**Inglês Técnico**

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| **Objectives:**  Understanding Word Function in Context.  Recognise that words can serve different functions depending on their position and usage in a sentence.  Understanding Ambiguity and Context in Meaning  Identify how context determines the meaning and function of a word. |

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***

Consider the following string of words. How many sentences can you come up with using these words and only these words?

* The came girl baskets home with

***Activity 2***

Consider this excerpt from *Jabberwocky* by Lewis Carroll.

The poem is famous for consisting of nonsense words mixed in with regular English words. What makes the poem so vivid and effective in many respects is the ability of the author to evoke images based on the grammatical knowledge of the native or highly proficient non-native speaker.

Look at the words in bold in the sentences. Can you understand the meaning of these words?

Beware the ***Jabberwock***, my son!

The jaws that bite, the claws that catch!

Beware the ***Jubjub*** bird, and shun

The ***frumious*** ***Bandersnatch***!

***Activity 3 – Parts of Speech (Word Classes)***Languages contain tens of thousands of words, but most speakers use only a relatively small portion of them. Each word plays a specific role in a sentence, known as its part of speech. When learning a new word, it is essential to identify its part of speech, as this determines its function, correct placement, and appropriate punctuation. Understanding the role of each word within a sentence structure not only enhances comprehension but also improves accuracy in constructing sentences.

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 |

I have created eight columns and labelled 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.

**CONTENT WORDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group A** | **Group B** | **Group C** | **Group D** |
| ***System*** | ***quickly*** | ***Big*** | ***communicate*** |
| **confidentiality** | **really** | **Relevant** | **obey** |
| **rebellion** | **always** | **Happy** | **shatter** |
| **blizzard** | **often** | **Weary** | **warn** |

**STRUCTURE WORDS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Group E** | **Group F** | **Group G** | **Group H** |
| ***In*** | ***he*** | ***And*** | ***the*** |
| **between** | **it** | **but** | **a** |
| **under** | **You** | **therefore** | **each** |
| **Beside** | **Them** | **Because** | **some** |

**+ Interjections:** Ouch! HI!

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 categorise? If so, explain why.

***Activity 4 - 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 5 - 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*.

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. Can you 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 6 - 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 Grandparents

(b) British Left Waffles on Gibraltar

(c) Truck Carrying Fruit Crashes, Creates Jam

(d) Iraqi Head Seeks Arms

(e) Head of Iraq Seeks Arms

(f) Angry Bull Injures Farmer with Axe

(g) Angry Bull Injures Farmer Axe

***Activity 7 - Identifying 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** | They indicate actions, states, or occurrences. They are the core of predicates in sentences and express what the subject does or is. | (to) be, have, do, like, work, sing, can, must | EnglishClub **is** a web site. I **like** EnglishClub. |
| **Noun** | They name people, places, things, or ideas. They serve as subjects or objects in sentences and represent entities. | pen, dog, work, music, town, London, teacher, John | This is my **dog**. He lives in my **house**. We live in **London**. |
| **Adjective** | They describe or modify nouns or pronouns by providing additional details about them. They give more information about the qualities or states of nouns. | good, big, red, well, interesting | My dogs are **big**. I like **big** dogs. |
| **Adverb** | 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. | quickly, silently, well, badly, very, really | My dog eats **quickly**. When he is **very** hungry, he eats **really** quickly. |
| **Pronoun** | They replace nouns to avoid repetition and simplify sentences. They refer to people or things mentioned elsewhere in the text or conversation. | I, you, he, she, some | Tara is Indian. **She** is beautiful. |
| **Determiner** | They introduce nouns and specify them in terms of quantity, possession, or definiteness. They provide clarity about which noun is being referred to. | a/an, the, 2, some, many | I have **two** dogs and **some** rabbits. |
| **Preposition** | 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. | to, at, after, on, but | We went **to** school **on** Monday. |
| **Conjunction** | They connect words, phrases, or clauses. They help create complex sentences and clarify relationships between ideas. | and, but, when | I like dogs **and** I like cats. I like cats **and** dogs. I like dogs **but** I don't like cats. |
| **Interjection** | short exclamation, sometimes inserted into a sentence. | oh!, ouch!, hi!, well | **Ouch**! That hurts! **Hi**! How are you? **Well**, I don't know. |

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|  |  |
| --- | --- |
| **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. |

***Activity 8 - Practice with parts of speech in English***

Here is a revision activity on parts of speech. Take a look at this extract from Anne of Green Gables:

She (1) had been watching (2) him (3) ever since (4) he (5) had passed (6) her (7) and (8) she had her (9) eyes (10) on (11) him now. ............................ and beneath (12) the (13) hat (14), extending down her (15) back, were two braids of very (16) thick (17), decidedly (18) red (19) hair.

Place the words in the box below under the correct headings. Make sure you have the correctly numbered item (for example ***her*** is used many times in this text)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **adjectives** | **adverbs** | **conjunctions** | **determiner article** | **possessive determiners** |
| 17 - 19 | **16 - 18** | 4 - 8 | 13 | 9 - 15 |
| **noun** | **subject pronouns** | **object pronouns** | **prepositions** | **verbs** |
| **10 - 14** | **1 – 5** | **3 - 7** | **11 - 12** | **2 - 6** |