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Curso de Letras/Inglês

Estudos Linguísticos em Língua Inglesa II

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INFORMAÇÕES

Prezado(a) aluno(a),

Ao longo deste guia impresso você encontrará alguns “ícones” que lhe ajudará a identificar as atividades.

Fique atento ao significado de cada um deles, isso facilitará a sua leitura e seus estudos.



Áudio



Vídeo



Leituras
Indicadas



Multimídia



Atividades
Guia Impresso



Atividades
Ambiente Virtual



Saiba Mais



Pare e Pense



Pesquisando
na rede



Referências

Destacamos alguns termos no texto do Guia cujos sentidos serão importantes para sua compreensão. Para permitir sua iniciativa e pesquisa não criamos um glossário, mas se houver dificuldade interaja no *Fórum de Dúvidas*.

INTRODUÇÃO

Olá! Seja bem vindo.

Continuamos, com esse guia, a sequência de disciplinas intituladas “Estudos Linguísticos em Língua Inglesa.” Essas disciplinas apresentam um viés mais tradicional da Linguística, trabalhando com as bases de qualquer gramática (tanto em inglês quanto em português): Fonética/Fonologia, Morfologia e Sintaxe.

É extremamente importante que você saiba muito bem as bases para a descrição de uma língua. Lembre-se: nenhum edifício para de pé se não tiver uma boa fundação. Essas disciplinas lhe darão sua fundação, lhe proporcionarão o conhecimento básico para ser mais assertivo em sala de aula, ou seja, para você saber daquilo que está falando.

Dividiremos o presente guia sobre a Morfologia da Língua Inglesa em quatro partes: conceitos básicos de morfologia, formação de palavras, classes de palavras abertas e classes de palavras fechadas. Os conceitos de Sintaxe serão mais bem abordados no próximo guia.

O objetivo geral é que você se familiarize com os conceitos de Morfologia, como morfemas (livres e presos) e radicais, com os processos de formação de palavras em língua inglesa (vinte e dois, no total) e como as palavras são agrupadas dentro de classes (dez, no total).

Ao final do guia, esperamos que você possa identificar, com facilidade, todos os processos envolvidos na construção das palavras em língua inglesa.

SOBRE O AUTOR

Guilherme Fromm é professor associado de Língua Inglesa do Instituto de Letras e Linguística da Universidade Federal de Uberlândia. cursou História e Letras (Alemão/Português) na graduação. Especializou-se em Tradução (Inglês/Português), cursou o mestrado na área de Linguística e o doutorado na área de Estudos Linguísticos e Literários em Inglês. Toda sua formação acadêmica se deu na Universidade de São Paulo.

Atuou como professor de inglês de cursos livres por quinze anos e há dezoito é professor universitário, nas áreas de Linguística e Língua Inglesa. Diretor da revista Domínios de Linguagem (<http://www.seer.ufu.br/index.php/dominiosdelinguagem>) desde o seu início. É autor de artigos e capítulos de livros e organizador de livros. Tem experiência na área de Linguística, atuando nos seguintes temas: Ciências do Léxico (Lexicologia, Lexicografia, Terminologia, Terminografia), Linguística de Corpus, Ensino de Língua Inglesa e Tradução.

Agenda Geral

Week	Modules	Study Development	Evaluations
Week 1	<p>Module 1</p> <p>Delimitação das áreas -</p> <p>Conceitos básicos de Morfologia</p> <p>Area delimitation – Morphology and Syntax basic concepts</p>	<p>Atividade 1 – chat com o tutor.</p> <p>Atividade 2 – vídeo-aula.</p> <p>Atividade 3 – busca na Internet. Identificar os conceitos relacionados à Morfologia e à Sintaxe disponíveis na rede.</p> <p>Atividade 4 – fórum de discussão. Quais as possíveis abordagens para o estudo de Morfologia e Sintaxe? Como conceitua-las?</p> <p>Activity 5 – Let’s analyze words? We’re going to classify them according to their stem (free or bound) and the type of bound morpheme (derivational or inflectional).</p>	<p>Activity 6 – we’re going to do the same we did in activity 5, but this time you’re going to be evaluated. Go to the VLE (AVA) and do the exercise. Score: 10 points.</p>
Week 2	<p>Module 2</p> <p>Formação de palavras</p> <p>Word formation</p>	<p>Activity 7 – video class.</p> <p>Activity 8 – we’re going to analyze uncommon neological processes.</p> <p>Activity 10 – this time, we’re going to analyze the common neological processes.</p> <p>Activity 12 – let’s learn more about word formation with a set of extra exercises available on your VLE (AVA).</p>	<p>Activity 9 – similar to activity 8, you’re going to analyze the uncommon neological processes of some words. Go to the VLE (AVA) and do the exercise. Score: 5 points.</p> <p>Activity 11 - similar to the previous activity, this time you’re going to analyze common neological processes of some words. Go to the VLE (AVA) and do the exercise. Score: 5 points.</p>

<p>Week 3</p>	<p>Module 3</p> <p>Classes de palavras – parte 1</p> <p>Word classes – part 1</p>	<p>Activity 13 – video class.</p> <p>Activity 14 – noun review exercise. Classify the nouns you find in the text.</p> <p>Activity 15 – try extra exercises about nouns accessing your VLE (AVA).</p> <p>Activity 17 – do you know how to use all verb tenses in English? Let’s review?</p> <p>Activity 18 - try extra exercises about verbs accessing your VLE (AVA).</p> <p>Activity 20 – what about more exercises about adjectives? Access your VLE (AVA) and try them.</p> <p>Activity 22 – let’s try some extra exercises with adverbs?</p>	<p>Activity 16 – you’re going to be evaluated through the exercise about nouns you find in your VLE (AVA). Score: 3 points.</p> <p>Activity 19 - you’re going to be evaluated through the exercise about verbs you find in your VLE (AVA). Score: 4 points.</p> <p>Activity 21 - you’re going to be evaluated through the exercise about adjectives you find in your VLE (AVA). Score: 3 points.</p>
<p>Week 4</p>	<p>Module 4</p> <p>Classes de palavras – parte 2</p> <p>Word classes – part 2</p>	<p>Activity 23 – video class.</p> <p>Activity 24 – closed class words. Let’s see how important they are for the text.</p> <p>Activity 25 – using your VLE (AVA), you are going to do a similar exercise.</p>	<p>Activity 26 – we’re going to summarize all the exercises about the closed class words in just one activity. Score: 10 points.</p>

Módulo 1

Delimitação das Áreas - Conceitos básicos de Morfologia e Sintaxe / Area Delimitation – Morphology and Syntax Basic Concepts

Conteúdos básicos do módulo 1

1. Conceitos sobre Morfologia e Sintaxe extraídos de diversos autores.
2. Conceitos sobre morfemas (livres e presos).
3. Conceitos de flexão e derivação.

Objetivos do módulo 1

Ao finalizar o módulo, você deverá ser capaz de:

1. Distinguir as áreas de estudo sobre Morfologia e Sintaxe e identificar propostas que as unem como Morfossintaxe.
2. Identificar e descrever os morfemas constituintes de qualquer palavra em inglês.
3. Identificar e descrever os processos de flexão e derivação em inglês.



Activity 1

Chat com o tutor. Veja no site (AVA) a data e horário desse chat.



Activity 2

Vídeo-aula, módulo 1. Assista as dicas do professor sobre os assuntos que serão tratados nesse módulo.

Morfologia? Sintaxe?

Você sabe o que significa Morfologia? Veja o que o dicionário Houaiss (2001) nos apresenta e atente para as acepções 4 e 5:

- substantivo feminino

- 1 estudo da forma, da configuração, da aparência externa da matéria
- 2 estudo da configuração e da estrutura externa de um órgão ou ser vivo

2.1 Rubrica: botânica.

forma e disposição das partes que compõem um vegetal, ou seu estudo, reveladas a olho nu ou com o auxílio de microscópio estereoscópico; organografia

3 Rubrica: geomorfologia.

m.q. **geomorfologia**

4 Rubrica: gramática, linguística.

estudo da constituição das palavras e dos processos pelos quais elas são construídas a partir de suas partes componentes, os morfemas

5 Rubrica: gramática tradicional.

parte da gramática que estuda as classes de palavras, seus paradigmas de flexões com suas exceções; flexionismo

E Sintaxe?

- substantivo feminino

1 Rubrica: gramática.

parte da gramática que estuda as palavras enquanto elementos de uma frase, as suas relações de concordância, de subordinação e de ordem

2 Rubrica: linguística.

componente do sistema linguístico que determina as relações formais que interligam os constituintes da sentença, atribuindo-lhe uma estrutura

3 Rubrica: gramática gerativa.

componente da gramática de uma língua que constitui a realização da gramática universal e que contém os princípios e regras que produzem as sentenças gramaticais dessa mesma língua, pela combinação de palavras e de elementos funcionais (tempo, concordância, afixos etc.)

4 qualquer conjunto de regras sintáticas

Exs.: *a s. de Machado de Assis*

a s. oitocentista

5 disposição harmoniosa de partes ou elementos

Ex.: *a s. de um quadro*

Que tal definições em inglês, agora? Veja aquelas apresentadas para as palavras *Morphology* e *Syntax*, no *American Heritage Dictionary* (<https://ahdictionary.com/>):

Morphology

n., pl., -gies.

1.
 - a. The branch of biology that deals with the form and structure of organisms without consideration of function.
 - b. The form and structure of an organism or one of its parts: *the morphology of a cell; the morphology of vertebrates.*
2. *Linguistics*. The study of the structure and form of words in language or a language, including inflection, derivation, and the formation of compounds.

morphological *mor'pho·log'i·cal* (-fə-lŏj'ĭ-kəl) or **mor'pho·log'ic** *adj.*

morphologically *mor'pho·log'i·cal·ly* *adv.*

morphologist *mor·phol'o·gist* *n.*

Syntax

n.

1.
 - a. The study of the rules whereby words or other elements of sentence structure are combined to form grammatical sentences.
 - b. A publication, such as a book, that presents such rules.
 - c. The pattern of formation of sentences or phrases in a language.
 - d. Such a pattern in a particular sentence or discourse.
2. *Computer Science*. The rules governing the formation of statements in a programming language.

3. A systematic, orderly arrangement.

Você deve ter percebido que Morfologia não é apenas uma área de estudos da Linguística, mas também da Biologia. Obviamente, o nosso interesse, aqui, é o estudo das palavras. Já o termo Sintaxe é mais usado na nossa área, embora também apareça na área de computação.

Antes de partirmos para o estudo mais específico sobre a Morfologia e a Sintaxe da Língua Inglesa, vamos voltar aos conceitos básicos sobre o tema.

Vejamos algumas conceituações gerais da área para alguns autores brasileiros:

Rocha Lima (1976, p. 6) apresenta uma visão bastante tradicional de Morfologia:

- [...] b) *Morfologia*: estudo das formas, sua estrutura e classificação;
- c) *Sintaxe*: estudo da construção da frase.

Lopes (1993; p. 150) já identifica uma alteração nesse conceito clássico, embora ainda use a diferenciação entre Morfologia e Sintaxe para fins didáticos:

A gramática tradicional distinguia a Morfologia da Sintaxe, de acordo com o critério das dimensões relativas dos significantes. Assim, caberia à Sintaxe estudar construções superiores à palavra (locuções, frases, etc., nas quais a palavra fosse a unidade constituinte mínima), e caberia à Morfologia efetuar o estudo das construções cujos constituintes mínimos fossem palavras, ou parte de palavras (sufixos, raízes, etc.).

Bechara (2004; p. 54) já propõe que essa divisão não mais se realize:

A parte central da gramática pura é a morfossintaxe, também com menos rigor estudada como dois domínios relativamente autônomos: a *morfologia* (estudo das palavras e suas formas) e a *sintaxe* (estudo das combinações materiais ou funções sintáticas). Ocorre que, a rigor, tudo na língua se refere sempre a combinações de “formas”, ainda que seja combinação com zero ou ausência de forma; assim, toda essa pura gramática é na realidade sintaxe, já que a própria oração não deixa de ser uma “forma” (na lição tradicional, ela não pertence ao domínio da morfologia).

E como os autores em Língua Inglesa analisam essa questão? Vejamos:

Yule (1996, p. 75, p. 100) explains that

[...] **Morphology**. This term, which literally means ‘the study of forms’, was originally used in biology, but, since the middle of the nineteenth century, has also been used to describe that type of investigation which analyzes all those basic ‘elements’ which are used in a language.

[...] If we concentrate on the structure and ordering of components within a sentence, we are studying what is technically known as the **syntax** of a language. The word ‘syntax’ came originally from Greek and literally meant ‘a setting out together’ or ‘arrangement’.

Akmajian et al (2001, p. 12-13) consider a division of the Linguistics studies in five branches (or information): Phonetic/Phonological, Lexical, Syntactic, Semantic and Pragmatic. According to them:

Lexical structure information. For every word we have learned, we intuitively know something about its internal structure. For example, our intuitions tell us that the word *tree* cannot be broken down into any meaningful parts. In contrast, the word *trees* seems to be made up of two parts: the word *tree* plus an additional element, *-s* (known as the “plural” ending). *Morphology* is the subfield of linguistics that studies the internal structure of words and the relationships among words.

Syntactic information. For every word we learn, we learn how it fits into the overall structure of sentences in which it can be used. [...] *Syntax* is the subfield of linguistics that studies the internal structure of sentences and the relationship among the internal parts.

Greenbaum (1996, p. 23), using the term Grammar, supplies us with information regarding the components of a Grammar Book:

Grammars vary in their coverage. They are sometimes restricted to syntax, the ways in which words combine into structures of phrases, clauses, and sentences. But grammars may also include descriptions of one or more other aspects of language: morphology (the internal structure of words), word formation (how new words are formed from more basic elements), phonetics (the possible sounds and sound patterns), phonology (the distinctive sounds and sound patterns), orthography (the conventional spellings), vocabulary, semantics (the meaning of words and sentences), and pragmatics (the interpretation of utterances in their contexts).

Biber, Conrad and Leech (2002) also provide information regarding both areas:

Morphemes are parts of words, i.e. stems, prefixes and suffixes. For example, *un + friend + ly* contains three morphemes: a prefix *-un*, a stem *friend* and a suffix *-ly*. The part of grammar dealing with morphemes is **morphology**. The part of grammar dealing with other types of grammatical units shown above (i.e. words, phrases, clauses, and sentences) is known as **syntax**.



Activity 3 – Busca

Que tal você descobrir outros conceitos sobre as áreas de Morfologia e Sintaxe na Internet? Faça uma busca, utilizando o Google (ou outro buscador), sobre os termos Morfologia/*Morphology* e Sintaxe/*Syntax*. O que você encontrou de interessante?



Activity 4 – Discussão

Discuta com os colegas, através do fórum do AVA, quais conceitos sobre Morfologia/*Morphology* e Sintaxe/*Syntax* você achou interessante. Identifique as possíveis abordagens para as disciplinas.

Morphology

Morphology is the branch of Linguistics that investigates forms in a language. The most basic concept in Morphology is the idea of morphemes. Morphemes are minimal units of meaning or grammatical function. They can be divided between free and bound morphemes.



Picture 1.

Free morphemes

Morphemes that work as single words.

They can be divided in open-class (or content, or lexical) words and closed-class (or function, or grammatical) words:

Open-class

Nouns

Verbs

Adjectives

Adverbs

Closed-class

Conjunctions

Articles

Pronouns

Prepositions

Numerals

Interjections



What is a “word”? The answers may vary, according to the approach you use:

- By orthography: words separated by spaces.
- By grammar: words fall into one grammatical word class (part of speech) or another.
- By Lexicography: words in dictionaries. Share same basic meaning, similar forms and same word class. Ex.: leave (leaves, left, leaving).

The difference between the two classes is about creation. We can create new words in the open-class but creating new words in the closed-class is very difficult (they can take centuries to appear). It's easy to create a new noun (we are going to see the processes in module 2), but can you imagine someone creating a new personal pronoun (module 4)?

There's a big difference about the usage of open- and closed-classes. The majority of a dictionary is composed by open-class words. But when we analyze texts, we realize that the majority of words are from the closed-class ones.

Take a look, at picture 2, a cut of the 42 most common words in English, according to the British National Corpus.

N	Word	Freq.	%	Texts	% Lemmas	Set
1	THE	6,055,105	6.09	4,050	99.90	
2	OF	3,049,564	3.07	4,040	99.65	
3	AND	2,624,341	2.64	4,050	99.90	
4	TO	2,599,505	2.61	4,049	99.88	
5	A	2,181,592	2.19	4,045	99.78	
6	IN	1,946,021	1.96	4,047	99.83	
7	THAT	1,052,259	1.06	4,026	99.31	
8	IS	974,293	0.98	4,027	99.33	
9	IT	922,687	0.93	4,022	99.21	
10	FOR	880,848	0.89	4,036	99.56	
11	WAS	863,917	0.87	3,931	96.97	
12	I	732,523	0.74	3,830	94.47	
13	ON	731,319	0.74	4,027	99.33	
14	WITH	659,997	0.66	4,012	98.96	
15	AS	655,259	0.66	3,992	98.47	
16	BE	651,535	0.66	4,011	98.94	
17	HE	593,609	0.60	3,739	92.23	
18	YOU	588,503	0.59	3,619	89.27	
19	AT	524,075	0.53	4,000	98.67	
20	BY	513,444	0.52	3,910	96.45	
21	ARE	458,368	0.46	3,995	98.54	
22	THIS	454,419	0.46	4,004	98.77	
23	HAVE	448,684	0.45	4,000	98.67	
24	BUT	446,783	0.45	3,984	98.27	
25	NOT	431,075	0.43	3,987	98.35	
26	FROM	425,987	0.43	3,949	97.41	
27	HAD	413,144	0.42	3,820	94.23	
28	HIS	410,294	0.41	3,645	89.91	
29	THEY	376,289	0.38	3,931	96.97	
30	OR	370,166	0.37	3,953	97.51	
31	WHICH	366,196	0.37	3,880	95.71	
32	AN	338,743	0.34	3,942	97.24	
33	SHE	325,351	0.33	3,095	76.34	
34	WERE	308,363	0.31	3,809	93.96	
35	HER	304,311	0.31	3,136	77.36	
36	WE	300,833	0.30	3,843	94.80	
37	ONE	290,466	0.29	3,937	97.11	
38	THERE	285,870	0.29	3,959	97.66	
39	ALL	277,566	0.28	3,982	98.22	
40	BEEN	260,360	0.26	3,905	96.32	
41	THEIR	254,603	0.26	3,825	94.35	
42	IF	253,804	0.26	3,921	96.72	

frequency alphabetical statistics filenames notes

512.587 ent Row 1 THE

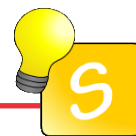
Picture 2. Partial frequency list of the British National Corpus.

You can see that there are just two open-class words in the list: the verbs *to be* and *to have*. If we lemmatize the list, we obtain:

N	Word	Freq.	%	Texts	%	Lemmas
1	THE	6,055,105	6.09	4,050	99.90	
2	BE	3,516,836	0.66	4,011	98.94	be[651535] is[974293] was[863917] are[458368] were[308363] been[260360]
3	OF	3,049,564	3.07	4,040	99.65	
4	AND	2,624,341	2.64	4,050	99.90	
5	TO	2,599,505	2.61	4,049	99.88	
6	A	2,181,592	2.19	4,045	99.78	
7	IN	1,946,021	1.96	4,047	99.83	
8	HAVE	1,114,531	0.45	4,000	98.67	have[448684] had[413144] has[252703]
9	THAT	1,052,259	1.06	4,026	99.31	
10	IT	922,687	0.93	4,022	99.21	
11	FOR	880,848	0.89	4,036	99.56	
12	I	732,523	0.74	3,830	94.47	
13	ON	731,319	0.74	4,027	99.33	
14	WITH	659,997	0.66	4,012	98.96	
15	AS	655,259	0.66	3,992	98.47	
16	HE	593,609	0.60	3,739	92.23	
17	YOU	588,503	0.59	3,619	89.27	
18	AT	524,075	0.53	4,000	98.67	
19	BY	513,444	0.52	3,910	96.45	
20	THIS	454,419	0.46	4,004	98.77	
21	BUT	446,783	0.45	3,984	98.27	
22	NOT	431,075	0.43	3,987	98.35	
23	FROM	425,987	0.43	3,949	97.41	
24	HIS	410,294	0.41	3,645	89.91	
25	THEY	376,289	0.38	3,931	96.97	
26	OR	370,166	0.37	3,953	97.51	
27	WHICH	366,196	0.37	3,880	95.71	
28	AN	338,743	0.34	3,942	97.24	
29	SHE	325,351	0.33	3,095	76.34	
30	HER	304,311	0.31	3,136	77.36	
31	WE	300,833	0.30	3,843	94.80	
32	ONE	290,466	0.29	3,937	97.11	
33	THERE	285,870	0.29	3,959	97.66	
34	ALL	277,566	0.28	3,982	98.22	
35	THEIR	254,603	0.26	3,825	94.35	
36	IF	253,804	0.26	3,921	96.72	
37	WILL	251,179	0.25	3,864	95.31	
38	SO	239,549	0.24	3,929	96.92	
39	WOULD	229,699	0.23	3,847	94.89	
40	NO	229,618	0.23	3,923	96.77	
41	WHAT	225,524	0.23	3,873	95.54	

Picture 3. Partial lemmatized frequency list of the British National Corpus.

Even lemmatized, the open-class words in the list remain the verbs to be and to have and we have the modal verbs will/would. We're going to discuss more about Word Classes in modules 3 and 4.



To lemmatize (transform into lemmas) means to join all the possible forms of an open class word in just one entry. Imagine the verb *to go*. For this verb, we have the possible forms *go, goes, going, went, gone*. If we lemmatize the words, they are joint together just as one word, *go*.

Bound morphemes

Morphemes which cannot stand alone, typically attached to others. The bound morphemes are attached to free or bound bases (stem or root).

Examples of stems

Free stem/free morpheme: dress, care

Bound stem: -ceive (as in receive), -duce (reduce)

There are two kinds of bound morphemes: the derivational and the inflectional ones.

Derivational bound morphemes

The clearest examples of derivational bound morphemes are the affixes (prefixes and suffixes).

Free stem/free morpheme with affixes: *undress* (prefix), *careless* (suffix)



You've already read a list of the most common prefixes and suffixes in English Language. Take you guide "Língua Inglesa: Inglês Instrumental" and review pages 19-20 and 23-26. Try to write a summary below, in English.

Inflectional bound morphemes

The inflectional morphemes are just suffixes and they can be attached to:

Nouns	Verbs	Adjectives
Plural –s Girl > girls	Third person singular –s Open > opens	Comparative –er Fast > faster
Possessive Mary > Mary's	Past tense, past participle –ed Open > opened	Superlative –est Fast > <i>the</i> fastest
	Progressive –ing Open > opening	
	Past participle –en Eat > eaten	



Contracted forms in English, like I've (have), she'll (will), UFU's (possessive or to be) and they'd (would) are also bound morphemes.



Activity 5

Classify if the following words according to their boundary (free or bound) and, if bound, its type (derivational or inflectional).

Example: deeper

Deep	-er
free	Bound, inflectional

- Running
- Action
- Banana
- Unhappy
- Broken
- Happily
- Bill's
- Semicircle
- Roughest
- Houses



Activity 6

Evaluation. Consult your VLE (AVA) and do the exercise. The results must be sent to your tutor.

Formação de Palavras/Word Formation

Conteúdos básicos do módulo 2

1. Apresentação dos vinte processos incomuns de formação neológica em inglês.
2. Apresentação dos dois processos comuns de formação neológica em inglês.

Objetivos do módulo 2

Ao finalizar o módulo, você deverá ser capaz de:

1. Identificar os vinte processos incomuns de formação neológica em inglês (sendo quatorze como criação de novas palavras e seis como alteração de sentido) e criar novas palavras usando esses processos.
2. Identificar os dois processos comuns de formação neológica em inglês e criar novas palavras usando esses processos.



Picture 4



Activity 7

Video-class, module 2. Take a look at the hints the professor gives you about subjects worked in this module.

All the words we use in a language are part of the Lexicon of this language. Beyond the words that are part of our vocabulary and are easily found in a dictionary, new words appear all the time. They are called neologisms.

We're going to divide the neological processes in two parts: the uncommon (difficult to happen) processes and the common (happen all the time) processes. Among the common processes, we discuss the syntactic ones (derivation and composition); among the uncommon processes, we discuss other possibilities: phonological and semantic process, loanwords, etc.



Almost all the examples used in this guide were taken from the "Corpus of Contemporary American English" (COCA). Access it (<https://www.english-corpora.org/coca/>) and discover new examples.



Remember: when a word appears in a dictionary, it isn't a neologism anymore; it becomes part of the language lexicon.

Uncommon neological processes

New words/Neologisms

- ◆ Coinage (generally trade names): invention of totally new terms. Also called phonological neologism.
 - Aspirin: "Maybe she should check exactly how much aspirin constituted an overdose."
 - Nylon: "She had on steel-tipped spike heels, about two parallel miles of nylon stocking, a garter belt, an extremely constrictive bustier, and little else except her work smile."
 - Zipper: "She slid back into her shorts, leaving the zipper open so her tiny belly could breathe."

- Teflon: “Over the years, the films gradually turned Bond into a teflon spy.”
 - Geek: “Assume that a fellow Latino parent may be a landscaper or that an Indian dad must be a computer geek?”
 - Google: “In what may be a first for how fugitives get caught, hospital lawyers googled the name that appeared on the medical device, wondering why a patient would lie about his identity.”
- ◆ Generified Words: usage of specific brand names of products as names for the products in general.
- Kleenex (for facial tissue in general): “Keith watched him as he trembled. He handed him a Kleenex and watched as Travis wiped his face.”
 - Xerox (for the photocopying process in general): “For instance, I can’t go into court to prove a will by bringing a xeroxed copy of the will.”
 - Gillette (for disposable blades and shaving razors in general): “out of water Buckley loved everything about his mother, from the strawberry bumps on her legs where she dry- shaved with her Gillette to the way her black hair knotted at the nape of her neck.”
- ◆ Borrowing (loanwords): words from other languages are imported into English.
- Kindergarten: “Similarly, Tomblin and Zhang’s (2006) study of school-age children found very strong correlations between sentence use and vocabulary at kindergarten, second grade, and fourth grade.”
 - Gesundheit: “We can’t blow our nose without Kansas saying’ gesundheit.”
 - Café: “They walked along in silence, Sam’s hand on Mark’s shoulder. The café was a small, square shop inside a bland, featureless storefront at the eastern edge of campus.”

There are lots of other examples of loanwords like *music*, *avocado*, *taco*, *chocolate* and so on.

- ◆ Calque: translated or adapted borrowings.
- Iron horse (from native North-American translated words ‘railroad train’): “In time, as the wide open spaces of the West became settled, burros were replaced by the iron horse, and later by the pickup truck. People forgot the faithful, hardworking burro.”
 - Superman (from German ‘Übermensch’): “He would talk endlessly about the mythical superman who, because he was a superman, stood outside the law, beyond any moral code that might constrain the actions of ordinary men.”
 - Flea Market (from French ‘*marché aux puces*’): “And then, not too long ago I was at the eastern market, they have flea market on Sundays, I was walking by. And someone that sells antiques was selling a Holly Hobbie lunchbox.”

- ◆ Blending: composition of two separate forms to produce a single new term.
 - Smog (smoke + fog): “It is early October, the weather perfectly mild, the famous Southern California smog less dense than usual because of winds off the Pacific.”
 - Spanglish (Spanish + English): “In your book you use and highlight Spanglish as a sign and an expression of ‘hybridity’.”
 - Modem (modulator + demodulator): “The other is a hard-wired hub, with a broadband modem.”
 - Bit (binary digit): “Making movies bit by computer bit is now so feasible that even Eastman Kodak, whose bread and butter is photographic film, has announced a Cineon digital system for special effects and combining of images, called compositing.”
 - Brunch (breakfast + lunch): “Physicians, nurses, and others who walked about in white jackets spoke near him and at him a great deal, often describing him as a host, as if he were a great hotel, or rather the brunch buffet at a great hotel, to legions of invisible life.”
 - Netiquette (network etiquette): “Netiquette is mostly advice that you would hope is common sense: be careful about using ‘reply all’, don’t send jokes or forward mass e-mails, and think before you hit ‘send’.”

- ◆ Clipping: reduction of a word of more than one syllable to a shorter form.
 - Gas (gasoline): “Startup costs and the decision to switch from firewood to gas fuel.”
 - Cab (taxicab): “Drove a cab until his first arrest six years ago, after which his hack license was revoked.”
 - Math (mathematics): “AR can aid in design by allowing students to construct interactive objects, create visual models to accompany math problems, and examine engineering problems from multiple perspectives (see Figure 3 for rotated model).”
 - Fax (facsimile): “The fax machine in the defense lawyer’s office began to spit out other shocking information.”
 - Bike (bicycle): “What do you get when two Adidas designers go for a mountain bike ride and fantasize about a shoe as sticky as their fat tires?”
 - Detox (detoxification): “I would go on these detox programs -- a total meat-tox, cheese-tox, and sugar-tox, “ she recalls, referencing the foods she banned from her diet”

- ◆ Backformation: reduction of a word, changing grammar class (usually from a noun to a verb). To know if a word is a product of backformation, you must have some etymological information about it.
 - Television/to televise: “On Feb. 5, Super Bowl Sunday, Fox’s main network will televise what it calls ‘the game before the game,’ Chelsea’s match against Manchester United at London’s Stamford Bridge starting at 11 a.m. EST.”
 - Option/to opt: “So a great many of them will opt to pay the fine, not provide the insurance and leave it up to the employers to fend for themselves.”
 - Resurrection/to resurrect: “If the dead pulsar has a binary companion, however, it can be resurrected from the pulsar graveyard by a accreting material from its companion.”

- Electrocution/to electrocute: “I turned off the circuit breaker so I don’t electrocute myself while I’m trying to, um, help your food stay fresh longer,’ I said.”

Patterns with professions:

- Worker/to work: “ACM’s Education Board continues to work toward reversing declining enrollments in computing disciplines worldwide.”
- Babysitter/to babysit: “I’m going to sit there and babysit you, Bob, and make sure...”
- Editor/to edit: “We reserve the right to edit for length and clarity.”

Hypocorisms (reduction of a word to a syllable and then –y or –ier is added to the end):

- Moving pictures/movie: “Movie studios were enlisted to encourage their film stars to participate, including Cesar Romero, who later played the Joker in the Batman television series.”
- Australian/Aussie: “COUNTRY INTRODUCED its readers to “ The New Australia ” in November 1982, asserting that it was “ no longer accurate to portray the typical Aussie as simply a lean, tall, blond, square-jawed, rebellious, adventurous, sardonic, gambling, beer-drinking, Brit-baiting braggart.”
- Breakfast/brekky: “Big Brekky is a friendly café that has been a feature of the casual dining scene in Petersham for over 10 years.”



If you want to know more about the etymology of English words, access <http://www.etymonline.com> and have fun.

- ◆ Proper nouns (or eponyms): names of people which turned into common nouns.
 - Hooker (prostitutes who followed the troops of General George Hooker): “Yes I painted you as a hooker or courtesan and totally naked and waiting in the bed and maybe that is why?”
 - Guillotine (named after its inventor, Dr. Joseph Guillotin): “Or, perhaps, the executioner is seated in a portable director’s chair, puffing through a slit in his hood the cigarette meant for the condemned while stropping the blade of a guillotine that has just failed the head-of-cabbage test.”
 - Sandwich (named after its inventor, the Earl of Sandwich): “Testers were skeptical- an MRE with a three-year shelf life? - but liked the strong cinnamon flavor and hearty, bready bite of this syrup-filled breakfast sandwich.”

- ◆ Acronyms: words formed from the initial letter(s) of a set of other words, but pronounced as a single word.
 - Radar (radio detecting and ranging): “Space Command claimed to have all the garbage radar charted and imaged down to a dozen centimeters.”
 - NASA (National Air and Space Admistration): “The Astrochemistry Lab at NASA’s Ames Research Center in Moffett Field, California is one of the few places on Earth where we can reproduce this process.”
 - Laser (light amplification by stimulated emission of radiation): “Getting stoned with your friends and watching the Pink Floyd laser light show doesn’t count”
 - PIN (Personal Identification Number): “More likely, however, is “card skimming” -- when fraudsters use cameras and hardware to snag your ATM card number and PIN.”
 - DOS (disk operating system – pronounced ‘doss’): “A copy of the original MS DOS program was sent previously by certified mail before leaving for San Diego.”
 - GIF (graphics interchange format – pronounced ‘jiff’): “Opening a malicious GIF file triggers another bug, in Photoshop CS5 and CS5.1 and earlier for Windows and Mac OS X”
 - SCSI (small computer system interface – pronounced ‘skuzzy’): “For example, the virtual machine can be configured with an IDE, a SCSI, or a paravirtualized disk device that is implemented using a file, a local disk, or a storage area network (SAN).”



Check it out! Access the online dictionaries we've already accessed and type these acronyms to listen to their pronunciation

- ◆ Backronyms: a word reinterpreted as an acronym. The idea here is that first you choose a word, than you create the acronym.
 - PEARL: Practical Extraction and Report Language.



We can give you another example of backronym, but this time in Portuguese: the Comet Project, at USP. Comet stands for “Corpus Multilíngue para Ensino e Tradução.” Take a look at <http://comet.fflch.usp.br/dlm/comet/> and learn a lot about Corpus Linguistics.

- ◆ Abbreviations: words formed from the initial letter of a set of other words and pronounced separately.
 - VCR (video cassette recorder): “She slotted the VCR tape into the player.”
 - FTP (file transfer protocol): “If you want to send a file to your Android phone from your computer before you run out the door, use the Software Data Cable app to transfer a file without a USB cable: note, however, that you will need an FTP client to transfer files over the wireless network you're connected to.”
- ◆ Analogy: words formed to be similar in some way to existing words.
 - Hippie/yuppie: “At one time, Atlanta Bread Company wanted to become the yuppie equivalent of McDonald's, with deli/bakery shops serving its upscale fast food across the nation.”
- ◆ Reduplication: a morpheme or part of it is repeated, creating a word with a different meaning or lexical category.
 - Bang-bang: “I mean, bang-bang is a kind of slang term for conflict and to be covering the bang-bang or covering conflict.”
 - Chop-chop (hurry up!) : “She smiled. ‘Chop-chop. Your plane awaits’.”

- Coo-coo (crazy) : “The first day I made coo-coo with ochroes and cornmeal out of the cookbook I got a terrible boor and nobody would touch it.”
- So-so: “A so-so cartoonist makes a call to arms, to revolt against the right.”
- Yum-yum (delicious) : “I’m going to show you what yum-yum is. Here’s yum, here’s the other yum and here’s yum-yum.”

◆ Onomatopoeia: words suggesting sounds.

- Burp: “Ella pulled away and sat up gurgling and, with a large burp, dripped milk from her satisfied lips.”
- Splash: “He says, you know, why don’t, you know, splash a little water on your face in the men’s room and then he locks the door, figures out the dead head pilot, gets him up there, they change the combination on the door.”

Meaning Change

◆ Conversion (category change, functional shift): change of function of a word.

○ Part of speech

◆ Nouns to verbs

- Bottle/to bottle: “Moore has three cases - bottled in November - that are ready to use, and he is ready to bottle again.”
- Vacation/to vacation: “Fair enough, but images of him vacationing at a time when the American people are really hurting.”

◆ Verbs to nouns

- print out/printout: “Detective Blackwell was especially interested to read Doreen’s printout of the suspicious ATM withdrawals from Matt’s account.”
- Take over/takeover: “Presidential candidate Mitt Romney fought back against criticism from fellow Republicans that he was a corporate takeover specialist who helped destroy jobs.”
- Want to be/wannabe: “Wannabe athletes will love the options at this all-inclusive resort.”

◆ Verbs to adjectives

- see-through: “A see-through glass elevator leads to the second floor.”
- stand-up: “But in France, Jean worked as a stand-up and comedic actor for years.”

◆ Adjectives to verbs

- to empty: "Fleur cut a slit in a corner, on what she judged to be the downhill side, and used it to empty her chamber pot."
- to total: "...and their earnings must total Less than \$100,000 if single, or \$120,000 if married filing jointly."

◆ Adjectives to nouns

- crazy: "My mom (of six kids) shared her wisdom with me, but now I have some new tricks to get my kids to stop driving me crazy."

◆ Metaphorical extension: extension of an existing expression into a new recognizable way.

- Ship (nautical) > ship (astronautical) : "I felt like a kid trying to convince a cop I just saw an alien space ship land in a corn field."
- Surf (sport) > surf (the Internet): "Digital electronic assistant programs that surf the Net and store information on our behalf will be must-have items in the future."
- Digest (food) > digest (idea) : "Bill Cowher wants a linebacker like that playing for him, but that also was something that I don't think America wants to digest these days."

◆ Broadening:

- Cool (jazz style) > cool (slang, meaning 'very nice, very good'): "Taking it all in and thinking, This is pretty damn cool."

◆ Narrowing:

- Meat (any solid consumable food) > meat (edible solid flesh of animals): "Farmers say they have to feed the drugs to animals to keep them healthy and meet America's growing appetite for cheap meat."

◆ Semantic drift:

- Hlaf (loaf) dighe (dough) > Lady: "BA self-help relationship book becomes an amusing and often biting take on the war between the sexes with this film, based on comic Steve Harvey's 'Act Like a Lady, Think Like a Man'."

◆ Reversal or semantic change

- A doctor (+), to doctor (-): "But just for the record, do you doctor books for some major corporation or just screw over the little guys trying to make it against the odds?."



Activity 8

Analyze the following italicized words and name their creation process, using the processes we analyzed before.

1. Let's *automate* the whole process.
2. They bought *bamboo* furniture.
3. That will *grease* commerce.
4. There's a *TGI* Friday's restaurant over there.
5. I'll take the next *bus* home.
6. Don't cry. You just need a *band-aid*.
7. This composition is his *masterpiece*.
8. The *wi-fi* connection here is terrible!
9. It's time to go back. The new man is now *retrosexual*: he eats everything and doesn't pay a lot to have his hair cut.
10. They *committed* a good cake.
11. She'll be *botoxed* next month.

Example

NASA: acronym



Activity 9

Evaluation. Consult your VLE (AVA) and do the exercise. The results must be sent to your tutor.

Common neological processes

There are two main common processes to create new words in English: derivation and compounding.



You've already done some exercises about the derivational processes in English. Take your guide "Língua Inglesa: Inglês Instrumental" and review pages 19-21, 23-26. Try to write a summary below, in English, about what you have learned there.



Derivation

The derivational processes in English are affixation (prefixation and suffixation). They're extremely productive in the language and we can create new words almost indefinitely. If we search the COCA with an asterisk, for example, we obtain lots of different words with affixes:

*function (looking for prefixes): dysfunction (also disfunction), malfunction, multifunction, hyperfunction, full-function, hypofunction, dual-function, single-function, misfunction, metafunction, non-function, subfunction, overfunction, bio-function, auto-function, co-function.

use* (looking for suffixes): useful, useless, usefulness, usefully, uselessness, user, usable.

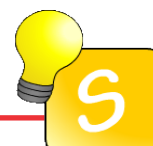


Try the reverse exercise now. Search productive prefixes (as extra-) and suffixes (as -able) on COCA and find out the great number of examples. Note that not all words presented are formed by affixes (if you have doubts, search the word in a dictionary). Write your examples below. You can use the suffix *hood, for example.





Use the forum and discuss with the other students your discoveries about the productivity of the English language.



Some languages have also what we call infixes: the morphemes are located in the middle of other words. Technically we don't have infixes in Portuguese or English, but the word formation processes use a lot of imagination. They can exist in English as slangs: *absofuckinlutely*, *fandamntastic*, *inbloodycredible* .



You've also done some exercises about the compounding processes in English. Take your guide "Língua Inglesa: Inglês Instrumental" and review pages 26-28. Try to write a summary below, in English, about what you have learned there.

Compounding

Individual words are joined to form a compound word. There are many possibilities of joining words in English:

<p><i>Noun + Noun</i> Landlord Soccer field News-agency</p>	<p><i>Noun + Verb</i> Haircut Rainfall Car park</p>	<p><i>Preposition + Noun</i> Overdose Underground Online</p>
<p><i>Noun + Preposition</i> Passer-by Hanger-on</p>	<p><i>Verb + Noun</i> Scarecrow Washing machine Notebook</p>	<p><i>Verb + Preposition</i> Take-off Hangover</p>
<p><i>Preposition + Verb</i> Outlet Input Underfeed</p>	<p><i>Adjective + Adjective</i> Bittersweet Kindhearted</p>	<p><i>Adjective + Noun</i> Blackboard Greenhouse Madman</p>
<p><i>Adjective + Verb</i> Public speaking Dry-cleaning Clear-cut</p>	<p><i>Noun + Adjective</i> Earthbound Heart broken Tax free</p>	

They can be written as single words (bathroom), hyphenated (ape-man) or separated by spaces (living room). There is no convention to explain the reason some words are written together, some hyphenated and others written separately; we can find in dictionaries, for example, *paper knife*, *paper-knife* and *paperknife*.

There are also compounds with more than two words: bathroom towel-track, community center finance committee.

There's something very important about the compounds: the compound has just one new meaning, which can or can't be related to the separated words.



We have written a lot about neologisms. But we can say that words have a cycle: they appear (neologism) in the language, they are used daily (lexicon) and they disappear (archaism). Archaisms (words and/or meanings) are easier to be found in literary texts.



Activity 10

1. For each word listed below, identify its word class (if you have doubts, search at (<https://www.dictionary.com/>) and the process involved in its construction.
2. List all the morphemes (each word here contains more than one) and indicate whether they are free or bound.
3. Indicate for each bound morpheme whether it is derivational or inflectional.

Shorter	Reimbursement
Bottles	Flight-attendant
Super-heroes	Removed
Anchorwomen	Unfaithfulness
Impossibility	Mini-bookstores
Believability	Unsuccessfully
Dining rooms	Firefly

Example

Resourcefulness

1. Noun. Derivation.
2. Resource: free; -ful: bound; -ness: bound.
3. -ful: derivational; -ness: derivational.



Activity 11

Consult your VLE (AVA) and do the exercise. The results must be sent to your tutor.



Activity 12

Let's learn more about word formation. You can find a list of extra exercises in your VLE in a way you can increase your knowledge.

MÓDULO 3

Classes de Palavras – parte 1/Word Classes – part 1

Conteúdos básicos do módulo 3

1. Classes de palavras abertas.
2. Substantivos, verbos, adjetivos e advérbios.
3. Identificação e classificação das palavras.

Objetivos do módulo 3

Ao finalizar o módulo, você deverá ser capaz de:

1. Saber identificar, no texto, as classes de palavras abertas em inglês.
2. Identificar todos os processos de flexão dessas palavras.
3. Identificar as características de cada classe de palavra.

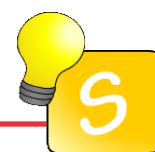


Activity 13

Video-class, module 3. Take a look at the hints the professor gives you about subjects worked in this module.

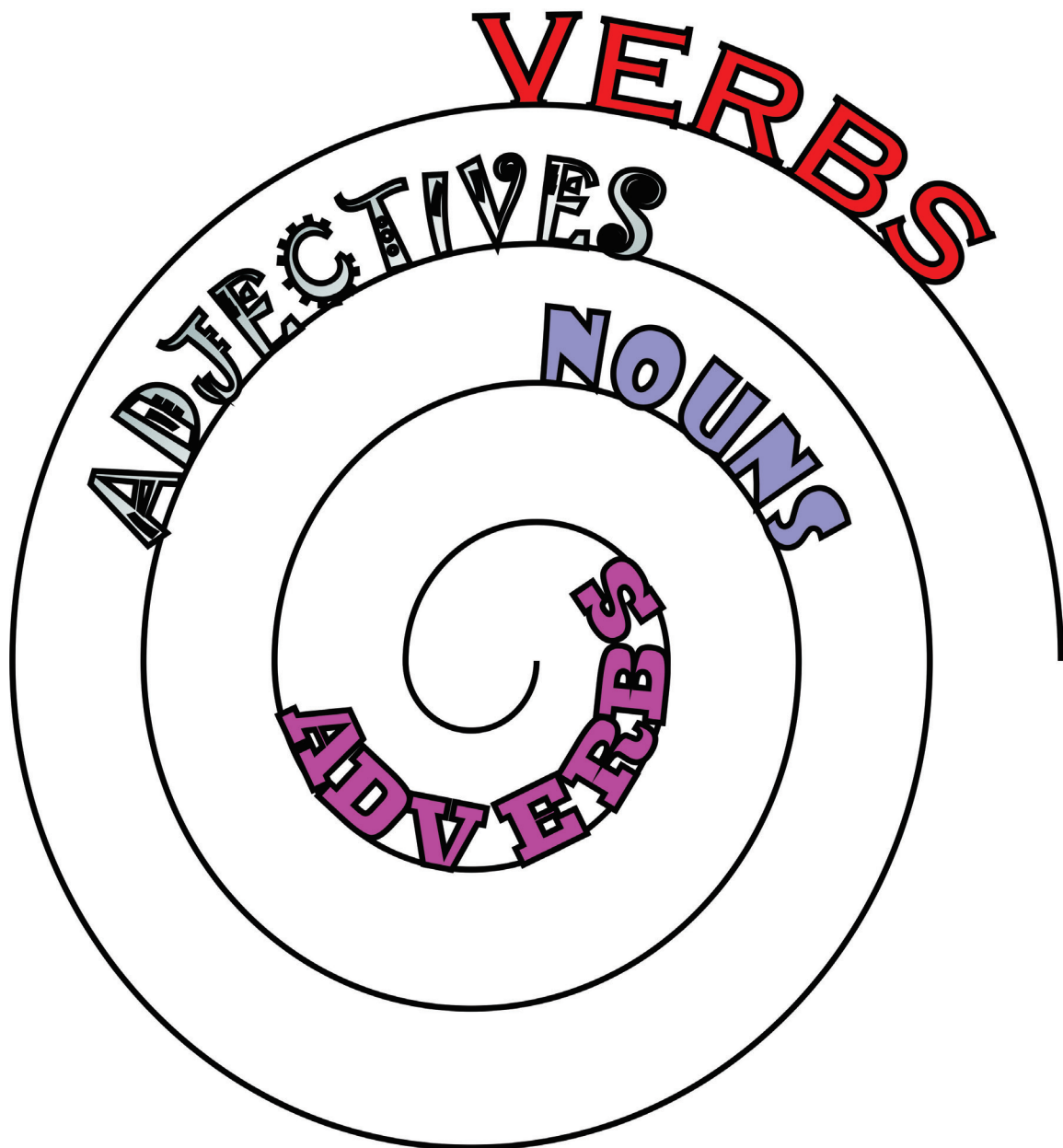
Word classes can be divided into two groups:

- Open or lexical (admits new members): noun, verb, adjective, adverb.
- Closed or grammatical (rarely admits new members): auxiliary, conjunction, preposition, article, pronoun, numeral, interjection



According to different grammar books, we have different names for the same study: Word Classes, Part of Speech, Lexical Categories, etc.

Open Class



Picture 5.

Nouns

Noun is the part of speech that is used to name a person, place, thing, quality, or action and can function as the subject or object of a verb, the object of a preposition, or an appositive. It's typically introduced by a determiner (definite and indefinite articles).

Proper/Common

Proper nouns name people, animals, institutions, places, times, etc., and are always written, in the beginning, with Capital Letters: Barack Obama, Christmas, London, December, Wednesday. Composed proper nouns have different rules:

- When both come from the open classes > both start with Capital Letters: Great Britain, New York Times.
- When part comes from open classes and part from closed classes > open classes continue with Capital Letters in the beginning; closed classes are written with lower case: University of California in Los Angeles



Don't forget that the days of the week (Monday) and the months of the year (April) must always be written with Capital Letters. And, as in Portuguese, all the nouns that start a sentence must be written, in the beginning, in Capital Letters.

Common nouns

The rule is simple: all the nouns that are not proper are common.

Countable/Uncountable

Generally, proper nouns are uncountable. Some, eventually, have only a plural form: the Netherlands, the British Isles, the Alps.

Common nouns can be countable or uncountable.

The countable ones can happen in singular or plural:

Singular		Plural	
a	house	two	houses
one		several	
every		few	
either		many	
this		these	

The uncountable ones happen just in singular

Singular		Singular	
the	information	my	bread
this		whose	
some		which	
any		what	
no		whatever	

But we can give uncountable nouns an idea of plural using partitive expressions:

Singular	
a piece of	cheese
a bit of	
some pieces of	
two slices of	

Singular/Plural

As many languages, singular denotes one and plural denotes more than one. In English, as in Portuguese, we generally use the morpheme –s to create the plural: books, cats, houses. But we have some exceptions:

1. If the singular ends in a sibilant sound, we add –es:

Pass > passes (final sound –s)

Buzz > buzzes (final sound –z)

Church > churches (final sound –tsh)

Box > boxes (final sound –ks)

Disease > diseases (note that the final sound here is z, but graphically we added just an –s)

2. If the singular ends in a consonant plus -y, we change the -y to -i and add –es:

Spy > spies

Worry > worries

But

Bloody Marys (doesn't apply to proper nouns)

Toys (in this case, a vowel plus –y)

3. For some nouns ending in –o, we add –es:

Tomato > tomatoes

Hero > heroes

Volcano > volcanoes (or volcanos, both possible)

We also have irregular plurals in English:

1. Nouns ending in –f or –fe:

Half > halves

Knife > knives

Dwarf > dwarves (or dwarfs)

Handkerchief > *handkerchieves* (or handkerchiefs)



Never forget: although some variations are possible in grammar, the day-by-day usage can be different. If we take a look at the COCA and search for our last example, we're going to find out different numbers: the corpus has one example with *handkerchieves* and 417 with *handkerchiefs*. It means that the second form is much more used. Search for other examples and write them below.



2. Completely irregular nouns:

Man > men

Mouse > mice

Tooth > teeth

Child > children

3. Zero plural: same form for singular and plural

Deer

Sheep

Information

4. Foreign plurals: the words follow the grammar of their origins

Alumnus > alumni

Corpus > corpora

Appendix > appendices

Analysis > analyses

Bureau > bureaux

5. Zero singular: these words already mean plural

Police

People

Cattle

6. Binary plurals: these words represent pairs

Trousers

Shorts

Glasses

Scissors

7. Inflected plurals, without singular: with the respective meaning, just in plural

Arms (weapons)

Clothes (garments)

Customs (tax)

8. Collective: : they represent a lot of people but are conjugated as singular

Class

Committee

Nation

Public Team

Enemy

Majority

Minority

9. Plural of compounds: generally the –s is added to the last word

Gin-and-tonic > gin-and-tonics

Close-up > close-ups

Stand-by > stand-bys

Spoonful > spoonfuls or spoonsful

Brother-in-law > brothers-in-law

Court martial > courts martial or court martials

Notary public > notaries public



We provide some examples here, but you can find much more using the internet. In this case, for example, use the Google and search for “irregular plurals in English.” Write some examples below.



Using the forum, discuss with your colleagues about the irregular plurals you found out.

Gender

The genders for nouns are divided among: masculine, feminine and neuter (inanimate).

Masculine: male names, uncle, bachelor, monk, waiter, bull.

X

Feminine: female names, aunt, spinster, nun, waitress, cow.

Neuter: the majority of English words are in the neuter gender.

Case

Nowadays, English has just common case and genitive (possession) case. We use the genitive case when we

want to show possession. For example: The student's book (the book of the student).

Take a look at the difference for common and genitive nouns in singular and plural.

Common		Genitive	
Singular	Plural	Singular	Plural
boy	boys	boy's	boys'
child	children	child's	children's
Sherlock Holmes		Sherlock Holmes'	
compass	compasses	compass' or compass's	compasses'
Louis		Louis' or Louis's	

Concrete/Abstract

We use concrete nouns to refer to perceptible and tangible entities (car, snake, cold, block). Those one that are not perceptible or tangible and show qualities, states of mind and events (morality, happiness) are called abstract.



Activity 14

Let's analyze some nouns? Find and classify the nouns you find in the following text. The first one is done for you in the example.

"Modern *home* designs offer clean lines, simple proportions, open plans and abundant natural light, and are descendants of the Bauhaus-influenced International style of architecture, which developed in the 1920s."

Home:

- Common
- Countable
- Singular
- Neuter
- Concrete



Don't forget that we have some rules to identify the word classes in the sentence. For example: "Bauhaus-influenced International style." Although "Bauhaus" and "International" are nouns, in the sentence they're modifying the idea of "style." It means that "Bauhaus-influenced International" works as an adjective for "style." In this case, the only noun we're going to analyze is "style."



Activity 15

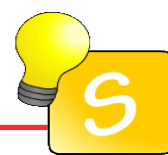
Access your VLE (AVA) and do a lot of extra exercises about nouns.



Activity 16

Evaluation. Consult your VLE (AVA) and do the exercise. The results must be sent to your tutor.

Verbs



We have already worked with basic information regarding verb usage in English. Take a look at the “Língua Inglesa: Inglês Instrumental” guide. From this moment on, we’re focusing more on morphological issues about the verbs.

The definition of verbs, in the past, was easy: a word that shows action. Nowadays, however, the definition is a little bit more complicated. Take a look, according to different perspectives:

- o In the dictionary: the part of speech that expresses existence, action, or occurrence in most languages.
- o For the Morphology: lexical verbs have different forms signaling tense, aspect and voice.
- o For the Syntax: verbs (or main verbs or lexical verbs or full verbs) function as the head of a verb phrase, either alone or preceded by one or more auxiliaries.
- o For Semantics: lexical verbs denote actions, processes, and states of affairs that happen or exist in time; they also define the role of human and non-human participants in such actions, processes and states.

Regarding traditional grammar, the verbs can be classified according to their:

Form types

<i>base</i>	go	open	cut	sell
<i>-s</i>	goes	opens	cuts	sells
<i>-ing participle</i>	going	opening	cutting	selling
<i>past</i>	went	opened	cut	sold
<i>past participle</i>	gone	opened	cut	sold



This means that, while we have more than fifty forms for verbs in Portuguese conjugation, we have just five forms for verbs in English conjugation. Very easy!!

Mood (similar to Portuguese):

- o Indicative: Envy is deep and agonizing.
- o Imperative: Pay me next time!
- o Subjunctive: If I were you, I would comply; We insisted that she be in charge.

Tense

Grammatical category referring to the location of a situation in time. In English:

- o Present
- o Past



This doesn't mean we can't build the future in English. It just means that we need an auxiliary verb and the main verb to express the future, while we need just the verb in present or past to express other tenses in affirmative. See: I go to the club (present); I went to the club (past); I will go to the club (future).



Activity 17

We have 12 tenses in English verbs. Do you know how to use them? Complete the tables below and review what you have already learned. Follow the examples. Feel free to search the English grammar books you have or you can find in the libraries.

Tense	Usage
1. Simple present	() For completed past actions.
2. Simple past	() For present actions.
3. Present Continuous (or progressive)	() For habitual actions.
4. Past Continuous (or progressive)	() For actions in progress in the past.
	() For habitual past actions.
	(1) For general truths or general present.
	() For a close future.
	() For a definite and close future.

Tense	Usage	
1. Future	()	For an action that began in the past and continues.
2. Future progressive	()	For an action that began in the past and continues.
3. Future Perfect	()	For an action that was completed in the past before another past action.
4. Present Perfect	(1)	For future actions or plans.
5. Present Perfect Continuous	()	For something that has been experienced.
6. Past Perfect	()	For an action that will be completed before another future action.
7. Future perfect progressive	()	For an action in progress in the future.
8. Past perfect progressive	()	For promises.
	()	For a past action in progress before another past action.
	()	For an action in progress in the future before another future action.

Tense	Formula	
1. Simple present	()	Will + have + past participle
2. Simple past	()	Is/are + verb + -ing
3. Present Continuous (or progressive)	()	Have/has + past participle
4. Past Continuous (or progressive)	()	Had + past participle
5. Future	(1)	Verb simple
6. Future progressive	()	Had + been + verb + -ing
7. Future Perfect	()	Will + verb <i>or</i> be going to + verb
8. Future Perfect Progressive	()	Have/has + been + verb + -ing
9. Present Perfect	()	Was/were + verb + -ing
10. Present Perfect Continuous	()	Will + have + been + verb + -ing
11. Past Perfect	()	Verb past
12. Past perfect progressive	()	Will + be + verb + -ing

Tense	Examples	
1. Simple present	()	I will always be there for you.
2. Simple past	()	She will be travelling in Spain next fall.
3. Present Continuous (or progressive)	()	I have been waiting for hours.
4. Past Continuous (or progressive)	()	By the year 2010, scientists will have made many discoveries.
5. Future	()	Matthew was skiing when he broke his ankle.
6. Future progressive	(1)	Water boils at 100°C.
7. Future Perfect	()	I have taken the train many times.
8. Future Perfect Progressive	()	We are talking on the phone.
9. Present Perfect	()	We saw a movie every Saturday.
10. Present Perfect Continuous	()	She will have been training for ten years when she skates in the Olympics.
11. Past Perfect	()	I had been talking on the telephone when you interrupted me.
12. Past perfect progressive	()	I had seen that movie many times before I began to understand it.

Types of verbs

- o Regular: simple past and past participle (pp) built with –ed. Open > opened > opened
- o Irregular: seven different possibilities.
- Bend, bent, bent: same past and past participle, all vowels identical.
- Sell, sold, sold: same past and pp, different vowels.
- Show, showed, shown: different past and pp.
- Break, broke, broken: pp with –en, vowels change in past or pp.
- Hit, hit, hit: all forms the same.
- Find, found, found: base vowel change.
- Go, went, gone: all forms different.

Modality

Judgements referring to the factuality of what is said (its certainty, probability or possibility) or those referring to human control over the situation (ability, permission, intention, obligation).

- o Modal auxiliaries: can, could, may, might, shall, should, will, would, must, ought to.

Aspect

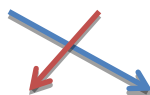
Grammatical category referring to the way that the time is viewed by the speaker or writer. In English:

- o Perfect (have + past participle).
- o Progressive (be + -ing).

Voice

For many researchers, the idea of passive voice is more associated with Syntax than Morphology. In our case, it's important to know how the verbs change from active to passive voice. The classical example

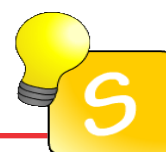
o Active: I buy the book.



o Passive: The book is bought (by me).



optional



Remember: to build the passive voice, we always need the auxiliary to be. The conjugation of the auxiliary in the passive voice changes according to the conjugation of the main verb in the active voice. The verb of active voice always turns into past participle in passive voice. The formula is be (according to the active voice) + past participle. When we have a modal verb, it remains the same.

Active Voice	Passive Voice	Tense
She <i>cleans</i> the carpet.	The carpet <i>is</i> cleaned (by her).	Present
She <i>is cleaning</i> the carpet.	The carpet <i>is being</i> cleaned (by her). *	Present continuous
She <i>has cleaned</i> the carpet.	The carpet <i>has been</i> cleaned (by her).	Present perfect
She <i>cleaned</i> the carpet.	The carpet <i>was</i> cleaned (by her).	Simple past
She <i>was cleaning</i> the carpet.	The carpet <i>was being</i> cleaned (by her). *	Past continuous
She <i>had cleaned</i> the carpet.	The carpet <i>had been</i> cleaned (by her).	Past perfect
She <i>is going to clean</i> the carpet.	The carpet <i>is going to be</i> cleaned (by her). *	Future (be going to)
She <i>will</i> clean the carpet.	The carpet <i>will be</i> cleaned (by her).	Future (will)
She <i>must</i> clean the carpet.	The carpet <i>must be</i> cleaned (by her).	Modal

* In these cases, the verb to be is auxiliary twice: one in the active voice, one in the passive voice.

Number

- o Singular and plural: she goes/they go.

Person

- o first (I, we), second (you), third (he, she, it, they)

There are also other ways to classify verbs.

Main verbs x auxiliary verbs

- o Main: go, get
- o Auxiliary: be, have, can

Lexical x primary x modal

- o Lexical: function only as main verbs (open class)
- o Primary: can function as both auxiliary and main verbs (be, have, do)
- o Modal: function only as auxiliary verbs (modal verbs)

Verbs valence

- Intransitive: verb not followed by an object.
- Many people came.
- Monotransitive: verb followed by an object.
- She carried a bag.
- Ditransitive: verb followed by two objects.
- He gave her a bag.

Common Intransitive Verbs					
Agree	Come	Flow	Live	Seem	Stand
Appear	Die	Go	Occur	Sit	Stay
Arrive	Exist	Happen	Rain	Sleep	Talk
Become	Fall	Laugh	Rise	Sneeze	Wait
					Walk



The idea of valence is equivalent in Portuguese to: verbos intransitivos, verbos transitivos diretos and verbos transitivos indiretos.

Multi-word lexical verbs

Not all the verbs are constituted by just one word.

- Phrasal verbs: verb followed by an adverbial particle
 - Intransitive: hold on.
 - “Yeah, it is noisy in here. Hold on one second. So sorry to bother you!”
 - Transitive: find out
 - “It is extraordinary how much we can find out about a small and distant object such as Eris.”

- Prepositional verbs: verbs followed by a preposition
 - Look at
 - “For example, when Axel began to demonstrate noncompliance, aggression, anger, or disrobing, his teacher directed him to look at the appropriate consequence map or maps.”

- Phrasal-prepositional verbs: contain both an adverbial particle and a preposition
 - Get away with
 - “Now, how they get away with this, I do not know, but the fact is, they’re used to getting away with things.”

- Multi word x single word verbs: sometimes they can replace each other.
 - Carry out/undertake:
 - “And they’ve been on those websites urging people to carry out something within your capabilities.’
 - “The U.S. Census Bureau tried to reach out to the black community as it prepared to undertake the 1940 census.”
 - Look at/observe
 - Put up with/tolerate
 - Find out/discover
 - Talk about/discuss
 - Make off with/steal

Copular (linking) verbs

Used to associate an attribute with the subject of the clause.

- State of existence: be, seem, appear, keep, remain, stay
 - “She seemed quite satisfied with the performance.”
- Sensory perceptions: look, feel, sound, smell, taste
 - “They just sound really bad.”
- Process of change: become, get, go, grow, prove, come, turn, end up
 - “It soon becomes clear that there is much more to comprehension than vocabulary.”



Activity 18

Let’s try more exercises about verbs? Access your VLE (AVA) and complete the exercises.



Activity 19

Evaluation. Consult your VLE (AVA) and do the exercise. The results must be sent to your tutor

Adjectives

Adjective is the part of speech that modifies a noun by limiting, qualifying, or specifying it and distinguished in English morphologically by one of several suffixes, such as -able, -ous, -er, and -est, or syntactically by position directly preceding a noun or nominal phrase.

Usage

- **Attributively:** attribute a quality or characteristic to what is denoted by the noun they modify; occurs before the noun.
 - “But if not, I’m riding that one for you, incredibly pleasant Canadian *readers*.”
 - “If you haven’t been here since your dude days, you’re in for a pleasant, even refined, *surprise*.”
- **Predicatively:** part of the predicate, linked to the subject by a copular verb such *be* or *seem*; occurs after the noun.
 - “But when I say idyllic, I mean the external circumstances of my childhood *were* pretty pleasant.”
 - “The warm crab and asparagus tart \$16 *was* pleasant, but it could have been a standout.”

Division

○ descriptors

- describe color, size, weight, chronology, age, emotion and other characteristics
- typically gradable
 - color: black, white, etc.
 - size, quantity, extent: big, deep, heavy, long, small, wide, etc.
 - time: annual, early, old, recent, etc.
 - evaluative/emotive (judgements, emotions, emphasis): bad, beautiful, lovely, poor, etc.
 - miscellaneous: appropriate, dead, strong, open, etc.

○ classifiers

- limit or restrict a noun’s referent, rather than describing characteristics in the way that descriptors do.
- typically non-gradable (cannot take modifiers of degree)
 - relational/classificational/restrictive: additional, final, following, previous, similar, various, etc.
 - affiliative: Chinese, Brazilian, American, etc.
 - topical: commercial, political, sexual, industrial, etc.

Gradability and Comparison

The gradable adjectives can be modified by intensifiers or comparisons.

○ Intensifiers:

- “The river is long.”
- “The river is *somewhat* long.”
- “The river is *quite* long.”
- “The river is *very* long.”
- “The river is *incredibly* long.”

○ Comparisons:

- Higher
 - “Will is *smarter than* John (comparative).”
 - “Will is *the smartest* of the boys (superlative).”
- Same
 - “Jacob is *as smart as* John.”
- Lower
 - “Peter is *less smart than* Jacob or John.”
 - “Peter is *the least smart* of the boys.”

Degrees

The comparison are classified in three degrees:

- Absolute: smart
- Comparative: *smarter*
- Superlative: *the smartest*

The degrees of comparison are expressed through inflections (-*er* and -*est*), for one syllable adjectives, or with premodifiers, for two or more syllables adjectives.

	Absolute	Comparative	Superlative
inflection	smart short easy*	smarter shorter easier	<i>the smartest</i> <i>the shortest</i> <i>the easiest</i>
premodifier	beautiful intelligent	<i>more beautiful</i> <i>less intelligent</i>	<i>the most beautiful</i> <i>the least intelligent</i>

* *Easy* has two syllables, but the –y is unstressed. You can take this as a rule and we can find another example in *happy*.

There are adjectives with irregular forms:

good	better	best
well (healthy)	better	best
bad	worse	worst
far	farther/further	farthest/furthest



Activity 20

You have a set of extra adjective exercises waiting for you in your VLE (AVA). Don't waist the opportunity



Activity 21

Evaluation. Consult your VLE (AVA) and do the exercise. The results must be sent to your tutor.

Adverbs

Adverb is the part of speech that modifies a verb, an adjective or another adverb.

Semantic categories

The adverbs can be divided in many categories:

- Place: express distance, direction, position.
 - far, backward, there.
 - “Walking backward, Cindy tried again to get information from Sorbera.”
- Time: position in time, frequency, duration, relationship.
 - now, always, always, already, sometimes.
 - “Clearly there are great implications on already stretched resources to commit to such a plan.”
- Manner: express information about how an action is performed (generally with *-ly*).
 - automatically, quickly, fast, well, carefully.
 - “Student attendance and performance data are carefully tracked to identify early any students at risk.”
- Degree: describe the extent of a characteristic.
 - Amplifiers/intensifiers: increase intensity; some of them modify gradable adjectives and indicate degrees on a scale.
 - more, very, so, extremely, completely, absolutely, quite.
 - ““He is absolutely not a violent person”, his wife, Shellie Zimmerman, testified.”
 - Diminishers/downtoners: indicate degrees on a scale and are used with gradable adjectives.
 - slightly, somewhat, almost.
 - “Among persons in excellent health, the association between neighborhood socioeconomic deprivation and mortality was slightly attenuated but remained stable after further adjustment for education, health behaviors, and medical illnesses.”
- Additive/restrictive
 - additive: one item is being added to another.

- Attitude: express a speaker's or writer's emotional attitude toward a proposition;
 - unfortunately, surprisingly
 - “Specialized's \$990 allez sport compact gave us a surprisingly lively ride.”
 - Style: tell something about a speaker's manner of speaking.
 - honestly, frankly, quite simply
 - “But, quite frankly, we find incidents similar to this in 2002, at the very beginning.”
- Linking: make connections between sections of discourse.
- thus, however, so, anyway
 - “Don't live near a major metropolitan area? Sign up anyway, and plan a trip.”



You've already read about the usage of some adverbs in English. Take your guide “Língua Inglesa: Inglês Instrumental” and review pages 48-49, 51-53. Try to write a summary below, in English.



Activity 22

You have an extra exercise about adverbs available on your VLE (AVA). Let's try it?

MÓDULO 4

Classes de palavras – parte 2/ Word classes – part 2

Conteúdos básicos do módulo 4

1. Classes de palavras fechadas.
2. Identificação e classificação das palavras.

Objetivos do módulo 4

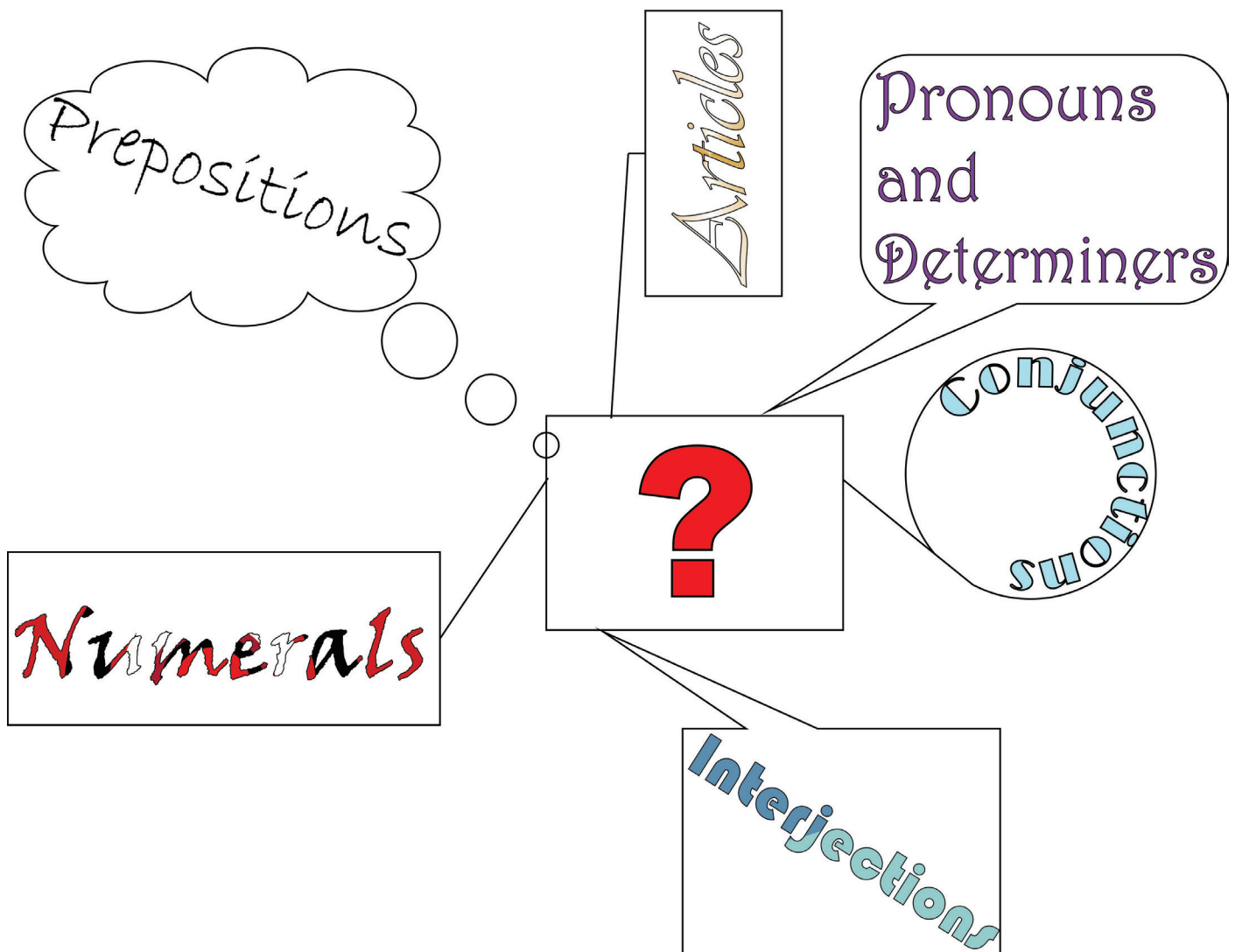
Ao finalizar o módulo, você deverá ser capaz de:

1. Saber identificar, no texto, as classes de palavras fechadas em inglês.
2. Identificar as características de cada classe de palavra.



Activity 23

Video-class, module 4. Take a look at the hints the professor gives you about subjects worked in this module.



Picture 6.

Conjunctions

The conjunctions are words used to connect events and things (indicating their relationship).

Coordinating

The coordinating conjunctions (and, or, but, for, yet, so) connect equal elements.

- “The book belongs to you and me.”
- “The book belongs to me, but not to you.”
- “The book is for public usage, so it belongs to us.”
- “The book doesn’t belong to me or to you.”

Correlative

The correlative conjunctions (either...or, both...and, not (only)...but (also)) also connect equal elements, but they occur in pairs.

- “The define-one-verb macro must change to similarly declare each verb as either type “transitive verb” or “intransitive verb.””
- “The ability to interpose on the I/O stream in and out of a VM has been widely exploited in both research papers and commercial virtualization systems.”
- “A link that is 10 times overbuffered not only imposes 0 100 200 300 400 10 times the latency, but also takes 100 Window Size (KB) times as long to react to the congestion.”

Subordinating

Subordinating conjunctions (because, in order that, in that, rather than, although, until, whereas, while) connect unequal elements.

- “Verbs are slightly trickier, because you want to make simple verbs especially compact to specify, and you need one kind of pattern for intransitive verbs and another for transitive verbs.”
- “I think the election in Greece yesterday indicates a positive prospect for not only them forming a government but also them working constructively with their international partners in order that they can continue on the path of reform and do so in a way that also offers the prospects for the Greek people to succeed and prosper.
- “Latent (unobservable) variables are enclosed in ovals, while observable variables are enclosed in boxes.”
- “A two-dimensional model can incorporate both specific and general effects, whereas a unified, one-dimensional model can only test general effects.”
- “Although any received packets will have a short delay, the usefulness of the received data stream would likely be impacted.”



You’ve already read about the usage of conjunctions in English. Take your guide “Língua Inglesa: Inglês Instrumental” and review pages 56-57. Try to write a summary below, in English.



Prepositions

Prepositions usually introduce a phrase that ends with a noun or pronoun. It shows a relationship between its object and another word(s) in the sentence.

The most common prepositions in English are: about, after, as, at, before, between, by, during, for, from, in, into, like, of, on, over, than, through, to, under, with, within, without.

- “Complicating this is that recommendations about the amount of buffering have been influenced by early Internet.”
- “Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.”
- “Without a lot of fanfare, I raised the funds to put the Prob-Expert prospective software online through the Entrepreneurs of the Future Circle.”



As you can see with these examples, prepositions are extremely common in English. Go back to picture 1 and take a look how frequent they are.

Simple

Aboard	Apropos	Between	Excepting	Like	Over	Since	Unto
About	Around	Beyond	Excluding	Minus	Past	Than	Upon
Above	As	But	Failing	Near	Pending	Through	Via
Across	At	By	Following	Nearby	Per	Throughout	Vis-à-vis
After	Atop	Circa	For	Next	Plus	Till	Versus
Against	Bar	Cum	From	N o t w i t h - standing	Post	Times	With
Along	Before	Concerning	Given	Of	Pro	To	Without
Amid	Behind	Considering	In	Off	Qua	Toward	Worth
Amidst	Below	Despite	Including	On	Re	Towards	
Among	Beneath	Down	Inside	Onto	Regarding	Under	
Amongst	Beside	During	Into	Out	Round	Unlike	
And	Besides	Except	Less	Outside	Save	until	
Anti							

Complex

According to	Down to	In favour of	In the wake of	Rather than
Along with	Due to	In front of	In view of	Regardless of
Apart from	Except for	In keeping with	Instead of	Relative to
As a result of	For the sake of	In lieu of	Irrespective of	Save for
As for	Further to	In line with	Next to	Short of
As opposed to	In accordance with	In regard to	On account of	So far as
As to	In addition to	In respect of	On behalf of	Subject to
As well as	In case of	In response to	On grounds of	Subsequent to
Away from	In charge of	In return for	On pain of	Such as
Because of	In common with	In spite of	On the part of	Thanks to
By means of	In comparison with	In terms of	On top of	Together with
By way of	In conjunction with	In the case of	Out of	Up to
Care of	In connection with	In the course of	Outside of	With reference to
Close to	In contact with	In the face of	Owing to	With regard to
Contrary to	In contrast to	In the light of	Prior to	With respect to



You've already read about the usage of many prepositions in English. Take your guide "Língua Inglesa: Inglês Instrumental" and review pages 42-44. Try to write a summary below, in English.

Articles

Articles are determiners and come before nouns. There are just three articles in English:

a – indefinite, singular, followed by a noun that starts with a consonant sound;

an – indefinite, singular, followed by a noun that starts with a vowel sound;

the – definite, singular/plural.

As in Portuguese, the definite article is used when we assume the person who is listening/reading us can identify the reference of a noun or this noun was already presented in a previous sentence. When we present a new noun in a text, we use the indefinite article:

“Rio de Janeiro is a beautiful city. The city is the second largest in Brazil.”

“The sun shines over our head in Rio (there’s just one sun over our heads, everyone knows it).”

“A sun shines in the middle of that solar system (can be any solar system).”



You’ve already read about the usage of articles in English. Take your guide “Língua Inglesa: Inglês Instrumental” and review page 26. Try to write a summary below, in English.

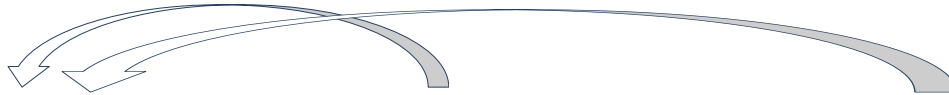
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Pronouns and Determiners

Determiners introduce nouns, expressing notions as number or quantity and their kind of reference. Pronouns are deictic: they point to entities in the situation or point to linguistic units in the previous or following context.

As examples to illustrate the difference, take a look:

“Any reason to think that he would have known who those guys were? – **Determiner**”



“The case Jacqueline is a 29 year old teacher. She is known to you. Several years ago she needed intensive treatment and a lot of consultation time because of first postnatal depression, and then a stress problem relating to her work. However you have not seen her recently. # She tells you that she has a long list of symptoms including abdominal bloating, excessive tiredness and problems with concentration.” **Pronoun**

Primary Pronouns

Personal	Object	Reflexive	Adjective	Possessive
I	Me	Myself	My	Mine
You	You	Yourself	Your	Yours
He	Him	Himself	His	His
She	Her	Herself	Her	Hers
It	It	Itself	It	Its
We	Us	Ourselves	Our	Ours
You	You	Yourselves	Your	Yours
They	Them	Themselves	Their	Theirs

I love Maria.”

“Maria loves me.”

“He did the homework by himself.”

“This is my house.”

“That house is mine.”



Remember: in English, when the pronoun comes before the noun, it is called adjective; when it comes after the noun, possessive. In Portuguese, both are called possessive.

Demonstrative pronouns and determiners

There are four primary demonstrative pronouns/determiners in English.

This: singular, relative nearness

- “I am the one who found this house. I bought everything in it.” (determiner function)
- “I am the one who found this.” (pronoun function)

That: singular, relative remoteness

- “You see that house over there? My parents told me a big gangster lives over there.” (determiner function)

These: plural, relative nearness

- “You think your friend’s son could be in one of these houses, you know, you’re going to search until you find him.” (determiner function)

Those: plural, relative remoteness

- “Music flows, docu-streams, simulations, ancient videos - all those are locked, secure from outside content.” (pronoun function)



As you can see with the above examples, the usage of demonstrative pronouns depends on your point of view. We could change the pronouns in the first/second and third/fourth examples and the sentences would still be true.

WH pronouns and determiners

The WH pronouns and determiners use the words that start with wh-. They can be divided in four sections.

Interrogative

These pronouns are used to ask questions which answers are different from yes/no – a piece of information is missing. They are:

- Who – “Who produced the Salzburg Statement in 2010, and what was it about?”
- Whom – “And the gruesome discovery was made by whom?”
- Whose – “Graham Pryor and Martin Donnelly, ‘Skilling up to Do Data: Whose Role, Whose Responsibility, Whose Career?’”
- Which – “Which way did the old lady go?”
- What – “What is the first thing you think of when you hear the words Nigerian businessman?”

The following wh- words are adverbs, not pronouns:

- How – “How does Mrs. Colbert feel about the possibility of having her husband run for president?”
- When – “When did combining bacon and ice cream become a big thing?”
- Where – “Where do you believe those texts came from?”
- Why – “Why does he continue to think it’s going to work now?”

Exclamative

It works as an exclamation.

- What – “What a great idea for saving a lot of time and frustration for us owners of smaller scopes and helping us eliminate targets that are simply beyond the capabilities of our instruments.”

Relative

It is used to build relative clauses, which postmodify nouns; usually come at the beginning of a relative clause.

- Who – “This is of great concern, since a report by the confidential enquiry into maternal deaths4

found that 28% of mothers who died were obese.”



- Whom – “These babies are born not primarily to teenagers but largely to women in their late 20s and 30s, many of whom are in committed relationships.”
- Which – “The publication, which focuses on current trends in the field, contains invited papers from world renowned researchers and selected papers presented by prominent researchers attending the SIG s Symposium on Applied Computing”
- Whose – “This is an advantage with respect to natural landmarks, whose robust detection is more challenging”

Nominal Relative

They introduce nominal relative clauses which function as subject, direct object, etc.

- Whoever – “I would trust no one else with something of this importance and whoever arranged the theft knew that”
- Whomever – “People in the private sector who are successful, whomever they are, under this president, they are second-class citizens.”
- Whosoever – “All right, but when you’re coming down the people’s health insurance, they’re going to go with whosoever giving them the better deal.”
- Whomsoever – “This scarab came to be known in sorcery circles as the Blazing Scarab and it is said to bestow the gift of eternal life on whomsoever uses it in the proper manner.”
- Whichever – “Whichever approach the Indians chose, they would soon have to cross a Mississippi-like watercourse.”
- Whichsoever – “He thereby maintains his primordial liberty to pursue his ends in whichsoever way he judges suitable, and others possess a like liberty with regard to Mort.”
- Whatever – “You can say whatever you want about me, but you have to be so amazed at how amazing I’ll Have Another and all of the people around him are in taking care of him.”
- Whatsoever – “If someone tells you that they’ve taken any type of drugs whatsoever, you have to just say, ‘I’m not getting in a car with you.’”

Indefinite pronouns and determiners

They have a general reference.

Assertive

They are used in affirmative sentences.

- Some – “The following pages summarize some of the highlights of a truly eventful year in the life of ACM”
- Someone – “Until recent years, when someone was scarred by accident or disease, they were treated but not always cured.”
- Somebody – “This is a primary process where somebody had a huge advantage, huge money advantage, huge advantage of establishment support and he hasn’t been able to close the deal and even come close to closing the deal, “ Santorum said.”
- Something – “If something is truly important to you then you will need to reprioritize and make time to influence on that issue.”

Non-assertive

They tend to be used in negative, interrogative and conditional sentences.

- Any – “Jacqueline has a normal appetite, libido and sleep pattern, and has not missed any time off work.”
- Anyone – “At the very least, it is necessary to challenge the frequently proffered notion that anything each one of us views on the Internet, whether pornographic or not, is just a private concern that has no bearing on anyone else.”
- Anybody – “Does anybody think to ask why motorists drive in the snow?”
- Anything – “We do not provide instructions about whether lines should represent shape features, lighting features, or anything else.”
- Either – “Reyes Farrow being drawn into my dreams against either of our wills, like an invisible force pulled him toward me every time I closed my eyes.”

Negative

They are used in affirmative sentences, with negative meaning.

- No – “This example defines four verbs: quit as an intransitive verb with no aliases”
- None – “Of the 97 research articles that were reviewed none met standards and only one was found to meet standards with reservations, so it was determined that the evidence only supported the conclusion that PALS had potentially positive effects.”
- Nobody – “Nobody could find documentation of a dingo killing a child before.”
- Nothing – “This book will be useful only to a professional or paraprofessional who knows nothing about a school library.”
- Neither – “It became clear that both the director of special education and the instructional assistant -- neither of whom had been involved with those aspects of the program -- were unaware that these activities occurred.”

Universal

- All – “Large buffers have been inserted all over the Internet without sufficient thought or testing.”
- Everyone – “Like most of his contemporaries, he believed technological advances would raise living standards for everyone.”
- Everybody – “He’s earned everybody in the business respect. It’s amazing what he’s done.”
- Everything – “Because like we’ll sit here making jokes about everything and everyone will laugh.”
- Both – “In world.rkt, require additionally imports both the syntactic extensions and functions that are exported by the txtadv.rkt module.”
- Each – “The amount saved on each individual might be small but given that 40% of men over the age of 50 and 75% of men over the age of 70 have urinary symptoms that may be caused by an enlarged prostate, 1 it can add up.”
- Every – “For this analysis, we compute a new feature vector for every pixel storing the strength for every CG line definition.”

Quantifying

Primary, countable

- Many – “Many languages provide type checking or other static types to ensure the absence of certain runtime errors.”
- More – “More constraints on world.rkt may be appropriate to #lang racket (provide define-verbs. ensure that assumptions of txtadv.rkt (all-from-out racket)) are satisfied.”
- Most – “We are flying on an Internet airplane in which we are constantly swapping the wings, the engines, and the fuselage, with most of the cockpit instruments removed but only a few new instruments reinstalled. It crashed before; will it crash again?”
- A few – “After a few minutes, ask the students if they know who is responsible for the mess at the highway and if there is something they can do to save the habitat and keep the highways clean.”
- Fewer – “They have shown that ‘public community colleges produce significantly fewer degrees per 100 students enrolled than other sectors’.”
- Fewest – “Ames points out that the quarter of Americans who eat the fewest fruits and vegetables have twice the cancer risk of the quarter that eats the most.”
- Several – “Several participants also did not believe the warning, thinking Microsoft would not put them at risk, and went on to give sensitive personal information.”
- Enough – “He hopes to have collected enough data to verify that the Wockets work as promised by the end of 2012.”

Primary, uncountable

- Much – “Second, much of the work of using CCN in an application consists of specifying the naming and data conventions to be agreed upon between publishers and consumers.”
- More – “Since programmers often build task-specific tools, one way to make them more productive is to give them better tool-making tools.”
- Most – “The saturated link can be anywhere, in either or both directions in the path: easiest and most common to see is the operating system, wireless link, and broadband service.”
- A little – “But the rationale for its dramatic rise was a little more plausible than for many other stocks perceived to have links to politicians.”
- Less – “Using cord blood is noninvasive and less painful for the patient.”
- Least – “It is likely that in Joan’s case the decreased social isolation from the befriending scheme is at least as important as maximising her analgesic therapy.”
- Enough – “When the mass is large enough, then it is transplanted.”

Primary, negative meaning

- Few (countable) – “In addition, few studies have identified which individual communication strategy contributes to success of the task.”
- Little (uncountable) – “Farmworkers feel little control over their work environments.”

Compound

- A bit – “At football games you get banter and a bit of windup and tongue-in-cheek comments -- that’s all part of sport -- and we’re not going to try to outlaw that,” the spokesman said.”
- A lot – “Having someone doing the graphics and presenting made it a lot more interesting.”
- A couple – “Why not move up a couple of spots to ensure you get the player you want?”



You've already read about the usage of some pronouns in English. Take your guide "Língua Inglesa: Inglês Instrumental" and review pages 30-31 and 49-50. Try to write a summary below, in English.

Numerals

Numerals are a closed system with a restricted set of items which can be combined without limits. They may be written as words or digits.

Cardinals

Refer to quantity.

Six – "In addition, new models would be required to meet requirements of eight miles per gallon as compared to the current six miles per gallon on most models."

Millions – "If the individual mandate is struck, the law's Medicaid expansion would still cover millions more low-income people, mainly childless adults."

Dozen – "Of about two dozen players who signed 10-day contracts last season, a third were signed for the rest of the season."

Ordinals

Refer to positions in a sequence.

First – "The first is micro games designed to teach people about phish."

First: 1st

Second: 2nd

Third: 3rd

Fourth: 4th

Fifth: 5th

Eleventh: 11th

Thirteenth: 13th

Twenty-third: 23rd

Seventieth: 70th

...

Fractions

Refer to quantities less than one.

One third (1/3) – “When categorized into 4 groups on the basis of reports of cyber and school bullying victimization, one third of all students were bullying victims: 6.4% were victims of cyberbullying only, 16.5% of students were victims of school bullying only, and 9.4% were victims of both school and cyberbullying.”



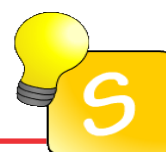
You've already read about the usage of numerals in English. Take your guide “Língua Inglesa: Inglês Instrumental” and review pages 65-66. Try to write a summary below, in English.

A large rectangular area with a spiral binding on the left side, intended for writing a summary. The area is empty and has a light gray border.

Interjections

Words used to express feelings and common to the spoken language.

Ah	Ha	Ho-ho	Oops	Sh	Uh-uh
Aha	Ha-ha	Hooray	Ouch	Shooh	Whew
Ahem	Hello	Humph	Ow	Tsk	Whoops
Boo	Hey	Oh	Phoo	Tut-tut	Wow
Eh	Hi	Oho	Pooh	Ugh	Yippee
Gee	Ho	Ooh	Psst	Uh-huh	Yuk



Do you know the meaning or the sound of these interjections? Take a look and find out in: <http://www.answers.com>.



Activity 24

We have a text below. All the closed class words are missing. Between brackets, you find the class of the word. The exercise consists of filling the blanks with the appropriate word.

Don't forget you can access an online corpus to verify different possibilities. For example: regarding to the usage of prepositions, do we use in or on with the sequence your system? If you take a look at the corpus and type in your system or on your system, you discover a difference: in your system is more used for the human body, while on your system is more used for computers. Let's try it?

COCA is available here: www.english-corpora.org/coca/

Communication is behavior _____ (conjunction) affects _____ (article) behavior _____ (preposition) others _____ (preposition) _____ (article) transmission _____ (preposition) information. _____ (adverb; wh question) _____ (article) organism _____ (conjunction) machine communicates, _____ (personal pronoun) sends messages _____ (preposition) _____ (reflexive pronoun) _____ (conjunction) _____ (possessive pronoun) environment. _____ (article) result _____ (preposition) communication is change. _____ (article) monkey changed _____ (article) potentially dangerous situation _____ (preposition) _____ (article) secure one; _____ (article) student changed _____ (article) parent's opinion.

A concise introduction to Linguistics.



Activity 25

Let's try more exercises similar the last one? Access you VLE (AVA) and try it.



Activity 26

Evaluation. Consult your VLE (AVA) and do the exercise. The results must be sent to your tutor.



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