**Inglês Técnico**

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| **Objetivos:**  Compreender a gramática Inglesa.  As partes do discurso.  O trabalho das palavras nas frases na língua Inglesa. |

EXERCÍCIOS

**Look at the dictionaries (links below) to help you answer to the questions:**

<https://www.collinsdictionary.com/dictionary/english/>

<https://www.dictionary.com/>

<https://www.merriam-webster.com/>

**Activity 1** - **Introduction to** **Parts of Speech (Word Classes)**

For many people, words are the centre of language. This comes as no surprise if we consider that the most obvious, concrete, and recognisable parts of any language are its words.

In any given language, there are tens of thousands of words, although most speakers will know and use only a relatively small number of them.

Words perform different functions in a sentence. You have probably learned that different words are classified into parts of speech and many grammar texts use this classification.

Look at the following words:

|  |  |  |  |
| --- | --- | --- | --- |
| ***system*** | ***quickly*** | ***big*** | ***communicate*** |
| ***in*** | ***he*** | ***and*** | ***the*** |
| between | confidentiality | relevant | rebellion |
| but | a | really | each |
| obey | under | shatter | blizzard |
| always | some | therefore | it |
| warn | happy | beside | weary |
| them | because | often | you |

Create eight columns. Label these columns Group A to Group H. Use a dictionary or other reference tool, try to place the words that you think belong together in the different columns. The first eight words have already been done for you as an example.

|  |  |  |  |
| --- | --- | --- | --- |
| **Group A** | **Group B** | **Group C** | **Group D** |
| ***system*** | ***quickly*** | ***Big*** | ***communicate*** |
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|  |  |  |  |

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| --- | --- | --- | --- |
| **Group E** | **Group F** | **Group G** | **Group H** |
| ***in*** | ***he*** | ***And*** | ***the*** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

1. After you have categorised as many words together as you can, explain why you grouped them as you did. Use the following questions to guide your explanation:
   1. What characteristics or functions do the words in each group share?
   2. How did you determine which group each word belonged to?
   3. Were there any words that were difficult to categorize? If so, explain why.
2. Now make two new columns, Group A and Group B. Using the new list of words below, try to place the different words that you think belong together. As you group this new list of words, consider whether any of the words can belong to more than one group. Try to explain why or why not.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| harm | remind | cancer | cup | scream | date |
| struggle | queen | poison | announce | style | write |

|  |  |
| --- | --- |
| **Group A** | **Group B** |
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|  |  |
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**Activity 2 - Context and Function**

How are the sentence position of a word and its function related?

The following sentences illustrate the importance of context in assigning function and/or class. In both sentences, you can see that the same word in different contexts has a different function:

* She made a **wish** on a star.
* They **wish** to learn more about effective research practices.

In the first sentence, **wish** is a ***noun***, while in the second sentence, **wish** is a *verb*.

Activity 2: Look at the following groups of sentences.

***Group 1***

* The broccoli can be found in the produce aisle.
* These companies produce 100,000 shirts per year.

***Group 2***

* I present many speeches.
* I gave her a nice present.
* The students are all present.

**‘produce’** and **‘present’** have the same form but don’t have the same function in the sentences.

* Explain the use of produce and present in these sentences.

Now practice. Identify the functions of the pair of words and the stressed syllables.

* We’re in contract negotiations right now.
* He likes to contract his muscles to show off how big they are.
* He got his learner’s permit as soon as he turned 16.
* I can’t permit you to do that.
* There is so much conflict in this world.
* This conflicts with my priorities in life.
* This project is set to wrap up early next year.
* This machine projects the image onto the wall.

**Activity 3 - English words categories**

As mentioned earlier, English words fall into two main categories: **content words and structure words.**

Take a look at the following sentence:

* **Victoria ate a banana at the table.**

1. Can you tell how many content words and structure words are in this sentence?
2. Think about the order of the content words. What does it tell you?
3. Look at the structure words. What do they show you?

**Activity 4 - News Headlines (Discussion)**

The importance of context in understanding meaning and function.

Context lets you “know” the function of a word. Context is critical in determining meaning. Words without context can be difficult to understand.

Newspaper headlines are famous for using short, catchy phrases with words that have different meanings depending on context. A reader’s attention is caught by the headlines, which often play on the different meanings of words that have the same form. The actual meanings may only become clear after reading the articles themselves.

Look at these newspaper headlines.

1. Underline the words you find ambiguous, that is, words that have more than one meaning.
2. Explain what these different meanings are.

(a) Students Cook and Serve to Grandparents

(b) British Left Waffles on Gibraltar

(c) Truck Carrying Fruit Crashes, Creates Jam

**Activity 5 - Prepositions and Grammatical Relationships**

The following pairs of headlines have different meanings.

* Explain how the inclusion or omission of a preposition changes the meaning of each pair of sentences.
* Consider what this tells us about prepositions and grammatical relationships.

**Political Headlines:**

1(a) Iraqi Head Seeks Arms

1(b) Head of Iraq Seeks Arms

**Agriculture Headlines:**

2(a) Angry Bull Injures Farmer with Axe

2(b) Angry Bull Injures Farmer Axe

**Headline News:**

3(a) Man Struck by Speeding Car

3(b) Man Struck Speeding Car

**Local News:**

4(a) Police Help Fire Chief

4(b) Police Help to Fire Chief

**Activity 6 - Parts of Speech (Word Classes)**

When students learn a new word, one of the things they need to know is what grammatical category it is in. There are nine main parts of speech in English:

* Verbs
* Nouns
* Adjectives
* Adverbs
* Pronouns
* Prepositions
* Conjunctions
* Determiners
* Interjections

It's quite important to recognise parts of speech. The part of speech to which a word belongs guides its use in a sentence and defines the correct word order and punctuation. Knowing the role that each word has in a sentence structure clearly helps to understand sentences, and also to construct them properly.

**Identify the Parts of speech (word classes)**

Complete the table with the sentences/words given below. The first part of speech (verb) has already been done for you as an example.

|  |  |  |  |
| --- | --- | --- | --- |
| **part of speech** | **function or "job"** | **example words** | **example sentences** |
| **Verb** |  |  |  |
| **Noun** |  |  |  |
| **Adjective** |  |  |  |
| **Adverb** |  |  |  |
| **Pronoun** |  |  |  |
| **Determiner** |  |  |  |
| **Preposition** |  |  |  |
| **Conjunction** |  |  |  |
| **Interjection** |  |  |  |

|  |  |
| --- | --- |
| **function or "job"** | * They describe or modify nouns or pronouns by providing additional details about them. They give more information about the qualities or states of nouns. * They indicate actions, states, or occurrences. They are the core of predicates in sentences and express what the subject does or is. * They replace nouns to avoid repetition and simplify sentences. They refer to people or things mentioned elsewhere in the text or conversation. * short exclamation, sometimes inserted into a sentence. * They introduce nouns and specify them in terms of quantity, possession, or definiteness. They provide clarity about which noun is being referred to. * They name people, places, things, or ideas. They serve as subjects or objects in sentences and represent entities. * They show relationships between nouns (or pronouns) and other words in a sentence. They introduce prepositional phrases that give more context about time, place, direction, or means. * They modify verbs, adjectives, or other adverbs. They often describe how, when, where, or to what extent something happens. They provide more information about actions or qualities. * They connect words, phrases, or clauses. They help create complex sentences and clarify relationships between ideas. |
| **example words** | * oh!, ouch!, hi!, well * to, at, after, on, but * good, big, red, well, interesting * quickly, silently, well, badly, very, really * a/an, the, 2, some, many * and, but, when * pen, dog, work, music, town, London, teacher, John * (to) be, have, do, like, work, sing, can, must * I, you, he, she, some |
| **example sentences** | * I have **two** dogs and **some** rabbits. * **Ouch**! That hurts! **Hi**! How are you? **Well**, I don't know. * This is my **dog**. He lives in my **house**. We live in **London**. * Tara is Indian. **She** is beautiful. * My dog eats **quickly**. When he is **very** hungry, he eats **really** quickly. * We went **to** school **on** Monday. * EnglishClub **is** a web site. I **like** EnglishClub. * I like dogs **and** I like cats. I like cats **and** dogs. I like dogs **but** I don't like cats. * My dogs are **big**. I like **big** dogs. |