / at school / a test

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4 give / the present / tomorrow / we / him / will

5 not / the truth / did / he / tell / you

6 must / at five o'clock / leave / we / the house

7 feed / you / my / cat / can

8 the library / take / I / the book / will / today / to

9 to a party / not / we / tonight / going / are

10 tonight / want / to the cinema / to go / we

# **Word order in questions**

| interrogative | auxiliary<br>verb | subject |                 | indirect<br>object |            | place              | time       |
|---------------|-------------------|---------|-----------------|--------------------|------------|--------------------|------------|
| What          | would             | you     | like to<br>tell | me                 |            |                    |            |
|               | Did               | you     | have            |                    | a<br>party | in<br>your<br>flat | yesterday? |
| When          | were              | you     |                 |                    |            | here?              |            |

(taken from https://www.ego4u.com/)

- b) Make questions asking about the information in bold:
- 1 Amy crossed the street at the traffic lights.
- 2 My girlfriend has worked in Italy since 2010.
- 3 Most tourists did not see **the monster Nessi** in Loch Ness.
- 4 He will probably come back **tomorrow**.
- 5 David had to visit his grandmother as she was ill.
- 3) Read the following text and choose the correct word for each space from the box. There is ONE WORD you will not need:

#### **Women and Science**

# ANYONE, BUT, INVENTED, MADE, OBSERVED, OPPORTUNITIES, SCIENTIST, TIME, WAS, WHERE

| It is difficult to understand why, bu                         | it women and science are not                        |  |  |
|---|---|--|--|
| automatically associated with each                            | other, even though the first woman $\boldsymbol{1}$ |  |  |
| was born in Alexa   | andria, in Egypt, in 370 A.D. Her name              |  |  |
| was Hypatia, and her father, who w                            | was the director of Alexandria's                    |  |  |
| University, <b>2</b> sure his daughter had the best education |   |  |  |
| available. It was not normal, at this                         | s time, for women to have <b>3</b>                  |  |  |
| to study, and after   | er studying in Athens and Rome, she                 |  |  |
| returned to Alexandria, 4                                     | she taught mathematics. She                         |  |  |
| became famous for her knowledge                               | of new ideas, and wrote several                     |  |  |
| important mathematical works, 5 _                             | no copies of her books                              |  |  |
| have survived. Hypatia was interes                            | sted in technology and <b>6</b>                     |  |  |
| several scientific  | tools to help with her work, but this               |  |  |
| story has an unhappy ending.                                  |   |  |  |

Academic Reading for Students with Learning Disorders, SPUAJ001 Many rulers of that **7** \_\_\_\_\_\_ were afraid of science, and **8** \_\_\_\_\_ connected with it was in danger. As a consequence, her life was at risk and one day in March 415, she **9** \_\_\_\_\_ attacked in the street and killed. (taken from http://www.englishaula.com/en/pet-reading-part-5-exam-2-multiple-choice-cloze-the-firstwoman-scientist.html) 4) Fill in the text using the correct form of the given word: What is anthropology? Anthropology distinguishes itself from the other social sciences by its greater **1** \_\_\_\_\_ on fieldwork as the source of new 2 . The aim of such studies is to develop as intimate an understanding as possible of the phenomena investigated. Although the 3 \_\_\_\_\_\_ of field studies varies from a few weeks to years, it is generally agreed that anthropologists should stay in the field long enough for their **4** \_\_\_\_\_\_ to be considered 'natural' by the permanent Realistically, however, anthropologists may never reach this status. Their foreign mannerisms make them appear clownish, and so they are treated with **6** \_\_\_\_\_\_ and **7** \_\_\_\_\_\_. If they speak the local language at all, they do so with a strange accent and flawed grammar. They ask **8** \_\_\_\_\_ questions and inadvertently break rules regarding how things are usually done. **9** \_\_\_\_\_ this could be an interesting starting point for research, though it is rarely exploited. 1. EMPHASIZE 6. CURIOUS 2. KNOW 7. AMUSE 3. LONG **8.** TACT 4. PRESENT 9. ARGUE

(taken from <a href="https://www.examenglish.com/TOEFL/TOEFL">https://www.examenglish.com/TOEFL/TOEFL</a> reading6.htm)

5. RESIDE

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#### **Determiners**

http://www.helpforenglish.cz/article/2009060203-co-jsou-to-determinatory-determiners

#### Další možnost definování slovních druhů v angličtině

http://bil6014partsofspeech2.blogspot.cz/2013/12/introduction-to-parts-of-speech.html

# Shrnutí (pp prezentace) – vhodná k opakování slovních druhů v angličtině i s příklady

http://www.slideshare.net/keepitsurreal/english-language-terminology-word-lasses

#### Další PP prezentace zajímavě pojaté vysvětlení o druzích slov

http://www.slideshare.net/gohbangrui/english-language-word-class
"chunks"

https://www.teachingenglish.org.uk/article/chunks

### **Connectives and conjunctions**

http://www.grammarbank.com/connectives-list.htm

#### Wordlist of c+c

http://www.sparklebox.co.uk/literacy/vocabulary/word-lists/connectives/#.WIYlKfnhDcs