**Inglês Técnico**

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| **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. |

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 - 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** |
| **(17) (19)** | **(16) (18)** | **(8) (4)** | **(13)** | **(9)(15)** |
| **noun** | **subject pronouns** | **object pronouns** | **prepositions** | **verbs** |
| **(10)(14)** | **(1) (5) (7)** | **(3)** | **(11)(12)** | **(2) (6)** |

***Activity 2 - 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.

Sub verb objp prep pronoun

2. Look in the big cupboard.

Verb prep deter adject noun

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 3 - 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?

1. 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 4 – SVO**

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

* 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 5 - 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 6 - 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 7 - 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 8 - 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:** |  |
| **S + V + O:** |  |
| **S + V + C:** |  |
| **S + V + A:** |  |
| **S + V + O + O:** |  |
| **S + V + O + C:** |  |
| **S + V + O + A:** |  |

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

**Activity 9 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.

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

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

**Activity 10: Building Phrases with Elements**

**Objective:**

Practice creating sentences using a combination of subjects, verb tenses, objects, adverbials, and complements.

**Instructions:**

1. Using the elements provided, create sentences with different structures, such as S-V-O-A, S-V-C, S-V-O-C, or S-V-O-O-A. Write the sentences on the lines provided.
2. Discuss the different sentence structures and how the chosen elements affect the meaning of the sentences.

***Example sentence:***

***the ball / to her father / is playing / in the park / the little girl.***

**Sentence: The little girl / is playing / the ball / to her father / in the park.**

So, the structure consists of S-V-O-O-A: a subject, verb, direct object, indirect object, and an adverbial.

**S - Subject:** The little girl

**V - Verb:** is playing

**O (direct) - Direct Object:** the ball

**O (indirect) - Indirect Object:** to her father (this indirect object provides information about who the ball is being played to)

**A - Adverbial:** in the park (this adverbial provides information about the location of the action)

**C – Complement:** (none)

The chosen elements in the sentence "The little girl is playing the ball to her father in the park" affect the overall meaning in various ways. By changing individual elements within the sentence, we can observe how the meaning is altered:

**Original sentence:** The little girl is playing the ball to her father in the park.

**Change subject:** The little boy is playing the ball to his father in the park.

The meaning changes from focusing on a young girl to a young boy, while the action and other elements remain the same. The possessive determiner also changes from "her" to "his" to match the new subject. This change ensures that the sentence accurately reflects the gender of the subject and maintains a coherent meaning.

**Change verb tense:** The little girl will play the ball to her father in the park.

The meaning changes from an action happening now to an action that will happen in the future.

**Change direct object:** The little girl is playing the frisbee to her father in the park.

The meaning changes by altering the object being played, from a ball to a frisbee.

**Change indirect object:** The little girl is playing the ball to her mother in the park.

The meaning changes by altering the recipient of the action, from the father to the mother.

**Change adverbial:** The little girl is playing the ball to her father at the beach.

The meaning changes by altering the location where the action is taking place, from a park to a beach.

Each of these changes demonstrates how the overall meaning of the sentence can be affected by modifying individual elements. The combination of these elements helps to convey a specific message or idea to the reader or listener.

1. **the ball / with friends / is playing / in the park / the little girl.**

**Sentence:**

**S - Subject:**

**V - Verb:**

**O - Object:**

**A - Adverbial:**

**C – Complement:**

1. **turned / a deep shade of blue / the sky.**
2. **customer's expectations / is / a top priority / taking care of / for every organisation**
3. **Alice / the new team leader / the director / appointed**
4. **of the night / the best performer / the audience / elected / her**
5. **to the winning team / gave / the trophy / at the end of the tournament / the coach**
6. **the newspaper / has read / loudly / in the classroom / our teacher**

**Activity 11 - 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.

