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MORFOLOGIA DA LÍNGUA INGLESA

LETRAS/INGLÊS

3º PERÍODO



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MORFOLOGIA DA LÍNGUA INGLESA

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APRESENTAÇÃO

Dear student,

Welcome to the English Morphology course! In this course you will study the structure of the word - one of the most fundamental units of linguistic structure - how words are formed, how the parts of words relate to each other, and how words themselves relate to each other.

This course introduces the study of word structure. It will cover basic concepts in morphology, derivational and inflectional morphology and will also discuss the interface between morphology and other levels of linguistic analysis.

The course includes aspects of general English and some historical descriptions about language development, involving simple “problem solving” tasks such as working out the meanings of vocabulary on the basis of studied prefixes, roots and suffixes.

The objectives of this course are:

- Get a basic knowledge of English morphology.
- Get a brief glimpse of the theory and practice of the structural grammar of the English language
 - Understand the basic processes of word-formation
 - Learn the different inflectional paradigms in English.
 - Learn to analyze English morphemes and word formation processes.
- Understand the basic sentence patterns in English.
- Learn to use more specific strategies of learning or acquiring English lexical units.

The course deals with morphological structure as exhibited in the English language. Three broad areas will be studied:

- basic terms and concepts linked to words and morphemes (nature of the word; bound vs. free morphemes; root, stem and affix; derived and inflected words; complex and compound words);
- lexical and inflectional morphology (word formation; the notion of productivity; kinds of derivational affix; inflectional morphology and its morphophonemic complexities and its relation to syntax);
- basic sentence patterns in English and the interface between morphology and other levels of linguistic analysis

At the end of the course, you will have practical skills and knowledge relating to words and will be confident to deal with relevant topics in morphology and be able to use more specific strategies of learning or acquiring English lexical units.

We hope you enjoy the course.
The authors.

Caros Acadêmicos,

Embora esta não seja uma edição bilíngue, fizemos alguns resumos para auxiliá-los no entendimento das unidades. Como vocês poderão observar, ao longo das lições há quadros em português sintetizando a matéria em inglês.

Aprender uma língua exige atenção, mas também bom senso. Há muitas coisas que podemos deduzir em Morfologia, a partir do conhecimento que temos de nossa língua.

Bom proveito.
Os autores.

DICAS



PARA REFLETIR



ATIVIDADES



GLOSSÁRIO



UNIDADE 1

MORPHOLOGY: BASIC NOTIONS

Esta primeira unidade apresenta os conceitos básicos em morfologia. Embora as explicações e exercícios estejam em língua inglesa, essa unidade traz alguns tópicos de síntese ou esclarecimento em língua portuguesa. Procure compreender bem todos os conceitos apresentados nessa unidade, pois eles serão essenciais para a compreensão das unidades seguintes.

MORPHOLOGY: BASIC NOTIONS

A convenient starting point for morphology is the word (WIDDOWSON, 1996). Knowing the words is essential to speak and understand a language. The average speaker knows thousands of words, and new words enter our minds and our language everyday. The term 'word' is part of everyone's vocabulary. We all have an idea about what words are. So, the existence of words is usually taken for granted by the speakers of a language.

In the book *The Grammar of Words*, Booij (2005, p. 3) states that:

When you use an English dictionary to look up the different meanings of the verb walk, you will not be surprised that there are no separate entries for walk, walks, and walked. You will also not feel disappointed if your dictionary does not contain a separate entry for walking. If you come across the sentence *My staff walked out yesterday*, and you want to find out what walked out means ("go on strike") you will not look for an entry walked out, but rather for an entry walk out. In many dictionaries, walks, walked, and walking are not even mentioned in the entry for walk. It is simply assumed that the language user does not need this information. The reason for the absence of this information is that these different English words are felt to be instantiations of the same word, for which walk is the citation form.

The author argues that the English dictionaries assume that the language user will be able to construct these different forms by applying the relevant rules. Carstairs-McCarthy (2002) argues however that the popular understanding is not enough to the study of language. Although he does not suggest that the ordinary notion of the word needs to be replaced with something radically different, he argues that our ordinary notion can be made more precise.

PARA REFLETIR



Saber as palavras é essencial para falar e entender uma língua. Um falante comum sabe milhares de palavras e a cada dia, mais e mais palavras são internalizadas pela mente humana.

Ao pesquisar um verbo no dicionário para saber seu significado, você descobrirá que não existem entradas específicas para as variações deste verbo. Você encontrará a forma primitiva, tal qual no exemplo a seguir: Você tem o verbo **walk** (andar). Se você procurar as formas de passado (walked) ou de gerúndio (walking), certamente você não encontrará, pois o usuário da língua deve saber que -ed é o sufixo que forma o passado dos verbos regulares e que -ing é o sufixo que forma o gerúndio dos verbos em inglês.

GLOSSÁRIO



Morfologia: é a parte da lingüística que envolve o estudo da estrutura da palavra e as relações sistemáticas que há entre elas. É o estudo da estrutura e da forma das palavras de uma dada língua, incluindo flexão, derivação e o processo de formação.

DICAS

Nesta disciplina você estudará a estrutura das palavras, focando nas menores partes das palavras, geralmente chamadas de morfemas, bem como as relações entre palavras envolvendo os morfemas que as compõem. O estudo da estrutura interna da palavra é chamado de MORFOLOGIA.

In this course you will study the structure of words, focusing on the smaller parts of words, generally called morphemes as well as on the relationships between words involving the morphemes that compose them. The study of the internal structure of words is called morphology.

Morphology is that part of linguistics which involves the word structure and systematic relations between words. It is the study of the structure and form of words in language, including inflection, derivation and the formation of compounds. Morphology studies patterns of word-formation within and across languages, and attempts to formulate rules that model the knowledge of the speakers of those languages.

According to Yule (1996), the term 'morphology', which literally means 'the study of forms', was originally used in biology, but, since the middle of the 19th century, has also been used to describe that type of investigation which analyzes all those basic 'elements' used in a language which are technically known as morphemes.

ESCLARECIMENTO: De acordo com Yule (1996), o termo morfologia significa literalmente “o estudo das formas” e foi usado originalmente pela biologia. No entanto, desde a segunda metade do século XIX tem sido usado para descrever o tipo de investigação que analisa todos os elementos básicos usados numa língua e que são denominados de morfemas.

Spencer and Zwicky (1998) argue that morphology is at the conceptual centre of linguistics because it is the study of word structure, and words are at the interface between phonology, syntax and semantics. Words have phonological properties, they articulate together to form phrases and sentences, their form often reflects their syntactic function, and their parts are often composed of meaningful smaller pieces. In addition, words contract relationships with each other by virtue of their form; that is, they form paradigms and lexical groupings. For this reason, they argue that morphology is something that all linguists have to know about.

ESCLARECIMENTO: De acordo com Spencer e Zwicky(1998), a morfologia está no ponto central da linguística, porque é o estudo da estrutura da palavra, e a palavra está numa interface entre fonologia, sintaxe e semântica. As palavras têm propriedades fonológicas, articulam-se para formar sintagmas e sentenças, suas formas sempre refletem a sua função sintática e suas partes sempre são compostas por partículas significativas.

Having defined what morphology is, we are going to focus on morphemes (free and bound), compounds, inflectional morphology, derivational morphology, morphemic analysis, morphological typology of languages, analysis of the internal hierarchical structure of words and morphophonological variation.

As you have already learned in the study of Portuguese language, the structure of words can be defined in terms of syllables. Now we are going to focus on the morphemes.

The morpheme is the basic unit of study in morphology since it is the smallest linguistic unit which has a meaning or grammatical function.

Words are composed of morphemes (one or more).

Examples:

Sing-er-s

answer-ed

un-kind-ly

ESCLARECIMENTO: Depois de definir o que é Morfologia, agora vamos estudar os morfemas (independentes e dependentes). O morfema é a unidade básica do estudo da morfologia, uma vez que esta é a menor unidade lingüística que tem um significado ou função gramatical.

ACTIVITY: morphemes

1) Identify the component morpheme(s) of each word. How many morphemes does each word contain?

- a) student: _____
- b) stupidity: _____
- c) unfair: _____
- d) sleeping: _____
- e) unemployed: _____
- f) deforms: _____
- g) unreliable: _____
- h) trial: _____
- i) disinfectant: _____
- j) unfairly: _____
- k) husbands: _____
- l) island: _____
- m) classroom: _____
- n) paper: _____
- o) inversion: _____

DICAS



Um bom dicionário de inglês vai auxiliar na identificação dos morfemas, pois muitos trazem a divisão silábica, o que facilita entender a formação da palavra.

p) magazine: _____

q) ugly: _____

r) sandwich: _____

s) crinkly: _____

Let's consider some examples discussed by Widdowson (1996). The word 'parson' has two syllables. So has the word 'parsing'. They are similar in syllabic structure. But we can divide up the second word in another way as well. There is an independent lexical item (part) in English and, '-ing' can be attached to the end of innumerable other words – 'pars ^ ing', 'pass ^ ing', 'depart ^ ing', 'depress ^ ing', to give some examples. So the word is formed by two elements of meaning, part and -ing the first of which is independent, or **free**, and the second dependent, or **bound**.

ESCLARECIMENTO: Para que você entenda bem os exemplos acima, vamos esclarecer que temos dois tipos de morfemas: o dependente (bound) e o independente (free). Vejamos o exemplo do parágrafo acima.

depart - departing

pass - passing

Nesse caso, as palavras são formadas por dois elementos. Uma unidade independente (free) e outra dependente –ing (bound), que é a unidade formadora do gerúndio dos verbos em inglês e de adjetivos derivados de substantivos.

We might consider the word 'parson' in the same way. There are words which start with the same sequence of letters par: 'parcel', 'parking', 'parting', 'particle', and so on. But 'par' does not signal anything semantically in common, and -cel, -king, -ting, and -ticle do not seem to attach themselves as bound morphemes to any other words in English. We might try another division of the word and propose the morphological structure pars ^ on thereby invoking an analogy with words like 'parsimony', 'parsley', and 'parsnip', but we would have similar problems, since pars-, -imony, -ley, or -nip do not have any morphemic status either. Therefore, the syllable as a unit of sound has no correspondence with the morpheme as a unit of meaning. 'Parson' has two syllables, but consists of only one morpheme. 'Parting' has two syllables, and two morphemes.

Carstairs-McCarthy (2002, p. 18) uses the word helpfulness to explain the difference between bound and free morphemes. He shows that the morphemes Help, -ful and -ness do not all have the same status. The core, or starting-point, for the formation of this word is help; the morpheme -

ful is added to form helpful, which in turn is the basis for the formation of helpfulness. He explains that there are two reasons for calling help the core of this word. The first one is the fact that “help supplies the most precise and concrete element in its meaning, shared by a family of related words like helper, helpless, helplessness and unhelpful that differ from one another in more abstract ways”. The second reason is that, “of the three morphemes in helpfulness, only help can stand on its own – that is, only help can, in an appropriate context, constitute an utterance by itself”, what is clearly not true of -ness, nor is it true of -ful. Although -ful is historically related to the word full, “their divergence in modern English is evident if one compares words like helpful and cheerful with other words that really do contain full, such as half-full and chock-full.” So, morphemes that can stand on their own are called **free**, and ones that cannot are **bound**.

As we have seen, morphemes can be free or bound. A free morpheme is an element of meaning which takes the form of an independent word. A bound morpheme is an element of meaning which is structurally dependent on the word it is added to, e.g. the plural morpheme in 'dog ^s'.

ACTIVITY: bound and free morphemes

1) Identify the 'bound' morphemes in these words: misleads, previewer, shortened, unhappier, fearlessly.

2) In which of the following examples should the 'a' be treated as a bound morpheme: a boy, apple, atypical, AWOL?

3) Count the number of morphemes in each word. Underline the bound morphemes.

Example: unpresentable -- 3 morphemes; un- and -able are bound morphemes.

a) Alligator: _____

b) calmly: _____

c) running: _____

d) blindness: _____

e) stapler: _____

f) bargain: _____

- g) regrouping: _____
h) undeniable: _____
i) assertion: _____
j) certainly: _____
k) corner: _____
l) prepay: _____
m) tighten: _____
n) staying: _____
o) dislocation: _____
p) smarten: _____
q) ladylike: _____
r) suddenly: _____
s) purposeful: _____
t) dislocate: _____

Morphemes are pronounced differently in different contexts. For example, the English past tense morpheme is realized as [t] after the voiceless [p] of jump (cf. jumped), as [d] after the voiced [l] of repel (cf. repelled), and as [d] after the voiceless [t] of root or the voiced [d] of wed (cf. rooted and wedded). These phonological realizations of a morpheme are called **allomorphs**. The appearance of one morph over another in this case is determined by voicing and the place of articulation of the final consonant of the verb stem (ARONOFF and FUDEMAN, 2005). So, allomorphs are the different forms of a morpheme (cf. phonemes and allophones in phonology). However, allomorphy is not only related to pronunciation. It is a variation in the form and/or pronunciation of a morpheme.

Other examples are:

indecipher-**able** vs. indecipher-**abil**-ity

pen pen? s

printer printer s

fox fox **es**

ox ox **en**

write written stem root allomorphy

ACTIVITY: allomorphs

The pairs of words given below all show allomorphy. For each pair, underline the morph in which the allomorphy occurs:

- dogs – cats: _____
- perceive – perception: _____
- long – length: _____
- worked – played: _____
- baths – bathes: _____

Now we are going to focus on how morphemes operate in the processes of **derivation** and **inflection**. Let's take the words 'parson' and 'parting' again, as discussed by Widdowson (1996). 'Parson' is unambiguously a noun. 'Parting' can also be a noun, as in the phrase 'the parting of the ways'. But it can equally be the present participle of the verb, as in an expression like 'they were parting company for good'. In the first case, the attachment of -ing has the permanent effect of changing the word, of creating a different lexical item by deriving a noun from a verb. In the second case, the effect is temporary in that it changes the form of the word: here -ing alters the verb, or inflects it, to signal continuous aspect.

Morphology is concerned with these two different phenomena: **derivation** and **inflection**. Derivation has to do with the way morphemes get attached as **affixes** to existing lexical forms or stems in the process of word formation. Some affixes, for example, de-, dis-, un-, and pre-, are attached at the beginning (i.e. are prefixes), and some, for example, -ure, -age, -ing, -ize, -ful, and -able, are attached at the end (i.e. are **suffixes**).

So, for example, if we take the lexical item 'like' (the verb) we can add a prefix to this base or root and make another verb 'dis ^ like'. Or we can add a suffix and make the adjective 'like ^ able'. Add a prefix to this stem and we get 'un ^ likeable'. Add another suffix and we get 'unlikeable ^ ness'. Or we can take the root 'like' as an adjective. If we add a prefix we get another adjective 'un ^ like', add a suffix and we get a noun 'like ^ ness', add the suffix -ly to the root and the adjective gets converted into the adverb 'like ^ ly', add another suffix to this stem, and we get the noun 'likeli ^ hood', add a prefix 'un ^ likelihood', and so on.

This immensely productive process of morphological derivation follows a principle of creativity by variable combination which accounts for the generation of lexical items as combinations of meanings.

Inflectional morphology, on the other hand, does not create new words but adapts existing words so that they operate effectively in sentences. It is not a process of lexical innovation but of grammatical adaptation. Take, for example, the four lexically different verbs 'part', 'partition', 'depart', and 'deparmentalize'. As verbs, their function is, by definition, dependent on the grammatical categories of tense and aspect, and this dependency is marked

by morphological inflection, which is added on to any derivational morpheme there might be. Thus, for them to function in the simple past tense, the past tense morpheme is required ('part ^ ed', 'partition ^ ed', 'depart ^ ed', and 'departmentaliz ^ ed'). Equally, if they are to function in the simple present, a present tense morpheme is required.

The morphological marking for grammatical function also applies in English to nouns and pronouns, and in other languages to other word classes as well. Thus, 'departure', as a count noun, is subject to marking for singular and plural: 'a departure'/'several departures'.

Morphology, then, is the study of two aspects of words: their derivational formation and their inflectional function. The first aspect leads us to enquire further into the way words mean, into lexical semantics. The second aspect leads us into a consideration of the way words function in syntax. Although semantics and syntax are not the focus of this course, the interface between these areas of linguistic study and morphology will be considered.

ACTIVITY: derivational vs inflectional morphology (Based on YULE, 1996)

1) Divide the following words into their morphemes. Indicate which morphemes are inflectional and which are derivational.

mistreatment _____

disactivation _____

psychology _____

airsickness _____

terrorized _____

uncivilized _____

lukewarm _____

2) What are the inflectional morphemes in the following phrases:

the singer's song _____

it's raining _____

the newest style _____

the cow jumped over the fence _____

ACTIVITY: basic concepts in morphology (Based on MURRAY, 1995)

1) Isolate the affixes in each of these words and state whether each is prefix or suffix.

a) depose	e) action
b) readily	f) repackage
c) active	g) unchanged
d) behead	h) forcefully

2) For the following words, identify all roots (base words).

a) dragged	f) unassuming
b) deactivated	g) redness
c) impossible	h) racketeers
d) thumbtack	i) cloudiness
e) hopefully	j) exceptionally

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UNIDADE 2

WORD-FORMATION PROCESSES

Esta unidade apresenta os processos mais comuns de formação de palavras em língua inglesa e discute mais atentamente os processos de formação de palavras por sufixação e por prefixação. Antes de iniciar essa unidade, revise os conceitos básicos apresentados na unidade anterior

WORD-FORMATION PROCESSES

a) Coinage

One of the least common processes of word-formation in English is coinage, that is, the invention of totally new terms. Usually these started as names of specific products, but now they are used as the generic names for different brands of these types of products. As stated by Stockwell and Minkova (2001), the creation of totally new words is an extremely rare phenomenon. Some examples listed by these authors are: **Blurb**, **Kodak**, **Nylon**, **Teflon**, and **Kleenex**

b) Borrowing

One of the most common sources of new words in English is the process simply labeled borrowing, that is, the taking over of words from other languages.

Some examples are: '**alcohol**' (Arabic), '**boss**' (Dutch), '**croissant**' (French), '**lilac**' (Persian), '**piano**' (Italian), '**pretzel**' (German), '**robot**' (Czech), '**tycoon**' (Japanese), '**yogurt**' (Turkish) and '**zebra**' (Bantu).

c) Compounding

When two separate words are joined to produce a single form, this combining process is technically known as compounding. This is very common in languages like English and German, but much less common in languages such as French and Spanish.

Colloquial or everyday examples of compounds in English are **fireman** and **hardware**.

d) Blending

This combining of two separate forms to produce a single new term is also present in the process called blending. However, according to Stockwell and Minkova (2001), in blending, parts of two familiar words are yoked together to produce a work which combines the meanings and sound of the old ones. Blending is typically accomplished by taking only the beginning of one word and joining it to the end of the other word.

Some examples of blending are: smog (smoke + fog), brunch (breakfast + lunch), heliport (helicopter + air-port), motel (motor + hotel), FORTRAN (formula translation).

e) Clipping

The element of reduction which is noticeable in blending is even more apparent in the process described as clipping. This occurs when a word of more than one syllable is reduced to a shorter form, often in casual speech. Examples are: stereo (from stereophonic), taxi (from taxicab), cab (from cabriolet), gas (from gasoline), gents (from gentlemen's room = lavatory), gym (from gymnasium), lab (from laboratory), photo (from photograph), hanky (from handkerchief)

f) Backformation

The process of creating new words by removing affixes is called backformation. This process changes the part of speech, that is, a word of one type (usually a noun) is reduced to form another word of a different type (usually a verb). For example: vacuum clean (verb) from vacuum cleaner (noun), edit (verb) from editor, euthanase or euthanize (verb) from euthanasia (noun).

g) Conversion

A change in the function of a word, as, for example, when a noun comes to be used as a verb (without any reduction), is generally known as conversion. According to Plag (2003), different types of conversion can be distinguished, in particular noun to verb, verb to noun, adjective to verb and adjective to noun. For example, "access", as in "access the file", which was previously a noun, as in "gain access to the file".

Other examples are: **mail** and **e-mail**, **strike**, **beer**, **talk**, **salt**, **pepper**, **switch**, **bed**, **sleep**, **ship**, **train**, **stop**, **drink**, **cup**, **lure**, **mutter**, **dress**, **dizzy**, **divorce**, **fool**, **merge**, and many more, to be found on virtually every page in the dictionary. Often it is impossible to tell which form arose first. "You can talk the talk, but can you walk the walk" is an exemplary sentence (Wikipedia.org).

h) Acronyms

Stockwell and Minkova (2001) consider acronyms (acr-o "tip, point" + onym "name) a special type of blend. According to them, a typical acronym takes the first sound from each of several words and makes a new word from those initial sounds. These can remain essentially 'alphabetisms' such as CD ('compact disk') or VCR ('video cassette recorder'), where the pronunciation consists of sets of letters. More typically, acronyms are pronounced as single words, as in **NATO**, **NASA** or **UNESCO**. Examples :

pronounced as a word, containing only initial letters:

- FNMA: (Fannie Mae) Federal National Mortgage Association
- laser: light amplification by the stimulated emission of radiation
- NATO: North Atlantic Treaty Organisation
- scuba: self-contained underwater breathing apparatus

pronounced as a word, containing non-initial letters:

- Amphetamine: Alpha-methyl-phenethylamine
- Gestapo: Geheime Staatspolizei ("secret state police")
- Interpol: International Criminal Police Organization
- radar: radio detection and ranging

pronounced only as the names of letters

- BBC: British Broadcasting Corporation
- DNA: deoxyribonucleic acid
- LED: light-emitting diode
- OB-GYN: obstetrics and gyn(a)ecology or obstetrician and gyn(a)ecologist

pseudo-acronyms are used because, when pronounced as intended, they resemble the sounds of other words:

- ICQ: "I seek you"
- IOU: "I owe you"
- OU812: "Oh, you ate one, too?", a Van Halen album
- CQR: "secure", a brand of boat anchor

i) Derivation

Derivation is the most common word-formation process to be found in the production of new English words. It is accomplished by means of a large number of small 'bits' of English language which are not usually given separate listing in dictionaries. These small 'bits' are called **affixes** (prefixes and suffixes).

A derivational suffix usually applies to words of one syntactic category and changes them into words of another syntactic category. For example, the English derivational suffix -ly changes adjectives into adverbs (slow → slowly) .

Some examples of English derivational suffixes

adjective	to noun	ness	slow	slowness
adjective	to verb	ize	modern	modernize
noun	to adjective	al	recreation	recreational
noun	to verb	fy	glory	glorify
verb	to adjective	able	drink	drinkable
verb	to noun	ance	deliver	deliverance

A derivational prefix usually does not change the syntactic category in English

Some examples of English derivational prefixes un healthy
unhealthy do undo

re new renew

pre view preview

mis behave misbehave

sub way subway

Formação de palavras por sufixação

I. Sufixos formadores de substantivos

Os sufixos mais comuns que formam substantivos derivados de verbos são -er,-or e -ar, que significam “a pessoa ou coisa que faz” ou “que está relacionada com”.

Worker(trabalhador)– do verbo to work(trabalhar)

navigator(navegador) – do verbo to navigate

liar (mentiroso) – do verbo to lie

2 Os sufixos -ist e (i)an também são usados para indicar a pessoa por associação a estas coisas e lugares.

2.1 O sufixo -ist indica uma pessoa que estuda ou se aplica a geology(geologia) é um geologist(geólogo).

Science – scientist

biology - biologist

anthropology – anthropologist

ecology – ecologist

2.2 O sufixo - (i)an indica que uma pessoa que estuda ou se aplica a mathematics(matemática) is a mathematician(matemático).

Politics – politician

statistics- statistian

2.3 Exceções:

engineering(engenharia) – engineer(engenheiro)

architecture(arquitetura) – architect(arquiteto)

medicine(medicina) – doctor ou physician

3 O sufixo -ion(-ation,ition) forma substantivos de verbos, significando “o processo” ou “o resultado de”:

action(ação) – do verbo to act

addition(adição) – do verbo to add

application(aplicação) – do verbo to apply

4 As terminações -ment, -ance e -ence também são acrescentadas a verbos para formar substantivos que significam “a ação de” ou “o resultado da ação de”:

development(desenvolvimento) – do verbo to develop

performance(desempenho) - do verbo to perform

residence(residência) - do verbo to reside

5 Os sufixos -al e -age são igualmente usados para formar substantivos derivados de verbos com o significado de “o ato de” ou “o resultado do ato de”

removal(remoção) – do verbo to remove

reversal(inversão) - do verbo to reverse

drainage(drenagem)- do verbo to drain

6 Os sufixos -let,-ette e -y formam diminutivos de substantivos:

booklet(livreto) - do substantivo book

cigarette(cigarro) – do substantivo cigar

daddy(papai) - do substantivo dad.

7 O sufixo -ess forma substantivos femininos:

actress(atriz) – de actor

lioness(leoa) - de lion

8 Os sufixos -hood, -ship, -dom,-ery formam substantivos com o significado de “status, domínio, condição”:

brotherhood (irmandade)- do substantivo brother

friendship(amizade) - do substantivo friend

kingdom(reino) – do substantivo king

nunnery(convento) - do substantivo nun

9 O sufixo -ing forma substantivos e significa “resultado de atividade” ou “atividade”:

Tubing (canalização) – do verbo to tube

learning (saber, erudição) do verbo to learn

happening(acontecimento) do verbo to happen

10 O sufixo -ful forma substantivos com o significado de “a quantidade contida em”:

mouthful(bocado) - do substantivo mouth

spoonful(colherada) – do substantivo spoon

11 Os sufixos -ness e -ity formam substantivos abstratos de adjetivos:

greatness(grandezza) – do adjetivo great

usefulness(utilidade) – do adjetivo useful

activity(atividade) – do adjetivo active

probability(probabilidade) – do adjetivo probable

DICAS



Há muitos outros sufixos na língua inglesa. Tentamos exemplificar os casos mais comuns, mas com o tempo, você internalizará as formas e o uso. Procure nas gramáticas indicadas na bibliografia e amplie seus conhecimentos.

II. Sufixos formadores de adjetivos.

1 Os sufixos -ful e -less

1.1 O sufixo -ful forma adjetivos de substantivos, significando “cheio de” ou “que tem”:

faithful(fiel) – do substantivo faith

useful(útil) – do substantivo use

1.2 Alguns desses mesmos substantivos formam adjetivos com o significado exatamente oposto, pelo acréscimo do sufixo -less.

faithless (infiel) – do substantivo faith

useless (inútil) – do substantivo use

Algumas outras palavras que admitem ambos os sufixos:

harmful (prejudicial) – harmless(inofensivo)

thankful (grato) – thankless(ingrato)

No entanto, há palavras que só admitem um dos sufixos, como nos exemplos abaixo:

frightful(assustador)

noiseless(silencioso)

2 O sufixo -able(-ible) é acrescentado a verbos ou substantivos para formar adjetivos, significando “que pode ser”:

avoidable(que pode ser evitado)

considerable(considerável)

permissible(permissível)

3 Os sufixos -y ou -ly geralmente são acrescentados a substantivos para formar adjetivos, significando “que têm a qualidade”, ou a aparência de”:

greasy(gorduroso) – do substantivo grease

salty(salgado) – do substantivo salt

fatherly(paterno) – do substantivo father

weekly(semanal) – do substantivo week

4 O sufixo -ive é acrescentado a verbos para formar os adjetivos correspondentes:

destructive(destrutivo) – do verbo to destroy

relative(relativo) – do verbo to relate

5 Os sufixos -like, -some, -worthy.

5.1 O sufixo -like é acrescentado a substantivos para formar adjetivos, significando pessoas ou animais(e às vezes objetos) “que se parecem com” ou “que têm as características de”:

boxlike(parecido com caixa)

catlike(com características de gato)

5.2 O sufixo -some é acrescentado a verbos ou substantivos para formar adjetivos, significando “que causam” ou “provocam”:

tiresome (cansativo) – do verbo to tire

praiseworthy(digno de louvor) – do substantivo praise

6 O sufixo -ous é acrescentado a substantivos abstratos para formar os adjetivos correspondentes:

ambitious(ambicioso) – do substantivo ambition

erroneous(errôneo) – do substantivo error

virtuous(virtuoso) – do substantivo virtue

7 O sufixo -ed é acrescentado a substantivos ou sintagmas nominais para formar adjetivos, significando “feitos de” ou “tendo a aparência ou as características de”:

pointed(ponteagudo) – do substantivo point

wooded(de madeira) – do substantivo wood

blue-eyed(de olhos azuis) – do sintagma nominal blue eyes

8 Os sufixos -ed e -ing são acrescentados a verbos para formar adjetivos, o primeiro significando “o que recebe a ação do verbo correspondente” e o último “o que realiza a ação do verbo correspondente”:

charmed(encantada)-charming(encantadora) do verbo to charm

relaxed(relaxado)-relaxing(relaxante) do verbo to relax

III. Sufixos formadores de verbos

A formação de verbos por fixação é relativamente pequena em inglês. São sufixos verbais.

1 -ify, que se acrescenta a substantivos e adjetivos.

beautify(embeleazar) – do substantivo beauty

codify(codificar) – do substantivo code

2 -ize(-ise -alternativa ortográfica no inglês britânico)que se acrescenta a substantivos e adjetivos:

concretize(concretizar) do substantivo concrete

symbolize(simbolizar) do substantivo symbol

3 -en, que se acrescenta a adjetivos.

deafen(ensurdecer)- do adjetivo deaf

lessen(minimizar) – do adjetivo less

ripen(amadurecer) – do adjetivo ripe

Formação de Palavras por Prefixação

I. Prefixos negativos

1 O prefixo un- significa “o oposto de”, “não”, quando é acrescentado a adjetivos.

unable(incapaz)

unexpected(inesperado)

unsuccessful(mal sucedido)

unreliable(não confiável)

2 O prefixo in-(il- antes de /l/, im- antes de labiais e ir- antes de /r/ também significa “o oposto de”, “não” quando acrescentado a adjetivos. Ocorre com maior frequência com palavras de origem latina:

indifferent(indiferente) – do adjetivo different

illogical(ilógico) – do adjetivo logical

immovable(imóvel) – do adjetivo movable

irrelevant(irrelevante) – do adjetivo relevant

3 O prefixo dis- torna igualmente negativos adjetivos, verbos e substantivos abstratos:

dishonest(desonesto) – do adjetivo honest

disobedience(desobediência) – do substantivo obedience

disloyal(desleal) – do adjetivo loyal

disobey(desobedecer) – do verbo to obey

4 O prefixo non- pode ser considerado como correspondente à negação da palavra ou expressão:

non-conformist(dissidente, o que não se conforma

non-scientific(o que não é científico)

nonsense(o que não tem sentido)

nonsmoker(a pessoa que não fuma)

5 O prefixo a- normalmente significa “falta de”:

acephalous(acéfalo)

amoral(amoral)

assymetry(assimetria)

II Prefixos Reversativos

1 O prefixo un- significa “reverter a ação” ou “privar de” quando acrescentado a verbos:

unbutton(desabotoar) - do verbo to button

undo(desfazer) - do verbo to do

untie(desamarrar) - do verbo to tie

2 O prefixo de- pode ser acrescentado a verbos ou substantivos abstratos, significando “reverter a ação de”:

defrost(degelar) – do verbo to frost

devalue(desvalorizar) – do verbo to value

3 O prefixo dis- quando acrescentado a verbos, participios e substantivos, significa “reverter a ação” ou “privar de”:

connect(ligar) – disconnect(desligar)

infect(infetar) – disinfect(desinfetar)

III Prefixos Pejorativos

1 O prefixo mis-

1.1 O prefixo mis-, quando acrescentado a verbos e participios, significa que a ação é realizada, porém de maneira errônea:

miscalculate(calcular mal)

misleading(que desorienta)

misunderstood(mal interpretado)

misrule(administrar mal)

1.2 O prefixo mis-também é acrescentado a substantivos abstratos formados a partir dos verbos correspondentes.

Disbelief – descrença

Misbelief – crença, mas de maneira errônea

2 O prefixo mal- é somado a adjetivos, participios, verbos e substantivos abstratos correspondentes acrescentando a idéia de “erro” ao seu significado:

malediction(maldição)

malformed(mal formado)

IV. Prefixos de Grau ou Tamanho

São prefixos que indicam grau ou tamanho: arch-,super-,out-,sur-,sub-,over-, under-, hyper-, ultra-,mini-.

archbishop(arcebispo)

supernatural(sobrenatural)

outgrow(crscer além da conta)

surcharge(cobrar demais)
substandard(de padrão inferior)
oversimplify(simplificar demais)
underprivileged(desprivilegiado)
hypersensitive(hipersensível)
ultra-violent(ultra-violento)
mini-skirt(minissaia)

V. Prefixos de Atitude

São prefixos que indicam atitude ou comportamento: co-, counter-, anti-, pro-:

coworker(colaborador, colega de trabalho)
counteract(reagir contra)
antibody(anticorpo)
pro-American(pro-americano)

VI. Prefixos de Lugar

São prefixos que indicam lugar ou localização: super-, sub-, inter-, trans-:

superintendent(superintendente)
subconscious(subconsciente)
intercontinental(intercontinental)

VII. Prefixos de Lugar

São prefixos que indicam tempo e seqüência: fore-, pre-, post-, ex-, re-

1 O prefixo fore- é acrescentado sobretudo a verbos, podendo também ser acrescentado a substantivos abstratos. Significa “antes de”:

foreshadow(pressagiar, prever)
foretell(predizer)

2 O prefixo pre- é acrescentado a substantivos – sobretudo para formar adjetivos-, a verbos e a adjetivos, significando também “antes de”:

pre-marital(antes do casamento)
pre-war(antes da guerra)

3 O prefixo post- é acrescentado a substantivos, sobretudo para formar adjetivos, e a adjetivos:

post-classical(pós-clássico)
post-war(pós-guerra)

4 O prefixo re- é acrescentado sobretudo a verbos e substantivos abstratos, significando “repetição”:

rebuild (reconstruir)

reuse (usar de novo)

VIII Prefixos de Quantidade

O inglês usa prefixos gregos e latinos para expressar quantidade:

1 uni-, mono-

unilateral (unilateral)

monoteism (monoteísmo)

2 bi-, di-, significando “dois”

bifocal (bifocal)

bilingual (bilingue)

dichotomy (dicotomia)

3 tri-, significando “três”:

tricycle (triciclo)

trident (tridente)

4 multi-, poly-, significando “muitos”:

multi-national (multinacional)

polygamy (poligamia)

Há muitos outros prefixos, que você certamente aprenderá ao longo do seu curso.

Esperamos que os exemplos tenham ajudado vocês!

You can find an entry on word-formation in the on encyclopedia “The Encyclopedia.com”:

www.encyclopedia.com/doc/1O29WORDFORMATION.html

EXERCISES

1) Use the prefixes in the box to change the words so that they have the opposite meaning.

In	Dis	non	ir	under
Um	Over	il	im	

a) lucky _____

b) formal _____

c) overestimate _____

d) logical _____

e) patient _____

- f) relevant _____
g) undercharge _____
h) violent _____
i) fair _____
j) responsible _____
k) advantage _____
l) happy _____
m) tolerant _____
n) believable _____
o) overstuffed _____
p) visible _____

2) Form nouns from these words by adding the suffixes in the box.

hood	ency	ence
ness	ship	ity

- a) elegant elegance
b) intelligent _____
c) weak _____
d) sad _____
e) child _____
f) fluent _____
g) patient _____
h) adolescent _____
i) creative _____
j) serious _____
k) formal _____
l) relation _____
m) important _____
n) obedient _____
o) efficient _____
p) happy _____
q) violent _____
r) woman _____
s) decent _____
t) brother _____

3) Form nouns from the verbs by adding the suffixes in the box.

ion	ment	ness	ing
ation	al	ance	

- a) mean meaning
- b) organize _____
- c) arrive _____
- d) arrange _____
- e) act _____
- f) invent _____
- g) survive _____
- h) disappear _____
- i) feel _____
- j) advise _____
- k) preserve _____
- l) refuse _____
- m) develop _____
- n) discuss _____
- o) dry _____
- p) excite _____
- q) perform _____
- r) educate _____

4) Complete the sentences with the correct noun.

- a) Their _____ (**marry**) has colapsed.
- b) The _____ (**excite**) of the new discovery is over.
- c) These animals have strong sense of _____ (**survive**).
- d) Most _____ (**inhabit**) are illiterate.
- e) The main _____ (**enter**) is round the corner.
- f) Christmas _____ (**sell**) went up by 10 per cent.
- g) The new block of flats has central _____ (**heat**).

5) Provide the noun for these verbs.

- a) rob robbery
- b) sign _____
- c) laugh _____
- d) fly _____
- e) live _____
- f) know _____
- g) marry _____

- h) succeed _____
i) behave _____
j) choose _____
k) depart _____
l) die _____
m) accept _____
n) attract _____
o) predict _____
p) free _____
q) fix _____
r) thrill _____
s) survive _____
t) happen _____

6) Form adjectives from the verbs and nouns by adding the suffixes in the box.

y	al	ment	ish	ful
ive	ous	hood	able	ing

- a) accept acceptable
b) color _____
c) danger _____
d) amuse _____
e) luck _____
f) interest _____
g) fame _____
h) effect _____
i) success _____
j) child _____
k) music _____
l) profit _____
m) product _____
n) green _____
o) peace _____
p) accident _____
q) rain _____
r) attract _____

- 7) Complete the sentences with the correct form of the words in brackets.
- a) Productivity (**produce**) has not risen very much in this factory although there are more workers now.
 - b) We had an interesting _____ (**discuss**) about exotic animals.
 - c) They have no _____ (**free**) in that country.
 - d) Don't trust him. Everybody knows he is _____ (**honest**).
 - e) The ending of the film seemed quite _____ (**probable**).
 - f) Do you think this book is _____ (**suit**) for a teenager?
 - g) The police should take _____ (**act**) against drug dealers.
 - h) This brochure gives a lot of _____ (**inform**) about local customs.

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UNIDADE 3

THE PARTS OF SPEECH

Esta unidade apresenta as classes de palavras em língua inglesa, enfocando a sua função na frase, considerando que as palavras não podem ser classificadas isoladamente, mas sim de acordo com a função que elas exercem num determinado contexto. A unidade traz também uma introdução à organização das palavras em sentenças e períodos (simples) em situações comunicativas. Nesta unidade, tratamos da análise do período simples por partes, o estabelecimento das relações que elas estabelecem entre si e a natureza e variedade destas relações.

THE PARTS OF SPEECH

The English language or any other languages is constituted by words, which can be classified in many ways. The traditional definition is that all the words in the English language can be grouped according to the work they do. They are classified into eight classes:

1) Nouns: car, friend, Brazilian, jet, tennis, New York.

She bought a red car.

He is a good friend of mine.

Pele is Brazilian. Zidane is French.

The airline company bought a new jet.

I don't like to play tennis.

New York is the largest city in the world.

These words name things or people or place.

2) Pronouns: I, mine, who, someone.

I have never been to Japan.

That car is not mine.

Who is your best friend?

Someone is knocking at the door.

Pronouns are words that can be used in place of nouns.

3) Adjective: bad – bad boy

good- good morning

blue – blue eyes

PARA REFLETIR



Como vocês puderam observar, nesta seção foram introduzidas as Classes de Palavras da Língua Inglesa. Apresentamos oito categorias de palavras e a classificação conforme sua função na frase. Alguns autores, principalmente americanos, dividem as classes de palavras em 9 categorias, incluindo nelas os Artigos.

Optamos pela primeira classificação por ser a mais comum nos compêndios de língua inglesa. O que é importante observar: as palavras não podem ser classificadas isoladamente, mas sim de acordo com a função que elas exercem num determinado contexto. Como na nossa língua, temos: substantivos, adjetivos, verbos, advérbios, preposições, interjeições, conjunções e pronomes.

Adjectives are words that describes a noun, by turning its meaning clearer and fuller.

4) Verbs: **work (ed)**
drive (drove, driven)
be (is, are, was, were)

Our teacher works hard everyday.

She **drove** to work yesterday.

He **is** very happy.

Verbs are words that express idea of action or being. It also affirms that a person or thing is, does or suffers something.

5) Adverbs: **tomorrow**
quickly

She will arrive here **tomorrow**.

Ronaldinho runs **quickly**.

Adverbs are words that can add clearer meaning to a verb.

6) Prepositions: **by, from, without.**

He always comes to work **by** bus.

My father arrived **from** Rio this morning.

We'll go to the party **without** you.

A preposition is a word or a term that shows relationship between a word that follows it, called its object, and a word before it to which it pertains or relates.

7) Conjunctions: **and, however, because, but**

Paul **and** Jane went to the park.

I invited her to the party, **however** she didn't come.

He worked hard **because** he needed money.

Conjunctions are words used to join words, phrases or sentences.

8) Interjections: **hello! Oh! Ah!**

Interjections are words that express a sudden feeling or emotion and they do not enter into the syntactical construction of a sentence.

Words are classified into parts of speech according to their function and not according to their form. There are a great number of words that can be two or more parts of speech according to the work they do.

Attention to these examples:

1. Gustavo traveled by a very fast train.
2. Gustavo drove very fast.
3. Gandhi used to fast for many days: he didn't eat anything protesting against English domination in India.

In (1) fast is an adjective, in (2) is an adverb and in (3) a verb.
Another example is the use of the word "watch".

1. When I visited Europe I bought her a beautiful watch.
 2. Last night, we watched a football game.
 3. Mic is a good watch dog.
- In (1) watch is a noun, in (2) is a verb and in (3) an adjective.

Activities

Name the parts of speech of the words underlined in the following sentences:

- 1) a. His work is always well done.(.....)
- b. They work from 8 to 12 everyday.(.....)
- 2) a. It sounds good! (.....)
- b. The sounds of the violence could be heard from my house. (.....)
- 3) a. English is the language used for international communication. (.....)
- b. I bought an English book.(.....)
- 4) a. Go slow. (.....)
- b. It's a slow car. (.....)
- 5) a. He came before 4o'clock.(.....)
- b. I have explained that point before.(.....)

The parts of sentence

The sentence is the unit of speech, that is, of expression. The isolated word or part of speech is, in the main a detached tool only, to be kept handy for use in association or relation with other words or parts of speech. True, a single word, may "start a spirit" or "turn a revolution", but it is the exceptional word exceptionally used – and used always with such implied or understood ideas to make it constitute a sentence in mind or emotion, or both.

The word – the part of speech – in and of itself is indeed nothing but a cold combination of letters. It usually needs the society of other words - other parts of speech – to give it vital spark. It is important chiefly just in proportion to its use in the formation of related and intelligible groups to express complete thoughts or sentences. A language – any language – is mastered only as its unit of expression – the sentence is mastered. This implies that the person needs to have the ability to understand the meaning through the analysis of the elements of which the sentence is composed.

The first part of this material treats of the parts of speech as mechanical tools and as associated units in the workmanship of expression. In this part we will treat of the analysis of sentences into their component parts, the establishment of relationships that these bear one to another, and the nature and variety of these relationships.

The simple sentence is defined in many ways:

- it's a collection of words by means of which a meaningful idea is expressed about a being, place or thing;
- it's a thought expressed in words so arranged and constructed as to have a subject – that about which something is said – and a predicate – that which expresses action or state or condition about the subject;
- it's a group of words so related as to express a complete thought by way of assertion or exclamation or interrogation or command;
- it's a set of words complete in itself, containing subject and predicate, expressing declaration, explanation, question or command.
- It's a related group of words consisting of subject and predicate with modifications, and expressing a complete thought.

It will be observed that these varied definitions all say the same thing: a sentence is a group of words conveying a complete thought by means of subject and predicate either or both of which may be understood, and – this is implied in of them – either or both of them of which may be compound.

Simple sentence contains a finite verb. It can make a statement (1), ask a question (2), give a command or make a request (3) and make an exclamation (4).

- **Our teacher arrived late today.**
- **Do they speak English?**
- **Open the door. / Please open the door.**
- **How nice she is!**

Normally a sentence is composed of two parts: the subject and the predicate. Nouns and verbs often form working teams called subjects and predicates.

The subject of a sentence is that about which something is stated, asked, ordered, or exclaimed by the use of a finite verb.

The predicate of a sentence is that action, state or condition which is stated, asked, ordered, or exclaimed by the use of a finite verb.

What's a finite verb?

It means finite or restricted or bound by person and number and manner and time.

e.g. Paul received a good mark.

In this example the verb is finite because it has tense (past), person and number (3rd person singular).

The subject of a simple sentence is usually a noun (1) or a pronoun (2). However sometimes an adjective (3) or a verb in the infinitive (4) or gerund (5) form may be the subject.

e.g. 1. The **train** arrives at seven.

2. **He** never comes here on Sundays.

3. The **good** die young.

4. **To study** is to progress.

5. **Working in a bank** is a good experience.

Activities

Divide the following sentences into subject and predicate in the manner showed below:

e.g. The train / arrives at seven.

- The bird built a net.
- The gardener mowed the lawn.
- Open the door.
- The sun is shining.
- Who broke the window?

Em síntese:

O período simples é a unidade do discurso, ou seja, da expressão. Uma palavra isolada ou um sintagma é, na verdade, uma peça avulsa disponível para ser usada em associação ou combinação com outras palavras e outros sintagmas, formando, assim, sentidos.

Nesta unidade, tratamos da análise do período simples por partes, o estabelecimento das relações que elas estabelecem entre si e a natureza e variedade destas relações.

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APÊNDICE

Verbos Irregulares			
Infinitive	Simple Past	Past Participle	Translation
abide	abode	abode	habitar, suportar
arise	arose	arisen	surgir, elevar-se
awake	awoke/awaked	awoke(n)/awaked	acordar, despertar
be	was, were	been	ser, estar
beat	beat	beaten	bater
become	became	become	tornar-se
begin	began	begun	começar
bite	bit	bitten	morder
blow	blew	blow	soprar
break	broke	broken	quebrar
bring	brought	brought	trazer
build	built	built	construir
buy	bought	bought	comprar
catch	caught	caught	pegar
choose	chose	chosen	escolher
come	came	come	vir
cost	cost	cost	custar
cut	cut	cut	cortar
deal	dealt	dealt	negociar
dig	dug	dug	cavar
do	did	done	fazer
draw	drew	drawn	desenhar
dream	dreamt	dreamt	sonhar
drink	drank	drunk	beber
drive	drove	driven	dirigir
eat	ate	eaten	comer
fall	fell	fallen	cair
feed	fed	fed	alimentar
feel	felt	felt	sentir
fight	fought	fought	lutar
find	found	found	encontrar
fly	flew	flown	voar
forget	forgot	forgotten	esquecer
freeze	froze	frozen	gelar
get	got	got	conseguir
give	gave	given	dar
go	went	gone	ir
grow	grew	grown	crescer
hang	hung	hung	pendurar
have	had	had	ter
hear	heard	heard	ouvir
hide	hid	hidden	esconder
hit	hit	hit	bater
hold	held	held	segurar
hurt	hurt	hurt	machucar

keep	kept	kept	guardar
know	knew	known	conhecer, saber
lay	laid	laid	pôr, deitar
learn	learnt	learnt	aprender
leave	left	left	deixar, partir
lend	lent	lent	emprestar
let	let	let	deixar, alugar
lie	lay	lain	jazer, deitar
light	lit	lit	iluminar, acender
lose	lost	lost	perder
make	made	made	fazer
mean	meant	meant	significar
meet	met	met	encontrar-se com
pay	paid	paid	pagar
put	put	put	pôr
read	read	read	ler
rid	rode	ridden	cavalgar
ride	rode	ridden	viajar, cavalgar
ring	rang	rung	tocar a campainha
rise	rose	risen	erguer-se
run	ran	run	correr
say	said	said	dizer
see	saw	seen	ver
sell	sold	sold	vender
send	sent	sent	enviar
set	set	set	colocar, fixar
shake	shook	shaken	sacudir
shine	shone	shone	brilhar
shoot	shot	shot	atirar, disparar
show	showed	shown	mostrar
shut	shut	shut	fechar
sing	sang	sung	cantar
sink	sank	sunk	afundar
sit	sat	sat	sentar
sleep	slept	slept	dormir
slide	slid	slid	escorregar
slit	slit	slit	fender, rachar
smell	smelt	smelt	cheirar
speak	spoke	spoken	falar
spend	spent	spent	gastar
speed	sped	sped	apressar-se, despachar
spread	spread	spread	espalhar
stand	stood	stood	ficar de pé
steal	stole	stolen	roubar
strike	struck	struck	bater
swear	swore	sworn	jurar
sweep	swept	swept	varrer
swim	swam	swum	nadar
swing	swang	swung	balançar
take	took	taken	tomar
teach	taught	taught	ensinar
tell	told	told	contar, dizer
think	thought	thought	pensar
throw	threw	thrown	arremessar
understand	understood	understood	entender
wake	woke	woken	acordar

wear	wore	worn	vestir, usar
wed	wed	wed	desposar
wet	wet	wet	umedecer
win	won	won	ganhar, vencer
wring	wrung	wrung	espremer
write	wrote	written	escrever

RESUMO

Unit I

There are two basic divisions in morphology:

1. **lexical morphology** (word formation)
2. **inflectional morphology** (grammar, conjugation/declination)

- **Morphology** is concerned with the study of **word** forms. A word is best defined in terms of **internal stability** (is it further divisible?) and **external mobility** (can it be moved to a different position in a sentence?).

- A **morpheme** is the smallest unit which **carries meaning**. An **allomorph** is a **non-distinctive** realization of a morpheme.

- Morphology can further be divided into **inflectional** (concerned with the endings put on words) and **derivational** (involves the formation of new words).

- **Affixation** is the process of attaching an inflection or, more generally, a bound morpheme to a word. This can occur at the beginning or end and occasionally in the middle of a word form.

- Morphemes can be classified according to whether they are **bound** or **free** and furthermore **lexical** or **grammatical**.

Unit II

Temos aqui alguns dos principais processos de formação de palavras em inglês:

1. **Afixação (affixation)**: A adição de uma unidade ou unidades à base da palavra para modificar o seu significado ou uso.

Prefixo: unfair

Sufixo: childhood

2. **Justaposição (compounding)**: Adição de uma base à outra.

Teapot/**p**layboy

Earthquake

3. **Reduplicação (reduplication)**: Composição que tem duas ou mais unidades que são idênticas ou com uma leve diferença.

tick-tack; walkie-talkie; tip-top

4. Composição por abreviatura(clipping): denota a subtração de uma ou mais sílabas de uma palavra.

Telephone – phone

photograph – photo

influenza – flu

5. Aglutinação(blends): processo em que os morfemas constituintes do vocábulo mórfico perderam ou tiveram alterado um ou mais de seus elementos fonológicos.

Motel – motor + hotel

smog - smoke + fog

6. Sigla(acronyms) – Palavras formadas pelas letras iniciais da palavra.

UN – United Nations

Tv - television

FDA – Food and Drug Administration

Unit III

Resumindo, podemos dizer que todas as definições acima apontam para uma mesma direção: o período simples é um grupo de palavras que contém um sentido completo e que possui um sujeito e um predicado.

Para ilustrar as definições temos os exemplos abaixo:

e.g. 1. Lula is the president of our country.

“Lula” is the subject.

“is the president of our country” is the predicate.

e.g. 2. The train from London arrives at 7 p.m. everyday.

“The train from London” is the subject.

“arrives at 7 p.m. everyday” is the predicate.

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ATIVIDADES DE APRENDIZAGEM - AA

I. Choose the best answer.

1) Nouns, verbs and adjectives can be classified as _____.

- a) () lexical words
- b) () grammatical words
- c) () function words
- d) () form words

2) Morphemes that represent tense, number, gender and case are called _____ morpheme.

- a) () inflectional
- b) () free
- c) () bound
- d) () derivational

3) There are _____ morphemes in the word denationalization.

- a) () three
- b) () four
- c) () five
- d) () six

4) In English -/se and -tion are called _____.

- a) () prefixes
- b) () suffixes
- c) () infixes
- d) () free morphemes

5) Morphology is generally divided into two fields: the study of word-formation and _____.

- a) () affixation
- b) () etymology
- c) () inflection
- d) () root

- 6) The three subtypes of affixes are: prefix, suffix and _____.
- a) () derivational affix
 - b) () inflectional affix
 - c) () infix
 - d) () back-formation
- 7) _____ is a way in which new words may be formed from already existing words by subtracting an affix which is thought to be part of the old word.
- a) () Affixation
 - b) () Back-formation
 - c) () Insertion
 - d) () Addition
- 8) The word TB is formed in the way of _____.
- a) () acronymy
 - b) () clipping
 - c) () initialism
 - d) () Blending.
- 9) There are different types of affixes or morphemes. The affix “ed” in the word “learned” is known as a(an) _____.
- a) () derivational morpheme
 - b) () free morpheme
 - c) () inflectional morpheme
 - d) () free form
- 10) The words like comsat and sitcom are formed by _____.
- a) () blending
 - b) () clipping
 - c) () backformation
 - d) () acronymy
- 11) The stem of disagreements is _____.
- a) () agreement
 - b) () agree
 - c) () disagree
 - d) () disagreement
- 12) All of them are meaningful except for _____.
- a) () lexeme
 - b) () phoneme
 - c) () morpheme
 - d) () Allomorph

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