



Inkl. Extras
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+ Tablet

GRAMMATIKKOMPETENZ FÜR DIE OBERSTUFE

Know Your Grammar!

Erkennen – Begreifen – Anwenden

Englisch



Klett



Klett

10 Word order

NOTICING

As you read through the text, highlight the specific point(s) noted for each paragraph.

The rise of the robots

Robots were introduced into the workplace in America in the 1960s because they could do jobs very quickly and efficiently. At the beginning of the 21st century, robots were mainly used to do jobs that were too dangerous, dirty, difficult or boring for people.

*Adverbs/
adverbials of
definite time
and place*

But things are changing. Scientists and engineers are developing humanoid robots that work closely with people and help them with all kinds of tasks. In some companies, robots greet people politely and give them information when they arrive. In Japan there is even a hotel run¹ by robots!

*Adverbs of
manner
(showing
how sth is
done)*

In a world that is ageing fast, some people believe that companion robots will help older people to live more independently. Robots never sleep or get ill so they could always be with a person. They could remind older people to take their medicine, possibly monitor their movements or sometimes keep them company.

*Adverbs of
frequency*

Interestingly, scientists have now realised that robots need to behave more realistically if people are going to completely accept them. One study found that humans definitely preferred robots that apologised for their mistakes. Apparently, some people even began to feel sorry for them! Obviously, this is only the beginning. Many people say that the 21st century is going to be the age of the robot.

*Adverbs of
comment*

¹to run sth *etw. führen*

1. Word order – a few general points

The general rule in English is subject _____.

Other words are not usually put between a verb and its

_____.

We invert subject and verb in _____ with *to be*, *to have* *got* and modal verbs.

2. Position of adverbs and adverbials

The position of adverbs and adverbials can be tricky. They can be put in **front** (first word), **mid** (between the subject and main verb) or **end** position (at the end). For more help see *pp. 108-109*.

- a) Look at the first sentence. Where do we usually put **adverbs and adverbials of definite time and place**?

If there is an adverbial of time and one of place, in which order are they usually placed?

But now look at the second sentence. Where is the adverbial of time? What effect does this have?

- ☐ it makes it less important ☐ it emphasizes it

- b) **Adverbs of manner** are generally placed where? _____

Look at the last example. What do you notice about where they are placed if a verb has a direct object?

- c) Where do we often put **adverbs of frequency**? _____

Which other adverbs of frequency do you know?

- d) Adverbs of comment usually appear in which position? _____

3. Looking at different verbs

- a) If the main verb is *to be*, where does the adverb usually go? Have a look at the first paragraph!

- b) If adverbs go in mid position, what happens when there is more than one verb, i.e. if there is an auxiliary or modal verb? Have a look at the third and fourth paragraphs!

1. Other types of adverbs

- a) **Adverbs of degree** give information about the intensity of an adjective, action or another adverb.

Identify the adverb of degree in each of the following sentences, then say what it is giving more information about in each case.

- *because they could do jobs very quickly and efficiently*
- *if people are going to completely accept them*
- *jobs that were too dangerous, dirty, difficult or boring for people*

Where are the adverbs placed?

- ☐ before the word they qualify ☐ after the word they qualify

- b) **Focusing adverbs** direct our attention to a particular part of the clause. They include *only*, *even*, *particularly* and *just*. Find two examples in the text on p. 64 and say where they are placed.

! Remember adverbs are put in a different position with *to be*!

Now write a sentence saying what you think robots would be good or bad at. Include one of the focusing adverbs above.

- c) Can you think what **adverbs of probability** do?

Underline the adverbs of probability in the list below.

*finally • definitely • quickly • terribly • possibly • recently •
apparently • certainly • personally • probably*

In which position are most of them usually placed in a sentence? Look at paragraphs 3 and 4 of the text on p. 64.

2. Let's take a closer look

a) Look at this sentence from the *Robots* text again:

In a world that is ageing fast, some people believe that companion robots will help older people to live more independently.

What do you notice about *fast*? What part of speech is it?

Now look at this sentence. How is it used here?

This is a really fast robot.

b) The same is true of these words: *early, long, late*. Write two sentences for each word showing the different uses. Some help has been given.

- get up + early + every morning
- learn to read + early + age
- journey + long
- how + long + you wait? (*Which tense will you need?!*)
- to be + very + late
- concert + start + late

3. Robots in the future

Now it's time to get writing! Write five sentences outlining what you think about robots. A few ideas have been given to help you. Add the adverbs and adverbials to the three statements. Then write two sentences of your own, including two different adverbs or adverbials each time.

1. some people believe + robots will make our world a better place + *strongly + definitely*
2. robots might give people more time to do other things + *interestingly + soon + a lot*
3. some people are worried that robots might learn to think for themselves + *obviously + gradually + very*
4. *Your idea + 2 adverbs/adverbials of your choice*
5. *Your idea + 2 adverbs/adverbials of your choice*

When you read the following text, highlight all of the *adjectives*.

Did you know?

One of the first robots was invented by the ancient Greek philosopher Archytas of Tarentum around 400 B.C. It was a small wooden pigeon that could fly.

In 1495 the great Italian artist, inventor and sculptor Leonardo da Vinci sketched plans for a large mechanical knight. It could sit down, stand up and move its head – all on its own!

The French inventor Jacques de Vaucanson was famous for his mechanical machines in the 18th century. He not only invented an incredible copper duck but also a lifelike wooden flautist¹. This tall white automaton² could play 12 different pieces of music!

Everyone knows R2-D2, the cylindrical white and blue droid that makes strange sounds in *Star Wars*. But did you know that in an early draft of the story he could actually speak English?



¹flautist Flötist/in • ²automaton Automate, Roboter

1. Types of adjectives

There are different types of adjectives:

- ✓ some give an opinion, e.g. *awesome, sad*
- ✓ others present facts, e.g. *old, small*

Look at the text. Find a sentence with an **opinion** adjective and a **fact** adjective. Which comes first?

2. Position of fact adjectives

If there is more than one **fact** adjective, they are usually placed in a particular order.

Have another look at the text. Find the adjectives and add them to the table below.

How big?	
What's it like physically?	
What shape?	
How old?	
What colour?	
Where from?	
What's it made of?	



There are usually no more than three adjectives in front of a noun!

3. Separating adjectives with a comma

If you can change the order of the adjectives (i.e. they are in the same category in the table above) without changing the meaning, you use a comma to separate them.

Look at this example: *R2-D2 is a funny, smart robot.*

We can also say *R2-D2 is a smart, funny robot.* Why?

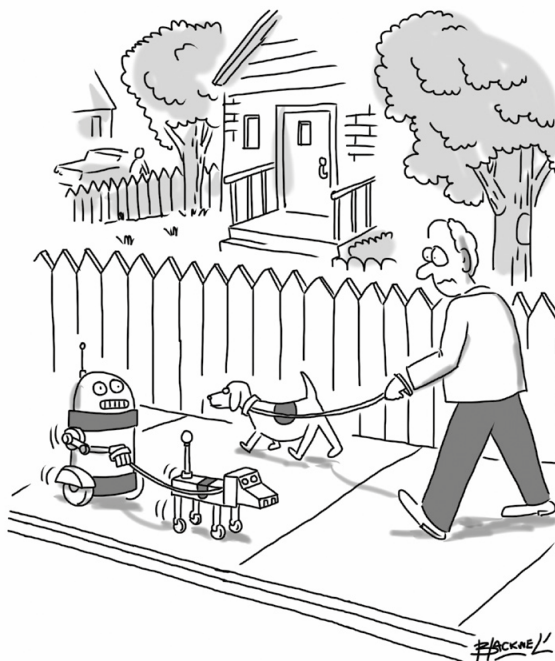
Now look at *a small wooden pigeon.* Why isn't there a comma?

1. A funny thing happened to me

The man in the cartoon is telling a friend what happened. Read the text and then add adverbs and adverbials and some adjectives to make it sound more interesting. Think about the following points but do not overload the text with adjectives – choose ones that make sense!

- when and where the man went
- the house (look closely at the cartoon!)
- details about the robot (size, shape, material)
- details about the robot's dog (size, colour, material)
- how the robot talks
- Cooper's reaction

If you want, you can also add one or two sentences of your own, but you do not have to!



I took Cooper for a walk in our park. We were walking down the pavement next to a house when I saw something strange. There was a robot moving towards me – it had wheels instead of legs. It had a robot dog on a lead. When it saw me, it said "Hello!" and added that it was taking its dog for a walk! Cooper did not worry or look at the robot. He kept on walking!

→ If you like, you can record your answer instead of writing it down.

2. Talking about a short film

- a) Watch the film about Claudine and the robot BEN (*Film 04*). Then write answers for each of these questions, including the adverbs or adverbials specified (but not necessarily in the order given!).

What does Claudine enjoy doing with BEN? *comment + frequency*

What does Claudine do when she eats lunch? *frequency*

What does BEN do when Claudine is asleep? *certainty + frequency*

When Claudine does not reply, what does BEN do? *manner + comment*

What does Claudine do when BEN tells her it is time to get up? *focus + manner*

When Claudine explains her feelings to BEN, what does he do? *comment + manner*

- b) Choose which adjectives best describe Claudine and BEN.

lonely • happy • French • quiet • elderly • bored • fit • small • large • plastic • big • round • impatient • gentle • caring • sad • cold • oversized • unfeeling • understanding

Then answer the following questions using the adjectives above. Use adverbs (e.g. *fairly, very, only, quite*) to qualify the adjectives where appropriate.

- *What kind of lady is Claudine?*
 - *What does BEN look like?*
 - *What kind of robot nurse is he?*
- c) Now watch the film again. Give a very short oral account of what happens, trying to use some adverbs and adverbials and one or two adjectives. Try to keep your description simple! Record what you say, then listen to your recording and check the position of the adverbs and adverbials as well as the adjectives. Then listen to *Track 27*.

10 Word order

Noticing | The rise of the robots

1. subject verb object • direct object • questions
2. a) Adverbs/adverbials of definite time & place: **in America in the 1960s** = in the end position • **place before time** – different to German! • **At the beginning of the 21st century** = in the front position - it emphasizes it
 b) Adverbs of manner: *robots that work **closely** with people; robots greet people **politely*** ► mid position • **after** the direct object – unlike in German adverbs are not placed between verb and direct object.
 c) Adverbs of frequency: *Robots **never** sleep or get ill so they could **always** be with a person; or **sometimes** keep them company* = mid position, i.e. between subject and main verb • *normally, occasionally, often, rarely, regularly, usually, ...*
 d) Adverbs of comment: *interestingly, apparently, obviously* = front position
3. a) normally **after** it, e.g. *robots **were mainly** used to do jobs*
 b) the adverb goes after the auxiliary or modal verb, e.g. *so they **could always** be with a person • scientists **have now realised** • **are going to completely** accept them*

Practising

1. Other types of adverbs

- a) **very** – more information about **adverbs** *quickly, efficiently*
completely – more information about **action (verb)** *accept*
too – more information about **adjectives** *dangerous, dirty, difficult, boring*
☒ before the word they qualify
- b) *There is **even** a hotel run by robots • some people **even** began to feel sorry for them • But obviously this is **only** the beginning*
 Placed in front of the word that they are modifying/focusing on.
 I think robots would be **particularly** good at clearing up after oil spills./would **just** be bad at dealing with people. ...
- c) say how probable/likely something is
definitely • possibly • certainly • probably
 mid position: ***possibly** monitor their movements • One study found that humans **definitely** preferred robots*

2. Let's take a closer look

- a) *Fast* does not look like an adverb but it is! It qualifies *ageing*.
 In the second sentence it is an *adjective*. So adjective and adverb look the same!
- b) I get up early every morning. = *adverb* • I learnt to read at an early age.
 = *adjective*
 I went on a long journey. = *adjective* • How long have you been waiting?
 = *adverb*
 It is very late. = *adjective* • The concert started late.
 = *adverb*

3. Robots in the future

1. Some people **strongly** believe that robots will **definitely** make our world a better place.
2. **Interestingly**, robots might **soon** give people **a lot** more time to do other things.
3. **Obviously**, some people are **very** worried that robots might **gradually** learn to think for themselves.

Noticing | Did you know?

1. *great Italian artist • incredible copper duck*
The opinion adjective always comes first.

2. How big?	<i>small • large • tall</i>
What's it like physically?	<i>mechanical • lifelike</i>
What shape?	<i>cylindrical</i>
How old?	<i>ancient</i>
What colour?	<i>white • blue</i>
Where from?	<i>Italian • French • Greek</i>
What's it made of?	<i>wooden • copper</i>

3. *Smart* and *funny* are opinion adjectives and their order can be changed without altering the meaning. *Small* and *wooden* are not in the same category.

Practising

1. A funny thing happened to me

Listen to the recording (Track 26).

2. Talking about a short film

- a) **Apparently**, Claudine **often** enjoys dancing with BEN.
*Claudine **sometimes** reads a book.*
*He **probably always** stays in the room.*
Of course, BEN **slowly** goes to her room.
*Claudine **just quietly** lies in her bed.*
Sadly, he does not understand and **only** asks her if she wants to watch TV.
- b) Claudine is a **lonely elderly French** lady although she still seems **fairly fit**. She sometimes seems **quite sad**.
 BEN is a **large white plastic** robot with **very big round** eyes. He is a **very caring** and **patient** robot nurse. He is always **very gentle** with Claudine.
- c) An elderly French lady, Claudine, lives in a house with BEN, a robot.
 Apparently, he's a kind of nurse. Claudine really enjoys dancing with BEN – she does this quite often. Claudine sometimes reads a book while she's eating. When she has finished, BEN always takes away her plate and brings her pills. Luckily, Claudine seems to like BEN – she smiles at him when he gives her the pills. In the evenings Claudine often watches television. When

she goes to bed, BEN quietly stands in a corner and watches her. Obviously, BEN never sleeps because he is a robot.

One morning, BEN tries to wake Claudine but she doesn't reply. She ignores him and just lies quietly in bed. When she finally has breakfast she doesn't say anything or smile. She's possibly thinking about her husband because she's very sad. BEN tells her that he has told the doctor. Claudine tries to tell him that she needed some time to herself but he doesn't understand. Instead, he calmly asks her if she wants to watch television. Then he asks if she would like to dance. The film ends with them dancing together.

Revising exercises

1 The present tense

- a) What do you do?
 - b) What sport does he play?; Who is his favourite player?
 - c) Where do they go riding?
 - d) What is your favourite film?
- a) + ii) • b) + iv) • c) + i) • d) + iii)
- a) The place the dog sleeps is the hall.
 - b) The dog is sleeping there now.
 - c) She isn't doing it at the moment.
 - d) She generally doesn't read them.
- a) What are you thinking about? (*denken/nachdenken*)
 - b) What do you think? (*meinen/denken*); It looks really great! (*aussehen*)
 - c) I am having such a bad day today. (*haben/verbringen*)
 - d) What are those people looking at? (*anschauen*)
- are you doing? • I am watching / I'm watching • sounds • Who is playing? / Who's playing? • are • know • like • are touring • aren't they? • that's/that is • I am trying / I'm trying • do you want

2 The past tense and the present perfect

- Did you have • went • went • let • fell • hurt • couldn't • took • did • said • was • did they do? • put • spent • came round • hung out • was
- a) broke; was snowboarding • b) was having; slipped • c) was; were driving • d) rang; were waiting • e) were having; heard
- Have you heard • have • sent • did she say • has just been • filmed • Did she take • went • took • hasn't changed/has not changed • started • used • didn't • said • Has she been • wanted • decided • was having

3 The future

- a) won't • b) 'll help • c) 'll be • d) 'll watch • won't
- a) are you going to do • b) 'm going to help her • c) 'll go • d) 'm going to send • e) 'll give; is going to take
- a) are you going; does it start • b) 'll be late • c) we will all go • d) are going to see it • e) 'll be • f) 're flying • does your flight leave? • g) 'll tidy • h) Shall I go • i) are you going to paint
- a) Are you going to Hannah's party? Then we'll see each other there!
 - b) It's going to snow tomorrow. We'll go to school by bus.

Know Your Grammar!

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Du möchtest in der Oberstufe sprachlich korrekt und verständlich schreiben?
Deine Meinung in Vorträgen und Gesprächen fehlerfrei und einleuchtend rüberbringen?
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- ✓ Eigene Sprache bewusst korrigieren
- ✓ Eigene Texte und Präsentationen perfekt erstellen

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