

| **Objetivos:**  Compreender a gramática Inglesa:   * Estrutura frásica e a ordem das palavras. * Tipos de frase da língua Inglesa. * Sequência dos elementos numa frase. * Frases simples, frases compostas e frases complexas. |
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EXERCÍCIOS

**Look at the dictionaries (links below) to help you answer to the questions:**

<https://www.collinsdictionary.com/dictionary/english/>

<https://www.dictionary.com/>

<https://www.merriam-webster.com/>

**Activity 1 - The Hangman**

Grammar rule #1

EACH C L A U S E I N Y O U R S E N T E N CE

S H O U L D HA V E O N E S U B J E C T

A N D O N E M A I N V E R B

**Activity 2**

Consider the following string of words. How many sentences can you come up with using these words and only these words?

* the came girl baskets home with

***Activity 3 - Practice with parts of speech in English (1)***

Before we go on with clause/sentence structure, here is a revision activity on parts of speech. Take a look at this extract from Anne of Green Gables:

She (1) had been watching (2) him (3) ever since (4) he (5) had passed (6) her (7) and (8) she had her (9) eyes (10) on (11) him now. ............................ and beneath (12) the (13) hat (14), extending down her (15) back, were two braids of very (16) thick (17), decidedly (18) red (19) hair.

Place the words in the box below under the correct headings. Make sure you have the correctly numbered item (for example her is used many times in this text)

| **adjectives** | **adverbs** | **conjunctions** | **determiner article** | **possessive determiners** |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
| **noun** | **subject pronouns** | **object pronouns** | **prepositions** | **verbs** |
|  |  |  |  |  |

***Activity 4 - Practice with parts of speech in English (2)***

a) Look at three sentences. Each sentence has five words. Can you identify which part of speech each word is?

1. They told me about it.

2. Look in the big cupboard.

3. Put it there, but carefully.

b) Let’s look at one more. What part of speech are these words? Think about it.

4. I’m staying in this evening.

***Activity 5 - Compound parts of speech in English***

Until now, you’ve seen single words, and how single words can be nouns, verbs, etc.

However, when you’re thinking about parts of speech, you can’t just think about single words. Phrases can also be nouns, verbs, adjectives, and so on. Look at the sentence below. What parts of speech do we have here? Of course, you can go through it word by word. You can say, add is a verb, a is a determiner, small is an adjective and so on. But is that the most useful way of looking at it?

**Add a small spoonful of brown sugar then turn the heat down and stir the mixture gently.**

**Clause structure**

You may have heard English described as an SVO language. This describes the structure of this type of clause. It tells us about the word order in English: Subject – Verb – Object

**Activity 6 – SVO**

Try to break the following sentences into three parts: **subject / verb / object**

**ADVERBIAL OF TIME**

* The little mouse has been stealing my cheese.
* The old lady loved that cheese.
* The children stroked the fat cat.
* I have congratulated the fat cat.
* The goldsmith is going to buy a big mousetrap.

**Activity 7 - Two objects: subject / verb / object / object**

In the sentences below, mark whether the objects in the following clauses are direct (DO) or indirect (IO):

* I sent an email to my boss.
* My sister wrote me a letter.
* Their father threw the ball to the dog.
* My wife told me a secret.

**Activity 8 - Adverbials**

1. Try this activity to see if you can identify the subject and verb in these sentences.

* Everyone loves that wise old man.
* This car is really expensive.
* My lovely little boy made a birthday cake.
* This incredibly old man jumped on to the table.

1. In which of these sentences could you replace the 'rest of the sentence' with an object pronoun (me, them, etc.), but nothing else?
2. Take a look at these sentences. Can you underline the **adverbials** in each sentence?

* I sent an email to my boss yesterday.
* I'm meeting him at the pub.
* She left in a hurry.
* He saw her in town last week.

**Activity 9 - Complements**

Take a look at these sentences. Can you underline the complements in each sentence?

• It was a horrible lesson.

• That was the most horrible lesson I've ever given.

• Youth unemployment is a really difficult problem.

• I am a teacher.

• Maria feels absolutely dreadful.

**Activity 10 - Basic clause pattern**

There are seven basic clause patterns in English.

(David Crystal, *The Cambridge Encyclopaedia of the English Language*, p. 221).

Match the sentences to the correct **basic clause pattern** into the table.

| **S + V:** | * He is singing. |
| --- | --- |
| **S + V + O:** | * Jonathan wrote an e-mail. |
| **S + V + C:** | * Matthias became tired. |
| **S + V + A:** | * Jasper and Renee met in 2007. |
| **S + V + O + O:** | * They bought Dan a new car. |
| **S + V + O + C:** | * They considered him a fool. |
| **S + V + O + A:** | * Loren met the actress on the airplane. |

* He is singing.
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**Activity 11 Word order**

Word order is the way that native speakers arrange their words in a sentence. How they naturally sequence their words to construct an English sentence.

**WHO + WHAT + WHERE + WHEN + HOW + WHY**

(VERB + OBJECTS)

Put the sentences in the right order and explain what has gone wrong.

1. John called to cancel his appointment earlier
2. She teaches to be independent thinkers enthusiastically students
3. John ate this morning breakfast because he was late on the train
4. the bus returned to drop off the passengers to the station
5. the bus hit with great force the tree
6. the conference started on Tuesday last week at 10:00 a.m.
7. they live in India in a big city in a flat
8. we two years ago bought this car
9. Sam ate slowly his meal
10. we drove at the weekend to the seaside
11. he goes by train to work
12. they contact because it's easier everyone by phone
13. she went to town to post her letters this morning

**Activity 12: Subordination**

A subordinating clause is not a full sentence. It is always introduced with a subordinating conjunction.

Mark the 11 words that make up the subordinating conjunctions in the text below:

When Tricia got the phone call, she rushed to the hospital. When she arrived, Marcus was unconscious although the doctors had initially thought he had only minor injuries. Because no one was watching him closely even though it was rather quiet on the hospital ward, they didn’t notice his blood pressure had plummeted. By the time he slipped into a coma, it was nearly too late. Because he heard Tricia pleading with him not to die, Marcus regained consciousness and came out of his coma. Now they are happily married and have two lovely children. To this day, Marcus still says he wouldn’t have made it if Tricia hadn’t come to him in the hospital.