

# CLASSIFICATION AND EXISTENCE

to classify (divide objects into groups) **x** to mark, grade, assess (the student's performance at school)

there is **x** something exists

*example: There is no evidence that life really exists on other planets.*

## Basic structures

|                   |                                    |   |                 |   |
|-------------------|------------------------------------|---|-----------------|---|
| There are         | - three<br>- several<br>- a lot of | - kinds<br>- types<br>- sorts<br>- classes<br>- varieties | - of substances |   |
| Substances are of |                                    |   | XXXXXX          |   |
| Substances can be | - classified<br>- divided          | into several - groups<br>- classes<br>- categories        | according to    | - their properties<br>- whether they.....or not |

## Vocabulary:

Each of our students **falls into** one of three **categories**.

The lion is **one type of** large cat.

Effective use of metaphors is **a feature of** the poet's style.

**The nature of** her work means that she is under a lot of stress.

**The existence of** "dark matter" in the universe was first proposed in 1933.

Humans can be described as being at the top of **a hierarchy of** living creatures.

In this lecture we will study **the structure of** lasers.

Milk is **an essential component of** any young child's diet.

## Example of a text:

There is **an enormous variety/diversity of** living organisms. To help study them, biologists have **devised** ways of **naming and classifying** them **according to** their **similarities and differences**. The system most scientists use puts each living thing into seven groups organized **from most general to most specific**.

Therefore, each species **belongs to** a genus, each genus belongs to a family, each family belongs to an order, etc.

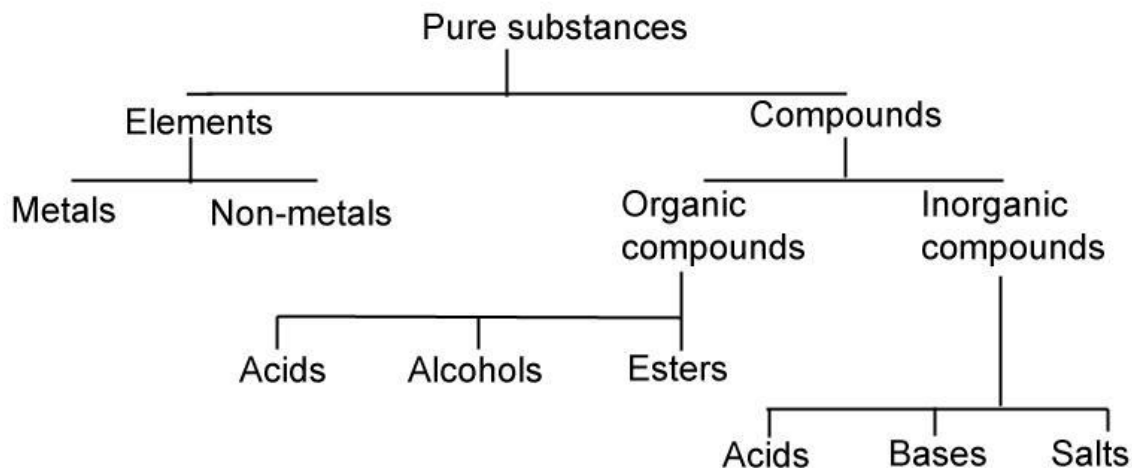
Species are the smallest groups. A species **consists of** all the animals **of the same type** who are able to breed and produce young **of the same kind**; each species is **distinct from** all other species. Biologists **allocate** all organisms to a position in this system.

## Exercises

### 1. Classify the following items:

1. Engineering (e.g. mechanical, electrical, chemical)
2. States of existence (four – solid, gas, liquid, energy).
3. Properties (different sorts).
4. Physical properties of solids (several – e.g., colour, solubility, melting point, etc.).
5. Properties of liquids (five – boiling point, density, mobility, odour, colour).
6. Physical properties of gases (several kinds – colour, taste, odour, density, and solubility in water).
7. Salts (many different kinds).
8. Metals (two - they conduct electricity or not).

2. Use the above structures to classify substances:



3. Complete the following table:

| noun | verb     | adjective | adverb    |
|------|----------|-----------|-----------|
|      | XXXXX    | similar   |           |
|      |          | different |           |
|      | allocate | XXXXXXX   | XXXXXXXXX |
|      | describe |           |           |

4. Using the words from the table, complete the following sentences:

It is hard to .....between these two .....substances.  
 The professor persuaded the university to ..... more resources to his department.  
 There are some magnificent ..... passages in the writer’s later novels.  
 In your essay comment on the ..... and the .....between the two methods.

5. Use words of similar meaning instead of those in bold:

It is difficult to **categorise** human emotions as we know little about their **basic characteristics**.  
 They **belong to** a different generation.  
 Sensation and action can both be **included** under the term “behaviour”.  
 Linguists **allocate** all languages to a place in the system of language families, based on their grammars and other key **aspects**.  
 The atmosphere of the planet **consists of** different gases.  
 The specimens were then **divided into** four groups.  
 The books in the library are **classified by** subject.  
 This strange vegetable **belongs to** the potato family.

6. Translate into English, avoiding “we”:

O existenci nějakého živočicha v jezeře Loch Ness neexistuje žádný vědecký důkaz.  
 Podle závažnosti a možných následků rozdělujeme nehody jaderných zařízení do několika kategorií.  
 Existuje několik základních typů počítačových programů.  
 Typickým rysem plastů je jejich elasticnost.  
 Tento experiment se velmi liší od toho, který jsme prováděli minulý týden.  
 Posledně jmenovaný do této kategorie nepatří.  
 Pořád existují lidé, kteří věří, že ve skutečnosti člověk na Měsíci nepřistál.  
 Jevy stejného či podobného typu řadíme do stejné kategorie.

## ARTICLES

*Fill in the gaps with the or a/an or neither.*

It is easy to make \_\_\_\_ tea. All you need is \_\_\_\_ kettle, \_\_\_\_ teapot, some tea and \_\_\_\_ water. Fill \_\_\_\_ electric kettle with \_\_\_\_ fresh cold water. Bring \_\_\_\_ water to \_\_\_\_ boil. When \_\_\_\_ water is nearly boiling, pour some into \_\_\_\_ teapot to warm it. Then pour \_\_\_\_ water out again and put \_\_\_\_ tealeaves or \_\_\_\_ teabags into \_\_\_\_ pot. To make \_\_\_\_ nice strong cup of \_\_\_\_ tea, \_\_\_\_ way \_\_\_\_ English drink it, use one teaspoon or one teabag for each person. Pour \_\_\_\_ boiling water on \_\_\_\_ tea and leave it for \_\_\_\_ few minutes. Serve with \_\_\_\_ milk. Some people take \_\_\_\_ sugar.