

UNIVERSIDADE FEDERAL DE MINAS GERAIS  
FACULDADE DE LETRAS

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**OS SINTAGMAS NOMINAIS DO INGLÊS: UM  
ESTUDO COMPARATIVO DE CORPUS ENTRE O  
USO DE DETERMINANTES NA PRODUÇÃO  
ESCRITA DE FALANTES NATIVOS DO INGLÊS E  
APRENDIZES BRASILEIROS**

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BRASILEIROS

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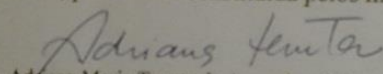
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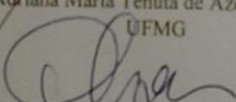
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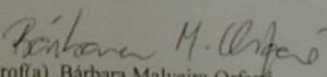
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Belo Horizonte, 31 de janeiro de 2014.

“But words are things, and a small drop of ink,  
Falling, like dew, upon a thought produces  
That which makes thousands, perhaps millions think.”  
— George Gordon Byron

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## RESUMO

O objetivo da pesquisa que sustenta este trabalho é investigar o uso de determinantes dos sintagmas nominais por aprendizes brasileiros de inglês na escrita acadêmica, e compará-los com escrita acadêmica de falantes nativos do inglês. Baseamos esse trabalho no fato de que cada grupo de falantes apresenta uma identidade própria, já que a língua materna exerce influência na produção da língua estrangeira. Os resultados encontrados mostram que os aprendizes, de fato, apresentam características próprias em suas produções, porém nem todas essas diferenças se baseiam na influência do português. Os aprendizes apresentaram sintagmas nominais mais simples, e determinantes menos variados que os nativos. A escrita dos aprendizes apresentou, também, casos de determinantes com frequência muito diferente da escrita dos nativos. A maioria dessas diferenças não consiste em erro, apenas indica preferências e tendências desse grupo de falantes da língua inglesa. Ou seja, seguindo os passos de tantas outras pesquisas com base em corpora de aprendizes, verificou-se a necessidade de continuar com esses estudos para que uma maior consciência acerca das características dos aprendizes brasileiros fosse descrita, para que o ensino da língua seja cada vez mais eficaz. Chegou-se a essas conclusões por meio do uso de ferramentas computacionais de linguística de corpus, que processaram os dados dos corpora de referência e de estudo, LOCNESS e BR-ICLE. Os dados coletados foram organizados em tabelas, contabilizados e analisados.

**Palavras-chave:** Língua em uso; Corpus de aprendiz; Sintagmas nominais; Determinantes

## **ABSTRACT**

The objective of this research was to investigate how Brazilian learners produce determiners in noun phrases of English language in academic writing, and to compare them with English native speaker's determiners produced in academic writing. We base this work in the fact that each group of speakers present their own identity, since mother language may also influence in the production of the second language. The results found showed that the learners, in fact, presented their own characteristics in their production. However, not all these differences were based on the influence of the second language. The learners produced less complex noun phrases than the native speakers, and also produced determiners with less variety of lexical items. Most differences do not consist in mistakes, it just indicates preferences and tendencies of this group of English speaking learners. As done by other researches based on corpus of apprentices, it was verified the need to continue studies based on learners corpora. To come to these conclusions, the collected data were organized in charts, organized and analyzed by using the corpus linguistics tool WordSmith, and the corpora LOCNESS and BR-ICLE.

**Key-words:** Language in use; Learner corpus; Noun phrases; Determiners



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## Introdução

Este trabalho pretende investigar as diferenças e semelhanças na escrita acadêmica de falantes nativos do inglês e de aprendizes de inglês brasileiros no que concerne a estruturação dos sintagmas nominais produzidos por esses dois grupos, principalmente o uso de determinantes.

O estudo que deu início a esse trabalho teve origem em aulas de inglês para alunos brasileiros, ministradas durante os anos em que cursei a graduação. Percebemos que os alunos utilizavam os determinantes, que são componentes do sintagma nominal diferentemente de textos produzidos por nativos, e suspeitamos que houvesse um padrão entre os aprendizes. Percebemos também, durante a preparação de aulas e seleção de textos, que muitos alunos apresentavam certa dificuldade para entender textos escritos com grupos nominais mais complexos, contendo vários elementos (incluindo determinantes, pré-modificadores e pós-modificadores, inclusive verbais). Ao apresentar textos com sintagmas nominais mais simples, porém abordando o mesmo tema, para outros alunos, eles não demonstraram tanta dificuldade em entendê-lo. Por isso, acreditamos que os aprendizes pudessem refletir essa dificuldade com sintagmas nominais mais complexos na produção da escrita acadêmica, produzindo sintagmas nominais mais simples.

A partir desta experiência surgiu a ideia de estudarmos composições de aprendizes brasileiros e de falantes nativos e os sintagmas nominais produzidos nessas composições. Foram elaboradas, então, as perguntas de pesquisa:

1. Quais as semelhanças e diferenças entre a escrita acadêmica de aprendizes brasileiros em comparação aos de falantes nativos do inglês com relação à estruturação dos sintagmas nominais, em especial do uso de determinantes?
2. Quais são as preferências dos aprendizes brasileiros?
3. Qual será a influência da língua materna na produção dos aprendizes referente a esse tópico gramatical?

Os dados da língua em uso, analisados nesse trabalho, foram extraídos de dois *corpora* de ensaios argumentativos que se encaixam no seguinte perfil. Ambos são *corpora* compostos por produções escritas de um mesmo tipo, visto que há vários tipos de *corpora* - *corpus* oral, jornalístico, acadêmico, dentre outros. Outro aspecto importante para a seleção do *corpus* foi o tamanho, por isso selecionamos dois *corpora* com tamanhos aproximados, para fins de comparação. Os *corpora* selecionados para o

estudo foram um *corpus* composto por ensaios argumentativos de falantes nativos do inglês, e outro contendo ensaios argumentativos de aprendizes de inglês, falantes do português, LOCNESS (*LOCNESS (Louvain Corpus of Native English Essay)*) e BR-ICLE (*Brazilian - International Corpus of Learner English*), respectivamente.

O LOCNESS e o BR-ICLE possuem características semelhantes, já que ambos são *corpora* escritos, formais, compostos por ensaios argumentativos e utilizando-os comparativamente seria possível averiguar a respeito de como os estudantes dos dois grupos estruturavam os sintagmas nominais.

Este estudo segue as linhas de pesquisa de muitos outros estudos que focam nos diferentes aspectos da escrita de falantes nativos e não nativos. Dentre vários trabalhos, temos Biber (1999, 2001 e 2004), que estudou o discurso acadêmico, e Hyland (2008) que também estudou *corpora* de escrita acadêmica. Esses autores defendem que é possível identificar o gênero de um texto por expressões frequentes, por exemplo. Em Hyland e Milton (2010), foi verificado que a escrita acadêmica de falantes nativos se diferencia da escrita acadêmica de aprendizes. No estudo citado, os autores concluíram que em relação aos modais, os nativos apresentaram uma maior variedade de repertório.

Em estudo realizado anteriormente (WRIGHT, 2011), analisamos os pacotes lexicais (*clusters*) mais frequentes gerados com o artigo definido *the* de um *corpus* de falantes nativos do inglês e de outro *corpus* de aprendizes brasileiros e constatamos que havia muitas diferenças entre as construções dos dois grupos. A primeira constatação foi em relação à frequência do artigo definido. A frequência de *the* no *corpus* de aprendizes foi menor que no *corpus* de falantes nativos. A segunda constatação foi em relação a usos específicos do artigo definido. Em casos em que o falante nativo optou pelo zero artigo para indicar um sintagma nominal genérico, o brasileiro optou por utilizar o artigo definido. Nesse caso específico, os aprendizes brasileiros utilizaram o artigo definido mais vezes em comparação com os nativos. Esse trabalho mostrou, então, que não é seguro fazer afirmações a respeito de preferências apenas observando-se a frequência geral de um determinante, sem se levar em consideração contextos específicos. E exatamente essa diferença de frequência foi um dos motivadores para a continuidade da pesquisa, de forma mais aprofundada.

Esses dados levaram-nos a questionar o porquê de os artigos definidos ocorrerem menos vezes no *corpus* de aprendizes. Os aprendizes super utilizaram o determinante *the* em um contexto específico,

mas utilizaram o determinante *the* menos vezes, de forma geral, em comparação com os nativos. Isso é uma indicação de que outros determinantes também podem estar sendo usados pelos aprendizes de forma diferente de como são usados por falantes nativos, o que justifica a investigação proposta através deste estudo.

A pesquisa realizada em Wright (2011) apresentou limitações. A primeira dessas limitações é referente ao uso de *clusters* para a análise de sintagmas nominais. Os *clusters* são pacotes lexicais gerados automaticamente com base em sua frequência de co-ocorrência, ou seja, os *clusters* mais frequentes são aquelas palavras que ocorrem uma do lado da outra, mais vezes. Isso fez com que apenas os pacotes lexicais mais frequentes entrassem na análise. Por exemplo, o pacote lexical *the society* foi um dos mais frequentes entre os aprendizes de inglês, ficando de fora da análise, por exemplo, *the American Society*.

Outra limitação foi em relação à proporção de casos estudados, já que os *clusters* mais frequentes levavam em conta apenas os termos que co-ocorriam. Com isso, grande parte dos sintagmas nominais ficaram fora da análise e nem todos os tipos de nomes foram analisados, por exemplo, nomes abstratos, não contáveis etc.

Por fim, os resultados de Wright (2011) foram limitados por não levarem em consideração os outros determinantes. Sabe-se que, em um sintagma nominal, vários determinantes podem co-ocorrer, e que, ao se restringir o número de elementos do sintagma nominal, os *clusters* mais frequentes possuíam poucos determinantes. Logo, determinantes do tipo numeral, *the first*, ou *the 10 thousand*, por exemplo, ficaram fora da análise.

Por todos esses motivos, percebemos a necessidade de continuarmos estudando os sintagmas nominais, analisando a escolha de todos os determinantes. Tendo em vista as limitações do trabalho anterior (WRIGHT, 2011), o presente trabalho propôs-se a analisar os sintagmas nominais com um núcleo em comum (os mais frequentes). Por exemplo, se *society* for um núcleo de sintagma nominal mais frequente no *corpus*, todas as ocorrências foram analisadas (incluindo *society* - zero artigo, *the society*, *the American society*, dentre outras possibilidades de determinantes e modificadores). Ao fazermos essa seleção de dados, pudemos descrever, de forma mais precisa, a preferência dos aprendizes em relação ao uso dos determinantes.



Os *corpora* escolhidos para esta pesquisa foram ambos escritos e contemporâneos, sendo de aprendizes o *corpus* de estudo e de falantes nativos o de referência. Nossa hipótese foi a de que o uso dos determinantes pelos falantes nativos não será o mesmo que o uso desses elementos pelos aprendizes brasileiros. Fundamentamo-nos, para esta pesquisa, nos conceitos das gramáticas de Greenbaum e Quirk (1990), Carter e McCarthy (2006) e Downing e Locke (2006). As duas últimas foram selecionadas por serem gramáticas descritivas do inglês baseadas em *corpus*, trazendo exemplos da língua em uso e informações a respeito da preferência dos falantes nativos do inglês. Já a primeira, por se tratar de uma gramática que serviu de base para a criação da gramática de Downing e Locke (2006). Embora as gramáticas se diferenciem em alguns poucos aspectos, elas enfocam partes diferentes de um sintagma nominal e seus determinantes, de forma que se complementam.

Tivemos como objetivo geral neste estudo descrever e comparar o uso dos sintagmas nominais em ensaios argumentativos da língua inglesa feitos por falantes nativos do inglês e por aprendizes não nativos. E como objetivos específicos, tivemos:

- Identificar a preferência de cada grupo (falantes nativos e não nativos do inglês) em relação à escolha dos determinantes, considerando-se a frequência de uso.
- Encontrar padrões ou regularidades no uso dos determinantes, que sejam gerais ou de contextos específicos.
- Descrever as diferenças entre produções escritas de falantes nativos e aprendizes brasileiros.

Fique claro que não pretendemos analisar a produção dos aprendizes focando nos erros, pelo contrário, pretendemos elucidar quais são as escolhas dos aprendizes e, para isso, usamos o *corpus* de referência escrito por falantes nativos. A partir das diferenças, foi possível traçar de forma mais precisa o perfil do aprendiz.

Este trabalho pretendeu investigar a escrita de aprendizes por acreditar que ter esse conhecimento em relação às preferências dos aprendizes pode contribuir para o ensino da língua inglesa como segunda língua. A verificação de padrões nas construções desses dois grupos poderá contribuir, também, para a conscientização de uma possível situação indesejada referente à produção dos aprendizes brasileiros, como um primeiro passo para uma alteração dessa situação. Para Sardinha

saber uma língua, implica conhecer como dizer e escrever segundo as convenções de variedades específicas da língua; para isso, é preciso conhecer a lexicogramática das escolhas necessárias e desejadas para aquela situação específica. Para usar a lexicogramática com eficiência, é necessário conhecer as probabilidades daquelas escolhas, isto é, as frequências dos elementos, suas combinatórias e as frequências destes. (SARDINHA, 2011:24)

Um professor de língua estrangeira necessita conhecer os tipos de erros que seu grupo está sujeito a cometer. É necessário, também considerar aspectos da primeira língua dos aprendizes, uma vez que a língua materna pode exercer grande influência na interlíngua.

A primeira etapa deste trabalho foi encontrar os núcleos de sintagmas nominais, compostos por substantivos, mais frequentes de cada *corpus* para que pudéssemos encontrar os sintagmas nominais a serem analisados. Isso se deu a partir da lista de palavras organizadas pela frequência gerada pela ferramenta *WordSmith Tools*, uma ferramenta de linguística de *corpus*.

A segunda etapa foi selecionar as linhas de concordância que seriam estudadas, editá-las, eliminando as ocorrências que não constituíam sintagmas nominais. Feito isso, os dados foram separados de acordo com o tipo de determinante que ocorria com os sintagmas nominais.

Em seguida, feita a classificação por tipo de determinante, levantamos as seguintes questões:

- A frequência dos determinantes em relação ao *corpus* e ao núcleo do sintagma nominal diferem na comparação dos *corpora*?
- Os sintagmas nominais que possuem determinantes definidos e zero artigo foram produzidos da mesma forma em relação à modificação (pré-modificação e pós-modificação)?
- Os sintagmas nominais diferem em relação à variedade de determinantes para cada grupo de determinantes utilizados na comparação dos *corpora*?
- Os determinantes usados pelos aprendizes diferem em relação à variedade lexical apresentada na comparação dos *corpora*?

As atividades mencionadas acima foram divididas em quatro capítulos, além das considerações finais. O primeiro capítulo trata dos assuntos que norteiam a linguística de *corpus*, desde sua história até os tipos de *corpora* disponíveis atualmente. Abordamos os assuntos que foram importantes para esta

pesquisa. Em seguida, no segundo capítulo, discutimos os conceitos relacionados com os sintagmas nominais do inglês, dentre eles sua definição, seus elementos e suas realizações na língua. No terceiro capítulo, descrevemos os *corpora* utilizados para esta pesquisa, o LOCNESS e o BR-ICLE. A ferramenta utilizada, o WordSmith Tools, também é descrita nesse capítulo, assim como suas funcionalidades e aplicações. São abordados, também, os processos metodológicos adotados para a realização do trabalho. Por fim, o quarto capítulo apresenta e discute os resultados encontrados.

## Capítulo 1

### Estudos baseados em *corpus*

Neste capítulo, discorreremos sobre os estudos que norteiam a linguística de *corpus*, assim como os trabalhos que se inserem na linha teórica do presente estudo.

#### 1.1 Definição

A linguística de *corpus* trouxe alguns avanços para os estudos linguísticos nas últimas décadas. Os estudos baseados em *corpus* têm como objetivo analisar “padrões sintáticos de uso para as expressões linguísticas pré-definidas” (Biber, 2009:276). Assim como defendido por Halliday (1992), acreditamos que a gramática deve ser estudada com base em dados extraídos da língua em uso. O autor defende que, ao estudarmos a gramática com métodos quantitativos, podemos estabelecer níveis de associação entre diferentes sistemas gramaticais. O autor afirma que a língua é um sistema probabilístico, e que por isso há uma grande importância nos estudos baseados em *corpora*.

Entendemos *corpus* como uma coleção de textos de uma língua, orais ou escritos, agrupados com o objetivo de se analisar algum aspecto linguístico de uma língua. Biber et al. (1998, p. 4) definem *corpus* como sendo uma “coletânea grande e criteriosa de textos naturais”, enquanto Sardinha (2000) define a linguística de *corpus* como uma área de estudos que

ocupa-se da coleta e exploração de *corpora*, ou conjuntos de dados linguísticos textuais que foram coletados criteriosamente com o propósito de servirem para a pesquisa de uma língua ou variedade linguística. Como tal, dedica-se à exploração da linguagem através de evidências empíricas, extraídas por meio de computador. (SARDINHA, 2000:325)

De forma semelhante, *corpus* é definido por Baker (1995:225)

*Corpus*, atualmente, significa, principalmente uma coletânea de textos agrupados em formato eletrônico e capazes de serem analisadas automaticamente de diversas formas; um *corpus* não é mais restrito a textos escritos, mas também inclui textos falados assim como textos escritos, e ele pode conter um grande número de textos de várias fontes, de vários escritores e falantes sobre vários assuntos. O importante é que sejam compilados com um propósito e de acordo com critérios de design específicos, de maneira a assegurar sua representatividade em determinada área ou amostra da língua a qual se pretende analisar.<sup>1</sup>

Dentre outros autores que também apontam o formato eletrônico como sendo característico de *corpus*, temos Leech (1997, p.1), que define o termo como “um corpo de material linguístico que existe em formato eletrônico e que pode ser processado por computador para vários propósitos”. Esse autor posteriormente elaborou a definição para “*corpus* de material linguístico natural (textos inteiros, amostra de textos, ou às vezes somente sentenças desconexas), que são armazenadas em formato legível por máquina”. (LEECH, 1991, p. 115-116).

Para finalizar, Sardinha (2000:338) propõe seis pontos mais importantes ao lidarmos com o conceito de *corpus*, sendo eles:

- (a) A origem: Os dados devem ser autênticos.
- (b) O propósito: O *corpus* deve ter a finalidade de ser um objeto de estudo linguístico.
- (c) A composição: O conteúdo do *corpus* deve ser criteriosamente escolhido.
- (d) A formatação: Os dados do *corpus* devem ser legíveis por computador.
- (e) A representatividade: O *corpus* deve ser representativo de uma língua ou variedade.
- (f) A extensão: O *corpus* deve ser vasto para ser representativo.

Dessa forma, podemos concluir que um *corpus* é uma coletânea de textos orais ou escritos, que foram selecionados seguindo-se critérios específicos, e esse conjunto de dados é representativo de alguma língua ou variedade linguística.

## 1.2 Breve Histórico

Embora as ferramentas de linguística de *corpus* sejam mais recentes, os estudos baseados em *corpus* têm sido desenvolvidos há muitos séculos. McCarthy e O'Keeffe (2010) atentam para o fato de que os estudos baseados em *corpus* remontam ao século XIII, quando estudiosos indexaram manualmente

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1 No original: *Corpus* now means primarily a collection of texts of texts held in machine-readable forms and capable of being analyzed automatically in a variety of ways; a *corpus* is no longer restricted to 'writings' but includes spoken as well as written text, and a *corpus* may include a large number of texts from a variety of sources, by many writers and speakers and on a multitude of topics. What is important is that it is put together for a particular purpose and according to explicit design criteria in order to ensure that it is representative of the given area or sample of language for which it aims to account.

todas as palavras da bíblia cristã. Esse trabalho foi feito a partir da necessidade de se especificarem, para outros pesquisadores de estudos bíblicos, as palavras contidas na bíblia em ordem alfabética, assim como citações de onde e em qual passagem elas ocorriam.

Os primeiros trabalhos de concordância na linguística de *corpus* têm, também, origem bíblica, de acordo com McCarthy e O'Keeffe (2010:03). Segundo os autores,

a etimologia de *concordantia* é a combinação do *com* latin, que significa 'com' com *cor* que significa 'coração', que se amarra à base ideológica original desse cuidadoso esforço, mais especificamente para enfatizar a reivindicação de que a bíblia era uma mensagem divina e harmoniosa e não uma série de textos de múltiplas fontes. Anthony de Pádua (1195-1231) é associado à primeira concordância conhecida (*anonimus*) da bíblia, o *Concordantiae Morales*, baseado no *Vulgate* (a versão latina do século X da bíblia). Um trabalho foi bem documentado na mesma época pelo cardeal Hugo de StCaro (também referido como St Cher), que, em 1230, com a ajuda de uma equipe de 500 monjes dominicanos do convento St James em Paris, compilaram um 'index de palavras' do Vulgare (Bromiley, 1997: 757; veja também esse volume de Tribble.)<sup>2</sup>

Desde esse período, várias outras concordâncias da bíblia foram compiladas. Outro trabalho importante para a linguística de *corpus*, ainda de acordo com os autores, foi a compilação da concordância das obras de Shakespeare, em 1787, também feita manualmente. Esses trabalhos que foram feitos manualmente, hoje, com uma ferramenta computacional de concordâncias, seriam replicados em questões de segundos.

Em contrapartida, a criação de programas de computador voltados para os estudos de linguística de *corpus* são bem recentes. McCarthy e O'Keeffe (2010) assinalam que o início do desenvolvimento de softwares próprios para esses estudos ocorreu na década de 50, quando o padre jesuíta Roberto Busa criou o indexador de lemas eletrônico, e foi finalizado na década de 70.

Ainda de acordo com esses autores, o termo linguística de *corpus* também não é recente. Ele já era utilizado para se referir a um conjunto de textos escritos de uma mesma natureza. A primeira menção que o dicionário de inglês da Oxford faz do termo é, segundo McCarthy e O'Keeffe (2010), de 1956, quando o termo era utilizado no sentido mais comum, o 'corpo de um material escrito ou falado da qual uma análise linguística é baseada' (Oxford English Dictionary, segunda edição, 2009). Por fim, o termo

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2 No original: The etymology of *concordantia* is the Latin *cum*, meaning 'with', and *cor* meaning 'heart', which ties in with the original ideological underpinning of this painstaking endeavour, namely to underscore the claim that the Bible was a harmonious divine message rather than a series of texts from a multitude of sources. Anthony of Padua (1195–1231) is associated with the first known (anonymous) concordance of the bible, the *Concordantiae Morales*, based on the *Vulgate* (the fifth-century Latin version of the Bible). A well-documented work around the same time was by Cardinal Hugo of St Caro (also referred to as St Cher), who in 1230, aided by a 500-strong team of Dominican monks at St James' convent in Paris, put together 'a word index' of the *Vulgate* (Bromiley 1997: 757; see also Tribble this volume).

linguística de *corpus*, da forma como vemos hoje, passou a ser utilizado na década de 80. De acordo com McEnery et al. (2006), a publicação, utilizando esse termo de forma definitiva foi o de Aarts e Meijs em 1984. O primeiro *corpus* eletrônico da língua escrita, segundo Bonelli (2010) foi o Brown *Corpus*, compilado na década de 60, na Universidade de Brown. O *corpus* possui um milhão de palavras extraídas de documentos publicados em 1961. O Brown *Corpus* ainda é amplamente utilizado.

### 1.3 Tipologia

Com o avanço da linguística de *corpus* e uma série de *corpora* sendo criados, surgiu a necessidade de classificação dos *corpora*. Para Bonelli (2010), embora não seja possível classificar todos os tipos de *corpora* disponíveis, dada a sua ampla diversidade, o autor aponta alguns tipos, e dentre esses, temos os seguintes tipos de *corpora*:

#### 1- *Corpus* de amostra

Segundo o autor, a maior parte dos *corpora* são uma amostra da língua em um dado período e são geralmente referidos como um *corpus* de amostra. O objetivo principal desse tipo de *corpus* é apresentar características de uma língua. Esses *corpora*, quando possuem uma fonte confiável de todas as características de uma língua, podem ser chamados, também, de *corpus* de referência. Bonelli (2010) afirma que para que tal *corpus* seja considerado de referência, deve conter um grande número de palavras (aproximadamente 100 milhões de palavras), assim como conter vários registros da língua (oral, escrito, formal, informal etc).

#### 2 - *Corpus* comparativo

Esse *corpus* trata-se de dois ou mais *corpora*, criados sob os mesmos critérios, e de um tamanho similar. São exemplos de *corpora* para comparação, *corpus* Geográfico, como, por exemplo, The Survey of English Usage (SEU), que foi um projeto que visava facilitar pesquisas sobre variação

linguística, criando um projeto internacional, o International *Corpus of English* (ICE). Tal projeto foi lançado em 1990 e pretendia explorar as variações do inglês, num âmbito global. Para atingir o objetivo do projeto, vários sub-*corpora* locais foram criados em várias regiões do mundo.

Outro exemplo desse tipo de *corpus* são os *corpora* históricos, em que um *corpus* é criado com o objetivo de ser comparado através do tempo, como é o caso do COHA (*Corpus of Historical American English*).

Há também os *corpora* de tópicos (BONELLI, 1990), que são objeto de estudo na análise de discurso, que consistem de textos organizados por tópicos, como, por exemplo, contendo uma variedade de reportagens de um mesmo tópico.

### **3 - *Corpus* Especial**

Embora um *corpus* esteja, geralmente, relacionado ao estudo de uma língua ou de uma variedade linguística em seu estado natural, representando, por exemplo, a língua falada por um grupo ou comunidade, é possível, também, construir *corpora* que não possuam esse tipo de texto. É o caso dos *corpora* especiais. Tais *corpora* são coleções de obras literárias, por exemplo. Obras de Shakespeare, Goethe ou Proust são obras representativas devido à sua singularidade linguística. De acordo com Bonelli (2010), um dos primeiros *corpora* especiais disponíveis para pesquisa foi o Leuven Drama *Corpus and Frequency List*, compilado por L. K. Engels e outros pesquisadores na Universidade de Leuven, em 1975.

### **4 - *Corpus* através da dimensão do tempo**

Há dois tipos de *corpora* que representam um período do tempo (BONELLI, 2010), os diacrônicos e os



monitores (sincrônicos). *Corpora* diacrônicos representam um recorte em um intervalo no tempo e, geralmente, abrangem pelo menos uma geração. O primeiro *corpus* diacrônico foi o Helsinki, um *corpus* que representava a língua inglesa com textos que datavam de 750 a 1700. Os *corpora* diacrônicos geralmente representam o gênero escrito, pois os diacrônicos se restringem ao tempo em que surgiram as tecnologias de gravações de sons, ou seja, são de um período mais recente.

Já um *corpus* monitor é elaborado de forma que as mudanças linguísticas podem ser vistas da forma como elas ocorrem. Ainda de acordo com (BONELLI, 2010), o *corpus* monitor surgiu a partir da necessidade de se manter o *corpus* sincrônico atualizado (visto que um *corpus* sincrônico representa o período atual). Como o *corpus* seria sempre alimentado com dados atuais, ao invés de se substituírem os dados, eles foram adicionados, e os mais antigos mantidos, dando origem ao *corpus* monitor. Atualmente, há vários *corpora* monitores da língua inglesa, dentre eles o COCA (*Corpus of Contemporary American English*) e o projeto Aviator (um dos pioneiros nos *corpora* monitores).

### **5 - *Corpus* bilingue e multilingue**

Esse tipo de *corpora* foi desenvolvido a partir da necessidade de tradutores mecânicos. Esses tradutores mecânicos, ou automáticos, são ferramentas eletrônicas que traduzem um texto automaticamente. Um dos primeiros *corpora* bilíngues (inglês e francês) foi desenvolvido pelo Parlamento Canadense, local onde havia a necessidade de um *corpus* bilíngue inglês-francês.

Já o *corpus* multilíngue tem uma grande gama de aplicações. Ele é desenvolvido com o mesmo design, e, sempre que possível, com a mesma quantidade de textos semelhantes de cada língua. Isso é, em geral, dificultado devido a diferenças culturais. É exemplo de *corpus* multilingue o *corpus* PAROLE, em que são encontradas todas as línguas oficiais da União Europeia.

Há também os *corpora* contrastivos, que consistem em dois sub-*corpora*, onde um se refere a um *corpus* de textos traduzidos e o outro se refere a um *corpus* dos textos não traduzidos, na mesma língua. De acordo com Bonelli (2010), esses dois sub-*corpora* não possuem relação de tradução entre os textos individuais. Esse tipo de *corpus* foi concebido para se testar a hipótese de Baker (1993:245) de que textos traduzidos possuem algumas características próprias, que não se encontrariam em textos escritos na mesma língua quando não se tratasse de tradução. Um exemplo desse *corpus* é o English–Norwegian Parallel *Corpus*.

### **6 - *Corpus* de não nativos**

Um dos tipos de *corpus* de não nativos, é o *corpus* de aprendizes, em que textos da língua em uso dos aprendizes é transformado em um *corpus*. De acordo com Bonelli (2010), esse tipo de *corpus* pode ser comparado com *corpus* de falantes nativos e a língua dos aprendizes pode ser explorada de uma forma muito mais profunda. Um dos principais projeto na Europa de *corpus* de aprendizes é o projeto ICLE da Universidade de Louvian, na Bélgica, *corpus* do qual o BR-ICLE (copus de estudo escolhido para esse trabalho) faz parte, e para cuja compilação a PUC-SP colabora.

### **7 - *Corpus* oral**

Atualmente, há disponíveis vários *corpora* orais. Por exemplo, temos os *corpora* de fala (*speech corpora*), cujo objetivo é se estudarem sons individuais e fenômenos fonéticos. Esse tipo de *corpus* precisa ser coletado em situações naturais, e não precisa conter textos contínuos (BONELLI, 2010). Outro exemplo de *corpora* oral são os *corpora* de referências, como o C-ORAL-ROM, projeto que coletou uma série de *corpora* comparáveis de fala espontânea das principais línguas românicas, dentre elas o Português (projeto do qual a Universidade Federal de Minas Gerais faz parte).

O quadro a seguir ilustra todos esses tipos de *corpora* que podem receber mais de uma classificação ao mesmo tempo.

<b>Tipos de <i>Corpora</i></b>	<b>Exemplos</b>	<b><i>Corpora</i> existentes</b>
Amostra		COCA
Dimensão do tempo	<i>Corpus</i> Diacrônico	Helsinki <i>Corpus</i>
	<i>Corpus</i> Monitor	COCA
Especial	<i>Corpus</i> Especiais	<i>Corpus</i> das obras de Sakespeare
Comparativo	<i>Corpus</i> Histórico	COHA
	<i>Corpus</i> Geográfico	ICE
	<i>Corpus</i> de tópicos	<i>Corpus</i> de reportagens
Bilingue e Multilingue	Bilingue	Hansard <i>Corpus</i>
	Multilingue	PAROLE <i>Corpus</i>
	Contrastivo	English–Norwegian Parallel <i>Corpus</i>
Não-nativos	<i>Corpus</i> de Aprendiz	BR-ICLE
Oral	<i>Corpus</i> de Fala	Speech <i>corpora</i>
	<i>Corpus</i> de Referência	C-ORAL-ROOM

Sardinha (2000) faz um levantamento dos principais tipos de *corpora* de acordo com alguns critérios seguidos na compilação dos mesmos:

Critério	Tipo	Descrição
Modo	Falado	Composto de porções de fala transcritas.
	Escrito	Composto de textos escritos, impressos ou não.
Tempo	Sincrônico	Compreende um período de tempo.
	Diacrônico	Compreende vários períodos de tempo.
	Contemporâneo	Representa o período de tempo corrente.
	Histórico	Representa um período de tempo passado.
Seleção	De Amostragem	Composto por porções de textos ou de variedades textuais, planejado para ser uma amostra finita da linguagem como um todo.
	Monitor	A composição é reciclada para refletir o estado atual de uma língua. Opõe-se a <i>corpora</i> de amostragem.
	Dinâmico ou Orgânico	O crescimento e diminuição são permitidos, qualifica o <i>corpus</i> monitor.

	Estático	Oposto de dinâmico, caracteriza o <i>corpus</i> de amostragem.
	Equilibrado	Os componentes (gêneros, textos, etc.) são distribuídos em quantidades semelhantes (por exemplo, mesmo número de textos por gênero).
Conteúdo	Especializado	Os textos são de tipos específicos (em geral gêneros ou registros definidos).
	Regional ou Dialectal	Os textos são provenientes de uma ou mais variedades sociolingüísticas específicas.
	Multilíngue	Inclui idiomas diferentes.
Autoria	De aprendiz	Os autores dos textos não são falantes nativos.
	De língua nativa	Os autores são falantes nativos.
Disposição interna	Paralelo	Os textos são comparáveis (p.ex. original e tradução).
	Alinhado	As traduções aparecem abaixo de cada linha do original.
Finalidade	De estudo	O <i>corpus</i> que se pretende descrever.
	De referência	Usado para fins de contraste com o <i>corpus</i> de estudo.
	De treinamento ou teste	Construído para permitir o desenvolvimento de aplicações e ferramentas de análise.

Embora Sardinha (2000) e Bonelli (2010) tenham classificações de *corpora* um pouco semelhantes, a classificação de *corpus* de referência de Sardinha (2000) diferencia-se da de Bonelli (2010). Como pode ser observado, embora grande parte dos tipos de *corpora* sejam compatíveis em ambas as classificações, a definição de *corpus* de referência segundo a classificação de Sardinha (2000) diferencia-se da de Bonelli (2010).

Neste trabalho, utilizaremos o conceito de *corpus* de referência de Sardinha (2000). Para o autor, o *corpus* de referência é um *corpus* utilizado para fins de contraste com um outro *corpus*, o de estudo. O *corpus* de referência varia de acordo com os objetivos de cada pesquisa. Como o presente estudo pretende investigar diferenças na produção de aprendizes do inglês, e falantes nativos. O *corpus* de referência será um *corpus* composto por produções de falantes nativos, o LOCNESS. E o *corpus* de estudo, que pretendemos investigar, será o *corpus* de aprendiz BR-ICLE.

## 1.4 Tamanho dos *corpora*

Um outro aspecto considerado importante no arcabouço da linguística de *corpus* é o tamanho do *corpus*. Com o avanço tecnológico e uma maior facilidade na compilação de *corpora*, os *corpora* estão cada vez maiores, alcançando o tamanho de centenas de milhões de palavras.

Sinclair (2004) defende o uso de *corpora* grandes, já que para ele um *corpus* pequeno implicaria em resultados muito limitados. Em vários de seus trabalhos, o autor utilizou *corpora* de milhões de palavras. Segundo Sinclair (2004:189), “pequeno não é beleza; é simplesmente uma limitação”<sup>3</sup>. O autor defende que, embora seja possível se obterem resultados válidos de um *corpus* pequeno, esses resultados serão limitados, já que em um *corpus* grande há uma chance maior de se encontrarem as regularidades de uma língua.

Por outro lado, Koester (2010) argumenta que a necessidade de um *corpus* grande seja mais própria de análises lexicais e de fraseologia. O autor defende que itens lexicais são relativamente infreqüentes, e que, por isso, há uma maior necessidade de *corpora* grandes (na casa de centenas de milhões de palavras). Para estudos gramaticais da língua, um *corpus* pequeno é suficiente e, muitas vezes, melhor que um *corpus* grande. De acordo com Carter e McCarthy (1995), itens gramaticais, como pronomes, preposições e verbos auxiliares, são muito freqüentes, e, por isso, os resultados de um estudo desses itens, em um *corpus* pequeno, seria confiável. Koester (2010) lembra que, ao se trabalhar com um *corpus* grande, o volume de dados pode ser enorme, o que dificultaria na análise do contexto dos dados, enquanto um estudo em um *corpus* pequeno, todas as ocorrências poderiam ser estudadas. Koester (2010: 67) conclui que

É aqui que *corpora* menores e mais especializados têm uma vantagem distinta: eles permitem uma ligação mais próxima entre o *corpus* e o contexto em que os textos do

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3 No original “small is not beautiful; it is simply a limitation”

*corpus* foram produzidos. Onde *corpora* muito grandes, através de sua decontextualização, permitem compreensão a respeito de padrões gramaticais lexicais de uma língua como um todo, *corpora* pequenos especializados permitem compreensão a respeito de padrões de uso de uma língua em cenários particulares. Com um *corpus* pequeno, o compilador do *corpus* é muitas vezes, também, o analista, e conseqüentemente possui um alto grau de familiaridade com o texto. Isso significa que achados quantitativos revelados pelo *corpus* podem ser balanceados e complementados com achados qualitativos (Flowerdew 2004; O’Keeffe 2007) (...) Ou seja, a análise de tal *corpus* [pequeno] pode revelar conexões entre padrões linguísticos e contexto de uso (O’Keeffe 2007).<sup>4</sup>

As opiniões a respeito do que seja um *corpus* pequeno, médio ou grande divergem entre autores. Para O’Keeffe et al (2007:4), um *corpus* escrito que contenha menos de 5 milhões de palavras é considerado pequeno, já para Flowerdew (2004:19), há um consenso de que *corpora* de até 250 mil palavras é considerado um *corpus* pequeno. De forma semelhante, Sardinha(2004) classifica os *corpora* por número de palavras conforme tabela 1:

Tabela 1: Classificação dos <i>corpora</i> por número de palavras (SARDINHA, 2004:26)	
Tamanho em palavras	Classificação
menos de 80 mil	Pequeno
de 80 a 250 mil	Pequeno-médio
de 250 mil a 1 milhão	Médio
de 1 milhão a 10 milhões	Médio-grande
10 milhões ou mais	Grande

<sup>4</sup> No original: “This is where smaller, more specialized *corpora* have a distinct advantage: they allow a much closer link between the *corpus* and the contexts in which the texts in the *corpus* were produced. Where very large *corpora*, through their de-contextualisation, give insights into lexico-grammatical patterns in the language as a whole, smaller specialized *corpora* give insights into patterns of language use in particular settings. With a small *corpus*, the *corpus* compiler is often also the analyst, and therefore usually has a high degree of familiarity with the context. This means that the quantitative findings revealed by *corpus* analysis can be balanced and complemented with qualitative findings (Flowerdew 2004; O’Keeffe 2007). (...) Therefore, analysis of such *corpora* can reveal connections between linguistic patterning and contexts of use (O’Keeffe 2007).”

Embora as classificações tenham variações de acordo com cada autor, a classificação de Sardinha (2004) resume bem as outras classificações.

### **1.5 Estudos Baseados em *corpora* de aprendizes**

Após uma maior disponibilização de ferramentas para se trabalhar com *corpus*, houve, um crescimento nos estudos baseados em *corpora* de aprendizes. Atualmente, esse tipo de *corpus* é alvo de investigações sobre a gramática desses falantes.

Hyland e Milton (1997) estudaram escrita acadêmica de falantes do inglês como segunda língua. Esse estudo se concentrou no uso de verbos modais e expressões que indicam modalidade, comparando dois *corpora*. O primeiro *corpora* era composto por escrita acadêmica de alunos de Hong Kong, enquanto o outro *corpus* era composto por escrita acadêmica de alunos britânicos. Os autores afirmaram que, ao comparar os dois *corpora*, notaram que a escrita de não nativos geralmente possui uma gama de itens mais limitado que a dos nativos. Devido a essa limitação, a escrita dos aprendizes pode apresentar alguns problemas na expressão de certos graus de certeza. O estudo também mostrou que os nativos expressam uma maior variedade de recursos gramaticais, incluindo o uso de alguns verbos modais, enquanto os não-nativos apresentam uma estrutura sintaticamente mais simples. Os autores sugeriram que essa diferença pode estar relacionada com um repertório linguístico mais limitado dos falantes não nativos.

Em Dutra e Silero (2010), as autoras atentam para a importância da linguística de *corpus* e o ensino da gramática. Já em Dutra e Silero (2012), o uso da preposição *for* é analisada em um *corpus* de aprendizes brasileiros. Oliveira et al. (2012) também analisam aspectos gramaticais da língua baseadas em *corpus* de aprendizes. No trabalho, a modalização em inglês é o foco de estudo para analisar como alunos brasileiros expressam atitude em inglês.

A pesquisa aqui proposta vem se unir a esses trabalhos mencionados e a outros que contribuem para uma maior compreensão da linguagem utilizada por aprendizes brasileiros da língua inglesa, proporcionado a chance de reflexão sobre as características dessa linguagem, suas motivações e possibilidades de alteração de padrões indesejados.

Este estudo utilizou dois *subcorpora* do *corpus* que faz parte do projeto da Universidade do Louvrien, o ICLE. Tal projeto será descrito posteriormente neste capítulo, e os *corpora* utilizados serão descritos de forma mais detalhada no capítulo 3.

## 1.6 Aquisição de segunda Língua

Como o objetivo deste trabalho é comparar a escrita de falantes não nativos do inglês com falantes nativos, é importante levarmos em consideração fatores relacionados com a aquisição da segunda língua (L2). Por isso, nesta seção serão tratados aspectos relacionados com a interlíngua.

O termo interlíngua foi utilizado inicialmente pelo linguista americano Selinker para definir o sistema linguístico construído por um falante de L2. Isso se deve ao fato desse falante construir regras linguísticas durante o processo de aquisição da língua. De acordo com Ellis (1997), a interlíngua baseia-se inicialmente em sua língua materna (L1), porém elas são diferentes. A interlíngua também se baseia na L2, porém elas são, também, diferentes. Dessa forma, interlíngua é um sistema linguístico único, que tem por objetivo se aproximar ao máximo da L2.

Ellis (1997), define seis premissas acerca da aquisição de uma segunda língua. A primeira refere-se à interlíngua, pois o aprendiz constrói um sistema abstrato de regras linguísticas que subjazem compreensão e produção da L2.

A segunda premissa refere-se à gramática do aprendiz, que, segundo o autor, é permeável. Isso quer dizer que a gramática está sujeita à influência externa (ex. *Input*). Ela também sofre influência interna. São exemplos dessa influência fenômenos como a omissão, a super generalização e a transferência de erros.

A terceira das premissas definidas por Ellis refere-se à transicionalidade da gramática do aprendiz. Os aprendizes mudam sua gramática de uma hora para outra ao adicionarem regras, excluírem regras e reconstruírem o sistema inteiro. O resultado desses processos é um continuum da interlíngua. Quer dizer, os aprendizes constroem uma série de gramáticas mentais, ou interlínguas, na medida em que



eles aumentam a complexidade de seu conhecimento sobre a L2. Por exemplo, inicialmente, os aprendizes começam com uma gramática muito simples, em que apenas uma forma do verbo é representada (por exemplo, *paint*), porém com o passar do tempo eles adicionam outras formas (por exemplo, *painting* e *painted*) e organizam gradualmente as funções que esses verbos podem realizar.

A quarta premissa relaciona-se com o processo de construções de regras dos aprendizes. Alguns pesquisadores argumentam que os aprendizes podem ter regras que competem entre si em qualquer estágio de desenvolvimento. Entretanto, outros pesquisadores argumentam que os sistemas da interlíngua são homogêneos e que a variabilidade representa os erros que os aprendizes cometem quando tentam usar seu conhecimento para se comunicar. Esses pesquisadores vêem variabilidade como um aspecto relacionado à performance, e não à competência. Ellis (1997) salienta que a premissa de que os sistemas da interlíngua são variáveis é controversa.

A quinta premissa definida pelo autor refere-se às estratégias empregadas pelos aprendizes no processo. Para Ellis, os diferentes tipos de erros produzidos refletem estratégias diferentes. Por exemplo, erros de omissão sugerem que aprendizes estão, de alguma forma, simplificando a atividade ao ignorar aspectos gramaticais que eles ainda não estão prontos para processar. Super generalização e transferência de erros também podem ser vistas como evidências de estratégias de aprendizado.

Finalmente, a sexta premissa relaciona-se à fossilização da gramática do aprendiz. Ellis (1997), lembra que Selinker sugeriu que apenas cinco por cento dos aprendizes desenvolvam a gramática mental no mesmo nível dos nativos. A maioria para antes de atingir esse nível. A prevalência de *backsliding* (ex. A produção de erros representando um estágio inicial de desenvolvimento) é típico de aprendizes fossilizados. Fossilização não ocorre na aquisição da L1, então isso é exclusivo de gramáticas da L2.

Esses seis pontos que o autor ressalta mostram que o processo de aprendizagem de uma segunda língua é gradual e que, durante esse processo, o aprendiz constrói a gramática da L2 com base em hipóteses. A L1 também exerce grande influência nesse processo, principalmente no início da aprendizagem de L2, quando o conhecimento da L2 que o aprendiz tem é muito pequeno. As produções dos aprendizes são, então, reflexo de sua interlíngua e, ao analisarmos essas produções, poderemos criar hipóteses acerca de seus aprendizados, com base em seus acertos, e, também, em seus erros.

Ellis (1997) sugere que uma das formas mais eficazes de se investigar a aquisição da L2 é através da análise dos erros. Ele afirma que há três pontos positivos em se fazer esse tipo de investigação. Primeiro, os erros são partes notáveis da língua do aprendiz e podemos investigar o porquê deles. Segundo, os professores, por exemplo, podem identificar os tipos de erros que os alunos estão propensos a cometer. Finalmente, o autor afirma que errar ajuda o aprendiz a criar uma consciência do erro e que eles aprendem quando se auto corrigem.

Kleyn (1986) salienta que, sempre que um aprendiz de L2 tenta produzir algo na língua alvo, ele recorre a todos os recursos que poderão ajudá-lo, incluindo seu conhecimento da língua materna. Para o autor, o conhecimento que ele tem da primeira língua sendo aplicado na produção ou interpretação da L2 é o que chamamos de transferência. O autor lembra, porém, que esse é apenas um dos recursos que o aprendiz pode vir a utilizar para se comunicar em L2. No processo de produção linguística, esses recursos interagem e, para se entender o que o aprendiz produz, é necessário levar todos esses recursos em consideração.

Em conclusão, a produção dos aprendizes deve ser interpretada com muito critério, já que nem todos os recursos utilizados pelos aprendizes sejam transferência da língua materna. Ao tirar conclusões sobre a diferença da produção de nativos e aprendizes, devemos ter consciência que há outros fatores envolvidos na produção.

Vimos nesse capítulo que há vários tipos de *corpora* disponíveis e que para cada objeto de estudo há um tipo de *corpus* ideal. Primeiramente, devemos levar em consideração o tipo de registro do *corpus*, oral ou escrito, e escolher o que irá cumprir com os objetivos propostos. Em seguida, devemos nos ater ao fato de que, atualmente, há disponíveis vários *corpora*, por isso, antes de criarmos um novo *corpus*, precisamos ver se o *corpus* que desejamos já existe. Com nosso objetivo em mente e o tipo de *corpus* definido, devemos nos preocupar com o tamanho do *corpus*. Conforme vimos neste capítulo, um *corpus* grande atende a um tipo de pesquisa, enquanto um *corpus* pequeno atende a outros.

Finalmente, observamos que, com o aprimoramento das tecnologias computacionais, a investigação da língua dos aprendizes de língua estrangeira, assim como sua comparação com a língua dos falantes nativos, foi facilitada. Isso significa que temos agora, disponível, uma maior quantidade de dados mais precisos. O trabalho, porém, deve ser feito de forma bem criteriosa, já que as ferramentas utilizadas

trazem-nos uma grande gama de dados a serem interpretados.

É de conhecimento geral que há diferenças entre a escrita acadêmica de nativos e não-nativos. O que pretendemos com esse trabalho é apontar as diferenças entre esses dois grupos.

## Capítulo 2

### Os sintagmas nominais do inglês

Este capítulo pretende apresentar o que é abordado pelas gramáticas descritivas da língua inglesa a respeito dos sintagmas nominais (SN), comparando visões de alguns autores sobre o tema.

#### 2.1 Definição

Na língua inglesa, alguns autores referem-se ao SN como *noun phrase* (CARTER; McCARTHY, 2006; HALLIDAY; MATTHIESSEN, 2004), enquanto outros referem-se ao SN como *noun group* (DOWNING; LOCKE, 2006; LOCK, 1996).

Os nomes, ou substantivos<sup>5</sup>, que são o núcleo do SN, são definidos basicamente como uma categoria gramatical que denota todos os objetos físicos e substâncias, embora outros grupos sejam considerados nomes, como algumas entidades abstratas, como, por exemplo, sentimentos. Segundo Downing e Locke (2006:401)

Os sintagmas nominais referem-se semanticamente àqueles aspectos de nossa experiência que nós percebemos como entidades. O termo ‘entidade’ aqui se refere não apenas a entidades concretas como as pessoas, objetos, lugares, instituições e outros coletivos, mas também ao nome de ações (*swimming, laughter*), abstrações (*thought, experience*), qualidades (*beauty, speed*), emoções (*anger, excitement*) e fenômenos (*thunder, success*), dentre outros. Entidades prototípicas são aquelas concretas, com limites bem definidos e relativamente estáveis no tempo (*person* em detrimento de *weather*)<sup>6</sup>

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<sup>5</sup> Utilizaremos os termos ‘nomes’ ou ‘substantivos’ para nos referirmos à unidade sintática indistintamente, pois ambos os termos são bastante utilizados na língua portuguesa.

<sup>6</sup> No original: Nominal Groups refer semantically to those aspects of our experience that we perceive as entities. The term ‘entity’ refers here not only to concrete entities such as persons, objects, places, institutions and other ‘collectives’,

Ou seja, os SNs são um grupo muito vasto, que representa entidades físicas e não físicas.

## 2.2 Elementos dos Sintagmas Nominais

Os SNs são constituídos de núcleo, que pode estar acompanhado de outros elementos tanto na posição anterior, quanto na posição posterior (HALLIDAY e MATTHIESSEN, 2004; CARTER e McCARTHY, 2006; DOWNING e LOCKE, 2006), sendo eles os determinantes e os modificadores. Nesta seção, abordaremos os conceitos e apresentaremos os elementos dos SNs.

### 2.2.1 O núcleo

Os núcleos dos SNs são geralmente substantivos ou pronomes pessoais, que podem estar acompanhados de determinantes, pré ou pós modificadores. De acordo com Leech e Svartvik (2002), a referência a um substantivo pode se dar de formas variadas. Dentre essas formas, encontramos:

- Singular ou plural: ao nos referirmos a uma unidade do objeto ou a várias unidades, respectivamente. Por exemplo, *a boy, one boy, a single boy, e boys, two boys* etc.
- Um grupo de objetos: quando nos referimos a objetos como pertencentes a um grupo, por exemplo, *a number of stones*.
- Parte ou inteiro: ao nos referirmos a uma parte de um objeto ou substância; geralmente são usados nomes que indicam parte ou unidades. Por exemplo, *a slice of bread* (nome de unidade), *half of the students* (nome de parte).

#### 2.2.1.1 Nomes próprios e comuns

A classificação em nomes comuns e próprios tem relevância gramatical, de acordo com Greenbaum e Quirk (1990). Esses autores justificam que essa distinção ocorre devido ao substantivo próprio ter

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but also to the names of actions (*swimming, laughter*), abstractions (*thought, experience*), qualities (*beauty, speed*), emotions (*anger, excitement*) and phenomena (*thunder, success*), among others. Prototypical entities are those which are concrete, with well-defined outlines and relatively stable in time ('person', rather than 'weather').

referência única, não sendo possível haver contraste entre número ou determinação com artigos; por exemplo, *the Indonésia\** e *some Indonesia\**. Ainda segundo os autores, os nomes próprios designam pessoas específicas (*Mary*), lugares (*Europe*), instituições (*Cambridge University*), marcadores de tempo (*Monday*) e de estações festivas (*Easter*); esses nomes podem tanto ser formados por apenas um item lexical (*Brazil*), como por um grupo de palavras (*New York*).

Da mesma forma, Jacobs (1995) aponta para a singularidade dos nomes próprios e acrescenta que os nomes próprios referem-se a pessoas, lugares, tempos e outras entidades, e não ocorrem na forma plural. Para o autor, esses nomes geralmente ocorrem sozinhos, sem a presença de determinantes ou modificadores, embora haja casos em que um nome próprio pode ser pluralizado, por se tratar de substantivos contáveis, como, por exemplo, *two Arabs, several Buddhists etc.*

Por outro lado, Leech e Svartvik (2002) salientam que, embora os nomes próprios geralmente ocorram sozinhos, em alguns casos eles são acompanhados de artigos definido ou indefinido. Quando isso ocorre, segundo os autores, o nome próprio muda sua propriedade para nome comum. Nesse caso, ele justifica essa mudança devido à perda de sua propriedade única, quando o falante precisa distinguir uma ou mais coisas que tenham o mesmo nome, como em *the Susan next door* (LEECH e SVARTVIK, 2002:56).

### **2.2.1.2 Contáveis e não contáveis**

De acordo com Carter e McCarthy (2006), os substantivos podem ser divididos em duas grandes categorias: substantivos contáveis e não contáveis (substantivos de massa). Essa divisão baseia-se no fato de que esses dois grupos diferem-se na possibilidade de expressarem número, contabilidade. Os contáveis podem ser expressos no plural, enquanto os não contáveis apenas no singular.

Greenbaum e Quirk (1990) também reconhecem a relevância gramatical e semântica da distinção entre contáveis e não contáveis na língua inglesa. Para esses autores, substantivos contáveis e substantivos de massa ocorrem com diferentes determinantes. Os autores salientam que alguns itens lexicais podem ter as duas classificações, a de contável e a de não contável. Dessa forma, são apresentadas algumas restrições de combinações com determinantes, conforme tabela 2:

Tabela 2: A distribuição dos determinantes em relação aos substantivos (GREENBAUM; QUIRK, 1990:70)

	Nome Próprio	Nome Comum		
		Contável	Não contável	Contável ou não contável
(a)	<i>Freda</i>	<i>*book</i>	<i>Music</i>	<i>brick</i>
(b)	<i>*the Freda</i>	<i>the book</i>	<i>the music</i>	<i>the brick</i>
(c)	<i>*a Freda</i>	<i>a book</i>	<i>*a music</i>	<i>a brick</i>
(d)	<i>*some Freda</i>	<i>*some book</i>	<i>some music</i>	<i>some brick</i>
(e)	<i>*Fredas</i>	<i>books</i>	<i>*musics</i>	<i>bricks</i>

As restrições com nomes próprios ocorrem devido à referência única que esses substantivos possuem, por isso, não são geralmente aceitos determinantes e contraste numéricos a eles relacionados, como *the Brazil*, ou *some Brazil*, como, por outro lado, pode ocorrer com os nomes comuns, o que é exemplificado por *the house* e *some houses*. Já com os nomes comuns, temos algumas restrições de ocorrência em relação aos artigos indefinidos e determinantes de quantidade indefinida. Enquanto o zero artigo ocorre com os não contáveis e os contáveis no plural, os artigos indefinidos ocorrem apenas com os contáveis no singular; os determinantes de quantidade ocorrem com os substantivos não contáveis e com os contáveis apenas no plural. Por outro lado, conforme Greenbaum e Quirk (1990), essas restrições não se aplicam aos substantivos que ocorrem nas duas categorias (contáveis e massa).

Langaker (2008), sob uma ótica cognitiva, atenta para a diferença entre nomes contáveis e não contáveis. Segundo o autor, a relação contável e massa corresponde ao arquétipo conceitual de objeto e substância. Em uma divisão mais típica, os nomes contáveis referem-se a objetos físicos, por exemplo, *diamond*, *book*, *cup*, enquanto os nomes de massa referem-se a substâncias físicas, como *gold*, *meat*, *water*. O autor salienta, que, para o primeiro grupo, também encontramos outras entidades, como criaturas (*cat*), parte de um todo (*tail*) e regiões geográficas (*county*), e entidades nebulosas (*cloud*) ou abstratas (*idea*), tênues (*air*, *electricity*) ou não físicas (*nonsense*, *righteousness*), no segundo.

O autor argumenta, que, embora alguns gramáticos tendam a afirmar que os contáveis plurais tenham as mesmas propriedades que os substantivos de massa, esses são dois grupos com propriedades

distintas. Ele salienta que, embora as restrições de determinantes de substantivos contáveis plurais e de substantivos de massa sejam parecidas, um substantivo contável no plural refere-se a várias instâncias do mesmo tipo, enquanto um substantivo de massa refere-se a partículas individuais de massa. Essa diferença pode ser mais facilmente observada na Figura 1:

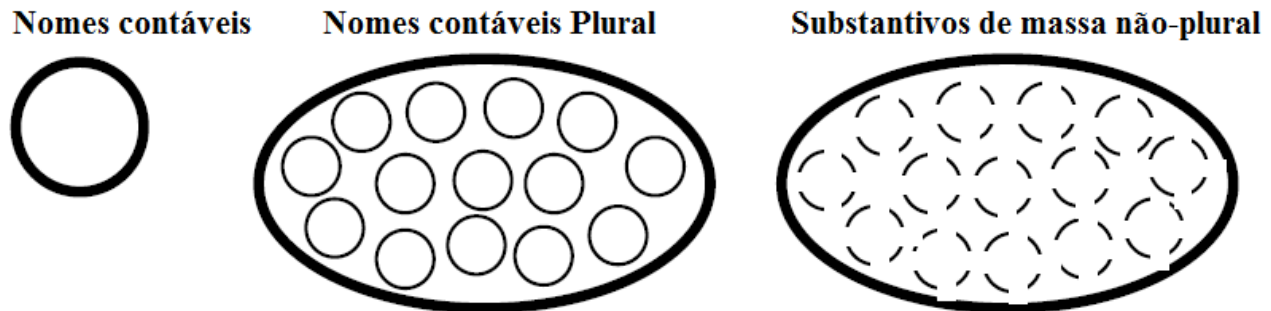


Figura 1: Diferença entre os tipos de substantivos (LANGAKER, 2008:5-3)

Conforme Carter e McCarthy (2006), os nomes contáveis abrangem a maior parte dos substantivos. Eles denotam entidades que são tratadas como unidade e se referem a objetos, pessoas, entidades abstratas, dentre outros. Os autores defendem que, para os substantivos, essa é a distinção mais relevante para os estudos gramaticais.

Griffiths (2006) lembra que a nomes contáveis e os de massa diferem em relação à forma como o falante escolhe retratar a realidade. Palavras como *coins* e *money* denotam a mesma coisa no mundo; porém, os contáveis referem-se a algo que consiste em inteiros individualmente distintos, enquanto os não contáveis referem-se a substâncias homogêneas.

Os nomes contáveis geralmente têm como marca de plural o morfema *-s* no final da palavra, porém, alguns desses nomes possuem a forma singular com significado plural (DOWNING; LOCKE, 2006), que é o caso de *people*, que substitui a palavra *persons*.

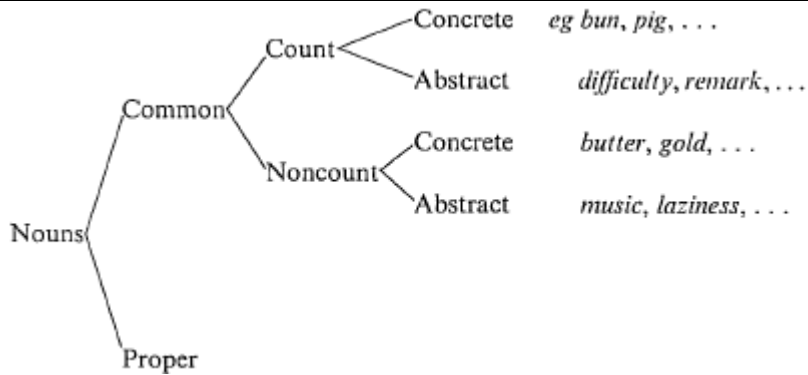
### 2.2.1.3 Concretos e abstratos

Muitas das gramáticas consultadas tratam da distinção entre concretos e abstratos muito breve e superficialmente. Carter e McCarthy (2006) mencionam essa distinção, porém tratam de forma detalhada apenas a distinção entre contáveis e não contáveis.



Greenbaum e Quirk (1990), por outro lado, apresentam a divisão dos substantivos também em concretos e abstratos, conforme Figura 2:

Figura 2: Divisão dos Substantivos



Fonte: Greenbaum e Quirk (1990:70)

Greenbaum e Quirk (1990) argumentam que essa divisão tem importância semântica. Os substantivos abstratos referem-se a qualidades, sentimentos, eventos, dentre outros. São exemplos de substantivos abstratos, *difficulty*, *friendship* e *departure* (LEECH; SVARTVIK, 2002). Por outro lado, os nomes concretos referem-se a objetos ou substâncias físicas. Tanto os nomes concretos, quanto os abstratos podem ocorrer com elementos contáveis e não contáveis, porém Leech e Svartvik (2002) salientam que os abstratos ocorrem com mais frequência como substantivos que são ao mesmo tempo contáveis e de massa.

Ainda segundo Greenbaum e Quirk (1990), substantivos abstratos tendem a ser contáveis quando se referem a fenômenos unitários, como eventos, e, não contáveis, quando se referem a atividades, estados e qualidades. Eles também afirmam que há casos em que os substantivos abstratos são ao mesmo tempo contáveis e não contáveis.

Downing e Locke (2006) argumentam que as entidades prototípicas são as concretas, bem definidas e relativamente estáveis no tempo, como *person* ao invés de *weather*. Eles também afirmam, com base em análises de textos mais formais, que nominalizações são geralmente abstratas e derivam de verbos e outras partes do discurso, conforme exemplos abaixo:

(a) *Without the slightest hesitation.*

(b) *Take a deep breath.*

Em conclusão, os substantivos concretos são geralmente nomes que possuam algum referente físico no mundo e os abstratos são os substantivos que estão no âmbito das ideias, sentimentos, qualidades etc.

#### **2.2.1.4 Pronomes**

Os pronomes também podem ser núcleos de SNs. Segundo Downing e Locke (2006), os pronomes são elementos dêiticos que constituem o núcleo de um SN. Os pronomes pessoais (*I, you, he, she, it, we, they*) são utilizados quando o falante retoma um referente já mencionado anteriormente. Já o pronome impessoal *one*, pode ter usos não dêiticos, como no exemplo (a)

(a) *One* thinks about life a lot more as time goes by. (Downing; Locke,2006:411)

Os pronomes reflexivos (*myself, yourself, himself, herself, itself, ourselves, yourselves, themselves*) são utilizados para se fazer uma co-referência com o sujeito (DOWNING; LOCKE, 2006), para dar ênfase, sendo utilizado antes ou depois do sujeito, ou quando o verbo necessita deles. Os outros tipos de pronomes são os interrogativos (*who, whose, which, what*); os indefinidos, que são compostos por *some, any, no* e *every* (*somebody, someone, something anybody, anyone, anything, everybody, everyone, everything nobody, no-one, nothing*). Os pronomes *this* e *that* também ocorrem como núcleo de SN. A combinação *this* + BE referem a uma situação, pessoa ou objeto.

Os pronomes, apesar de centralizarem SNs, não serão objeto de estudo do presente trabalho por não ocorrerem com determinantes.

#### **2.2.2 Os determinantes**

Os determinantes (CARTHER; McCARTHY, 2006) que vêm na primeira posição de um SN têm a função de indicar o tipo de referência que um SN irá receber, podendo variar entre definido, indefinido, possessivo, dentre outros. Esse é apenas um dos tipos de determinante.

Apesar de todo determinante ocorrer antes do núcleo e do pré-modificador (quando presente), quando há mais de um determinante no SN, cada tipo ocupa uma posição definida em relação aos outros tipos. Assim, na estrutura do SN, há uma ordem fixa em que os determinantes ocorrem, e essa ordem é ilustrada na Tabela 3:

**Tabela 3: Ordem dos determinantes**

<b>Quantificador</b>	<b>Artigo ou demonstrativo ou possessivo</b>	<b>Numeral</b>	<b>Núcleo</b>
<i>All</i>	<i>my</i>	<i>five</i>	<i>cousins</i>
<i>All</i>		<i>three</i>	<i>pages</i>
<i>Both</i>	<i>your</i>		<i>nieces</i>
<i>Half</i>	<i>a</i>		<i>litre</i>
	<i>my</i>	<i>first</i>	<i>exam</i>
	<i>those</i>	<i>two</i>	<i>girls</i>

Fonte: Carter e McCarthy (2006:354)

De acordo com Downing e Locke (2006:424), os determinantes “identificam a referência de um grupo nominal dizendo-nos qual, ou de quem é, quanto, quantos, a qual parte ou nível dele nós estamos nos referindo, o quão grande ou frequente ele é, como ele é distribuído no espaço ou tempo”<sup>7</sup>, ou seja, eles têm “uma função semântica, expressando as escolhas dos falantes para selecionar e particularizar o referente nominal dentro do contexto do discurso”<sup>8</sup>.

Segundo Downing e Locke (2006), os determinantes demonstrativos indicam a proximidade do referente, podendo esse referente ser indicado como estando próximo ou distante do falante, em relação tanto ao espaço, quanto ao tempo (*this, these; that, those*). Já os possessivos, incluem os determinantes possessivos (*my, your, his, her, its, our, your, their*) e também os genitivos (*noun's*). No grupo dos determinantes quantificativos, que se referem à quantidade, temos os exatos (*three friends*), os não-exatos (*many friends*), os ordinais (*the first friend*) ou partitivos (*three of my friends*). Por fim, temos os

<sup>7</sup> No original: identify a nominal group referent by telling us which or what or whose it is, how much, how many, what part or degree of it we are referring to, how big or frequent it is, how it is distributed in space or time.

<sup>8</sup> No original: their functions are semantic, and express the different features the speaker chooses in order to select and particularize the noun referent within the context of discourse.

determinantes distributivos, que incluem os determinantes *all, both, either, neither, each* e *every*.

Os autores também descrevem um grupo de palavras que precede um determinante definido ou indefinido, os semi-determinantes (*such, what, certain, same, (an)other, former* e *latter*). Embora essas palavras sejam algumas vezes classificadas como adjetivos (com exceção de *such*), Downing e Locke (2006:431) afirmam que “eles não descrevem o referente, e sim parecem ter uma função de especificar”<sup>9</sup>. De acordo com essa classificação dos determinantes, temos, então, o seguinte quadro:

<b>Quadro 3: Tipos de determinantes</b>			
<b>1 Definindo e particularizando</b>	<b>2 Quantificando e Distribuindo</b>	<b>3 Numerando e ordenando</b>	<b>4 Semi-determinantes</b>
<b>Definido</b> <i>The</i>	<b>Fração</b> <i>(+ - of) half, (a) quarter, two-thirds, four-fifths, etc. a dozen, a thousand</i>	<b>Cardinais</b> <i>one, two, ten, two hundred, etc</i>  Three times	<i>such, certain, former, latter; same, other, last, next, own</i>
<b>Indefinido</b> <i>a(n), some, zero (0)</i>	<b>Multiplicadores</b> <i>double, treble, twice, hundreds of, thousands of, millions of</i>	<b>Ordinais</b> <i>first, second, third ...</i>	
<b>Demonstrativo</b> <i>this, that, these, those</i>	<b>Não exatos</b> <i>some, any, no much, (a) little, (a) few, many, several, enough</i>		
<b>Possessivo</b> <i>my, your, his, her, their Sam's, mu friend's, etc</i>	<b>Outros quantificadores</b> <i>a lot of, lots of, plenty of, a great deal of, a deal of, a number of</i>		
<b>Interrogativo/relative</b> <i>what, whose, which, whichever</i>	<b>Distributivos</b> <i>all, both, either, neither, each, every, none (of)</i>		
<b>Exclamativo</b> <i>what (a) ...</i>			

Fonte: Downing e Locke (2006:433)

Segundo Downing e Loke (2006), os determinantes quantificadores são aqueles que fazem referência à quantidade de referentes. Esses autores dividem-nos em três grupos. O primeiro grupo é o grupo dos exatos, em que determinantes numerais demonstram o número exato. Dentre esses determinantes,

9

No original: they do not describe the referent and appear to have a specifying function”

temos os números cardinais (*three, one hundred* etc) e os números ordinais (*first, second* etc). Em seguida temos o grupo dos não exatos. Os quantificadores não exatos dividem-se em dois, segundo os autores: aqueles que fazem referência à indefinição (quantificadores indefinidos) e aqueles que fazem referência à distribuição (quantificadores).

Por fim, Downing e Loke (2006) definem o grupo de semi-determinantes. Para os autores, as palavras que levam essa classificação algumas vezes são consideradas adjetivos, porém, eles argumentam que esses elementos não descrevem um nome. Pelo contrário, eles aparentam ter uma função específica: classificar ou intensificar.

Já Greenbaum e Quirk (1990) distinguem três classes de determinantes, os determinantes centrais, os pré-determinantes, e os pós-determinantes. Os primeiros são geralmente artigos definidos e indefinidos e sua distribuição depende da classe a que o núcleo pertence: por exemplo, *the book*. Já os segundos precedem o determinante central e geralmente fazem o papel de quantificadores: por exemplo, o determinante *all* pode ocorrer como um pré-determinante, em *all the books*. Por fim, os pós-determinantes aparecem imediatamente após os determinantes centrais: por exemplo em *the two books*.

Embora Downing e Locke (2006) também classifiquem os determinantes dessa forma, eles fazem essa divisão utilizando os termos determinativos. Para os autores, os determinantes centrais são os artigos (definido e indefinido), os demonstrativos, possessivos (incluindo o genitivo) os quantificadores *each, every, either, neither, some, any, enough, no*. Já no grupo dos pré-determinantes, para os autores, encontram-se vários determinantes, dentre eles *all, both, half* e *once, twice, double, three times, such, what*. Por fim, no grupo dos pós-determinantes, temos os números ordinais (*first, second* etc) e os semideterminativos *same, other, former, later, last, next, certain, own*.

O presente estudo analisará os determinantes a partir da divisão de Greenbaum e Quirk (1990). Como vários determinantes podem co-ocorrer em um mesmo SN, descreveremos a forma como os determinantes serão divididos no capítulo 3, em que serão tratados os procedimentos metodológicos.

### 2.2.2.1 Determinantes definidos e indefinidos

Conforme já mencionado, o presente estudo teve como foco o uso de determinantes, assim como os definidos e indefinidos. Nesta parte do trabalho, descreveremos o que é abordado sobre esse grupo de determinantes nas gramáticas pesquisadas.

O artigo definido marca um SN como definido (GREENBAUM; QUIRK, 1990), por se tratar de um elemento dêitico. Dessa forma, ele se refere a algo que pode ser identificado pelo contexto ou ser conhecimento compartilhado entre falante e ouvinte. *The* pode ser usado com uma referência situacional quando ele se refere a um conhecimento do mundo compartilhado:

(a) *Do you see the bird sitting on the lower branch?* (GREENBAUM; QUIRK, 1990:78)

Ou pode ser usado com uma situação mais abrangente quando a identificação do referente depende de conhecimentos gerais:

(b) *I do most of my travelling by overnight train, and of course, in the dark, one has no idea of what the countryside looks like* (GREENBAUM; QUIRK, 1990:78).

Por fim, encontramos, também, o uso do artigo definido determinado por fatores lógicos e gramaticais (GREENBAUM; QUIRK, 1990). Para os autores, a singularidade de um referente pode ser reconhecida por seu significado mais lógico, que é o caso de nomes pré-modificados por superlativos, ordinais e itens restritivos do mesmo tipo, por exemplo em:

(c) *When is the next flight?* (GREENBAUM; QUIRK, 1990:78)

(d) *They judged him to be the most original painter.* (GREENBAUM; QUIRK, 1990:78)

Já os determinados são gramaticalmente de dois tipos: os anafóricos e os catafóricos. O primeiro tipo é usado quando o *the* se refere a um elemento que já foi mencionado no discurso.

(e) *Fred bought a radio and a vídeo-recorder, but returned the radio.*

O segundo é usado quando *the* indica que a identidade do referente ainda será introduzido no discurso.

(f) *I am trying to find the book that I wanted to show you.*

Ao contrário do artigo definido, o indefinido é usado, segundo Greenbaum e Quirk (1990), quando uma referência não é identificável a partir do conhecimento compartilhado pelos participantes, e é geralmente associado à primeira menção de um item em uma conversa.

(g) *I am just about to move into an apartment quite near where you live*  
(GREENBAUM; QUIRK, 1990:78).

(h) *Mary bought a camera last week* (GREENBAUM; QUIRK, 1990:78).

Para Huddleston e Pullum (2005), há uma série de determinantes que marcam um SN como definido ou indefinido.

Tabela 4: Determinantes definidos e indefinidos	
Definidos	Indefinidos
<i>the; this, that; all, both; relative which, whichever, what, whatever</i>	<i>a; each, every; some, any; either, neither; no; another; a few, a little, several; many, much, more, most, few, fewer, little, less; enough, sufficient; interrogative which, whichever, what, whatever; one, two, three, four, five, . .</i>

Ao compararmos a classificação de Huddleston e Pullum (2005) com a de Downing e Locke (2006), encontramos os determinantes que marcam um SN como definido: o artigo definido, os demonstrativos, possessivos e alguns distributivos interrogativos e relativos. Os determinantes que marcam os SNs como indefinidos, por sua vez, são: indefinidos, fração, multiplicadores, não exatos, cardinais, ordinais e semi-determinantes, e alguns distributivos interrogativos.

Os artigos demonstrativos têm, de acordo com Downing e Locke (2006), o papel, de indicar a proximidade de um SN, sendo as opções, a de se estar próximo do falante, próximo do ouvinte, ou afastado de ambos. Esses determinantes também têm a função de introduzir um novo referente no discurso (Ex: *Then, this man came by and asked me a question*).

A ausência de um determinante em um SN constitui-se em um zero artigo. Segundo Greenbaum e Quirk (1990), o zero artigo tem o mesmo papel do artigo indefinido em combinação tanto com não contáveis, quanto com os nomes contáveis no plural. Para os autores, o sentido de zero artigo, em muitos casos, é o mesmo do sentido com o uso de *some*.

Já para Carter e McCarthy (2006), o zero artigo ocorre com mais frequência para fazer referência a todos os membros de uma classe (massa), já que, segundo eles, o artigo definido não é necessário nesse caso.

### 2.2.2.2 Determinantes genitivos

Os genitivos fazem parte de determinantes que se constituem de SNs seguidos de 's. Downing e Locke (2006) argumentam que os genitivos são considerados determinantes possessivos, porém com um sentido mais amplo de possessivo. Os autores mostram que os genitivos possuem várias funções, conforme ilustrados a seguir:

Tipo de Função	Exemplo	Função
Possessiva	<i>the boy's toy</i>	O menino possui um brinquedo.
Sujeito	<i>Napoleon's army</i>	Napoleão comanda um exército.
Objeto	<i>Napoleon's defeat</i>	Alguém derrotou Napoleão.
Locativa	<i>Europe's chief cities</i>	As cidades da Europa.
Temporal	<i>today's society</i>	Nos referimos à sociedade atual
Extensão	<i>A month's Holiday</i>	O feriado durou um mês.
Metonímia	<i>The dog's tail</i> (relação de parte e todo)	O cachorro tem um rabo
Fonte	<i>The sun's rays</i>	Os raios partem do sol

Os autores levam em consideração que também existe esse tipo de relação com as funções de posse com entre o núcleo do SN e os possessivos, *my, your, her* etc. Ou seja, mesmo com várias funções diferentes, tanto o genitivo, quanto os outros possessivos entram na categoria de determinantes



possessivos. Greenbaum e Quirk (1990) também classificam os genitivos. Para os autores, os genitivos podem ser: de posse, partitivo, de sujeito, de objeto e de origem.

O presente estudo lidará com os conceitos de Downing e Locke (2006) e a divisão dos possessivos será descrita no terceiro capítulo.

### 2.2.2.3 Tipos de referência

Segundo Downing e Locke (2006) e Radden e Dirven (2007), os SNs podem ser referidos de três formas:

- Definida
- Indefinida
- Genérica

Downing e Locke (2006) incluem no grupo dos definidos o artigo definido, os determinantes dêiticos, dentre eles *this*, *that*, *those*, *these* e os possessivos. No grupo dos indefinidos, temos os artigos indefinidos *a*, *an*, *some*, *any* e o caso zero artigo, e essa referência pode ser tanto específica, quanto não-específica. Já em relação aos determinantes que fazem referência genérica, não temos um consenso entre os autores. Para Carter e McCarthy (2006), quando uma referência genérica é feita para todos os membros de uma classe de substantivos contáveis, ou todos os exemplos ou manifestações de um substantivo não contável, o artigo definido *the* não é usado. Para eles, o artigo definido é mais comumente usado para se fazer referência a coisas ou pessoas que fazem parte do mundo que ambos falante e ouvinte compartilham. Por exemplo:

- (a) *How are the children?*  
(b) *Fine thanks. Yes they're doing fine.* (CARTER; MCCARTHY, 2006)

(O falante A não precisa falar *your children* para que o falante B saiba a quais crianças se refere.)

Contudo, para Downing e Locke (2006), todos os artigos podem ser usados para fazerem referência genérica, incluindo o artigo definido. Cada artigo expressa um tipo genérico diferente, conforme exemplificado abaixo:

*the* + substantivo contável singular: *They say the elephant never forgets.*

*a(n)* + substantive contável singular: *They say an elephant never forgets.*  
zero + substantive contável plural: *They say elephants never forget.*  
zero + substantive que indica massa: *They say exercise keeps you healthy.*

Downing e Locke (2006) afirmam que quando o artigo definido é usado para indicar um SN genérico, ele representa o referente do substantivo como toda uma classe de uma entidade singular não diferenciada. Por outro lado, quando o artigo indefinido é usado para fazer referência genérica, ele expressa qualquer membro individual de uma classe. Já quando o zero artigo é utilizado para fazer referência genérica, ele indica que todos, ou quase todos os membros da classe de uma entidade possuem a característica que é predicada.

### 2.2.3 Os modificadores

Downing e Locke (2006) dividem os modificadores em duas classes: os pré-modificadores e os pós-modificadores. Como o nome já mostra, os primeiros encontram-se antes do núcleo e os segundos após o núcleo. Os pré-modificadores têm a função de descrever ou classificar o referente, geralmente com adjetivos e substantivos; já os pós-modificadores têm a função de ajudar a definir e identificar o SN referido e são geralmente orações reduzidas (*non-finite*), sintagmas preposicionais e, em menor frequência, outros SNs e adverbiais.

Carter e McCarthy (2006) partilham dessa classificação ao afirmarem que os modificadores (pré e pós) indicam qualidades e atributos do núcleo do sintagma, que podem ser subjetivos, qualidades, atribuições físicas, cor, dentre outros. Os modificadores que ocorrem com mais frequência, de acordo com os autores, são:

- Sintagmas adjetivais: *In the medieval society children were seen as little adults* (LOCNESS).
- SNs: *The lottery money would be broken down* (LOCNESS).
- Orações relativas: *They are a minute percentage of the people who have received the drug* (LOCNESS).
- Sintagmas preposicionados: *there will never be any evidence because all the people in question have committed suicide* (LOCNESS).

Além desses tipos de modificadores citados por Carter e McCarthy (2006), eles também podem ocorrer como:

- Orações finitas: *In the society we live in today, what is wrong with making money* (LOCNESS).

Segundo Downing e Locke (2006), os pré-modificadores diferenciam-se dos determinantes por possuírem funções distintas. Os modificadores classificadores (*classifier*) e epítetos (*epithet*) e classificam ou descrevem o núcleo de um SN, podendo ser realizados por:

- Adjetivos: *In the medieval society children were seen as little adults* (LOCNESS).
- Particípio passado: *well dressed art-lovers* (DOWNING; LOCKE, 2006).
- Particípio presente: *a disappointing exam result* (DOWNING; LOCKE, 2006).
- Nomes: *the lottery money* (LOCNESS).
- SNs: *a no-frills airline* (DOWNING; LOCKE, 2006).
- Advérbios: *the then President* (DOWNING; LOCKE, 2006).
- E orações coordenadas: *a take-it-or-leave-it attitude* (DOWNING; LOCKE, 2006).

Halliday e Matthiessen (2004) também trabalham com essa classificação. Para eles, há vários elementos que compõem os SNs e cada um deles possui uma função específica. Os autores afirmam que, dentro dos grupos nominais, além do núcleo, seu elemento principal, dos elementos dêiticos e numerais, ocorrem também, os pre-modificadores epíteto e classificador. Os autores exemplificam esses elementos com a oração “*those two splendid old electric trains*” dividindo-a de acordo com os elementos que o SN possui:

<i>Those</i>	<i>Two</i>	<i>splendid</i>	<i>Old</i>	<i>Electric</i>	<i>Trains</i>
Dêitico	Numeral	Epíteto	Classificador	classificador	núcleo
Determinante	Numeral	adjetivo	Adjetivo	adjetivo	Nome

O elemento epíteto dá alguma qualidade ao elemento principal. De acordo com Halliday e Matthiessen

(2004) essa qualidade pode ser alguma propriedade do núcleo, assim como pode ser uma opinião do interlocutor a respeito do núcleo. Enquanto a primeira é realizada através de palavras como *new*, *old*, *large*, a segunda é realizada através de adjetivos como *beautiful*, *nice* e *ugly*.

Já o elemento classificador, segundo Halliday e Matthiessen (2004), indica uma subclasse do núcleo do grupo nominal. Uma palavra como *book* pode ser classificada como *math book*, *history book*, ou *geography book*. Algumas expressões podem funcionar tanto como epíteto, quanto como classificador, porém com significados distintos.

### 2.3 Funções dos Sintagmas nominais

Os SNs ocorrem em diferentes funções em uma oração. As funções mais frequentes desempenhadas por um SN, de acordo com Downing e Locke (2006), são as de sujeito, objeto direto, objeto indireto, complemento e adjunto, conforme Tabela 5:

Tabela 5: Função dos sintagmas nominais em uma oração				
Sujeito	Verbo	Objeto	Complemento	Adjunto
<i>My father</i>	<i>used to play</i>	<i>the piano.</i>		
<i>She</i>	<i>was</i>		<i>A fairly average swimmer.</i>	
<i>The children</i>	<i>loved</i>	<i>him.</i>		
<i>His body</i>	<i>was found</i>			<i>the next day.</i>

(CARTER; McCARTHY, 2006:318)

De acordo com Carter e McCarthy (2007), os SN também tem função de complemento dos grupos preposicionais:

*The day is just around the corner.* (LOCNESS)

Os SNs também ocorrem com determinantes possessivos genitivos, conforme exemplo abaixo:

*This may be explained by the group's preoccupation with morals.* (LOCNESS)

E finalmente, outras funções menos frequentes são ilustradas por Carter e McCarthy (2007), como

função de:

- Pré-modificador de adjetivos:  
(a) *The train was **an hour late**.* (Carter e McCarthy)
- Pré-modificador de advérbios:  
(b) *Sends him home **six days later**.* (LOCNESS)
- Pré-modificador de grupos preposicionados:  
(c) *He lives **three houses along the street*** (Carter; McCarthy, 2006)

Em todas as funções listadas, os SNs podem ocorrer acompanhados de determinantes, de modificadores, ou de ambos.

Vimos, neste capítulo, que os SNs possuem vários elementos. Primeiramente, possui o núcleo, que será o elemento que dará início à seleção de dados deste trabalho. Conforme discutimos, os tipos de núcleo que podem ocorrer em um SN são muitos e, para cada tipo de núcleo, ocorrem certos tipos de determinantes. Para alguns núcleos, ocorrem até mesmo restrições de determinantes possíveis.

Em seguida temos os tipos de determinantes, que serão o foco de estudo desse trabalho. Vimos que os determinantes são os responsáveis pelo tipo de referência que um nome recebe, podendo variar entre definido, indefinido e genérico. Apesar dessa divisão, vários são os tipos de determinantes e alguns podem até mesmo indicar vários tipos de referência, dependendo do contexto.

Finalmente, falamos sobre o último elemento do SN, os modificadores. Sabemos que um SN pode receber tanto um pré-modificador, quanto um pós-modificador, e que ambos possuem características próprias, podendo ser realizados por diferentes elementos.

## Capítulo 3

### Metodologia

Neste capítulo, descrevemos os dois *corpora* utilizados na pesquisa: o LOCNESS, que é formado por ensaios argumentativos de falantes nativos, e o BR-ICLE, também formado por ensaios argumentativos, porém de aprendizes brasileiros de inglês. Descrevemos, também, a ferramenta utilizada para a realização da pesquisa de *corpus*, o *WordSmith Tools*, assim como as configurações adotadas para se gerarem as listas de palavras. Além disso, discutimos os procedimentos metodológicos adotados para este estudo.

#### 3.1 O projeto ICLE e LOCNESS

O CECL (*Centre for English Corpus Linguistics*) é responsável pela compilação de vários *corpora*, dentre eles, os *corpora* de aprendizes ICLE (*International Corpus of Learner English*), FRIDA (*French Interlanguage Database*), LINDSEI (*Louvain International Database of Spoken English Interlanguage*), LONGALE (*Longitudinal Database of Learner English*) e VESPA (*The Varieties of English for Specific Purposes dAtabase*); o *corpus* pedagógico TeMa, que consiste em materiais didáticos; os *corpora* multilíngues PLECI (*Poitiers-Louvain Échange de Corpus Informatisés*) e MULT-ED (*Multilingual Editorial Corpus*), e também *corpora* de falantes nativos do inglês, como o LOCNESS (*Louvain Corpus of Native English Essay*).

O Projeto ICLE consiste em vários *subcorpora* compostos por textos de escrita acadêmica em inglês, de falantes aprendizes dessa língua, cuja língua materna seja outra. Esse projeto possui vários parceiros espalhados pelo mundo ligados a universidades em vários países. Há um total de 24 *subcorpora*, representantes de línguas maternas diferentes, e são eles: alemão, árabe, búlgaro, chinês, esloveno, espanhol, finlandês, francês, grego, holandês, húngaro, italiano, japonês, lituano, norueguês,

paquistanês, polaco, português de Portugal, português do Brasil, russo, sueco, tcheco e turco. O BR-ICLE, é o *subcorpus* que representa o português do Brasil, possuindo atualmente aproximadamente 160 mil palavras. O ICLE encontra-se ainda em construção, uma vez que o objetivo do projeto é que cada *subcorpus* tenha um tamanho de 200 mil palavras, o que, segundo os critérios de Sardinha (2004), consiste em um *corpus* pequeno. O tamanho dos *corpora* utilizados nesta pesquisa foi outro motivo para sua escolha: pequeno (BR-ICLE) e pequeno-médio (LOCNESS). Conforme Koester (2010), *corpora* desses tamanhos seriam ideais para o estudo de palavras gramaticais, que é o foco deste trabalho (os determinantes).

Optamos ainda por utilizar os *corpora* escritos LOCNESS e BRICLE, por se tratar de dois *corpora* compilados pelo mesmo centro de estudos, possuindo critérios de organização e compilação semelhantes. O LOCNESS será utilizado neste trabalho como o *corpus* de referência, de acordo com os critérios de classificação de Sardinha (2004), e o BR-ICLE será o *corpus* de estudo.

### 3.2 Os *corpora* de estudo e referência

O LOCNESS<sup>10</sup> é um *corpus* de ensaios argumentativos de estudantes e universitários britânicos e de universitários americanos. Ele é composto por 324.304 palavras, sendo 60.209 palavras de estudantes britânicos, 95.695 palavras de universitários britânicos e 168.400 palavras de universitários americanos. Os tópicos para elaboração dos textos acadêmicos sugeridos aos sujeitos que forneceram textos para a composição do LOCNESS estão listados na tabela 6:

Tabela 6: Títulos sugeridos pelo projeto LOCNESS		
Euthanasia		
Does affirmative action work?	Yoga	Nuclear power

<sup>10</sup> Informações retiradas do site <http://www.uclouvain.be/en-cecl-locness.html>

Values and consequences of school interaction	Pride or segregation	Surrogate motherhood
Can we afford wellness	Prozac: the wonder drug	Homosexuality
Animal testing	Prayer in schools	Praying for a miracle
Sex equality	Teenagers	Aids
Orphanages	Profit: good or evil	Freedom of the press
Sex in schools	Welfare reforms needs a return to family values	The cost of grass
Abortion	Ethics	O.J. Simpson
Would anyone care for a drink	Cheating in colleges	Suicide
Feminists have done more harm to the cause of women than good	A single Europe: A loss of sovereignty for Britain	A man / woman's financial reward should be commensurate with their contribution to the society in which they live
Money is the root of all evil	Adolescent suicide	Water pollution
Legalization of marijuana	Homelessness	The welfare system
Divorce	Gender roles in our society	Crime does not pay

Conforme já mencionado, o BR-ICLE<sup>11</sup> é um *corpus* em construção, de ensaios de aprendizes brasileiros da língua inglesa, que contém, no momento, aproximadamente 160.000 palavras. O *corpus* está sendo compilado por professores da PUC de São Paulo. Os informantes que contribuíram para esse *corpus* são estudantes universitários que apresentam pelo menos nível intermediário da língua inglesa. Para escrever o ensaio, esses estudantes receberam uma lista de tópicos, constante da tabela 7:

1	Crime does not pay
2	The prison system is outdated. No civilized society should punish its criminals: it should rehabilitate them
3	Most university degrees are theoretical and do not prepare students for the real world. They are therefore of very little value
4	A man/woman's financial reward should be commensurate with their contribution to the society they live in.
5	The role of censorship in Western society
6	Marx once said that religion was the opium of the masses. If he was alive at the end of the 20th century, he would replace religion with television
7	All armies should consist entirely of professional soldiers: there is no value in a system of militia service

<sup>11</sup> Informações retiradas do site <http://www.uclouvain.be/en-317607.html>



8	The Gulf War has shown us that it is still a great thing to fight for one's country
9	Feminists have done more harm to the cause of women than good
10	In his novel Animal Farm, George Orwell wrote "All men are equal: but some are more equal than others" How true is this today?
11	In the words of the old song "Money is the root of all evil"
12	Europe
13	In the 19th century, Victor Hugo said: "How sad it is to think that nature is calling out but humanity refuses to pay heed. "Do you think it is still true nowadays?"
14	Some people say that in our modern world, dominated by science technology and industrialization, there is no longer a place for dreaming and imagination. What is your opinion?

Como pode ser observado, nas listas de tópicos sugeridos de cada *corpora*, há tópicos semelhantes e tópicos diferentes, porém, a demanda é pela elaboração de um texto do mesmo gênero, uma escrita acadêmica que deveria ter entre 500 a 1000 palavras. Cada ensaio foi escrito por apenas uma pessoa, com a opção de utilizar dicionários e gramáticas. Quando outro material foi utilizado, o formulário do informante deveria informar tal uso. Os ensaios que se encontram em ambos os *corpora* foram, então, produzidos sob critérios de elaboração semelhantes. O formulário preenchido pelos informantes encontra-se no anexo 1.

### 3.3 A Ferramenta *WordSmith Tools*

A ferramenta utilizada para a análise e a comparação previstas neste projeto foi o *Wordsmith tools*. Essa ferramenta, segundo Sardinha (2006), permite-nos fazer análises baseadas tanto na frequência, quanto na co-ocorrência de palavras em *corpora*. Ela também nos permite pré processar os arquivos do *corpus* (retirar partes indesejadas de cada texto, organizar o conjunto de arquivos, inserir e remover etiquetas etc.), antes da análise propriamente dita.

Esta ferramenta foi escolhida por atender a todas as necessidades deste projeto, assim como por possuir uma interface de uso simples para o usuário. Durante o processo de seleção e análise dos dados, optamos por utilizar alguns programas de computador, que auxiliaram na organização dos dados. Dentre eles, foram utilizados a ferramenta *Wordsmith Tools*, para a seleção dos substantivos, e para a seleção das linhas de concordância em que eles se encontram. O programa de planilhas eletrônicas Microsoft Excel foi usada para organizar os dados obtidos.

O *Wordsmith* é uma ferramenta que permite analisar *corpora* a partir de funções como concordâncias,

listas de frequências, listas de palavras individuais e múltiplas, colocações e outras. Esse software pode ser adquirido via download no endereço <http://www.lexically.net/wordsmith/>.

O *WordSmith Tools* (SARDINHA, 1999) possui 3 (três) ferramentas básicas:

1. WordList
2. KeyWords
3. Concord

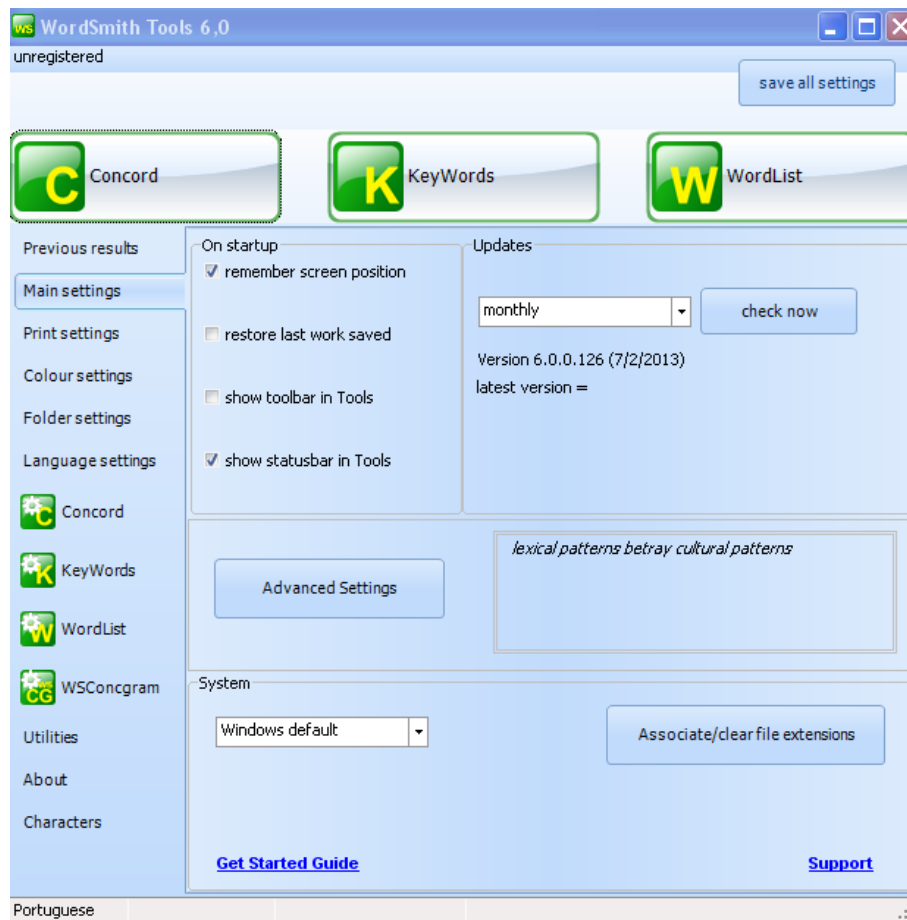


Figura 3: *WordSmith Tools* 6.0

Essas ferramentas possuem vários instrumentos de análise, dentre eles:

- *WordList*:
  1. *Wordlist* (lista de palavras individuais).
  2. *Wordlist*, clusters activated (lista de múlti-palavras).
  3. *Statistics* (lista de dimensões e densidade lexical).

- *Concord*:
  4. *Concordance* (concordância).
  5. *Collocates* (lista de colocados).
  6. *Clusters* (lista de agrupamentos lexicais).
  7. *Patterns* (lista de padrões de colocados).
  8. *Plot* (gráfico de distribuição da palavra de busca).
- *KeyWords*:
  9. *Keywords* (lista de palavras chave).
- O *Word List* é um mecanismo que produz uma lista contendo todas as palavras de um *corpus* selecionado e as apresenta em ordem alfabética ou por frequência. Veja a Figura 4:

N	Word	Freq.	%	Texts	% Lemmas	Set
1	DE	123	5.26	1	100.00	
2	O	103	4.41	1	100.00	
3	#	94	4.02	1	100.00	
4	A	84	3.59	1	100.00	
5	E	62	2.65	1	100.00	
6	DO	59	2.52	1	100.00	
7	DA	45	1.93	1	100.00	
8	EM	40	1.71	1	100.00	
9	NA	37	1.58	1	100.00	
10	QUE	37	1.58	1	100.00	
11	COM	32	1.37	1	100.00	
12	PARA	24	1.03	1	100.00	
13	NO	23	0.98	1	100.00	
14	UM	22	0.94	1	100.00	
15	POR	20	0.86	1	100.00	
16	UMA	17	0.73	1	100.00	
17	DEPOIS	16	0.68	1	100.00	
18	NÃO	15	0.64	1	100.00	
19	AO	14	0.60	1	100.00	
20	MAIS	14	0.60	1	100.00	
21	É	13	0.56	1	100.00	
22	FOI	11	0.47	1	100.00	

Figura 4: Exemplo de Lista de palavras

- O *Wordlist, clusters activated* é um mecanismo que produz uma lista de um dado *corpus* com todas as palavras múltiplas (palavras que co-ocorrem, uma do lado da outra, com muita frequência) e as apresenta em ordem alfabética ou por frequência.
- O *Statistics* é um mecanismo que produz uma lista de um *corpus* com todas as palavras que co-ocorrem de forma estatisticamente significativa e as apresenta em ordem alfabética ou por

frequência.

- O *Concordance* é uma ferramenta que mostra o resultado da busca em formato KWIC (KeyWord In Context), permitindo ao usuário ver como as palavras e frases são usadas no contexto do *corpus*. Veja a Figura 5:

N	Concordance	Set	Word #	Sent	Sent	Pars	Hea	Hea	Secl	Secl	File	Date	%
1	seu mandato em outubro de 2008, depois da renúncia de Ziza Valadares.		720	19	90%	0	31%	0	31%	0	Corpus_Exempl 2013/set/08 00:1		32%
2	conquista do título brasileiro, 41 anos depois do primeiro e único título		1,423	52	57%	0	61%	0	61%	0	Corpus_Exempl 2013/set/08 00:1		62%
3	retornou ao clube menos de dois anos depois de partir para o mundo árabe.		1,881	70	82%	0	81%	0	81%	0	Corpus_Exempl 2013/set/08 00:1		81%
4	cair para cima. A guinada do clube depois de mais de uma década de		389	10	21%	0	17%	0	17%	0	Corpus_Exempl 2013/set/08 00:1		17%
5	66 vitórias, 22 empates e 28 derrotas depois, lá estava Cuca à beira do		262	3	53%	0	11%	0	11%	0	Corpus_Exempl 2013/set/08 00:1		11%
6	apegar ainda mais à santa. Sete dias depois, o Galo venceu por 2 a 0, com		2,233	82	15%	0	96%	0	96%	0	Corpus_Exempl 2013/set/08 00:1		96%
7	de me encher o saco?", brincou dias depois. Movido pela fé ou não, o		1,811	67	100%	0	78%	0	78%	0	Corpus_Exempl 2013/set/08 00:1		78%
8	o Figueirense por 6 a 0, dois dias depois da morte do padrao. Com o		1,392	50	90%	0	60%	0	60%	0	Corpus_Exempl 2013/set/08 00:1		61%
9	de técnico do Atlético, apenas 15 dias depois de assumi-lo, em 8 de agosto		226	2	88%	0	10%	0	10%	0	Corpus_Exempl 2013/set/08 00:1		10%
10	o treinador na sexta-feira, dois dias depois de perder por 2 a 0 para o		306	6	33%	0	13%	0	13%	0	Corpus_Exempl 2013/set/08 00:1		13%
11	a levou para Porto Alegre. Dois dias depois, diante da possibilidade positiva		922	27	27%	0	40%	0	40%	0	Corpus_Exempl 2013/set/08 00:1		41%
12	gol salvador do contestado Guilherme depois do apagar das luzes, que		2,247	82	69%	0	97%	0	97%	0	Corpus_Exempl 2013/set/08 00:1		97%
13	camisa 10 saiu do Flamengo". Horas depois, o dirigente se encontrou com		897	26	12%	0	39%	0	39%	0	Corpus_Exempl 2013/set/08 00:1		40%
14	"Ronaldinho chegou a Belo Horizonte depois de entrar em litígio com a		975	33	29%	0	42%	0	42%	0	Corpus_Exempl 2013/set/08 00:1		43%
15	das Amendoiras, em Lagoa Santa, depois de 14 meses de badalação na		1,090	37	55%	0	47%	0	47%	0	Corpus_Exempl 2013/set/08 00:1		48%
16	rodada do Brasileiro. Duas semanas depois, marcava de pênalti seu		1,024	35	16%	0	44%	0	44%	0	Corpus_Exempl 2013/set/08 00:1		45%

Figura 5: Linhas de concordância de todas as ocorrências do item lexical depois

- O *Collocates* é responsável por criar listas de todos os colocados de um termo de busca, o que permite investigar padrões de termos que ocorrem não sequencialmente, porém que ocorrem próximos, com uma frequência estatisticamente relevante. Veja a Figura 6:

N	Word	With	Relation	Texts	Total	Total	Total	F	L5	L4	L3	L2	L1	Centre	R1	R2	R3	R4	R5
1	DEPOIS	depois	0.000	1	16	0	0	0	0	0	0	0	0	16	0	0	0	0	0
2	DE	depois	0.000	1	13	2	11	0	0	1	1	0	0	6	1	2	1	1	1
3	DO	depois	0.000	1	7	4	3	2	0	1	1	0	0	2	0	1	0	0	0
4	DIAS	depois	0.000	1	6	6	0	0	0	0	0	0	6	0	0	0	0	0	0
5	A	depois	0.000	1	4	3	1	0	2	1	0	0	0	0	0	0	0	0	1
6	DOIS	depois	0.000	1	4	4	0	0	0	0	0	4	0	0	0	0	0	0	0
7	EM	depois	0.000	1	4	2	2	0	1	1	0	0	0	0	0	1	1	0	0
8	O	depois	0.000	1	3	0	3	0	0	0	0	0	0	2	0	0	0	1	0
9	DA	depois	0.000	1	3	0	3	0	0	0	0	0	0	2	1	0	0	0	0
10	COM	depois	0.000	1	2	0	2	0	0	0	0	0	0	0	0	0	0	0	2

Figura 6: Lista dos colocados mais frequentes de um item lexical

- O *Clusters* também é um mecanismo que cria listas de palavras a partir de um termo de busca. Ele, porém, lista as palavras que ocorrem sequencialmente. Veja a figura 7:

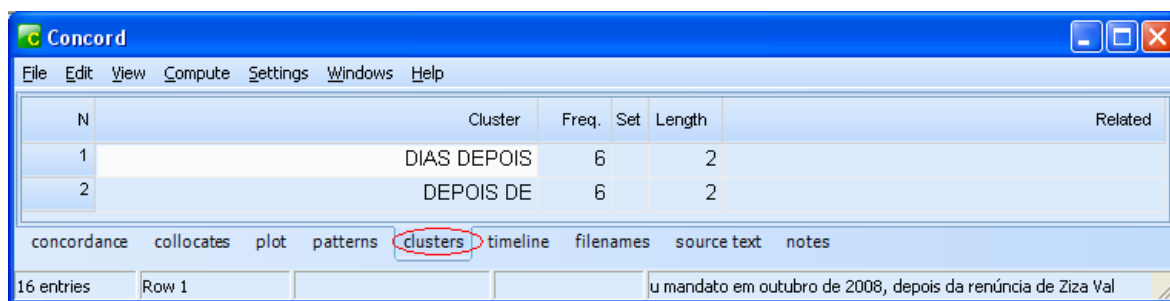


Figura 7: Clusters formados com item lexical depois

- O *Patterns* é um mecanismo que cria uma listagem com os itens lexicais mais frequentes ao redor de um termo pesquisado. Essa é uma ferramenta que tem uma função parecida com a de *collocates*. Veja a figura 8:



Figura 8: Padrão das palavras que acompanham um item lexical

- O *Plot* mostra o resultado da busca a partir de um gráfico, em um formato de código de barras. Esse recurso também permite ver a posição onde a palavra buscada está em cada um dos textos do *corpus*, mostrando, assim a distribuição através dos textos.
- *Keyword List*: com essa ferramenta, pode-se criar uma lista de palavras-chave, que pode ser comparada com as palavras de um *corpus* de referência. Esse instrumento de análise é utilizado para se identificarem palavras características em um texto ou gênero. O programa compara duas listas de palavras, sendo uma de referência e uma de um texto objeto de estudo.

Utilizamos, nesta pesquisa, quatro das ferramentas disponíveis no *Wordsmith Tools*: *Wordlist*, *Concordance Tool*, *File View Tool* e *Patterns*. Esperávamos encontrar uma gama de dados suficientes e representativos, para que pudéssemos analisar os determinantes e fazer inferências mais seguras a respeito da preferência dos aprendizes brasileiros.

### 3.4 Procedimentos metodológicos

O foco da investigação desta pesquisa é os determinantes dos sintagmas nominais (SNs). Temos como objetivo analisar e comparar os determinantes de cada *corpus*. Para isso, iniciou-se a pesquisa pela seleção de núcleos de sintagmas nominais, ou seja, os substantivos (ou nomes).

A seleção dos núcleos dos SNs foi feita a partir da classificação dos substantivos de Greenbaum e Quirk (1990), conforme encontrado na Tabela 8:

Tabela 8 - Núcleo dos sintagmas nominais			BR-ICLE	LOCNESS
Próprio			Núcleo mais frequente	Núcleo mais frequente
Comum	Concreto	Contável	Núcleo mais frequente	Núcleo mais frequente
		Não-contável	Núcleo mais frequente	Núcleo mais frequente
	Abstrato	Contável	Núcleo mais frequente	Núcleo mais frequente
		Não-contável	Núcleo mais frequente	Núcleo mais frequente

#### 3.4.1 Os substantivos mais frequentes

Para chegarmos aos núcleos mais frequentes, partimos da lista de palavras gerada pelo *Wordsmith Tools* e selecionamos os substantivos mais frequentes, conforme Tabela 8. A geração da lista de palavras do LOCNESS e do BR-ICLE seguiu os mesmos critérios. Primeiro, geramos a lista de palavras de ambos os *corpora*, na opção *WordList*. O processo será ilustrado com a lista de palavras dos dois *corpora* (as 200 primeiras palavras mais frequentes encontram-se nos anexos 2 e 3).

A partir da lista de palavras mais frequentes dos *corpora*, selecionamos os nomes mais frequentes, de acordo com a classificação determinada no início do capítulo: o nome próprio mais frequente e os nomes comuns mais frequentes; os substantivos concretos contáveis no singular, os substantivos concretos contáveis no plural e os substantivos concretos não contáveis; os substantivos abstratos contáveis no singular, os substantivos abstratos contáveis no plural, e os substantivos concretos não contáveis.

Para selecionar o nome próprio mais frequente, seguimos as classificações das gramáticas, que definem os nomes próprios como um nome que designa pessoas específicas, lugares, instituições etc. No LOCNESS, o nome próprio mais frequente encontrado foi *Britain*, enquanto no BR-ICLE foi *Brazil*,

conforme Tabela 9:

Tabela 9: Nomes próprios mais frequentes	
<i>Corpus</i>	Nome próprio
LOCNESS	<i>Britain</i>
BR-ICLE	<i>Brazil</i>

Partimos de dois critérios para selecionar os nomes comuns mais frequentes:

- Contável e não contável: utilizamos a definição do dicionário *Longman Dictionary of Contemporary English*, que traz informações a respeito da contabilidade de uma palavra de acordo com os seus significados.
- Concreto e abstrato: utilizamos a definição das gramáticas pesquisadas e decidimos, a partir dos critérios estabelecidos pelos autores, se um nome seria considerado concreto ou abstrato.

Os substantivos concretos selecionados de cada *corpus* foram os seguintes:

Tabela 10: Nomes comuns concretos mais frequentes		BR-ICLE	LOCNESS
Concreto	Contável	<i>world</i>	<i>world</i>
		<i>people</i>	<i>people</i>
	Não contável	<i>money</i>	<i>money</i>

Conforme definição das gramáticas consultadas, os substantivos concretos referem-se a pessoas e objetos do mundo; sendo assim, as palavras *world*, *people* e *money* enquadram-se nessa definição.

Já os substantivos abstratos selecionados de cada *corpus* foram os seguintes:

Tabela 11: Nomes comuns abstratos mais frequentes		BR-ICLE	LOCNESS
Abstrato	Contável	<i>society</i>	<i>life</i>
		<i>Years</i>	<i>years</i>
	Não contável	<i>imagination</i>	<i>guilt</i>

A palavra *power*, de acordo com a frequência, seria a palavra abstrata não contável mais frequente no *corpus* de referência, porém, de acordo com o dicionário consultado, *power* pode ter inúmeros significados, alguns contáveis, alguns não-contáveis, e alguns contáveis e não contáveis.

Devido a essa grande variedade de significados da palavra, optamos por utilizar o próximo substantivo abstrato não contável, *guilt*, que teria apenas um significado não contável.

Conforme definição das gramáticas, *society*, *life*, *years*, *imagination* e *guilt* se enquadram na categoria de substantivos abstratos. Eles estão no âmbito dos sentimentos (*guilt*), eventos (*years*, *life*) ideias (*society*) e de nominalizações (*imagination*).

### 3.4.2 Seleção e limpeza dos dados

A partir da lista de substantivos mais frequentes das Tabelas 9, 10 e 11, começamos a seleção dos núcleos de SNs a serem analisados. Conforme discutido no capítulo anterior, um SN pode possuir vários elementos, núcleo, determinantes, pré e pós-modificadores.

Como o foco deste trabalho é descrever o uso dos determinantes de SNs, selecionamos para a pesquisa os SNs que se realizam como:

- Sujeito
- Objetos: direto, indireto e preposicionado
- Complementos: Complemento nominal, complemento do sujeito (*subject complement*) e complemento de sintagma preposicionado.
- Adjunto

Com essa seleção, duas realizações de SNs ficaram de fora da análise:

- Genitivos – (a) People's choice. - O sintagma nominal *people*, juntamente com 's, tem a função de determinante em um SN.
- Modificadores – (b) History book. - O sintagma nominal *history* tem a função de pré-modificador do núcleo de um SN.

Ou seja, se o item lexical *house* fosse um dos núcleos escolhidos para a pesquisa, os sintagmas nominais analisados seriam todas as ocorrências de *house* em que ele se realizasse como:

- Sujeito: My mother's house was on fire.
- Objetos: She painted the house.
- Complementos: That is the house I told you about.



- Adjunto: *She is having piano lessons in her house.*

E ficariam de fora da análise os casos em que o SN se realizasse como:

- Genitivo: *the house's roof was on fire.*
- Modificador: *The house loan was given by the bank.*

A partir dos substantivos mais frequentes, o próximo passo foi gerar linhas de concordância das ocorrências de cada substantivo, para que pudéssemos selecionar os SNs para a análise dos determinantes.

Para se gerarem as linhas de concordância, seguimos os seguintes passos com o *WordSmith*<sup>12</sup>.

1. Digitamos o termo escolhido na opção *Concord*, conforme a Figura 9:

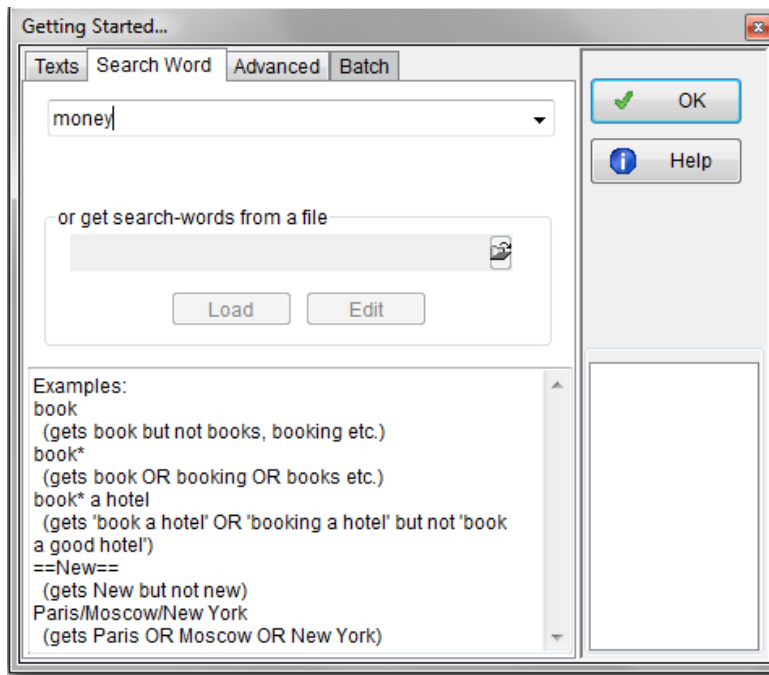


Figura 9: Seleção das Linhas de Concordância

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Ilustraremos o processo com o item lexical *money*. Os mesmos passos foram dados com os outros substantivos.

2. Após clicar no botão *ok* da tela ilustrada nessa figura, uma lista com todas as ocorrências do termo *money* é gerada. Utilizamos a opção de organizar as ocorrências em ordem alfabética, a partir do primeiro elemento à esquerda do termo pesquisado, conforme a Figura 10:

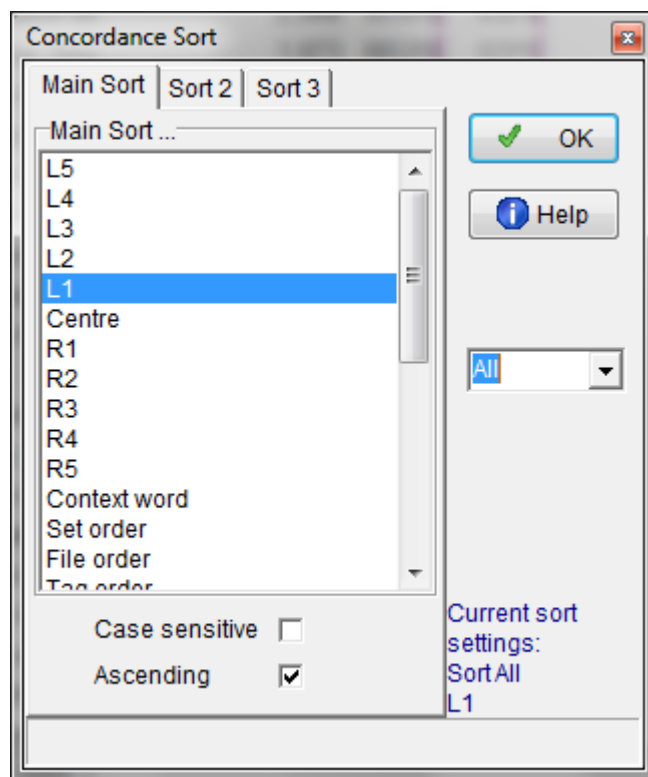


Figura 10: Organização das ocorrências de *money*

Essa organização foi feita para que se facilitasse a limpeza dos dados, já que o próximo passo seria o de se separarem as linhas de concordância a partir dos determinantes dos sintagmas nominais cujo núcleo é *money*.

3. MONEY ocorreu no *corpus* BR-ICLE 400 vezes. Na Figura 11, observam-se algumas dessas ocorrências:

N	Concordance	Set	Tag	Word #	Sen	Sen	Para	Para
1	good nor bad. Ones's attitude about money is the deciding factor that	61,365,27	33%	032%				
2	rewards is money...but is it really about money? I don't think so. It's about	58,892,15	30%	038%				
3	without even needing to move the actual money - the physical coinage doesn't	2,160,10	111%	2178%				
4	benefit of the strip joint is the added money spent into the economy.	107,292,77	75%	21233%				
5	. The committees appointed to allocate money may not be representative in	3,681,16	450%	050%				
6	together, noon ever disagreed and money didn't matter as much to them.	9,447,47	855%	051%				
7	in structure of a greedy persons life and money is just a tool to gain what is	61,527,28	35%	092%				
8	until further time when resources and money again become readily available.	5,250,28	076%	052%				
9	don't get financial support and money is not spent in the stores near	83,082,49	53%	6032%				
10	that makes desire such an elusive - and money such a fallible - measuring stick	56,497,01	31%	034%				
11	choose the fast track to riches and money. They choose to steal it from	54,630,92	30%	032%				
12	of the Aids virus and all the effort and money spent on developing AZT, a drug	40,445,17	450%	050%				
13	does not only have to do with work and money, but also with the image of	92,462,97	31%	16114%				
14	yet the scientists would never get any money and very little credit for it. Only	13,043,57	679%	14845%				
15	a good cause would be? Could any money fall into the wrong hands, or be	5,901,25	833%	030%				
16	the government criticised for taking any money from the lottery, but also for the	86,435%	01%					
17	players nor the managers would get any money. So, why are they more	109,977,94	30%	21436%				
18	offered special housing arrangements. Money is also wasted on the	22,711,18	22%	034%				
19	and something as fundamental as money would cause problems if it was	7,296,31	251%	7751%				

Figura 11: Linhas de concordância de *money* no LOCNESS

- Em seguida, a lista contendo as linhas de concordância foram salvas no formato do Excel (.xls), conforme observado na Figura 12:

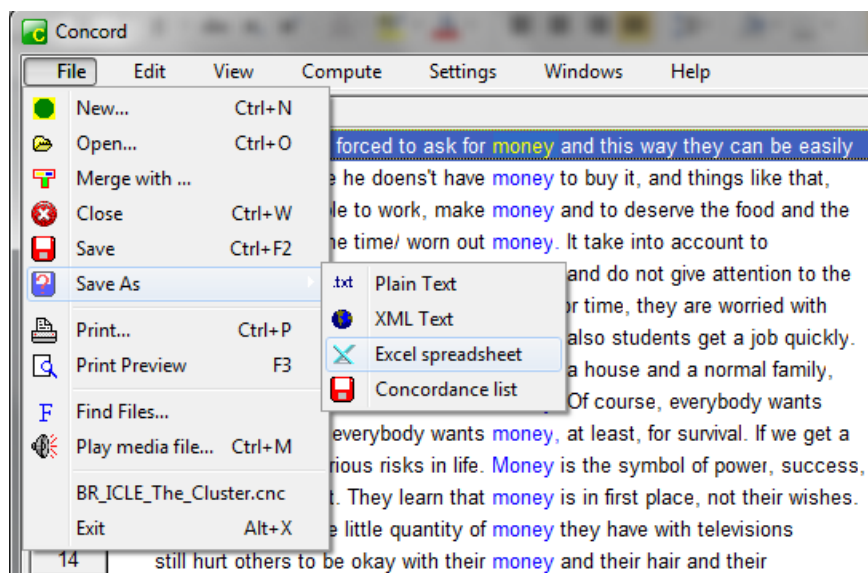
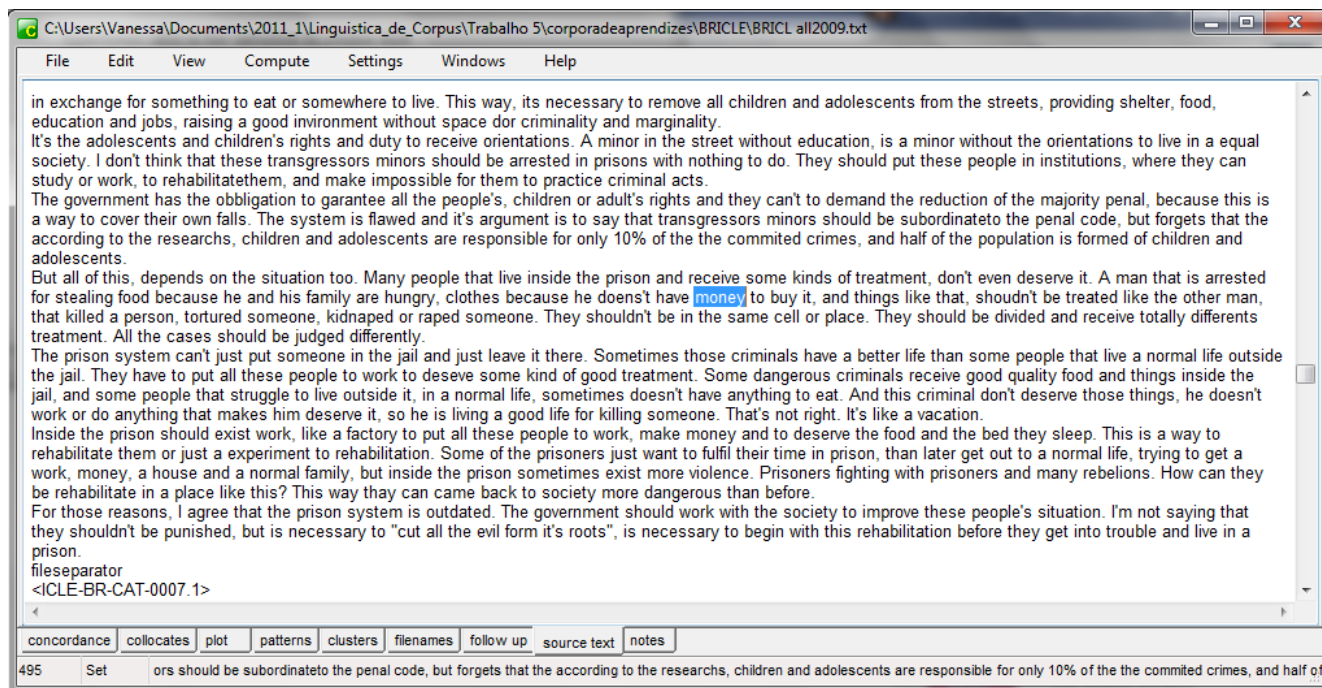


Figura 12: Listas salvas no formato excel.

- O documento gerado contendo todas as ocorrências de *money* foi editado manualmente, para que todos os casos de *money* como núcleo de SN considerados no subcapítulo anterior fossem

analisados separadamente. Isso foi feito, pois, mesmo ordenando-se as linhas de concordância em ordem alfabética, os determinantes continuaram misturados, conforme exemplo da Tabela 11, contendo as 20 primeiras linhas de concordância das 400 ocorrências de *money*:

6. Nos casos em que apenas a linha de concordância não oferecia contexto suficiente para se determinar o tipo de SN, o contexto estendido (*source text*) foi utilizado, conforme se vê na Figura 13:



**Figura 13: Contexto estendido de uma ocorrência do ítem lexical *money***

7. Cada caso de determinante foi separado e salvo em uma planilha diferente, para que a análise de cada determinante fosse feita separadamente. Essa edição contou com as seguintes etapas:
  - Os casos genitivos foram excluídos (não houve nenhuma ocorrência de *money* como genitivo).
  - Os casos em que *money* é um pre-modificador de um SN foram também excluídos. Por exemplo:
    - (p) “*They could not offer large money prizes like the Lottery*” (LOCNESS)
    - (q) “*because it is a big money business*” (LOCNESS)
8. Os SNs foram agrupados conforme tabela de determinantes de Downing e Locke (2006)

apresentada no capítulo anterior, porém, diferentemente dos autores, decidimos separar os indefinidos, em artigo indefinido, *some* e zero artigo, para facilitar a análise, ficando com o seguinte quadro:

<b>Quadro 4: Tipos de determinantes adotados no estudo</b>			
<b>1 Definindo e particularizando</b>	<b>2 Quantificando e Distribuindo</b>	<b>3 Numerando e ordenando</b>	<b>4 Semi-determinantes</b>
<b>Definido</b> <i>the</i>	<b>Fração</b> <i>(+/- of) half, (a) quarter, two-thirds, four-fifths, etc. a dozen, a thousand</i>	<b>Cardinais</b> <i>one, two, ten, two hundred, etc</i>  <i>Three times</i>	<i>such, certain, former, latter; same, other, last, next, own</i>
<b>Indefinido</b> <i>a(n), some</i>	<b>Multiplicadores</b> <i>double, treble, twice, hundreds of, thousands of, millions of</i>	<b>Ordinais</b> <i>first, second, third ...</i>	
<b>Indefinido/Genérico</b> <i>zero (0)</i>	<b>Não exatos</b> <i>some, any, no, much, (a) little, (a) few, many, several, enough, more, less</i>		
<b>Demonstrativo</b> <i>this, that, these, those</i>			
<b>Possessivo</b> <i>my, your, his, her, their Sam's, my friend's, etc</i>	<b>Sintagmas nominais quantificadores</b> <i>a lot of, lots of, plenty of, a great deal of, a deal of, a number of</i>		
<b>Interrogativo/relative</b> <i>what, whose, which, whichever</i>	<b>Distributivos</b> <i>all, both, either, neither, each, every, none (of)</i>		
<b>Exclamativo</b> <i>what (a) ...</i>			

9. Após agruparmos os SNs de acordo com seus determinantes, obtivemos o seguinte quadro, que exemplifica ocorrências de *money*:

<b>Determinantes</b>	<b>Linha de concordância</b>
<b>Zero</b>	<i>their mother is 'injuste'. She does not even give <b>money</b> to the poor, whereas the Grand Duke used to drink a sham. He thus orders executions, the taking of <b>money</b> and even a famine, after all, &lt;quote&gt;. In this he cle by sending their children to the best schools <b>money</b> can buy.</i>  <i>ty in society could also be seen in society where <b>money</b> became more &amp; more important as it was the key to radise and even having windows. The importance of <b>money</b> can be seen from the start. In Lisbon, after the</i>
<b>Definido</b>	<i>rin's theory that Cacambo would run off with <b>the money</b> collected from Elderado. We can therefore assume</i>

	<i>on that they had these lawyers was because of <b>the money</b> they were able to pay them. Criminals that do not thers continuing to have children on welfare. <b>The money</b> would then be used to support orphanages. This of s; the suits, stocks and bonds, and of course <b>the money</b> involved. Business is not just a matter of econom ng run and that they do not have to rush into <b>the money</b>. They realized that they would have to order part</i>
<b>Possessivo</b>	<i>rom Périgord sets up a hoax to rob Candide of <b>his money</b>, while Friar Giroflées confessions would be shock m because if the producers just worry about <b>their money</b> and not build a relationship with their consumers ter about relationships as long as they get <b>their money</b> and everyone is happy. This is what irritates bus are born into wealth and those who earn <b>their own money</b> early on. But do they have the right to live this issue the football team would have received <b>their money</b>. The fact that there are two sexes in the situate</i>
<b>Não exatos</b>	<i>t and you can become consumed with obtaining <b>more money</b>. You can be lead into gambling and the life assoc since thousands of people are out of jobs with <b>no money</b>, then they cannot afford to buy many items that a crops and yet the scientists would never get <b>any money</b> and very little credit for it. Only the most care cards were introduced, possibly meaning even <b>less money</b> for charities. Large debate centred around which you to play with them they offer to pay you <b>more money</b> than ant other team. So the teams with more mone</i>
<b>Quantificadores</b>	<i>omes, but this would cost tax payers <b>huge sums of money</b> to support. The average cost to support a child rists, which directly can influence <b>the amount of money</b> that the community receives. Through government Naval programs have wasted exceeding <b>amounts of money</b> in the United States, due to the satellite dish. country and these people are making <b>a BIG sum of money</b>. The police and other government officials are wi ear and cannot afford to spend <b>copious amounts of money</b> on the lottery. The problem is, these working men</i>
<b>Indefinido</b>	<i>one of the richest public schools for <b>a gymnasium money</b> was also given to the royal opera house. being made to the National Heritage Office. <b>Some money</b> was to be kept to build a series of monuments to</i>
<b>Demonstrativo</b>	<i>y will be lost on the cost of incarceration. <b>This money</b> may not come from the perpetrator of the crime bu les have gone down so that nations may spend <b>this money</b> in more worthwhile areas. arded, or those with muscular dystrophy that <b>this money</b> could be spent on. There are those persons that y them as no more than an indirect tax. With <b>this money</b>, collected from all over the country, they have c costs the British public millions of pounds. <b>This money</b> contributes towards keeping the Monarchy in the s</i>

Feito esse processo de limpeza, procedemos para a organização dos dados.

### 3.4.3 Organização dos dados

Conforme vimos no capítulo anterior, os determinantes podem co-ocorrer em um mesmo SN, de forma que, em um único SN, podemos encontrar um, dois ou até mais determinantes. Por isso, para contabilizarmos os tipos de determinantes, tivemos que agrupar os SNs por tipo de determinante. Como em alguns casos havia mais de um determinante, decidimos pelo seguinte:

- Nos casos em que ocorreram *the* + determinantes ordinais + cardinais, contabilizamos como um caso de ordinais. Por exemplo, em *the first four years* foi considerado um SN determinado por um cardinal.
- Nos casos em que encontramos DETERMINANTE + *of the* + SN, contabilizamos como

um caso de *the*, e não como DETERMINANTE. Ou seja, quando encontramos os seguintes casos, o DETERMINANTE foi considerado:

- (a) Em *some of the people*, consideramos o sintagma nominal definido.
- (b) Em *all of the people*, consideramos o sintagma nominal definido.

Alguns determinantes também ocorrem como expressões adjetivas, por isso, esses casos não foram analisados como determinantes:

- (c) Em *the more ... the more ...* consideramos apenas o determinante que ocorria com o núcleo, e não *the more*. No exemplo a seguir, consideramos *money* como um caso de zero artigo: “The more prestigious a bowl that a college goes to, the more money the college will receive for going to that bowl” LOCNESS.
- (d) Em *less than...* consideramos, também, apenas o determinante que ocorria com o núcleo, e não *less than*. No exemplo a seguir, consideramos *money* como um caso de zero artigo: “millions of people each year would get less money than a school who wants a new sports hall” LOCNESS.
- (e) O mesmo foi feito com os casos de *more than...*

Após fazer a limpeza e organização dos dados, somando-se os dois *corpora*, obtivemos aproximadamente 6.500 (seis mil e quinhentas) linhas de concordância contendo um SN, com um dos núcleos selecionados, para ser analisado. Desse total, mais de 3.300 (três mil e trezentas) ocorrências eram de zero artigo, enquanto mais de 1.300 (mil e trezentas) ocorrências eram de artigo definido.

Mesmo utilizando *corpora* de tamanhos pequeno/médio, ainda obtivemos um número muito grande de ocorrências a serem analisadas. Por esse motivo, para os casos de zero artigo (que representam mais de 50% dos casos) e do artigo definido *the* (que representam um terço do restante dos dados) fizemos a análise dos resultados por amostragem.

Os processos metodológicos adotados são descritos na seção a seguir.

### 3.4.3 Análise por amostragem

Mesmo utilizando *corpora* de tamanhos menores, para alguns tipos de determinantes, obtivemos um número muito grande de ocorrências. Por esse motivo, para esses casos, fizemos a análise das linhas de concordância por amostragem, ou seja, selecionamos uma amostra de um número determinado cujo valor estatístico fosse representativo. Para isso, utilizamos a ferramenta R para fazer o cálculo do tamanho da amostra, assim como para calcular se a diferença dos *corpora* era estatisticamente relevante.

Fizemos a análise por amostragem para os casos de zero artigo e para os casos de determinante definido *the*, conforme mencionado anteriormente. Enquanto no primeiro grupo obtivemos mais de três mil ocorrências somando os dois *corpora*, o segundo obtivemos mais de mil, somando os dois *corpora*.

O teste estatístico utilizado, para que fosse determinado se as diferenças entre os *corpora* eram estatisticamente relevantes, foi o teste qui-quadrado (*chi-square*). Para fazer uma amostra com base em uma população infinita, o qui-quadrado pede pelo menos 193 casos de SNs para cada *corpus*. Por isso, foram selecionados 193 casos aleatórios de zero artigo para cada *corpus* e também 193 casos aleatórios de artigo definido para cada *corpus*.

Para selecionar os dados aleatoriamente, foi feita a seleção do R “amostragem simples probabilística”. A versão utilizada foi a 3.0.2013-09-16, disponibilizado gratuitamente para *download* no site [www.r-project.org](http://www.r-project.org). Foram gerados 193 números aleatórios para cada *corpus*, considerando o número total de ocorrências de SNs com zero artigo e artigo definido *the*. O programa utilizado para gerarmos esses números foi o programa estatístico R. O comando para fazer a seleção foi a seguinte:

- `sample(1: Numero da amostra, Número total de ocorrências)`

O número da amostra, como já foi mencionado anteriormente, foi 193, e o número total de ocorrências variou com o *corpus* e com o tipo de determinante. Por isso, foram geradas quatro sequências de 193 números aleatórios<sup>13</sup>.

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<sup>13</sup> A seguir, encontra-se um exemplo de 193 números aleatórios gerados pelo R: 702 1248 22 1292 809 952 1219 129



Todos os casos de zero artigo foram salvos em uma planilha do excel e a linha de concordância correspondente ao número gerado pelo R foi copiada para a amostra dos *corpora*. Os mesmos passos foram seguidos para criarmos a amostra dos casos de artigo definido dos dois *corpora*. As amostras estão disponíveis nos anexos de 5 a 8.

Ou seja, os passos adotados foram os seguintes:

1. Gerar 193 números aleatórios de 0 ao número de cada *corpus*, utilizando o R.
2. Selecionar as linhas de concordância de cada *corpus* de acordo com os números gerados. Por exemplo, se o número 9 foi gerado, a linha 9 dos casos de zero artigo do BR-ICLE seria selecionado.
3. Analisar o tipo de modificação de cada uma das 193 linhas de concordância selecionados.
4. Aplicar o teste qui-quadrado a partir da análise feita na planilha excel com as 193 linhas de concordância.

Feito esse processo de seleção dos substantivos a serem analisados nesta pesquisa, com todos os núcleos, (*Brazil, people, years, world, imagination, society*) no BR-ICLE e (*Britain, people, years, world, guilt, life*) no LOCNESS, procedemos à análise de dados, que é descrita no próximo capítulo.

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579 1453 704 464 205 1189 1087 903 231 959 939 654 453 106 1005 1043 382 1636 1689 53 1356 1327 611 1060  
415 1532 1184 689 447 507 1604 1408 452 264 474 1516 1238 214 717 1172 279 1078 1577 1519 1412 1241 1118  
703 303 672 554 874 58 384 1348 510 1166 861 1155 225 811 443 918 721 723 73 21 803 462 656 198 1397  
1584 522 35 316 1014 280 182 254 86 442 1044 773 1016 684 604 1104 535 257 845 906 340 588 1141 722  
74 494 121 777 1322 730 1678 1177 1076 157 62 1100 1212 1500 1526 616 559 974 402 183 1473 325 1123 1344  
1699 565 1437 807 450 997 1395 143 1482 176 990 1493 1434 1427 332 1031 802 201 1463 822 366 4 181 69  
709 649 433 880 835 238 868 220 524 520 99 131 328 1307 881 1173 1576 637 327 259 927 1135 1179 179  
1571 513 278 1547 1338 856 200 1205 1286 1194 993 574 71 1515 390 466 1550

## Capítulo 4

### Resultados

Neste capítulo, analisaremos os dados relativos aos determinates de SNs encontrados nos *corpora* de estudo (BR-ICLE) e de referência (LOCNESS). Com base na hipótese de que os aprendizes brasileiros produziram estruturas diferentes das estruturas produzidas pelos nativos da língua inglesa, dividimos a análise dos dados de acordo com o tipo de determinante do SN. Essa análise a partir dos determinantes permitiu que observássemos a relação entre o tipo de referência e o tipo de modificação do SN (pré-modificação e pós-modificação).

Por termos trabalhado com dois *corpora* de tamanhos distintos, apresentamos os resultados deste estudo na frequência bruta e na frequência normalizada. Conforme Evison (2010) argumenta, sempre que comparamos a frequência de dois *corpora* de tamanhos diferentes, devemos normalizar os dados. O autor sugere que essa normalização seja feita por mil palavras, ou por milhão de palavras, ou seja, uma média aritmética é feita em relação à frequência de um item, tamanho do *corpus*, e tamanho do *corpus* normalizado:

$$\frac{\text{Ocorrências}}{\text{Tamanho do } \textit{corpus}} \times 1.000.000 = \text{Ocorrências por milhão de palavras}$$

Como lidamos com dois *corpora* de tamanhos pequeno/médio, normalizar os dados para ocorrências por um milhão de palavras sairia muito do foco do trabalho, e normalizar os dados para ocorrência por 100 mil palavras iria diminuir muito, visualmente apenas, a frequência de alguns dados. Por isso, normalizamos os dados em relação ao tamanho do *corpus* maior (o LOCNESS possui 324.304 palavras

e o BR-ICLE possui 160.546 palavras) já que o LOCNESS é 2,02 vezes maior que o BR-ICLE. Essa normalização sendo feita, não iria interferir nos resultados, visto que os resultados obtidos com valores por mil, cem mil ou um milhão de palavras são tão válidos quanto por trezentos e vinte e quatro mil palavras. Dessa forma, nos gráficos apresentados neste trabalho, a frequência bruta será representada por “Freq. Bruta” e a frequência normalizada será representada por “Freq. Norm.”. Todos os gráficos mostram a frequência normalizada do BR-ICLE.

As seções que seguem têm o seguinte formato: inicialmente, é descrita a frequência dos determinantes encontrados, para, em seguida, serem descritas as diferenças ou as semelhanças encontradas entre os *corpora*. Finalmente, essa comparação é ilustrada com exemplos das linhas de concordância extraídos dos *corpora*, devidamente identificados ao final de cada exemplo.

#### 4.1 Os determinantes mais frequentes

Inicialmente, organizamos a frequência de alguns determinantes encontrados nesta pesquisa a partir da lista de palavras geradas pelo *WordSmith Tools* em cada *corpus*. Isso não foi possível de se fazer com todos os determinantes, pois alguns são formados por mais de uma palavra (que é o caso dos quantificadores, por exemplo) e outros são formados pela ausência de palavras (que é o caso do zero artigo). A frequência por tipo de determinante está expressa no Gráfico 1:

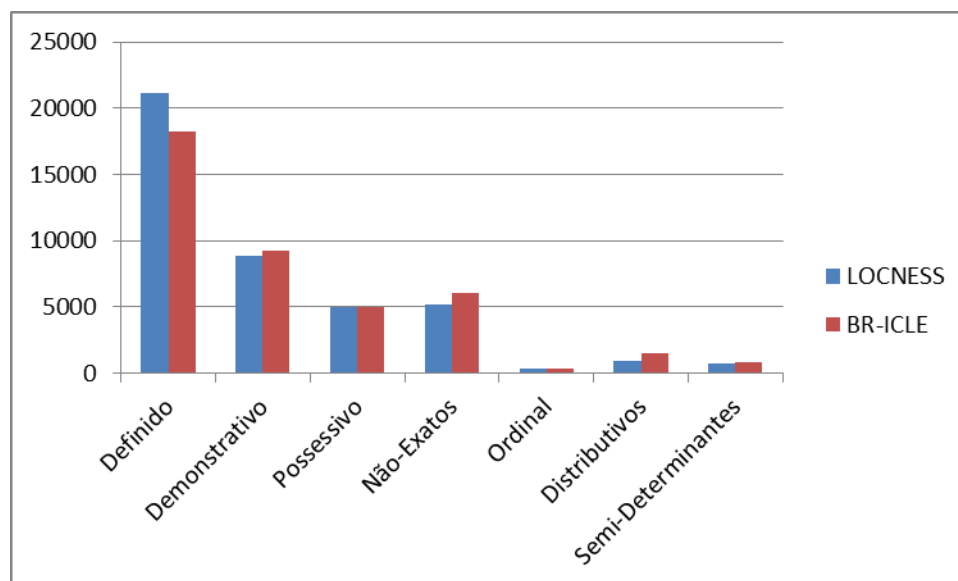


Gráfico 1: Frequência geral dos tipos de determinantes nos *corpora*

O gráfico 1 mostra-nos que, de modo geral, os nativos produziram mais artigos definidos que os aprendizes. Já os determinantes demonstrativos, não exatos, distributivos e semi-determinantes foram um pouco mais produzidos pelos aprendizes. Por fim, os possessivos e os ordinais foram produzidos em quantidades semelhantes em ambos os *corpora*, com base na lista de palavras.

Como o gráfico 1 baseia-se na lista de palavras, alguns pontos precisam ser esclarecidos durante a pesquisa. Primeiramente, sobre a frequência do artigo definido *the*. Conforme veremos mais a frente nesse trabalho, os aprendizes apresentaram uma maior frequência no uso desse determinante, embora ele ocorra mais vezes no corpus de nativos. Isso ocorre devido a alguns fatores, como o artigo definido fazer parte de alguns nomes próprios, como The United States of America, e The United Kingdom, elevando o número de ocorrências do *the*. Outro ponto é em relação à variedade dos outros determinantes utilizados. Neste capítulo veremos que, embora os aprendizes produzam uma maior quantidade de determinantes, isso não reflete em uma maior variedade na produção. E finalmente, a ausência de alguns determinantes é devido ao fato deles serem constituídos de mais de um item, como os quantificadores, ou serem constituídos de ausência de um item, que é o caso do zero artigo.

Proseguindo com a análise da frequência desses itens lexicais a partir da lista de palavras gerado pelo WordSmith, conforme Gráfico 2, temos que levar alguns fatores em consideração:

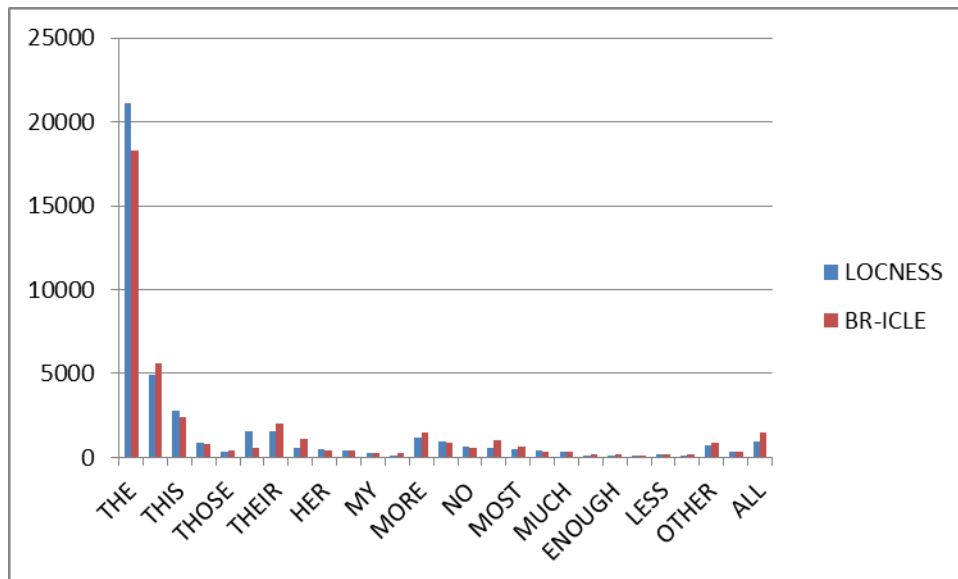


Gráfico 2: Frequência geral dos determinantes nos *corpora*

1. Alguns desses itens lexicais têm função de determinante, em alguns contextos, e de núcleo, em outros. Downing e Locke (2006) mostram que *this* pode tanto ser núcleo de SN, como em *This is my dad*, quanto pode ser um determinante, como em *This house was sold*.
2. O item lexical *that* pode ter função de determinante, assim como pode ter função de pronome relativo, ou seja, o contexto é necessário para que apenas os determinantes sejam analisados.
3. Em relação aos possessivos, *his* foi consideravelmente mais utilizado pelos nativos que pelos aprendizes, enquanto *our* foi mais utilizado pelos aprendizes.
4. Os determinantes não exatos variaram, assim como os possessivos, já que alguns foram mais produzidos pelos nativos e alguns mais produzidos pelos aprendizes.
5. Já os distributivos parecem ter sido mais produzidos pelos aprendizes.

Quando analisamos a frequência dos determinantes a partir da seleção de dados por núcleo, encontramos uma primeira diferença importante: os aprendizes brasileiros produziram mais substantivos que os nativos da língua inglesa, conforme Tabela 12:

Tabela 12: Frequência dos Substantivos		
LOCNESS	BR-ICLE	
	Freq. Bruta	Freq. Norm.
3529	3176	6415,52

Esse total foi obtido após a seleção dos substantivos mais frequentes e da limpeza dos dados. Como pode ser observado, os aprendizes produziram mais que 80% mais sintagmas nominais que os nativos. Embora essa diferença seja muito grande, veremos nas próximas seções que encontramos, em relação a alguns determinantes, uma frequência menor para os aprendizes.

Já a análise da frequência dos determinantes a partir dos núcleos selecionados mostra que, diferentemente da frequência a partir da lista de palavras, os aprendizes produziram mais SNs com artigo definido que os nativos, conforme Tabela 13:

Tabela 13: Frequência dos determinantes por tipo			
	LOCNESS	BR-ICLE	
Determinantes	Frequência	Freq. Bruta	Freq. Norm.
1 – Zero	1671	1700	3434
2 – Definido	721	655	1323,1
3 – Possessivo	320	167	337,34
4 - Não Exatos	386	256	517,12
5 – Indefinido	158	221	446,42
6 – Cardinais	187	71	143,42
7 – Demonstrativo	100	95	191,9
8 – Quantificadores	64	45	90,9
9 - Semi-Determinantes	36	24	48,48
10 – Multiplicadores	15	7	14,14
11 – Distributivos	8	8	16,16
12 – Fração	7	5	10,1
13 – Ordinais	14	11	22,22
Total de Ocorrências	3687	3265	6595,30

A partir da Tabela 13, vemos que ambos os *corpora* apresentaram os casos de determinantes zero artigo e artigo definido nas primeira e segunda posições na tabela, ou seja, foram os mais frequentes.

Enquanto os possessivos, não exatos e indefinidos ficaram na terceira, quarta e quinta posições, respectivamente, no *corpus* de nativos, esses determinantes tiveram a posição invertida no *corpus* de aprendizes (indefinidos, não exatos e em seguida, possessivos).

Seguindo a ordem de frequência dos determinantes, os nativos produziram, então, cardinais e demonstrativos (sexta e sétima posições) enquanto os aprendizes inverteram, também esses casos (demonstrativos na sexta posição e cardinais na sétima).

Os quantificadores e os semi-determinantes ocuparam as mesmas posições em ambos os *corpora* (oitavo e nono, respectivamente), ao passo que os três últimos determinantes mais frequentes foram produzidos em uma frequência também diferente. Os nativos produziram distributivos e fração em

penúltima e última posições de frequência, respectivamente, enquanto os aprendizes inverteram essa ordem e produziram alguns ordinais, o que não ocorreu no *corpus* de nativos.

Para que pudéssemos entender melhor esses dados, foi necessário estudar as linhas de concordância. Os resultados para cada tipo de determinante, assim como o contexto em que eles ocorrem serão descritos nas seções seguintes.

## 4.2 Determinantes definidos e particularizadores

Conforme já mencionado no capítulo 3, segundo a classificação de Downing e Locke (2006), os determinantes definidos e particularizadores são os artigos definido (*the*), os indefinidos (*a/an*), possessivos (*my, his, her, its, our, your, their* e *genitivo*) e os demonstrativos (*this, that, these* e *those*). Descreveremos, nesta sessão, os dados encontrados para esse grupo de determinantes.

### 4.2.1 Definido

Os artigos definidos foram mais produzidos pelos aprendizes, apresentando uma diferença maior que 80%. Encontramos uma diferença considerável no uso dos artigos definidos, conforme Tabela 14:

Definidos	LOCNESS		BR-ICLE	
	Fr. Bruta	Fr. Norm	Fr. Bruta	Fr. Norm
Ocorrências	721	721	655	1323,1

Observamos que os aprendizes utilizaram o artigo definido aproximadamente 90% a mais que os nativos. Ao observarmos o uso de *the*, separadamente com cada núcleo, notamos que essa diferença não ocorre com todos os núcleos, conforme Tabela 15:

<i>Corpus</i>	LOCNESS	BR-ICLE	
Núcleo	Freq. Bruta	Freq. Bruta	Freq. Norm.

<i>world</i>	306	382	771,64
<i>people</i>	267	92	185,84
<i>money</i>	63	46	92,92
<i>years</i>	39	25	50,5
<i>imagination</i>	–	6	12,12
<i>guilt</i>	20	–	–
<i>society</i>	–	104	210,08
<i>life</i>	26	–	–
Total	721	655	1323,1

A Tabela 15 mostra-nos que a diferença de mais de 100% do uso do artigo definido concentra-se nos núcleos contáveis singulares *world* e *society*, (*life*, o núcleo produzido pelos nativos que comparamos com os aprendizes, foi pouco produzido com o artigo definido) conforme exemplos de (a) a (d):

- (a) “Scientists around ***the world*** are investigating genet” LOCNESS
- (b) “People who travel around ***the world*** are able to get to know” BR-ICLE
- (c) “living in south and east London as opposed to ***the life*** of luxury that they now live in” LOCNESS
- (d) “***The society*** requires each day more status from the population” BR-ICLE

Já os núcleos *money* e *years* foram utilizados pelos aprendizes aproximadamente 50% mais vezes que os nativos, conforme exemplos de (e) a (h)

- (e) “***The money*** would then be used to support orphanages.” LOCNESS
- (f) “In my opinion, ***the money*** is indeed very helpful” BR-ICLE
- (g) “Over ***the years*** society has established” LOCNESS
- (h) “Throughout ***the years***, the fragile sex have been” BR-ICLE

Embora os aprendizes utilizem o artigo definido mais vezes, se comparados com os nativos, isso não ocorre em qualquer ambiente. Observa-se um menor uso em relação aos aprendizes com os núcleos *people* e *imagination* foram menos utilizados com o artigo definido pelos aprendizes.

- (i) “***The people*** naturally react to this injustice” LOCNESS
- (j) “Unfortunately, ***the unemployed people*** and the unemployment are growing together.” BR-ICLE
- (k) “If you chose you can reject ***the guilt*** of your crime.” LOCNESS



(1) “*In this sense, the imagination is what makes humans free.*” BR-ICLE

De fato, os nativos produziram uma grande quantidade de *the people*, sem modificadores. Esse uso remete a um dos significados de *people*, que segundo o dicionário Longman, quer dizer “todas as pessoas de um povo ou nação”. Tal uso não foi significativamente maior entre os nativos. Os aprendizes deram preferência ao uso de *people* com zero artigo, para indicar um povo (esses dados também serão discutidos na seção sobre o uso do zero artigo).

Como o volume de dados relativo ao artigo definido foi muito grande (somando-se LOCNESS e BR-ICLE, obtivemos mais de 1.000 ocorrências), decidimos analisar os casos de *the* por amostragem. Analisamos 193 de linhas de concordância de cada *corpora*. Conforme descrito no capítulo anterior, obtivemos o tamanho da amostra a partir de uma fórmula que calcula o número de linhas necessárias em uma amostragem.

De acordo com o teste estatístico aplicado, o Qui quadrado, qualquer valor de P menor que 0,05 indica que há diferenças estatisticamente significativas. Analisamos, então, os SNs tanto no *corpus* de nativos (N), quanto no de aprendizes (A), em relação aos seus modificadores, com a possibilidade de terem pré-modificador (PRE), pós-modificador (POS), ou serem sem modificadores (SEM). O teste estatístico apontou um resultado de  $P = 0.003168$ . Ou seja, em relação a essa variável, há diferença estatisticamente significativa entre esses grupos. Da amostra, obtivemos os seguintes resultados:

<i>Corpus</i>	POS	PRE	SEM
LOCNESS	56	36	105
BR-ICLE	28	47	118

Em ambos os *corpora*, foram encontrados valores semelhantes em relação a SNs sem determinantes.

Por outro lado, os dois *corpora* apresentam diferenças significativas, principalmente em relação à produção de SNs com pós-modificadores. Enquanto os nativos demonstraram preferência por utilizar pós-modificadores, os aprendizes demonstraram preferência por utilizar pré-modificadores.

Esse resultado remete à hipótese inicial de que os aprendizes produziram SNs mais simples que os nativos. Os pós-modificadores são estruturas mais complexas que os pre-modificadores, já que enquanto os primeiros são realizados por sintagmas preposicionados, orações relativas, orações reduzidas, dentre outros, os segundos são realizados, geralmente, por sintagmas adjetivais.

Os nativos demonstraram, também, uma maior variedade no tipo de pós-modificação, em relação aos aprendizes, conforme Tabela 17:

Pós-mod		LOCNESS	BR-ICLE
Sintagmas Preposicionados.	<i>Of</i>	22	7
	<i>In</i>	9	0
	Outros	3	2
Orações Relativas	<i>Who</i>	6	9
	<i>that</i>	3	4
	<i>which</i>	2	0
Orações	Não-Finitas	6	3
	Finitas	5	3
Total		56	28

Os dados dessa tabela não foram normalizados, pois, como foi feita uma análise da amostra e como as amostras possuíam tamanhos iguais, não houve a necessidade de normalizarmos os dados (para todos os outros, em que foram comparados os resultados do *corpus*, os dados foram normalizados).

Como pode ser observado na Tabela X, a produção de nativos e aprendizes difere quantitativamente. E ao analisar os tipos de orações produzidas pelos aprendizes, vemos que não há muita variedade nos SN produzidos pelos aprendizes, já que as orações *finitas* produzidas foram todas semelhantes:

- (m) “*All human beings should give contributions to the society they live in*” BRICLE
- (n) “*The world we live in at the present*” BR-ICLE

Em (m) e (n) é exemplificado todos os tipos de orações produzidas pelos aprendizes, em que apenas o núcleo e o SN variam, formando:

(Determinante) + NÚCLEO + SN + live in.

Exemplo: (The) + world + we + live in

Por outro lado, os nativos produziram uma grande variedade de orações que modificavam o núcleo do SN, conforme exemplos de (o) a (q):

(o) “*I might be snubbed from the people I might admire and would eventually be shunned*”

LOCNESS

(p) “*The guilt he feels because he did not even attempt to save*” LOCNESS

(q) “*talk shows show a part of the world they do not understand*” LOCNESS

Já as orações reduzidas foram encontradas em ambos os *corpora*, porém em menor variedade no *corpus* de aprendizes:

(r) “*The destruction of the money earmarked for the 'good causes' has also raised a*”

LOCNESS

(s) “*another benefit of the strip joint is the added money spent into the economy*” LOCNESS

(t) “*But, conflict theorists recognize that the people being controlled disagree with their impoverished*” LOCNESS

(u) “*only for being employed but also for earning the money to support yourself and your family*.” BRICLE

(v) “*the degrees has a cost to the institution, the money invested will compensate.*” BR-ICLE

(w) “*influence of technology and the world created by science*”

Os exemplos (r), (s) e (t) mostram apenas alguns dos tipos de orações com a função de modificador produzidas pelos nativos. Elas são orações maiores ou sintaticamente mais complexas. Já as orações dos aprendizes, (u), (v) e (w), são menores ou mais simples. Encontramos também, no *corpus* de nativos, SNs que possuíam pré e pós-modificadores ao mesmo tempo, o que não ocorreu no *corpus* de aprendizes, como se vê no exemplo (x):

(x) “*another benefit of the strip joint is the added money spent into the economy*”

LOCNESS

Uma das prováveis razões para essa menor frequência de SNs modificados por orações no *corpus* de aprendizes é a influência da língua materna. No português, quando uma oração finita modifica um SN, isso ocorre com a presença de pronomes relativos. Por exemplo:

- (y) Em “the guilt he feels”, com um SN produzido por um nativo, não teríamos um correspondente em português, já que o mesmo precisaria de um pronome relativo, conforme exemplo (z).
- (z) “a culpa que ele sente”

Um dado que sustenta essa hipótese de influência da língua portuguesa é a maior frequência do pronome relativo *that* e *who* entre os aprendizes. Ambos os pronomes relativos foram mais frequentes no *corpus* de aprendizes.

#### 4.2.2 Indefinido

De acordo com definições das gramáticas consultadas, os determinantes indefinidos são os artigos indefinidos *a* e *an*, e o determinante *some*. Em relação à frequência dos determinantes, encontramos um maior número de determinantes indefinidos produzidos pelos falantes aprendizes, conforme Tabela 18:

Determinante	LOCNESS	BR-ICLE
<i>a/na</i>	108	145
<i>Some</i>	52	76

Ao analisarmos o uso de indefinidos a partir do núcleo, verificamos que em todos os casos os aprendizes utilizaram os indefinidos com mais frequência, conforme tabela 19:

Indefinidos	LOCNESS	BR-ICLE	
		Frequência Bruta	Frequência Norm.
<i>a/an + world</i>	37	77	154
<i>a/an + people</i>	0	3	6
<i>some + people</i>	50	63	126
<i>some + money</i>	2	0	0

<i>a/an + money</i>	0	1	2
<i>some + years</i>	0	12	24
<i>imagination</i>	–	0	0
<i>a/an + guilt</i>	4	–	–
<i>a/an+ society</i>	–	65	130
<i>a/an + life</i>	65	–	–
<i>Britain</i>	2	–	–
<i>Brazil</i>	–	0	0

Essa maior frequência, porém, não representou muitas diferenças no uso. A partir das linhas de concordância, notamos que os dois *corpora* possuem, em sua maioria, os mesmos tipos de determinantes indefinidos, conforme exemplos (a) a (j) a seguir:

- (a) “work towards a happier world for all” LOCNESS
- (b) “Why we can’t live in a world where everyone is equal” BR-ICLE
- (c) “Some people say that women do not have enough physical strength” LOCNESS
- (d) “Some people defend that there is no longer place for dreaming” BR-ICLE
- (e) “Some money was to be kept to build a series of monuments” LOCNESS
- (f) “people who have a great count money, wealthy people, is abusing of its power” BR-ICLE
- (g) “The guilt of people of Argos is a collective guilt, and is a result of the murder of their king” LOCNESS
- (h) “they both involve the ending of a life (or a life to be in the case of abortion)” LOCNESS
- (i) “In ancient times Japan was a matriarcal society” BR-ICLE
- (j) “It would be very hard to imagine a Britain without Beef” LOCNESS

É interessante notar que os aprendizes utilizaram bastante *some years*, para indicar um período de tempo indefinido, conforme exemplo:

- (k) “what happened some years ago” BR-ICLE

O mesmo não foi feito nem uma vez pelos nativos, o que pode indicar uma característica do aprendiz: utilizar *some* para indicar indefinição, ao passo que nativos tenham outras preferências, o que será discutido na sessão de determinantes não exatos.

Outra combinação com determinantes utilizados pelos aprendizes foi o artigo indefinido com o núcleo *people*. Nestes exemplos de (l) a (n), encontramos esse uso realizado pelos aprendizes:

- (l) “Some say that the Brazilian people is a people without culture.” BR-ICLE
- (m) “invade territories because they own to a people” BR-ICLE
- (n) “In this way, an innocent people once executed can never be brought back to life.” BR-ICLE

Embora esse uso seja possível na língua inglesa, como em "*a people without a country; even as their own land, as subsequently to be shown, is in a great measure a country without a people*" (KEITH, 1844), ele não foi utilizado pelos nativos. Os nativos utilizaram, conforme já mencionado, *the people*, para indicar um povo.

### 4.2.3 Zero artigo

De acordo com nossa hipótese, os aprendizes produziram menos sintagmas nominais com zero artigo, se comparado com os nativos. O que encontramos, porém, foi o oposto de nossa hipótese, já que os aprendizes produziram mais que 100% a mais de SNs com zero artigo que os nativos, conforme Tabela 20:

Tabela 20: Frequência geral zero artigo			
Corpus	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm.
Ocorrências	1671	1700	3400

Ao analisar a frequência do núcleo de SNs com zero artigo, vemos que quase todos os núcleos possuem frequência maior entre os falantes aprendizes, conforme Tabela 21:

Tabela 21: Frequência de zero artigo por núcleo			
Núcleo	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm
<i>world</i>	0	17	34,34
<i>people</i>	747	798	1611,96
<i>money</i>	190	381	769,62
<i>years</i>	39	19	38,38
<i>imagination</i>	–	151	305,02
<i>guilt</i>	111	–	–
<i>society</i>	–	216	436,32

<i>life</i>	377	–	–
<i>Britain</i>	207	–	–
<i>Brazil</i>	–	118	238,36
Total	1671	1700	3434

Conforme descrito no capítulo anterior, como o volume de dados relativo à produção de zero artigo foi muito grande (somando-se LOCNESS e BR-ICLE, tivemos 3146 ocorrências), decidimos analisar os casos de zero artigo por amostragem. Analisamos, também, 193 linhas de concordância de cada *corpora*. Essa amostra seguiu o mesmo procedimento seguido para se fazer o cálculo para o artigo definido *the*.

De acordo com o teste estatístico aplicado, o Qui Quadrado, qualquer valor de P menor que 0,05 indica que há diferenças estatisticamente significativas. Analisamos, então, os SNs tanto no *corpus* de nativos (N), quanto no de aprendizes (A), em relação aos seus modificadores, com a possibilidade de terem pré-modificador (PRE), pós-modificador (POS), ou de não terem modificadores (SEM). Obtivemos os seguintes valores em relação aos modificadores:

Tabela 22: Modificadores dos SNs com zero artigo			
<i>Corpus</i>	POS	PRE	SEM
LOCNESS	16	20	164
BR-ICLE	9	20	157

Com base nesses dados, o resultado do teste estatístico foi o seguinte:

$$p\text{-value} = 0.3437$$

Ou seja, o valor P é maior que 0,05. Isso que indica que não há diferenças estatisticamente relevantes entre os dois *corpora*. De fato, ao analisarmos as orações de ambos os *corpora*, exemplos de (z) a (aa), não encontramos diferenças muito relevantes.

- (o) “**People** with HIV or AIDS are not the walking dead” LOCNESS
- (p) “It has been argued that **people** are becoming lazy thinkers” BR-ICLE
- (q) “**Money** can be used to lessen the hardships in life.” LOCNESS
- (r) “Everybody knows that every person needs **money** to live” BR-ICLE
- (s) “In recent **years** Congress has debated” LOCNESS.

- (t) “All the theory studied for years does not give you confidence” BR-ICLE.
- (u) “By denying guilt and remorse, Orèste is able to find his true self” LOCNESS.
- (v) “Both dreaming and imagination have an important role in our lives” BR-ICLE.
- (w) “She started out life in a good position and was beautiful” LOCNESS.
- (x) “they have to show their positioning in society” BR-ICLE.
- (y) “students graduate and face real world in schools” BR-ICLE.
- (z) “Therefore, Britain has achieved near full self-sufficiency” LOCNESS.
- (aa) “Not very long ago, Brazil used to be a military dominated country” BR-ICLE.

Nos casos analisados, o zero artigo foi utilizado para indicar um uso genérico/indefinido. A frequência dos pré-modificadores também foi a mesma em ambos os *corpora*. O uso dos pré-modificadores também foi bem semelhante entre os *corpora*, conforme exemplos (a) e (b):

- (a) “we must first decide what human life means to us” LOCNESS
- (b) “So that, different people can keep in touch with this tool of the modern world” BR-ICLE

Já os pós-modificadores dos aprendizes foram, em sua maioria, orações relativas com o pronome relativo *who*. Da mesma forma, os nativos produziram uma maioria de pós-modificadores com pronomes relativo *who*, mas variaram mais que os aprendizes ao produzirem modificadores que consistem em sintagmas preposicionados.

Por fim, o núcleo de SN que apresentou maiores diferenças entre os *corpora* foi *world*. Os falantes nativos não utilizaram o zero artigo em SNs com esse núcleo, enquanto o *corpus* de aprendizes apresentou 34 ocorrências.

#### 4.2.4 Demonstrativo

Os sintagmas nominais cujo determinante consistia em demonstrativos não tiveram diferenças qualitativas, ao compararmos o *corpus* de nativos com o de aprendizes. Esses elementos dêiticos foram utilizados de forma semelhante em ambos os *corpora*.

<i>Corpus</i>	LOCNESS	BR-ICLE	
Núcleo		Freq. Bruta	Freq. Norm.
Demonstrativo	100	95	190



A Tabela 23 mostra que os aprendizes produziram 90% mais SNs com determinantes demonstrativos que os nativos. Porém, o uso dos demonstrativos concentra-se principalmente com o núcleo *people*, conforme Tabela 24:

Tabela 24: Frequência dos demonstrativos por núcleo			
Demonstrativo	LOCNESS	BR-ICLE	
Núcleo		Frequência Bruta	Frequência Norm.
<i>this world</i>	12	33	66
<i>these/those people</i>	72	57	114
<i>this money</i>	8	3	6
<i>these years</i>	3	2	4
<i>Imagination</i>	_	0	0
<i>this guilt</i>	2	_	_
<i>Society</i>	_	0	0
<i>this life</i>	3	_	_
Total	100	95	190

Embora os aprendizes e nativos tenham produzido mais demonstrativos com o núcleo *people*, os aprendizes mais uma vez produziram um maior número de demonstrativos com o núcleo *world*.

As orações de (a) a (j) ilustram a produção tanto dos nativos, quanto dos aprendizes de língua inglesa:

- (a) “every child born into **this world** should be wanted” LOCNESS
- (b) “**This modern world** is dominated by capital” BR-ICLE
- (c) “Society is shutting the lid on **these people** before they die.” LOCNESS
- (d) “They should put **these people** in institutions, where they can study or work” BR-ICLE
- (e) “However, surely **this money** could be put to better purposes” LOCNESS
- (f) “So he can invest **all this money** in other areas as school, etc.” BR-ICLE
- (g) “After **these years** the pupils would choose” LOCNESS
- (h) “we’ve been having **those last years** an increase in” BR-ICLE
- (i) “as everything is predetermined by **this guilt**, they deny the ability to control their own destiny” LOCNESS
- (j) “there are only two things that are sure in **this life**: death and taxes” LOCNESS

Os exemplos mostram que os nativos e os aprendizes utilizam os demonstrativos de forma

semelhante.

#### 4.2.5 Possessivo

Os possessivos foram amplamente utilizados em ambos os *corpora*. E não houve diferenças em relação à frequência, conforme Tabela 25:

Possessivo	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm.
Possessivos	272	161	325,22
Genitivos	48	6	12,12
Total	320	167	337,34

A partir da frequência dos determinantes possessivos por núcleo, vemos que a produção encontrada no *corpus* de referência é diferente da encontrada no *corpus* de aprendizes, conforme ilustrado na Tabela 26:

Possessivo	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm.
<i>world</i>	16	42	84,84
<i>people</i>	22	4	8,08
<i>money</i>	14	15	30,3
<i>years</i>	8	5	10,1
<i>imagination</i>	–	29	58,58
<i>guilt</i>	59	–	–
<i>society</i>	–	70	141,4
<i>life</i>	201	–	–
<i>Britain</i>	0	–	–
<i>Brazil</i>	–	1	2,02
Total	320	166	335,32

Os nativos utilizaram possessivos mais vezes com o núcleo abstrato *life*, da mesma forma que os aprendizes os utilizaram mais vezes com o núcleo abstrato *society*. Os possessivos, porém, não foram os mesmos. Enquanto os aprendizes utilizaram apenas a forma *our society*, os nativos utilizaram os possessivos de terceira pessoa singular (*his, her, its life*) e plural (*their life*) predominantemente. Essa variedade de possessivos foi encontrada em todos os SNs produzidos pelos nativos, enquanto a

predominância de *our* foi encontrada no *corpus* de aprendizes, conforme exemplos (a) a (e):

- (a) “*if the producers just worry about their money and not build a relationship with their consumers*” LOCNESS
- (b) “*growing up in their teenage years were treated like*” LOCNESS
- (c) “*One young man's life smashed by just a twelve round fight*” LOCNESS
- (d) “*researches have been widely explored by people's imagination*” BR-ICLE
- (e) “*Our world is so big*” BR-ICLE
- (f) “*Our society must have rules to maintain the order*” BR-ICLE

Embora ambos os *corpora* tenham utilizado os possessivos de forma semelhantes, a baixa frequência do uso de genitivos por parte dos aprendizes pode indicar uma influência da língua materna. Já que não existe essa forma genitiva no português, é possível que os aprendizes tenham preferência por outras formas, como, por exemplo, a construção SN + *of* para indicar posse, forma semelhante à construção SN + *de* do português.

Outra diferença encontrada foi na baixa variação dos possessivos utilizados entres os aprendizes, conforme Tabela 27:

	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm.
<i>his</i>	146	5	10,1
<i>their</i>	50	32	64,64
<i>our</i>	22	121	244,42
<i>her</i>	16	0	0
<i>my</i>	13	1	2,02
<i>your</i>	12	0	0
<i>its</i>	10	0	0
<i>his/her</i>	3	2	4,04
Total	272	161	325,22

Conforme já mencionado, os aprendizes produziram possessivos com *our* em mais de 70% das ocorrências. Observa-se que a proporção de *our* em relação ao total de possessivos produzidos é muito alta; o mesmo não foi feito pelos nativos.

Já os nativos produziram muito mais *his* em relação aos aprendizes. Essa diferença (incluindo a

presença de *her* apenas no *corpus* dos falantes nativos) explica-se provavelmente pela presença de ensaios argumentativos literários no *corpus* de falantes nativos. Embora sejam produções do mesmo gênero (escrita acadêmica), em um texto literário, os alunos tiveram que mencionar os autores, ou as personagens, assim como fazer referência a eles. Por outro lado, a diferença no uso do possessivo de primeira pessoa no singular pode, sim, indicar uma diferença com os aprendizes. Embora com uma baixa frequência, *my* foi mais utilizado pelos nativos. E, de fato, na frequência geral obtida através da lista de palavras, *my* foi mais utilizado pelos nativos no *corpus* todo.

### 4.3 Determinantes quantificadores e distributivos

#### 4.3.1 Fração e multiplicadores

Os determinantes que indicam fração foram muito pouco utilizados em ambos os *corpora*, conforme Tabela 28:

Núcleo	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm.
<i>People</i>	2	2	4,04
<i>Money</i>	3	0	0
<i>Years</i>	2	3	6,06
Total	7	5	10,1

Conforme previsto pela gramática, os determinantes de fração ocorreram com os núcleos plurais e não contáveis. Podendo o mesmo, também, ser observado nos exemplos a seguir:

- (a) “*over 90% of people believe the family is the most important institution*” LOCNESS
- (b) “*If he/she invest half this money and earns interest they could potentially live on*”  
LOCNESS
- (c) “*As Jornal Nacional points out, 90% of people think that the raped is the only person*” BR-ICLE
- (d) “*More than a thousand years ago*” BR-ICLE

Esses casos, porém, foram muito pouco frequentes, não sendo possível analisar e comparar a produção dos dois *corpora*.

### 4.3.3 Não exatos

O grupo dos não exatos foi um dos grupos de determinantes mais frequentes em ambos os *corpora*. Mesmo assim, esses determinantes não ocorreram com todos os núcleos pesquisados, conforme Tabela 29:

Núcleo	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm.
<i>World</i>	0	1	2,02
<i>People</i>	288	178	359,56
<i>Money</i>	64	37	74,74
<i>Years</i>	34	40	80,8
Total	386	256	517,12

Os determinantes não exatos foram mais utilizados com o núcleo *people* em sua grande maioria, em ambos os *corpora*. Em relação à variedade de determinantes não exatos produzidos, os nativos variaram mais que os aprendizes, conforme Gráficos 3 e 4:

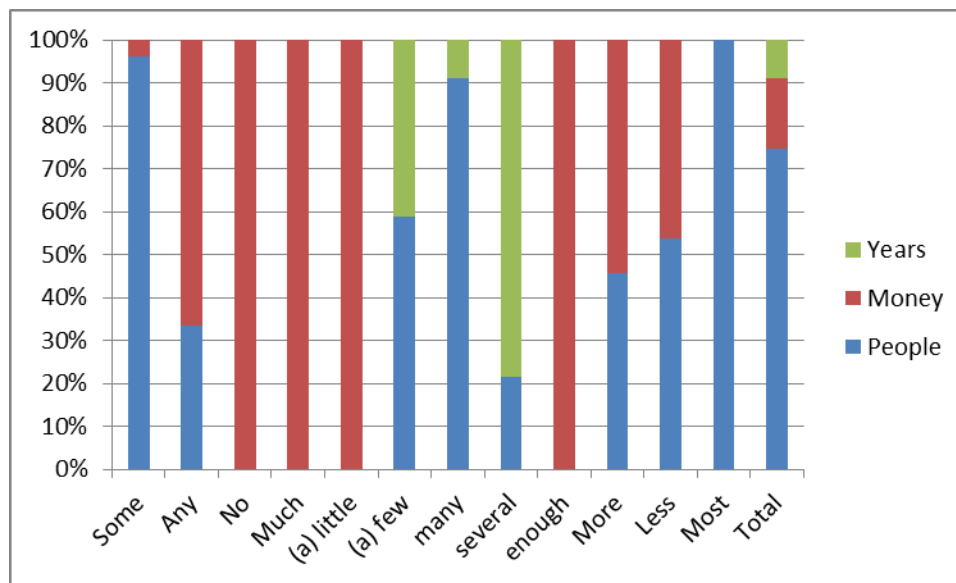


Gráfico 3: Relação dos não exatos por núcleo – LOCNESS

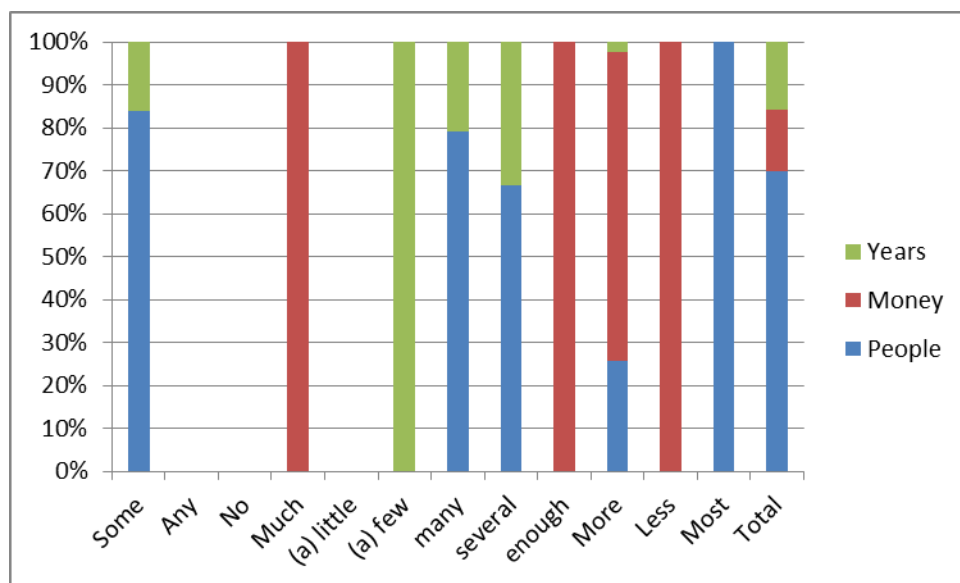


Gráfico 4: Relação dos não exatos por núcleo – BR-ICLE

Ao compararmos os Gráficos 3 e 4, vemos que, embora o uso seja semelhante entre os nativos e aprendizes, a distribuição desses determinantes por núcleo é diferente nos seguintes aspectos:

- *Some* é em sua maioria produzido juntamente com o núcleo *people*, porém encontramos casos de *some* com *years*, realizado pelos nativos, e com *money*, realizado pelos aprendizes.
- *Any* não foi produzido pelos aprendizes, apenas pelos nativos, com *people* e *money*.
- *No* também não foi produzido pelos aprendizes, apenas pelos nativos, em combinação com *people*.
- *Much* foi produzido apenas com *money*, em ambos os *corpora*.
- *(a) little* foi produzido apenas pelos nativos, com o núcleo não contável, *money*.
- *A few* foi encontrado em ambos os *corpora*, porém os nativos utilizaram o não exato com *people* e *years*, enquanto os aprendizes apenas com *years*.
- Encontramos uma proporção semelhante de casos de *many* em ambos os *corpora*, sendo uma maioria para *people*, e uma minoria para *years*.
- *Several*, por outro lado, foi mais utilizado pelos nativos, para marcar o tempo, com *years*, enquanto foi mais utilizado pelos aprendizes, para determinar o número de pessoas, com *people*.

- *Enough* foi utilizado exclusivamente com *money*, em ambos os *corpora*.
- *More* foi utilizado em ambos os *corpora*, porém os nativos utilizaram em torno de 50% para *people* e *money*, enquanto os aprendizes tiveram preferência pelo núcleo *money*.
- *Less*, por outro lado, foi utilizado apenas com *money*, pelos aprendizes, e com *money* e *people*, pelos nativos.
- *Most*, por fim, foi produzido exclusivamente com *people*, em ambos os *corpora*.

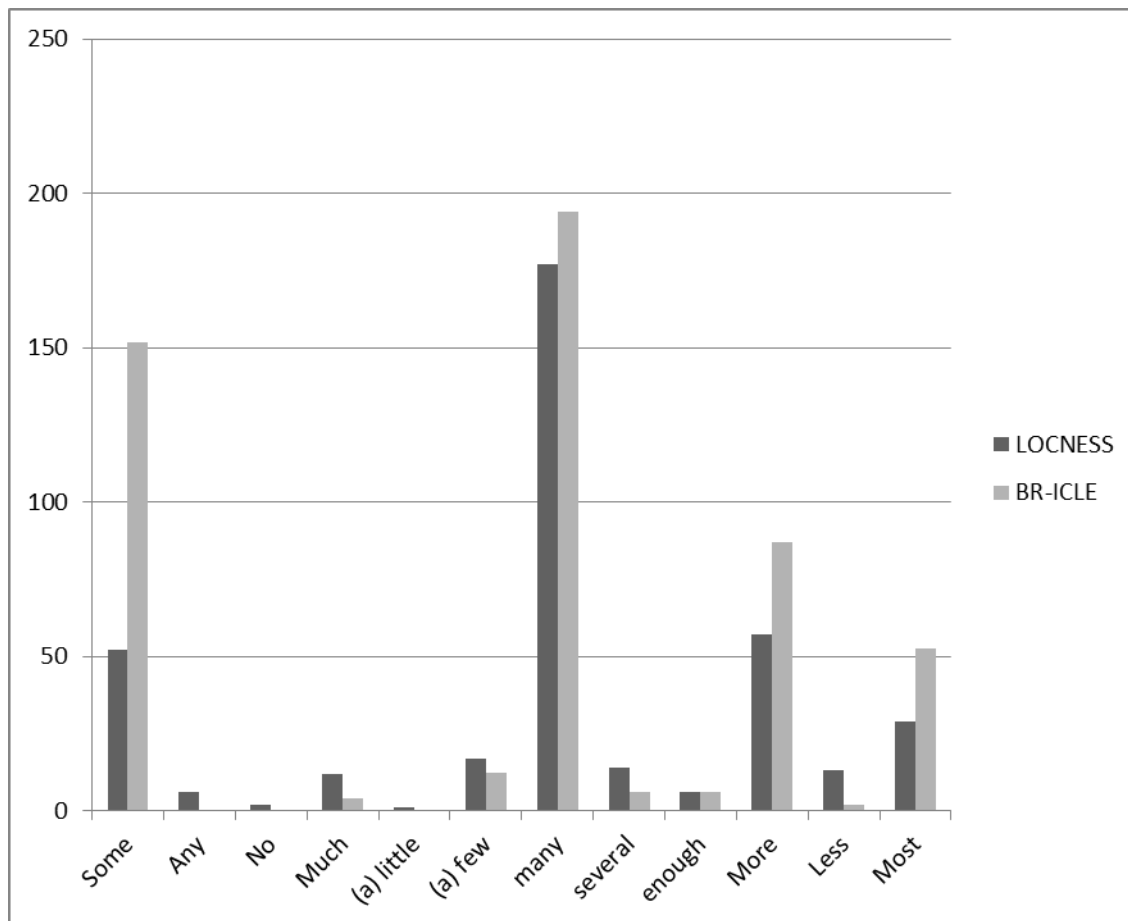


Gráfico 5: Relação de Não Exatos por *Corpus*

Para finalizar, conforme Gráfico 5, embora os aprendizes tenham obtido uma maior frequência dos determinantes não exatos, os nativos produziram uma maior variedade que os aprendizes, já que *any*, *no* e *little* foram produzidos apenas pelos nativos.

#### 4.3.4 Quantificadores

Os determinantes quantificadores foram mais utilizados pelos aprendizes que pelos nativos, conforme

Tabela 30:

Tabela 30: Frequência dos quantificadores por núcleo			
Núcleo	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm
<i>people</i>	12	23	46,46
<i>money</i>	50	22	44,44
<i>Years</i>	2	0	0
Total	64	45	90,9

Apesar de mais produzido pelos aprendizes, uma análise mais detalhada dos quantificadores mostra que os nativos apresentam uma maior variedade de determinantes que os aprendizes.

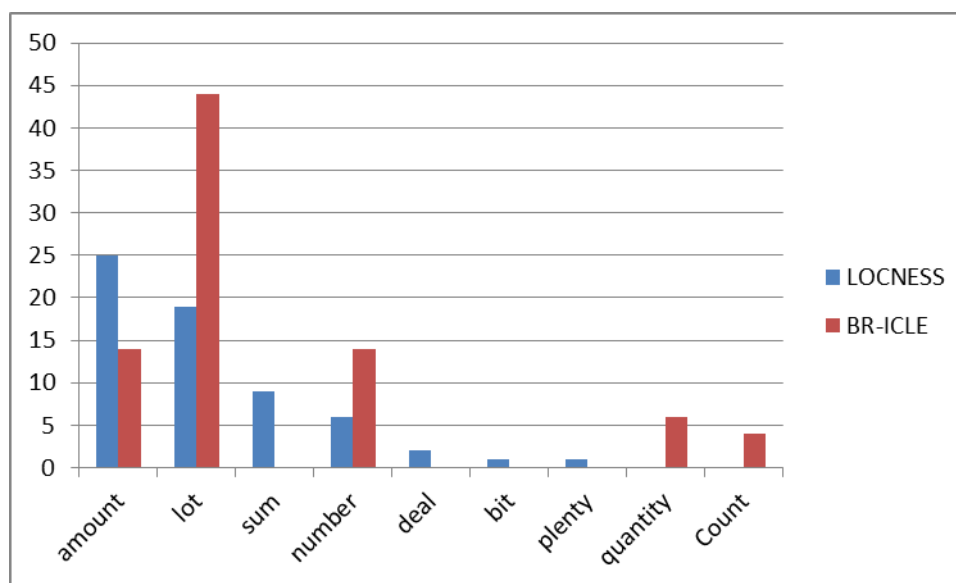


Gráfico 6: Relação dos quantificadores por corpus

Ao observarmos o Gráfico 6, vemos que aproximadamente metade dos casos de quantificadores produzidos pelos aprendizes consiste em *a lot of*. Observamos também que há quantificadores produzidos apenas por um dos corpora. Enquanto apenas os aprendizes produzem os quantificadores com *quantity*, *majority* e *count*, apenas os nativos produziram *sum*, *deal*, *bit* e *plenty*.

Outra diferença ocorre em relação à preferência por *a lot of* por parte dos aprendizes brasileiros. Os nativos, por outro lado, dividem essa preferência com o quantificador *amount*. Além dessa diferença, a produção dos nativos em relação a esses quantificadores também apresenta uma maior variedade, como pode ser observado nos exemplos a seguir:



- *Number*  
 “gambling is indulged in by a large number of people on lower incomes” LOCNESS  
 “it could reach a great number of people” LOCNESS
- *amount*  
 “Naval programs have wasted exceeding amounts of money in the United States” LOCNESS  
 “work became an option for a greater amount of people during this time.” LOCNESS  
 “In the United States, the average amount of money spent on illegal gambling alone is \$30 per person” LOCNESS  
 “The bowl games pay out a good amount of money to the colleges that attend their bowls” LOCNESS  
 “the Bishop of Durham as 'an obscene amount of money'” LOCNESS  
 “cannot afford to spend copious amounts of money on the lottery.” LOCNESS  
 “if they win, perhaps a small amount of money, then where is the harm” LOCNESS
- *sums*  
 “this would cost tax payers huge sums of money to support” LOCNESS  
 “these people are making a BIG sum of money” LOCNESS  
 “managers will all be receiving large sums of money.” LOCNESS  
 “prize prime cows, worth vast sums of money at market” LOCNESS  
 “without the large sums of money involved boxing would be far more dangerous” LOCNESS
- *deal*  
 “The Monarchy produces a great deal of money for this country.” LOCNESS
- *bit*  
 “British rail need a bit of money to improve thier transportation methods” LOCNESS
- *plenty*  
 “if someone always had plenty of money and never had to work for a living.” LOCNESS
- *lot*  
 This clearly has put a lot of people off beef LOCNESS

Conforme exemplos citados, os nativos utilizaram vários itens lexicais diferentes para expressar quantificação, dentre eles, *great, large, huge, small, big, vast, obscene, copious, small, good, exceeding*

e average. Por outro lado, os aprendizes produziram apenas expressões com *vast*, *huge*, *large* e *great*, conforme exemplos:

- *vast*  
 “a vast quantity of people devote part of their lives to watch tv programs” BR-ICLE
- *huge*  
 “The huge amount of people hanging in cells does nothing for the betterment” BR-ICLE
- *large*  
 “Every year a large numbers of Young people enroll Brazilian Universities” BR-ICLE
- *great*  
 “Brazil would need to invest a great amount of money constructing new prisons” BR-ICLE

Isso nos mostra que os quantificadores produzidos pelos aprendizes são menos variados que os produzidos pelos nativos e que essa diferença provavelmente ocorre devido à influência da língua materna. Grande parte desses quantificadores não ocorre no português e o aprendiz acaba por produzir aquilo que ele tem mais segurança, ou seja, que é mais semelhante ao português.

#### 4.4 Determinantes multiplicadores, distributivos, cardinais e ordinais

Descreveremos, na mesma seção, os resultados obtidos com os determinantes multiplicadores, distributivos cardinais e ordinais, pois os resultados foram semelhantes, e alguns deles apenas ocorreram com um mesmo núcleo.

No que se refere ao uso de cardinais, os aprendizes produziram menos desses itens que os nativos, conforme Tabela 31:

Núcleo	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm
<i>people</i>	29	6	12
<i>years</i>	157	65	130
<i>society</i>	–	0	0
<i>life</i>	1	–	–
Total	187	71	142

Os aprendizes produziram menos determinantes cardinais em seus ensaios, ou seja, eles utilizaram menos números exatos em suas produções. Isso pode ser um indício de que os aprendizes façam afirmações mais genéricas, utilizando mais determinantes indefinidos ou zero artigo que definidos, como seria o caso de números cardinais. Essa conclusão baseia-se no número inferior de ocorrências de cardinais, somado ao fato de os aprendizes terem produzido mais SNs que os nativos.

Apesar dessa diferença em relação à frequência, os nativos e aprendizes produziram SN's semelhantes, conforme os exemplos:

- (a) “*However there were 3000 people who did not want them to be in power*” LOCNESS
- (b) “*Unwed mothers average eight years on welfare*” LOCNESS
- (c) “*If one life is taken, is it right to take another?*” LOCNESS
- (d) “*At the first moment, two people feel something and cross their ways.*” BR-ICLE
- (e) “*Adam lived 935 years*” BR-ICLE

Diferentemente dos cardinais, as ocorrências dos multiplicadores ficaram concentradas no núcleo *people*, na produção dos nativos, conforme Tabela 32:

Núcleo	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm.
<i>people</i>	14	3	6,06
<i>years</i>	1	4	8,08
Total	15	7	14,14

- (f) “***Hundreds of people** are killed on the roads every year*” LOCNESS
- (g) “*that has gone back **hundreds of years***” LOCNESS
- (h) “*if there are **hundreds of people** fighting for the cause of such a large amount*” BR-ICLE
- (i) “***Thousands of years** have passed*” BR-ICLE

Os aprendizes, porém, produziram muito poucos SNs com determinantes multiplicadores, para que pudéssemos tirar conclusões sobre o uso desse tipo de determinante.

Já os distributivos também ocorreram apenas com o núcleo *people*, em ambos os *corpora*, conforme

tabela 33:

Tabela 33: Frequência dos distributivos por núcleo			
Corpus	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm
<i>all</i>	8	8	16

- (a) “*I believe that all people should learn to live in peace.*” LOCNESS  
 (b) “*All people are equal, but some are more equal than others*” BR-ICLE

Os ordinais foram produzidos pelos nativos e aprendizes de forma semelhante, porém em frequências distintas, conforme Tabela 34:

Tabela 34: Frequência dos ordinais		
LOCNESS	BR-ICLE	
Frequência	Freq. Bruta	Freq. Norm.
14	11	22,22

- (c) “*Over the last few years I've noticed a rise in*” LOCNESS  
 (d) “*Many give up in the first years and those*” BR-ICLE

Os determinantes descritos nesta seção não apresentaram padrões diferentes do descrito pelas gramáticas consultadas e ambos nativos e aprendizes utilizaram esses determinantes de forma semelhante.

#### 4.5 Semi-Determinantes

Os semi-determinantes foram pouco utilizados tanto pelos nativos, quanto pelos aprendizes, conforme Tabela 35:

Tabela 35: Frequência geral dos semi-determinantes			
Semi-Determ.	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm.
<i>other/another</i>	36	24	48

Embora os aprendizes tenham produzido mais semi-determinantes que os nativos, os dois grupos concentraram o uso desses semi-determinantes no mesmo núcleo, *people*, conforme Tabela 36:

Tabela 36: Frequência dos semi-determinantes por núcleo			
Possessivo	LOCNESS	BR-ICLE	
		Freq. Bruta	Freq. Norm.
<i>World</i>	0	2	4
<i>People</i>	36	22	44
Total	36	24	48

Diferentemente dos nativos, os aprendizes produziram, também, SNs com semi-determinantes com o núcleo *world*, embora a frequência tenha sido muito baixa:

- (a) “*Our awareness of **other people**, other cultures, and other languages is very low*”  
LOCNESS
- (b) “*just **other world** in coexistence within*” BR-ICLE
- (c) “*we are killing **other people** and even our future, our entire race.*” BR-ICLE

Conforme exemplos, o uso dos semi-determinantes não apresentou diferenças entre os dois *corpora* pesquisados.

#### 4.6 Comparação entre os *corpora*

Os resultados apresentados neste capítulo mostraram que a escrita acadêmica dos aprendizes apresenta semelhanças e diferenças com a escrita acadêmica dos nativos. Parte dos SNs apresenta semelhanças nos *corpora* comparados. Os numerais foram utilizados de forma semelhante, assim como os determinantes indefinidos e possessivos.

Outra semelhança encontrada entre nativos e aprendizes foi em relação ao uso do zero artigo. Em ambos os *corpora*, o zero artigo foi o mais utilizado, representando pelo menos 50% dos SNs analisados. Ambos os *corpora* apresentaram, também, uma relação de pré e pós-modificação semelhantes. A diferença entre o tipo de referência (genérico ou indefinido), contudo, não foi analisada,

ficando como sugestão para futuros trabalhos.

As diferenças encontradas entre os dois *corpora* variaram de acordo com o tipo de determinante de um SN. Nos casos de SN determinados por um artigo definido, embora em grande parte dos casos tenha ocorrido modificação, os dois grupos apresentaram diferenças significativas quanto a essa modificação. Enquanto os aprendizes tenham dado preferência à pré-modificação, os nativos deram preferência à pós-modificação. Isso é um indício da menor complexidade entre os SNs produzidos pelos aprendizes, visto que a pós-modificação tende a ser mais complexa que a pré-modificação. Essa complexidade explica-se pelo tipo de elemento que modifica o núcleo. Enquanto os pré-modificadores geralmente caracterizam-se por adjetivos ou verbos no particípio, os pós-modificadores caracterizam-se por sintagmas preposicionados, orações estendidas e orações reduzidas. Outro indício da menor complexidade foi o fato de não termos encontrado casos de um mesmo SN ser pré e pós-modificado, conforme encontramos no *corpus* de nativos.

A relação entre o tipo de referência dos SNs com artigos definidos não foi analisada. Embora Wright (2011) tenha constatado que grande parte dos casos de *the society* tenham sido referências genéricas, o mesmo não foi possível constatar no presente estudo. Isso se deu pela impossibilidade de analisar o contexto estendido de todos os casos pesquisados de artigo definido. Fica como sugestão para futuros trabalhos analisar o tipo de referência dos SNs que os aprendizes produzem.

Outra diferença importante foi em relação à variedade lexical apresentada pelos dois grupos. Os dados foram ao encontro de trabalhos propostos por Hyland e Milton (1997), e Oliveira *et al* (2011), já que os nativos apresentaram SNs com menor variedade em relação ao uso de determinantes em cada grupo pesquisado. Os quantificadores foram o grupo que apresentou a menor variedade entre os aprendizes. Embora esses aprendizes tenham produzido mais quantificadores, eles não variaram tanto nos quantificadores utilizados, quanto os nativos. Mesmo entre os quantificadores produzidos em ambos os grupos, os nativos apresentaram um maior repertório de modificadores, como *great, large, huge, small, big, vast, obscene, copious, small, good, exceeding e average*. Os aprendizes, por outro lado, produziram apenas expressões com *vast, huge, large e great*.

O uso dos não exatos também apresentou diferenças na variedade entre os nativos e aprendizes. Embora a diferença tenha sido menor, os nativos produziram uma variedade de determinantes não exatos maior que os aprendizes, já que, entre os casos estudados, apenas os nativos produziram SNs com os determinantes *any*, *little* e *no*. Grande parte dos determinantes não exatos produzidos pelos aprendizes foi *some*, *many*, *more* e *most*.

O uso dos possessivos também apresentou diferenças em relação à variedade de possessivos utilizados. Enquanto mais de 70% dos possessivos produzidos pelos aprendizes tenha sido o possessivo *our*, os nativos produziram os possessivos de forma um pouco mais uniforme, apresentando *his* como o possessivo mais frequente. Outra diferença foi o uso de *my* pelos nativos, com uma frequência muito maior que a dos aprendizes. Isso representou uma das diferenças entre escrita acadêmica de aprendizes e nativos do inglês, a presença da primeira pessoa do singular na escrita dos nativos.

Verificamos também, que, entre os substantivos pesquisados, os aprendizes produziram um número muito maior que os nativos. Isso pode ser um indício de que os aprendizes e nativos façam referência a itens já citados de forma diferente. O uso de pronomes, tipo de núcleo de SN não contemplado nessa pesquisa, por exemplo, pode ser diferente entre os nativos e aprendizes. Fica, então, como sugestão para futuros trabalhos, pesquisar como os aprendizes fazem referência (dado novo e dado retomado em um texto) em suas produções acadêmicas.

Finalmente, verificamos que, embora a lista de palavras geradas pelos programas de linguística de *corpus* seja importante, ela sozinha não é suficiente para descrevermos as características de um grupo de falantes de uma língua. É necessário fazermos uma análise levando-se em consideração o contexto das ocorrências.

Em suma, verificamos que entre a produção dos os nativos e aprendizes há mais semelhanças que diferenças. Entre as semelhanças encontradas vimos que os dois grupos utilizam os determinantes conforme descrito pelas gramáticas consultadas. Encontramos também algumas preferências semelhantes, como o uso mais frequente de alguns determinantes, como o não-exato *many*. Os itens mais frequentes produzidos pelos nativos, foram bem semelhantes com o dos aprendizes. Parte das

diferenças foram encontradas entre os itens menos frequentes, como por exemplo os quantitativos, e alguns não-exatos. Entre outras diferenças encontradas, observamos que apesar de produzir mais substantivos que os nativos, os aprendizes produziram uma menor variedade de determinantes, como o observado entre os determinantes quantitativos. Eles produziram, também, SNs definidos mais simples que os nativos, geralmente com um pré-modificador. Acreditamos, porém, que mais estudos podem ser conduzidos sobre os SNs produzidos por aprendizes.



## Considerações Finais

Este trabalho estudou a língua em uso ao analisar *corpora* escrito de ensaios argumentativos de aprendizes brasileiros e falantes nativos de inglês. Para fazer tal análise, a ferramenta *WordSmith Tools* foi utilizada, seguindo-se os mesmos procedimentos metodológicos para os dois *corpora*, LOCNESS e BR-ICLE.

A pesquisa que deu origem a este trabalho tinha como objetivo identificar a preferência dos falantes nativos e aprendizes em relação à escolha dos determinantes dos sintagmas nominais, encontrar padrões ou regularidades no uso desses determinantes e descrever as diferenças entre a produção dos falantes nativos e aprendizes, respondendo às seguintes questões mais gerais:

1. Quais serão as semelhanças nas escolhas dos determinantes na produção escrita dos nativos e dos aprendizes?
2. Quais serão as diferenças?

E às seguintes questões mais específicas:

3. Os aprendizes produzirão sintagmas nominais menos complexos que os nativos?
4. Os aprendizes produzirão a mesma quantidade de sintagmas nominais com zero artigo que os nativos?
5. Os aprendizes produzirão determinantes com a mesma variedade lexical que os nativos?

A resposta à primeira pergunta é que tanto os nativos quanto os aprendizes produziram todos os tipos de determinantes considerados nesta pesquisa. Encontramos, também, semelhanças no uso do zero artigo, já que em ambos os *corpora* esse foi o tipo de determinante mais frequente. Outra semelhança foi no uso dos numerais, cardinais e ordinais. Ambos os grupos analisados produziram SNs semelhantes nesse aspecto e com uma frequência similar desse tipo de determinante. Já os casos de

fração e multiplicadores foram pouco utilizados em ambos os *corpora*; dessa forma, não foi possível tirar conclusões a respeito desse tipo de determinantes. Por fim, tanto os aprendizes, quanto os nativos produziram apenas o distributivo *all*, nos dados selecionados para este estudo.

Em relação à segunda pergunta, encontramos várias diferenças, que foram, também, respondidas com as perguntas 3, 4 e 5. Encontramos, inicialmente, uma diferença entre a frequência de uso dos substantivos por parte dos nativos e aprendizes. Os aprendizes produziram os nomes pesquisados com uma frequência muito maior que os nativos. Notamos, também, que os aprendizes produziram SNs com determinantes possessivos com frequência muito diferente da dos nativos. Se por um lado os aprendizes produziram mais *our*, os nativos produziram mais *his*.

A resposta para a pergunta 3 é sim. Em alguns casos, os aprendizes, de fato produziram, SNs mais simples que os nativos. Essa diferença se deu, primeiramente, entre os casos do artigo definido, *the*, já que os nativos produziram mais SNs com pós-modificadores, enquanto os aprendizes deram preferência para a pré-modificação.

A resposta para a pergunta 4 é não. Os aprendizes não produziram o zero artigo com a mesma frequência que os nativos. Nossa hipótese, porém, não foi confirmada, visto que os aprendizes produziram o zero artigo com maior frequência que os nativos. Uma possível explicação para esse dado foi a diferença entre a forma que os nativos e os aprendizes retomam uma informação nova no texto, e uma informação já mencionada anteriormente no discurso. Para responder ao porquê dessa diferença, porém, necessitaríamos fazer uma pesquisa específica sobre esse tema.

A resposta para a pergunta 5 é sim. Os aprendizes apresentaram uma variedade lexical em relação aos determinantes menor que os nativos. Encontramos essa diferença principalmente no uso dos determinantes quantificadores e não-exatos. Embora os aprendizes tenham produzido os quantificadores com mais frequência, eles não produziram a mesma variedade que os nativos. Já os determinantes não-exatos foram menos variados entre os aprendizes.

Este trabalho também percebeu que a frequência geral da lista de palavras, embora de grande

importância, serve apenas de ponto de partida para alguns estudos da língua. Como vimos neste estudo, o artigo definido apresentou maior frequência entre os falantes nativos. Contudo, após separar os casos de acordo com os determinantes em que ocorriam, vimos essa frequência ser invertida: os aprendizes apresentaram uma maior frequência dos determinantes definidos que os nativos. Isso ocorreu devido aos determinantes poderem co-ocorrer com outros determinantes. Outro motivo dessa diferença está no fato de artigos como *the* e *a* fazerem parte de outros tipos de determinantes, como o caso dos quantificadores, por exemplo, *a great deal of*, ou numerais, como *the first yers*.

Para finalizar, salientamos a importância dos estudos baseados em *corpus* de aprendizes, e sua relevância para os estudos da aquisição de segunda língua. É necessário ter conhecimento do que o aprendiz produz, suas escolhas e preferências, não só para o ensino da língua, mas também para aprimorarmos nossos conhecimentos sobre o aprendizado.

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## Anexo 1 – Etapas para coleta de dados do projeto ICLE

ICLE data collection involves the following stages:

### 1. Request students to fill in a learner profile

The ICLE learner profile has been created in order to provide researchers with information about contributors which will enable meaningful conclusions to be drawn from the results obtained when the *corpus* is analysed. Using the profile, it will be possible both to draw general conclusions about advanced learner writing, and also to examine subsections e.g. Spanish mother tongue learners, learners who speak some English at home, learners for whom German is the second language and English is the third language. It will also be possible to examine more sociolinguistic aspects such as for instance male/female comparisons. If the *corpus* is used as a basis for developing specifically adapted teaching tools, the potential advantages of this facility are clear.

### 2. Collect the right type of material

The *corpus* will consist entirely of essay writing. Two types of essay writing are useful:

#### Argumentative essay writing

Using titles such as the ones below:

- "Crime does not pay"
- "Feminism has done more harm to the cause of women than good"
- "Pollution: a silent conspiracy"
- ...

These essays may be done by students in their own time (untimed), using language reference tools (dictionaries, grammars, etc.) but should be entirely the students' own work, i.e. they should not draw on other articles, books for the essay and should not ask a native speaker of English for help. Alternatively, they may also be done under examination conditions.

Descriptive, narrative or technical subjects are not useful for the *corpus*. For this reason, the following types of titles should be avoided if possible:

- "The joys of the English countryside"
- "The British Electoral System" (prefer a topic such as "The British Electoral System is no guarantee of democracy")
- "My year in America"
- "The position of the adverb in journalistic English"

#### Literature examination paper

These are in some ways easier to collect, but it should be remembered that they must be accompanied by relevant learner profiles. Literature examination papers should not amount to more than 25% of each national *corpus*.

Essays can be completed at home (untimed) and should be at least 500 words long (up to 1,000). Work should be entirely the students' own, no help should be sought from third parties, but they may use reference tools such as dictionaries and grammar books (use of reference tools should be indicated on the learner profile questionnaire).

Important note: the essays should be **at least 500 words long** (up to 1,000). Leave all the spelling

mistakes made by students. If you do not receive the essays in electronic form from the students, pay attention not to add spelling mistakes when keying in the data.

### **Suggested essay titles**

1. Crime does not pay.
2. The prison system is outdated. No civilised society should punish its criminals: it should rehabilitate them.
3. Most university degrees are theoretical and do not prepare students for the real world. They are therefore of very little value.
4. A man/woman's financial reward should be commensurate with their contribution to the society they live in.
5. The role of censorship in Western society.
6. Marx once said that religion was the opium of the masses. If he was alive at the end of the 20th century, he would replace religion with television.
7. All armies should consist entirely of professional soldiers : there is no value in a system of military service.
8. The Gulf War has shown us that it is still a great thing to fight for one's country.
9. Feminists have done more harm to the cause of women than good.
10. In his novel Animal Farm, George Orwell wrote "All men are equal: but some are more equal than others". How true is this today?
11. In the words of the old song "Money is the root of all evil".
12. Europe.
13. In the 19th century, Victor Hugo said: "How sad it is to think that nature is calling out but humanity refuses to pay heed. "Do you think it is still true nowadays ?
14. Some people say that in our modern world, dominated by science technology and industrialisation, there is no longer a place for dreaming and imagination. What is your opinion ?

### **3. Format the files and send them to Louvain**

Contributors need to follow precise guidelines to format the files in a standardized way before sending them to Louvain

Fonte:



**Anexo 2 – Formulário preenchido pelos participantes do projeto ICLE**  
**LEARNER PROFILE**

=====  
Text code : (do not fill in)

Essay :

Title :

Approximate length required :        -500 words 0        +500 words  
0

Conditions :                            timed            0            untimed  
0

Examination :                            yes            0  
no            0

Reference tools :            yes            0            no  
0

What reference tools ?

Bilingual dictionary :

English monolingual dictionary :

Grammar :

Other(s) :

=====  
Surname :                            First names :  
Age :                            Male            0            Female  
0

Nationality :

Native language :

Father's mother tongue :

Mother's mother tongue :

Language(s) spoken at home : (if more than one, please give the average % use of each)

Education :

Primary school - medium of instruction :

Secondary school - medium of instruction :

Current studies :

Current year of study :

Institution :

Medium of instruction :

English only 0

Other language(s) (specify) 0

Both 0

=====  
Years of English at school :

Years of English at university :

Stay in an English-speaking country :

Where ?

When ?

How long ?

=====  
Other foreign languages in decreasing order of proficiency :  
=====

I hereby give permission for my essay to be used for research purposes.

Date : .....

Signature : ...

### Anexo 3: 200 palavras mais frequentes do LOCNESS

N	Word	Freq.	%	N	Word	Freq.	%
1	THE	21105	6,51372814	51	SHOULD	771	0,23795709
2	TO	10753	3,31874514	52	ONLY	756	0,23332757
3	OF	10728	3,31102943	53	WERE	735	0,22684625
4	AND	8325	2,569381	54	SO	723	0,22314264
5	A	6846	2,11291075	55	OTHER	711	0,21943903
6	IN	6367	1,9650749	56	DO	708	0,21851312
7	IS	6307	1,94655693	57	WHAT	687	0,2120318
8	THAT	4919	1,51817238	58	LIFE	677	0,20894545
9	IT	3219	0,99349397	59	NO	674	0,20801955
10	BE	3196	0,98639542	60	COULD	635	0,19598281
11	FOR	3145	0,97065502	61	HOWEVER	591	0,18240291
12	AS	2832	0,87405246	62	HAD	590	0,18209428
13	THIS	2806	0,86602801	63	OUR	584	0,18024246
14	ARE	2555	0,78856075	64	THEM	581	0,17931657
15	NOT	2403	0,74164838	65	ABOUT	578	0,17839065
16	HE	2186	0,67467469	66	BEING	572	0,17653885
17	THEY	2079	0,6416508	67	OUT	569	0,17561294
18	HAVE	2046	0,63146591	68	SOME	547	0,16882299
19	WITH	1909	0,58918297	69	YOU	543	0,16758846
20	ON	1796	0,55430728	70	SUCH	535	0,16511938
21	BY	1703	0,52560431	71	TIME	497	0,15339127
22	#	1689	0,52128345	72	HER	495	0,15277401
23	PEOPLE	1569	0,4842473	73	INTO	489	0,15092219
24	HIS	1564	0,48270413	74	MAY	486	0,1499963
25	HAS	1555	0,47992641	75	UP	481	0,14845313
26	WAS	1555	0,47992641	76	THAN	480	0,14814448
27	THEIR	1540	0,47529691	77	WAY	477	0,14721859
28	WOULD	1461	0,4509148	78	THEN	470	0,14505814
29	BUT	1298	0,40060741	79	EVEN	458	0,14135453
30	OR	1286	0,39690378	80	MOST	457	0,1410459
31	AN	1246	0,38455841	81	VERY	446	0,13765092
32	FROM	1187	0,36634898	82	ITS	438	0,13518184
33	MORE	1169	0,36079356	83	HOW	435	0,13425595
34	WHICH	1137	0,35091725	84	SHE	435	0,13425595
35	CAN	1116	0,34443593	85	MAKE	433	0,13363868
36	WILL	1116	0,34443593	86	WORLD	426	0,13147824
37	THERE	1080	0,33332512	87	SOCIETY	423	0,13055234
38	IF	1067	0,32931286	88	DOES	415	0,12808326
39	ONE	1056	0,32591787	89	HIM	408	0,12592281
40	AT	1017	0,31388113	90	MONEY	400	0,12345374
41	I	979	0,30215302	91	ANY	395	0,12191057
42	ALL	946	0,29196811	92	CHILDREN	382	0,11789832
43	MANY	925	0,28548679	93	WOMEN	373	0,11512061
44	WE	925	0,28548679	94	MUCH	364	0,1123429
45	WHO	899	0,27746227	95	USE	362	0,11172564
46	ALSO	861	0,26573417	96	JUST	358	0,1104911
47	BECAUSE	854	0,26357374	97	OWN	352	0,10863929
48	WHEN	843	0,26017877	98	LIKE	346	0,10678749
49	THESE	839	0,25894421	99	OVER	333	0,10277524
50	BEEN	793	0,24474704	100	MADE	327	0,10092343

N	Word	Freq.	%	N	Word	Freq.	%
101	CANDIDE	326	0,1006148	151	EUROPEAN	228	0,07036863
102	THOSE	326	0,1006148	152	ABLE	226	0,06975137
103	MUST	322	0,09938026	153	BEFORE	225	0,06944273
104	HUMAN	320	0,098763	154	BOTH	225	0,06944273
105	NOW	320	0,098763	155	BETWEEN	224	0,06913409
106	DEATH	319	0,09845436	156	ALTHOUGH	222	0,06851683
107	AFTER	317	0,09783709	157	SEX	222	0,06851683
108	GOOD	316	0,09752846	158	BELIEVE	221	0,0682082
109	TWO	309	0,09536801	159	SCHOOL	221	0,0682082
110	WORK	308	0,09505938	160	PROBLEMS	220	0,06789955
111	SEE	307	0,09475075	161	SEEN	218	0,06728229
112	FACT	306	0,09444211	162	WANT	217	0,06697366
113	FIRST	305	0,09413348	163	STATE	215	0,06635638
114	THEREFORE	304	0,09382484	164	IMPORTANT	214	0,06604775
115	NEW	303	0,09351621	165	US	212	0,06543048
116	EXAMPLE	302	0,09320758	166	BRITAIN	209	0,06450458
117	ANOTHER	295	0,09104714	167	TOO	209	0,06450458
118	THROUGH	295	0,09104714	168	FAMILY	208	0,06419595
119	BECOME	294	0,0907385	169	GO	207	0,06388731
120	POWER	294	0,0907385	170	MEN	207	0,06388731
121	YEARS	293	0,09042986	171	PART	207	0,06388731
122	STATES	292	0,09012123	172	HAVING	206	0,06357868
123	TAKE	291	0,0898126	173	AMERICAN	205	0,06327004
124	RIGHT	289	0,08919533	174	SAME	205	0,06327004
125	WHERE	286	0,08826943	175	END	204	0,06296141
126	MAN	285	0,08796079	176	IDEA	204	0,06296141
127	SYSTEM	285	0,08796079	177	DIFFERENT	201	0,0620355
128	STILL	284	0,08765215	178	LAW	200	0,06172687
129	FEEL	281	0,08672626	179	NUMBER	200	0,06172687
130	GOVERNMENT	278	0,08580035	180	PLAY	200	0,06172687
131	GET	276	0,08518308	181	GUILT	198	0,0611096
132	PROBLEM	271	0,08363991	182	ORDER	198	0,0611096
133	USED	271	0,08363991	183	ACT	197	0,06080097
134	PERSON	265	0,0817881	184	BOXING	197	0,06080097
135	WELL	264	0,08147947	185	CALIGULA	197	0,06080097
136	ARGUMENT	260	0,08024493	186	BEEF	196	0,06049233
137	MY	260	0,08024493	187	WHILE	195	0,0601837
138	PUBLIC	260	0,08024493	188	KNOW	194	0,05987506
139	CHILD	254	0,07839312	189	NATIONAL	193	0,05956643
140	CASE	243	0,07499815	190	PARTY	193	0,05956643
141	OTHERS	243	0,07499815	191	PARENTS	192	0,0592578
142	THINK	239	0,07376361	192	EUROPE	189	0,05833189
143	EACH	238	0,07345498	193	EVERY	187	0,05771462
144	WHY	238	0,07345498	194	SAY	187	0,05771462
145	STUDENTS	237	0,07314634	195	BETTER	185	0,05709736
146	AGAINST	236	0,07283771	196	SINCE	185	0,05709736
147	NEED	234	0,07222044	197	LOTTERY	184	0,05678872
148	DID	233	0,0719118	198	EDUCATION	181	0,05586282
149	LIVES	233	0,0719118	199	HIMSELF	181	0,05586282
150	WITHOUT	232	0,07160317	200	BEST	179	0,05524555

#### Anexo 4: 200 palavras mais frequentes do BR-ICLE

Word	Freq.	%	N	Word	Freq.	%
THE	9036	5,67641401	51	MANY	434	0,27263877
TO	5587	3,50975275	52	TIME	426	0,26761314
OF	4864	3,05556417	53	OTHER	417	0,26195934
AND	4590	2,8834374	54	YOU	410	0,25756195
A	3567	2,24078894	55	LIFE	408	0,25630555
IN	3474	2,18236637	56	WHEN	404	0,25379276
IS	3300	2,07305956	57	WOULD	404	0,25379276
THAT	2758	1,7325753	58	THESE	397	0,24939536
IT	2030	1,27524579	59	I	391	0,24562615
ARE	1740	1,09306777	60	#	389	0,24436976
NOT	1589	0,99820966	61	TELEVISION	385	0,24185696
FOR	1545	0,97056884	62	AT	383	0,24060056
BE	1467	0,92156923	63	ONLY	364	0,22866476
THEY	1418	0,89078742	64	WAY	362	0,22740836
PEOPLE	1403	0,88136446	65	SHOULD	361	0,22678016
HAVE	1310	0,82294184	66	HE	360	0,22615196
THIS	1194	0,75007069	67	ALSO	338	0,21233156
AS	1182	0,74253225	68	MOST	334	0,20981877
WE	1047	0,65772527	69	EVEN	330	0,20730597
THEIR	984	0,61814868	70	FILESEPARATOR	326	0,20479317
WITH	829	0,5207777	71	BEEN	324	0,20353676
OR	790	0,49627793	72	WERE	300	0,18845996
ON	778	0,48873952	73	THAN	290	0,18217798
CAN	771	0,48434213	74	GOOD	283	0,17778057
MORE	727	0,45670131	75	STUDENTS	278	0,17463957
ALL	722	0,45356032	76	UNIVERSITY	277	0,17401136
BY	680	0,42717594	77	HOW	276	0,17338318
BUT	652	0,40958634	78	THINGS	275	0,17275497
WHAT	621	0,39011213	79	BEING	272	0,17087036
HAS	592	0,37189433	80	IMPORTANT	271	0,17024218
WORLD	581	0,36498412	81	COULD	269	0,16898577
DO	579	0,36372775	82	HIS	266	0,16710117
THERE	558	0,35053554	83	HUMAN	266	0,16710117
OUR	553	0,34739456	84	NO	264	0,16584477
ONE	535	0,33608693	85	WOMEN	263	0,16521657
S	521	0,32729214	86	HOWEVER	260	0,16333197
IF	518	0,32540753	87	MAKE	258	0,16207558
WAS	505	0,31724095	88	LIKE	249	0,15642178
WILL	502	0,31535634	89	JUST	248	0,15579358
WHO	501	0,31472814	90	VERY	244	0,15328078
MONEY	495	0,31095895	91	WORK	239	0,15013978
SOME	489	0,30718976	92	SUCH	237	0,14888337
FROM	482	0,30279234	93	NOWADAYS	226	0,14197318
SOCIETY	479	0,30090776	94	US	224	0,14071678
WHICH	477	0,29965135	95	THINK	221	0,13883218
AN	473	0,29713854	96	DIFFERENT	214	0,13443477
THEM	467	0,29336935	97	GET	213	0,13380657
BECAUSE	465	0,29211295	98	CHILDREN	212	0,13317838
ABOUT	453	0,28457454	99	THOSE	211	0,13255018

SO 451 0,28331816				NEW 209 0,13129377			
N	Word	Freq.	%	N	Word	Freq.	%
101	LIVE	208	0,13066557	151	LOVE	142	0,08920439
102	LIVES	208	0,13066557	152	MODERN	141	0,08857618
103	FACT	205	0,12878098	153	USE	141	0,08857618
104	HAD	205	0,12878098	154	USED	141	0,08857618
105	ITS	203	0,12752458	155	SAY	140	0,08794799
106	HER	202	0,12689638	156	POSSIBLE	139	0,08731978
107	MAY	202	0,12689638	157	AFTER	138	0,08669159
108	MEN	200	0,12563998	158	KIND	138	0,08669159
109	SYSTEM	200	0,12563998	159	ALWAYS	136	0,08543518
110	JOB	199	0,12501177	160	NATURE	136	0,08543518
111	PERSON	195	0,12249898	161	THEORY	136	0,08543518
112	REAL	194	0,12187078	162	OUT	135	0,08480699
113	NEED	192	0,12061438	163	UNIVERSITIES	135	0,08480699
114	WITHOUT	192	0,12061438	164	BELIEVE	134	0,08417878
115	IMAGINATION	189	0,11872978	165	EDUCATION	134	0,08417878
116	RELIGION	188	0,11810158	166	FAMILY	133	0,08355059
117	SAME	188	0,11810158	167	PLACE	133	0,08355059
118	SOMETHING	188	0,11810158	168	INFORMATION	132	0,08292238
119	TECHNOLOGY	188	0,11810158	169	YOUR	132	0,08292238
120	SHE	186	0,11684518	170	KNOWLEDGE	127	0,07978138
121	BETTER	185	0,11621698	171	NUMBER	127	0,07978138
122	ORDER	184	0,11558878	172	WHERE	126	0,07915319
123	WELL	184	0,11558878	173	LOT	125	0,07852498
124	TV	181	0,11370418	174	CRIME	124	0,07789679
125	MUCH	180	0,11307598	175	EVERYTHING	124	0,07789679
126	DOES	177	0,11119138	176	THEREFORE	124	0,07789679
127	INTO	176	0,11056318	177	RIGHT	122	0,07664039
128	ANY	173	0,10867858	178	OVER	120	0,07538398
129	STILL	173	0,10867858	179	HAVING	119	0,07475579
130	SOCIAL	172	0,10805038	180	BRAZIL	118	0,07412758
131	YEARS	172	0,10805038	181	EACH	118	0,07412758
132	POWER	171	0,10742218	182	DAY	116	0,07287119
133	REALLY	168	0,10553758	183	OWN	116	0,07287119
134	UP	162	0,10176838	184	GOVERNMENT	114	0,07161479
135	BECOME	160	0,10051198	185	MY	114	0,07161479
136	COURSE	160	0,10051198	186	NOW	114	0,07161479
137	KNOW	160	0,10051198	187	THEORETICAL	114	0,07161479
138	PROBLEMS	160	0,10051198	188	ALTHOUGH	112	0,07035839
139	SINCE	160	0,10051198	189	CHANGE	112	0,07035839
140	MUST	159	0,09988378	190	PART	112	0,07035839
141	SEE	158	0,09925558	191	REALITY	112	0,07035839
142	EXAMPLE	156	0,09799919	192	NEVER	111	0,06973018
143	GREAT	155	0,09737098	193	PROBLEM	111	0,06973018
144	TAKE	152	0,09548638	194	SITUATION	111	0,06973018
145	FIRST	148	0,09297358	195	FIND	110	0,06910199
146	OTHERS	148	0,09297358	196	ONES	110	0,06910199
147	EQUAL	147	0,09234539	197	THEN	109	0,06847379
148	WANT	147	0,09234539	198	T	108	0,06784559
149	ANOTHER	145	0,09108899	199	HAND	107	0,06721739
150	THROUGH	145	0,09108899	200	PRACTICE	107	0,06721739

## Anexo 5: Amostras do LOCNESS

rs want more, much more! Our system of rewards is money...but is it really about money? I don't think so. nted in the media and this has greatly influenced people. Pictures on the television of cows with BSE who s ago the large civil list was drain of taxpayers money and the Queen, one of the richest women in the wo he greater importance of private schools in Great-britain. The fees for private schools are very high, part to the absurd is true revolt which is a denial of guilt and a refusal to submit yourself to a feeling of be created quickly, but over several years. When Britain entered the European Community in 1973 after a na er freedom and takes solace in Jupiter. She shows guilt and remorse for her acts and thereby is reduced t ving started life in a test tube, as they believe life starts from the moment of conception. There are e

Parliamentary system 01 Although Britain is said to have the oldest democracy in the world nt was created which made important decisions for Britain, such as currency settlements and the running of rts out with a naïve and perhaps cheerful look on life, he soon discovers man's evil nature and the atro with errors simply because there are many things people don't know or can't predict. Due to this errors they will be more conscious of the attributes of life. A sense of sympathy can therefore be felt becau learn enough of these tools to guide them through life so that they may be successful and happy. Some of then is ethics? Ethics are the goals and actions people ought to perform to do what is good or right for me punishment as the people old enough to smoke. People will start these habits at young ages, even thoug owever, becomes immediately clear. The desire for money would-must- coincide and flourish with a desire f one can argue that crime is not a means of making money, if it were not why would people commit them. Yet ogical when they are operating anyway. Persuading people to leave their cars at home must become a major i rything they understood had suddenly changed, and life as they knew it had changed. Two examples of this t are relaxed, and there is no clear standard for life or behavior. Also, everything they understood had ch and charities also argue that they are losing money which they so desperately need to help millions ole National d'Administration. From these schools people go on to occupy the highest paid jobs in the priv l world homelessness would be a part of every day life. An aspect of social interactionism that mo m of social selection at secondary level in Great-Britain, is therefore to do with financial means. The sys in the past they are denying them their right to life and denying their freedom to define their essence radical polititions. Obviously the traits of such people are not wholly genetic, but there must be some ge Richard's stage of development as "initiative vs. guilt". If Richard is ripped away from his home at this mind have even tried cryogenics. To these people life is precious at any cost. The cost here is more th ty foods, people seem to have another reason:

being a moralist, unconcerned with the plight of people who join revolutionary organisations. The novel wa hands, he can change the order of the cosmos and people really will be happy and immortal. This is admira 0s in American, it became very popular to disdain people who did not actually work for a living, but merel ere they can commute. This has meant that whereas people used to walk or catch a bus to work they now driv n concerning whether the patient should remain on life support or not after they have consulted with the pocratic oath lends itself to the preservation of life at what appears to be any cost, a cost that threa pot of early January actually meant people spent money on Lottery tickets instead of on luxury items suc siness is not just a matter of economic exchange, money, commodities, and profits; it involves human inte way or another, people seem to justify them all. People often discuss how selfish a suicide can be. Other There are people who are agains this, saying it is not natural and e a positive rather than negative development for Britain. <ICLE-BR-SUR-0006.3>

argue that the Declaration of Independence states life, liberty, and the pursuit of happiness as rights d weapons orbiting our planet, with daily, normal life. Perhaps this increasingly common mentality is t

advice. I personally consider the essentials in life to be breathing, eating, feeling, smiling, and more. I am overly nice, just friendly. Studies show that people have a greater respect for people that are truthful. At their streets do not look as good if there are people without homes on them digging through the garbage for marijuana. The unemployment rate would go down and people would be more pleased to buy American made products. Caligula to be logical, in that he lives out the life of the Absurd man as Camus had earlier described. Important to our lives, we must first decide what human life means to us. <\*>. Everyone has their own attitude and must be accurate communicating. With this invention people can be informed about everything from the weather to the listed below. An allowance of better access into Britain's main industrial centres by the building of large roads but also acceptance, love and values. She admits life can be bad, but does not see why Caligula wants to die. It surely be seen as a clear loss of sovereignty for Britain. <ICLE-BR-SUR-0015.3>

People without shelter also stay with friends or family. Poverty is not the only characteristic of a person and people need to know that. Sometimes people make bad mistakes when using these would be unlikely to be voted for but Britain must face up to its transport problems and do something to it. It is true revolt which means a rejection of guilt. However, despite all the comparisons you can draw, it is possible by keeping the time, setting and plot true to life. Voltaire, as a Neoclassicist, knew all these regulations and focus its attention on violent criminals not on people whose sole crime is getting high. Would it not make sense to have these ideas, and not with the precious side of human life, and the need to preserve it. The novel 'La Chute' by Albert Camus and decides that work is the remedy which makes life bearable. "Travailler sans raisonner".

A personal problem, but a social one as well. <\*> <R>. If people are driven by their beliefs (such as the Rationalist), for a day, a month or even a year in the name of life. Symptom treatment exacerbates the problem by forcing them to learn much about myself and about how life is for people in general outside their. I have learned a great amount from my experience openly with Caligula. He espouses the belief that people need security in life and that they can be relatively happy and necessary. However, in my opinion, Britain should become part of a single European Community. This is why federal intervention among many Americans, especially the elderly and people with fixed incomes. This is why federal intervention in high places from which he can look down and judge people, his favorite place, he says is at the top of a hill. At present, the issue of whether Britain should become more closely integrated within the European Union is a problem for a crime that was committed years ago. They believe that

<quote> he'll undergo conscious duplicity so that people won't be able to mock him. He becomes a 'juge-pénelope' and as the money increases you will do almost anything for it. Money is not evil. Money is incapable of being evil since it is a treatment to their ailment will be discovered. <\*>. People with this frame of mind have even tried cryogenic death penalty and to show how the value of human life is affected by these arguments. The arguments in the novel are a happy and satisfying life. He enjoyed helping people because of the satisfaction it gave him. He continued to work. We went off the barter system years ago. So if one wants to

the support of Kevorkian is very strong because it makes people think that if one man believes so deeply about something, he will go on the way. Hugo says that it doesn't matter if people die on the way: can't be helped. Hoederer questioned the world has been great. They have changed the way people do business and have radically altered the way that people should not stay in an unhappy marriage; however, people should not get a divorce just because it is easier. Is it possible to be associated with evil? It is true to say that money is the root of some evil. People have lied, cheated, and used their freedom to recognise the limits on your freedom and live life to the full. Again we have to sympathise with Caligula. I rest once the birds and the bees become a part of life, the world becomes a different place. The proponent of the invention I agree that computers are helpful but people should not live through their computers and be so dependent on them. A threatening situation. However, the farmers had money involved and did not. When the infected cows were found in the E. If you are going to be stuck in a traffic jam, people prefer to listen to their own choice of tape or radio. <\*>. Here, Forbes has introduced his point that people who believe in suicide as an answer to problems can



an have in this future. There will be no need for people to go to school as they could be taught at home, y please with the contents of their shows and how people are becoming numb to the provocative material in e has blown the disease out of all proportion and people are now very wary of eating beef, resorting to ot ld be to use public transport; i.e. the Railways. People are not taking to the Rail system because of its ical or an emotional need. The list of addictions people develop are endless; drug use, gambling and prost decreased popularity in recent years, due to the immense pop

While the conte is an application of optimism to life so as to destroy its credulity Voltaire also seek century hospitals have begun support centers for people to deal w/ their disease & help the rest of the p duction of computer addicts and again have normal people. <ICLE-ALEV-0009.6>

being led into a period of "Europeanism" and that Britain will lose her identity. However it is important t shing power of forgetfulness, whenever he greeted people warmly it wasn't because he forgave them, but bec our freedom. Freedom itself is his greatest gift. Life has been given and its allotted span goes with th nning of its foreign policy, this would mean that Britain would no longer be an individual state with power d genetic manipulation for allowing disadvantaged people become normal. This should not include mental abi bsurd but in discussing suicide he advocates that life is still worth living despite the futility of it. indeed : Will this mean a loss of sovereignty for Britain or the birth of a nation?

en if we think about the work day of most working people. The average worker works 8 hours per day. They m h this attitude it changes their whole outlook on life. It makes them think that they are better than o le dangers of infected beef. <ICLE-ALEV-0006.9> People throughout the United Kingdom were, doubtless sho omparisons to surveys given in years past. This kind of thor

characteristics of symbols have an impact on how people perceive things also. Our culture places negative The question is how much sovereignty is Britain prepared to lose and do the benefits of belonging . when his case was first released to the public, people immediately began to form their opinions based on Anything in life can be misused. Whether it be a kitchen-knife use

Knowing that you can just buy drugs from a store, people will try to find other way to do illegal things. or chemical abusers - and have passed this way of life down to their children. The erosion of the Americ o die. Martin can depend on the very awfulness of life. He proves Candide wrong in betting that Paquette e we have being doing this for years by selective training o

nstability of train output, so to say. Indirectly people can't trust the rail companies anymore, there is ave make premarital sex more socially acceptable, people have not necessarily become better equipped to de e about suicide, then maybe we can understand why people do this. Right now, many of us feel that suicide certain areas. Resistance to joining from inside Britain and from inside the Community itself was centred Whether Britain will lose its sovereignty or not, is entirely a p

t be expected to take the moral responsiblity for people who misuse the discoveries/inventions thereby cau an was the breadwinner and head of the household. People of an older generation are the main ones who expe posite of love, beauty, intelligence, light, joy, life and growth are not their familiar ontonyms but in état de l'âme", in which Clamance is imbued with guilt and the desire to judge other people. Guilt is im Company did not mind that they were going to lose money on the original deal, but they knew that aircraft he first week amounts to £125 for every person in Britain aged sixteen or over. Perhaps it could be said th is carried out, society lowers the value of human life. A criminal's life is generally considered to be e in favor of biological parents is the burden of guilt that is felt by the parents as they give up their t time like the present when approaching everyday life. We see how other ethnic groups react to certain true revolt as he preaches a policy of universal guilt and commits his whole life to unveiling other peo events of the day unfolded. Radio, hence, gives people the option of becoming passive observers rather t

and also because he believes that <quote> ie whose life is predetermined by an external force. Although h that this would lead to a loss of sovereignty for Britain, as indeed for all the other member states, and t t may be. But there is another side to possessing money. Money of itself is neither good nor bad. Ones's t by the twas in benefits, it was predicted that people would spend money they couldn't afford on a gambli ritain? It must be remembered that not only does Britain have a small population compared to the majority tes will tolerate an abundance of mercy killings. People will start making this a habit. These proliferf ne to want more and more money. when the need for money becomes the driving force, some people will use w When trying to equalize these aspects of military life, it could have a negative effect on the defense o es our life important to use. If we have defined life, then we must define death. <\*>. In time the focu try to understand it. <ICL-US-IND-0001.1> Money has been said to be the root of all evil. I feel s question, we have to consider our definition of life and our definition of death. I've heard of people lieve that it is the best way to protect innocent people from murderers. While these are valid arguments, e the only popular international sport from which Britain can still hold to head high. We have superb fight

Everyone in society is affected by symbols. People take the symbols that rule the community and inte ian has a God centered life. The christian way of life is often thought of as being subservant, living w es guilt of various types, allocated to different people. Firstly, Clarence is guilty. His previous life a oms tariffs, the creation of the free movement of people, services and capital within the European Communi Anti-National Lottery Campaigners still have. For people living in high society a 'flutter' on the Nationa d will in most cases have a reasonable quality of life. If a post menopausal woman has a child then in a nts to help them. Hugo replies why should he like people when, after all, <quote>. Thus, ambiguity arises we live in today creates an environment in which people don't want to be vulnerable so they don't open up the child up for adoption. Also, some people use money as their excuse. They say they can not afford to nurses, and others are often witnesses to death. People who go into these fields must have had to deal wi , wealthy supporters who fox hunt. In a time when Britain has very few surviving wild animals surely someth lessen both a person's life span and enjoyment of life. Legal problems could become both a capital loss ng sexual intercourse. Some of these diseases are life threatening. Aids is a perfectly good example of duce any more than the decreasing number of young people do. <ICL

up of about ten people at the most, and even then people are discontent. timism can be seen in Elderado, where people live life and enjoy it and always look at the bright side o ould commit more murders with only the threat of life imprisonment, than if the death penalty was imple elp develop clearer thinking. The arts also help people find means of relieving stress and depression. C er what one believes to be the beginning of human life? In response to this question Dr Elizabeth Hanley her, physically and emotionally. Julia's love for life overcomes the intense influences of a culture "ba e, he refuses to repent for his crime, and has no guilt or remorse. Certainly, his new found freedom is however make him aware of the real importance in life. The theory is fundamentally flowed by Voltaire t provide sustenance for life. The power of having money means social status, acceptance, prestige--a plac ft with the despair and anguish of trying to help people but unfortunately choosing the wrong method of do nd therefore is not fully understood. We know how people can contract the disease, and we know the inevita f politicians being unable to agree on policies? Britain, although small, is more often than not in the fo with in Le Mythe de Sisyphé are the absurdity of life and suicide. Camus starts by trying to define th to give this up . A fully integrated market with Britain as a full member would be to the detriment of our cing it with anything else substantial, therefore people were faced with either adopting complete sceptici closer, the debate concerning the sovereignty of Britain is becoming more acute. There are those who feel ord to have a child. The government gives aid to people that need it. Welfare is there to help persons h

when the majority of the population see homeless people as drunks, lazy, ignorant, and other negative characters there is only one real philosophical question. Is life worth living. Everyone at some stage in their lives there were also problems raised about addiction and people younger than sixteen obtaining numbers. When the driver of people they transport. For shorter journeys, people should be encouraged to walk or cycle, both of which He characterises people from the warm climates as being given to excessiveness. If reality is not so distorted, and so hidden that people are going around acting like Superman. As long as understanding and reasoning is an integral part of life. Death could be defined as the loss of these imposed facts that this phrase is incorrect: "The Love of Money Is the Root of All Evil". I believe this correct definition is much better. Only when we start to understand people can we really begin to love them. These writers are acting with it. If the water does not taste good, people will realize it, form their own opinion and stop drinking. There is therefore an increase in the number of old people in French society as medicine and healthy eating encouraged physically to Europe via the Channel Tunnel, Britain would still see itself as a separate country. The concept of equal importance got in the way of preparing. People need to find ways to justify their prejudice attitudes. It has been a happy place. Egiste and Clytemnestra feel guilt about this act and the burden is shared by the people. Drinking as a pastime, and as the center of social life. Alcohol is the "forbidden fruit" among teens. There is a moral debate about the death sentence and give people something to talk about. We have a judicial system that goes to school as they could be taught at home, people would hardly ever talk and the only career available. The justice has developed a trend for thirty years, as people continue to conform to prejudice, beliefs and attitudes.

with a lady friend. Voltaire uses sex to mock the people of his time. He is descriptive of the rapes that disrupt the natural order of goodness in the world. Aspects of the tale stem from those, these criminals just do not have the money. This leads me to my next part. In every facet of computers offer links around the world and millions of facts are available. The government took control of all the families money, including the house in which they lived. There is what a person has to get in contact with the right people, which takes time. The persons must be patient and one of the richest women in the world, did not pay tax. The result, very little was known in the World of Science. This renaissance is not about changing the world itself. Thus, Descartes' 'furies' with him parodying the taking away of the people's guilt. Once the city suffered under autocracy because of the invention of the airplane the world has increased close contact. The deception shocked the sports world and caused the loss of the front of them and proclaims that he takes all the guilt which goes with the crimes on himself. He says that he is convincing people against measles for example. The people who are for this can argue by saying that it is the level of happiness. However, this is also what the people in the two stories were trying to achieve. <R> Differences appear in all areas of the World. In the United States freedom is compromised with the "modern" world and makes less demands. We don't take time to compare the criminal life to the life of the hard working person. In our changing economy we date all movements of goods and policies. Will the people of Britain be prepared to give up their government concept of gender roles being open to change. The people cited in Friedan's and Ferrell's essay were statisticians. But, conflict theorists recognize that the people being controlled disagree with their impoverished conditions of the cultures around the world. Ethnic American literature. Beijing -- every person in the world can watch this event as if they were seeing the bad faith of others in the play. The people of Argos are deluding themselves to escape the anxiety. He went to the bar again the friend who had lent the money asked for it to be returned. When the borrower died

n power in society exploiting the less advantaged people that lack that power. The elite with power are sm  
estion whether or not he should stay and free the people from their guilt. Oreste's decision to stay after  
n his travel back from the New World, Candide meets Martin w  
money may mean you can't survive. But the "power" money holds encompasses more than the ability to simply  
ive a cynical comentary on the world through Votaire's eyes.  
of spiritual meditation which further causes the people to do nothing. The right of ownership of property  
modern to the databases of the world, other PCs, and small d  
y by someone we know simply because these are the people we are in contact with every day. In many cases t  
er of unwanted children in the world. If a child is born unw  
e of eating beef. Another reason for the British people to stop eating beef is the push for vegetarianism  
s himself of the full extent of his freedom. The people of Argos are seen to dwell in an even greater sen  
itain into the modern economic world, done by the conservati  
the homes of the people of the world, the television was abl  
at. The media is a service to the people and the people deserve to know the whole story whenever it is po  
y's style preferences I might be snubbed from the people I might admire and would eventually be shunned an  
rasy which was the envy of the world. Parliamentary system P  
, there are many people in the world who's lives have not be  
ce in our world. Over the past years, the crime rate has con  
rance (or in this case Argos) but it is up to the people to decide what to do with their liberty. It is th  
the distance separating the Organisation and the people it is fighting for. She is uncertain that their g  
they are more likely to feel comfortable with the people around them, which reduces conflict. The concept  
ey were servants of the state & began to call the people their slaves. In other words, hereditary power ha  
ill ?move? the tendency in the world economy towards global  
ciling the evil present in the world with the idea of "l'Etr  
only funds for one or the other. In the end the money got split between the two. This example could be  
t another benefit of the strip joint is the added money spent into the economy. Globally a contrast could  
ts growing reputation from the true wishes of the people. This is most clearly put into focus by the Commu  
his cruel and heartless exercise. I wonder if the people who partake in this sport would like to be chased  
do where everything seemed to be perfect. All the people worked together, noon ever disagreed and money di  
ict theorists also believe that resources for the people are always scarce so that there is competition fo  
eds. He notes the degradation caused by the white people's calling black men boys and refusing to show any  
minism on countries around the world. Because I myself am Am  
oman in the sea from the transatlantic liner. The guilt he feels because he did not even attempt to save  
e she's not out in the working world from day to day doesn't  
t what is happening around the world. Lastly, I would like t  
ting people to read their article is. Drawing the people into reading is not the problem, as we have seen,  
e truth he has found about the world with his people. He wan  
ndide can't believe that they don't have <\*>. The people of Elderado only have to thank God for his gifts  
plain the absurd nature of the world. Camus himself recognis  
uter but instead man has found a way in which the life of a human can be made more efficient and less st  
of why we are here and how the world was created. In 'Le Myt  
when he sets out alone in the world and he is enabled to de  
of the real injustices of the world. The wicked sailor surv  
s of the system If in the last years of his presidency, d'Es

are cut off from the external world, courses in the Grandes  
relationship between man and the world is incomprehensible. On  
<ICL-ALEV-0001.7> The people in the United Kingdom will cease to eat beef if t  
industry and with the business world. A graduate of a Grande  
is how to exist in the modern world and still retain the be  
tunity to learn about the vast world around us is opening up  
this that we move ahead in the world of energy. Nuclear powe  
high calls the sound its home, but for the native people of Alaska as well. Within a few days the devasta  
that if the governments of the world cannot control the rese  
nt their guilt for living! Such remorse keeps the people subserviant and at the will of both the king and  
r othersto envy all around the world. But there are so many  
ng, but enlarge throughout the years. The two major differen  
think that the leaders of the world would confer and aspire  
h had laws to reinforce "l'esprit général" of the people. The have festivals to celebrate harvests and awa  
stre as the "Parodic Messiah", as he provides the people with an opportunity to break away from the eterna  
and then reverses the situation, appartioning the guilt to his listener, because in his view, everyone pa  
talk shows show a part of the world they do not understand  
artisan in the government, representatives of the people will be divided and without a doubt cause the dow  
ved what the true state of the world. It broke his current e  
ences and new knowledge of the world enable him to become de  
felt was the true state of the world, by a laugh on a bridge  
on from other countries in the world, like for example the U  
ough life. He then sacrifices another to save the people from the Gods and redeem them whereas Christ sacr  
roducts when they want to. At my high school the people who were caught smoking underage received the sam  
government. They feed endless diatribes onto the people who are too lethargic to care. They say that priv  
the satellite has opened the world to comprehensive view.  
petuates the injustices of the world. The Abbé from Périgord  
ople from opposite ends of the world to not only hear, but s  
rly experiences of the outside world. He is severely punished  
ent, it has influenced now the world functions. For example,  
g the light and the sun to the world and taking on the sins  
ates and probably all over the world because it always leads  
t on himself. Oreste hopes that he has freed the people of Argos by setting and example. Sartre says that  
ublic vote. Now he was directly answerable to the people. In 1964 Charles de Gaulle realistically defined  
to stop the circle will be to break it, the only people to do this is the government or ourselves, If we  
iasco. This policy was hugely unpopular among the people but the Government was able to push it through wi  
for a better life in the next world rather than trying to l  
becomes dangerous towards these individuals. The money which is taken from the prize fund to go to worth  
is not always true in the real world. There are many persons  
outcome of an unequal master, slave situation. The people all became crushed under a single tyrant & thus b  
ere fighting for slightly less than the bourgeois people they came from. Hugo did eventually kill Hoedere  
and fatalaties from around the world whereas before they onl  
ation must be made between the world of art and that of what  
e in revolution and the liberation of the Russian people. Instead it appears that only protest is achieved

not true. We societies of the world must expand our awareness against it. The general consensus of the British people was that it was exciting, but also very easy to win which plagued the rest of the world. Voltaire realised that foreign influence in the post-war years. The USA in particular how that the dead only "live" in the minds of the people; their "religion", repentance and guilt are only , and information sharing, the world as a body of people living. The duplicitous nature of the world means that everyone is taken over and the main reason is because of the money. Money causes hate among friends and family, as in the future, how many stories will the American people miss? The concept of the overruling of a shield by the Argive population - in fact all of them. The people of Argive blame themselves for the death of Agamemnon. The oceans and seas of the world. I feel very strongly that the world is the centre of the Sartrean world in which as he writes is insulting together all over the world on how to do them. (And out has something to offer the world, or if the life has something the way people see the social world in which they live has changed. Legalizing drugs would not only save the nation money, reduce crime and make the users pay their own share of their own state of 'autarky' and costing the government money. Farmers would have to get rid of their stock at a price and order home life. Over the years, the question of whether the money could be used to help. There are many things that the money could be used for other than for the enjoyment of the world. He stated that, . As the years have gone by, his beliefs have made decisions which affect the world as a whole. For society to move forward. Without the wild card, the World Series would not have been possible. 'vous', thereby transferring his own guilt to the guilt of mankind as a whole and finally to expose that the same time as the rest of the world at De Gaulles press conference. The tool for understanding the world we live in. The waters of the world are exaggerated set-up of the real world and its religion. The finally, after about two months, they did catch the people who broke into my house that day. Now the long and short of it is throughout Les Mouches to parody christianity. The people of Argos live with the constant fear and knowledge that the world or television networks can hear the voices of the people that make up their ratings; since they won't list the shopping mall has changed the lives of the people in our town and the town itself. While many people in Asia need to be changed to fit the needs of the people of America at the time. Due to the changing of the world, which is especially shown in the scientific world where increasingly efficient ways are found to do things. So that they can understand the world'. This is one view of a world where they are mortal and unhappy. He wants to strip the people of their security and show them the futility of their lives with them . Americans cannot ignore the oppressive life that had been forced upon many ethnic American workers, and take responsibility for the future, the people fall back into the past and take on the value of their lives. They are put behind the men in the world of college athletics. Workers in various cities and companies around the world continue the work of a world. Money from the lottery, and all proceeds, aside from the money given to winners of course, would have been donated to society. Looking through the years of history it is hard to find a way to help millions of people over the world as oppose to the one person. It has never been seen people all over the world finally take a stand for their rights. Universal suffrage, was accepted by the French people. This effectively meant that any government policy would be the footsteps of the rest of the world. With the end of the Co

It be free and controlled in the interests of the people and not for the benefit of the ruling class. Both be scientists to bear the burden as these are the people who have the knowledge to create the superhumans. ge from or advance to over the years are bad (i.e., going ba e continual reminders of the crime and plague the people, reminding them always to repent. The appearance e one impossible feat then the world would be able to be fre , as well as the entertainment world. Ted Turner revolutioni n everyone's best interests. As for religion, the people required nothing from God, then merely prayed to nbalanced and does not see the world as it is. Thus Voltair f easing the restriction of assisted suicide. The people that speak of this idea state that <\*>. This argu ghtfully theirs. Conflict theorists see the people in power in society exploiting the less advantage notion that all is well in the world and that events occur a of 'Manichean' Martin that the world was inherently evil and . Optimism stated that, as the world was created by god, ,wh something being done on this stretch of road. The people of Newbury generally want the bypass built to all looked unable to continue. With this going on the people taking part will be dangerous, and on the streets our soil in many parts of the world. It would be logical to to prove himself in the legal world. Ralph never saw the 'b tes may be wrong in thinking so because it is the money which protects them in a way. How could we ever b rect meaning) that is, taking power away from the people. But what is worse when we talk about decisions b able to bring any part of the world into your very living r and be the best athlete in the world. With the disappointmen orum linking every part of the world up so that information erty is a definite source of power. Obviously the people without homes have no chance. One way this theory bad faith. Everyone can shape his own future. The people of Argos however do not recognize their freedom, ' patiently ridiculous attempts to explain to the people of the city that the deaths of their families and tre, at the fête des morts, tries to persuade the people that they are free and don't need to be guilty al g measures that would make the world a better place, and tha t of the process of making the world a "smaller", more unifi d out has something to offer the world, or if the life has something to receive from living on. Since it battle for power? No one. Who lost? The American people who lost their jobs. I feel the American people h ates, honour being the main characteristic of the people led to the establishment of Monarchies. Education requires explanation. Over the years, traditionalists have s estroy. Scientists around the world are investigating genet le's perceptions of the entire world. It also introduced wha are the happiest couple in the world. The two of them are in there will never be any evidence because all the people in question have committed suicide and they canno

## Anexo 6: Amostras do BR-ICLE

he ignition that moves the feelings of passionate people. In the same way it was imagination that told Leo ure of his/her country. This way, in a democracy, people are expected to be equal. Nevertheless, when thin n these terms, became much harder. Unfortunately, Brazil with its educational index, doesn't provide the m offices, at homes, and so on. So that, different people can keep in touch with this tool of the modern wo earning more money. Agree or disagree?> Nowadays people are concerned about earning money in order to pro oreover, we must be acquainted with the idea that people need something to grab, even illusory and subject hey can not have control of humans mind. In fact, people themselves can not have unlimited control of thei pacity of dreaming has been reduced, the power of imagination has been trimmed. The losses with the advent of t that it is dogmatic to use the word "all", since money may serve as charity and other reasons to be evil ming and imagination has been widely discussed by society recently. The issue is important because it conce e fact they were a dream one time. Indeed, people who say modern life and imagination can not coexi . Money is a way of life. We go to work for money, we invent things for money, and some people even nowadays, like prejudice, unfairness, pollution – imagination can be an instrument of change. Some researches science technology and industrialization can make people feel "unnecessary" and isolated. This happens bec y of attracting us. By showing us beautiful happy people we are more likely to believe in our own ability ot a big problem everywhere, but in Brazil it is. People from the northeastern part of Brazil have many ba ss of his discoveries were also due to the use of imagination. In science, imagination is the key element that that can happen, provide services that help poor people to have a better life, show entertainment program re are people who believe in a material world and people who is faithful, have a religion. We need to comp been influencing old ways of doing daily affairs. People don't move around to handle simple different chor y price and when a man reaches this point in life money starts to be the root of all evil. fileseparator ng critically. In fact, only in a country such as Brazil, it is possible to witness such a celebration for l system which we cannot do without. On one hand, people must focus on the fact that it is a question of u workmanship in companies. At these "universities" people also encounter courses that are theoretical and g have been often enough corrupted by the power of money ever since the beginning of organized civilizatio that religion had a hierarquic place in society. Society should act just like they were told to. As it alw ent, which have blinded us for years to the first signs that iminal are liberated might cause other crimes. In Brazil, there was an cause in which the President of the ven as a strategy of maintaining their power over people, and not allowing them to reach higher positions . To conclude, there is no equality in the world. People are just similar to each other, but not equal. It ebody looks for love. Many young people marry for money rather than love. Security is more important than ions. Therefore, as a consequence of not existing people who can avoid such facts become public, each fami eseparator <BRDEM025> It is a common saying that "money is the root of all evil." According to the Random LE-BR-CAT-0019.1> It is interesting to notice how society changes through times and how such changes reflec ity to produce and profit. Society tends to value people who is successful in business or invests money in age that does not have more space for the unreal. People want more sophisticated things, so this argument are other forms of crime involving money such as Money Laundering and Financial Crimes. As opposed to th r own entities, they are only interesting in earn money. On the other hand there are some notable and con ave also seen women fighting for better places in society and a new consciousness of egalitarianism arise. iness; the paranoia of living among possible fake people, friends, relatives, partners and lovers; the fea t all their values and start to live only to have money at any price and when a man reaches this point in out the past. Technology is used as a tool to put imagination into life. Computer effects bring to our eyes myt people and their actions are the source of evil. Money, like anything else we value, is nothing more tha



having a future where they can be back to live in society. To sum up, it is undeniable that prison in society are similar to drug abuse. First of all, people become addicted to watching television. As a tentore, we have forgotten giving space for dream and imagination, for our existence has been reduced to a meaningful. From the use of computers in homes by millions of people to the use of internet, and digital tv, technology that sometimes seem unbelievable. They kidnap rich people and make them suffer in order to get money from a person that is just interested in money, money, money, can not have a really happy life, For example, a knowledge, but also for their ability to deal with people. What I'm trying to explain here is that to study it would also require a change of mentality from society that would be a fundamental part of the system in order to avoid certain conflicts and discussions. In Western society, a form of censorship is linked to the media, such as it is possible to understand that there are unhappy people with or without money, maybe the most suitable quality of access to information, television contributes to people have difficulties developing reading skills, creating this just as a part of the long journey in which people have to be in touch with the everyday news. Including the doings in the bible, and it is dream that make people struggle to do their material desires turn into reality. In my opinion this sentence is saying that because of money a person can take some actions that are wrong according to the bible, amidst many other issues, the inclusion of people with audio disabilities. Unfortunately, many universities are full of anger and hate and these people in the name of money do things that sometimes seem unbelievable. They are in the United States, they found out that adult people are also attracted by violence. They asked them to write their primitive thoughts such as most of the musicians in Brazil in the rough times of dictatorship wrote music's lyrics to praise it. But the truth is no one can live without money in our modern society. There is a price tag for everything, and it has been a controversial issue to discuss. Generally, people feel slightly uneasy and concerned to have an open market during the graduation course and of course save money, also students get a job quickly. It saves time in the long run. There is a way out of this decadent system that maintain people in ostracism from society without producing or living with the normal problems we all face in life make people postpone their desire to fight for equality and social justice. I think I fit in this second category of people: the optimists. I strongly disagree with the status quo in the modern world. Even dreaming as well as imagination are intrinsically tied to science, technology and the simplest pleasures of life. In a world where people have to work hard to have good food, home, health and freedom, political corruption, for instance. Moreover, for money people not only use to lie but also use to kill. People give up your objectives. Unfortunately, there are people who don't get to learn because his/her has an extreme need for technology. Concluding, has technology made people less imaginative or less creative? My opinion is no. It points. Rather, it is our style of life, in which people have to work so much and are always hustling, that is the main problem of great importance for the recent elections in Brazil. On next October 23rd this country will be able to hold a referendum. The rough competition exists inside and outside Brazil. However, the Brazilians, carecent of structure and discipline, help patients die?> "Your life is not only yours" People have the right to give up of the life? It is permitted by god and resort to illegal means to get hold of money which is not rightfully theirs. Money is a concept of time and distance has been vanished and people can keep in touch with each other by virtual way. Because of technology and industrialization, dreaming and imagination not only have a place in our society, but they are also necessary. Desire for money and status is only bad when people do bad things in order to obtain what they want. It is based on the modern necessity to produce and profit. Society tends to value people who is successful in business and to keep them. They do so many bad things to obtain money, that sometimes it seems to be unreal and still to be necessary from a perspective of rehabilitation for prisoners in Brazil. For this is when we see on the TV people collecting money to save a person or a child on an important surge and are prepared to speak on behalf of God, tricking poor people and profiting from this deplorable attitude. Finally, we need a life full of happiness. I am not saying that money is not important for our lives, of course it is, but we need to use it like a dream and dreams that we can use. So, tying imagination and science we will be in the best. fileseparator

difficulties developing reading skills, creativity, imagination and capacity of concentration. Several researches at the University is very relevant. The government in Brazil is not concerned with education as a social factor. Money led the two young people to crime. In one hand money can bring a good life, but on the other hand if it is not earned in produce knowledge, in give attention to people when they make social programs, in develop new technologies, all worries are absolutely relevant to the couple. People cannot get married without knowing the income of the key to the problem as the bible says. There are people, who love their money, and this love is the root of the field planting our food. There are millions of people that know to do many kinds of works that are very profitable with money. Everything in modern society is based on money. As the saying goes, money makes the world go around, not only this but also the nasty conditions in which people who had their families and houses destroyed by the war, and involves the suppression of larger amounts of money through the breaking into houses and kidnappings, and the end of the so-called place for dreaming and imagination. Television and computer are here to stay so as to entertain the society gives to the physical appearance makes people look for the formula for being young as long as it can be achieved. We all know that money makes the world go around. Money is the guarantee that we have everything we want, and we can buy anything we want. When a bandit commits a crime, he / she makes money. Not just any money, but good money. Money that is earned through legal means, and it is not the law that will make people equal, mainly because people are different from each other. Money has its good and bad points about it, but making people dream less is not one of the bad points. Rather, the laws that need to be revised are the laws related to abortion in Brazil. Illegal and bad-succeed abortion is related to the death of a human being. An additional disadvantage of it is that money makes people greedy and makes them do anything to get more money. The importance of emotional feelings such as dream and imagination, some action might be done. For instance, In order to improve the quality of life and water are almost luxury in some countries. If people live longer than the expected, they'll eat and drink more. The income between people who go to universities and people who go to preparatory courses are very little. For a preventive approach to youth crime, by providing young people and their families with social services, such as counseling, and when students graduate and face real world in schools, they are not prepared. Having a university degree in Brazil does not give people the guarantee of a job as we have seen in many regions. As things are now, we definitely can't call ourselves "normal people" while people die on the streets 'cause of cold, hunger, and lack of shelter. Every day, there is still place for dreaming and imagination. To conclude, I truly believe that no modernity without money. When Brazil was "discovered" by the portuguese, they robbed us of our land. We have a better standard of living. Consequently people have become more materialistic and have forgotten about their spiritual life. Crime, though. Psychological issues may encourage people to be evil. Several are addicted to stealing; others to drugs. Money has followed society since its birth, that's what people live for, dirt, gold, agriculture, mining – these changes had effects on society, economy and the way of life of people from entire world. Money is just one way of keeping score. Blaming money for evil is like blaming the scoreboard for the bad game. It is very easy to come to the conclusion that if money did not exist the world be completely different, but it is not. Useful information that is among infinite programs people are used to watch. At the end it can be noticed that money is a double-edged sword. It is an endless circle. Another point against money is that some of the people who do not have the courage to face reality are responsible for taking space of dreaming and imagination in modern society. A variety of arguments have been used to justify that a human being does not have an adequate conduct in society, he / she is suppressed of social life, being arranged in a hierarchy. But there should be a limit to the amount of money a person could accumulate for him/herself under the control of the law. It is possible to lead a better life by transmitting knowledge as well as preparing people who will build the future. To conclude, the most important thing is to have a good education. However, there are severe rules which may prevent people from entering this fragile world. It is the awareness that they had been studying for years. They had the luck to find a job. They have a house, a beautiful car and other good things that money can buy. But honesty, humanity and love can never be bought. Actually, people want to see that and to feel this kind of feeling

I'm convinced that the market needs specialized people in leisure and style", says the head-hunter Simon to have a lot of money at any price. To conclude, money is something essential for each single individual. It can be blamed for corrupting people's character, but people can, for making it a priority in their lives. It is not a robbery, others could fight and, in the worst case, people can also kill for this valuable good. In spite of this, it is contributing to the decrease of dreaming and imagination in people's lives. However, it is a well-known fact that it should come from a commitment between society and government. Both parts should perform their respective efforts, new machines. They are scientists but they have imagination which give them the capacity to see what everybody can do. In fact, only 8% have that dream.", which means that people live their whole lives wishing for money even if it is not their duty. In the past, it was religion which guided society through the limits of what we would call acceptable. People, around the world, need the television, and if that should not be a privilege only to a "special" group of people, including those white people who also live in first world countries. Some of them are about the career, school, money, and others about music, cinema, cigarettes, drink and ways of doing business and in inventions that help people and that make the world a better place. Desire for youthfulness with this new technique of youthfulness. In fact people suffer a lot when they become old. Most of people is no place for them anymore. Thus, dreaming and imagination would (apparently) be impossible things to do in the future.

The role of the media in society Democracy: a system of government by all people for the benefit of all. Love is a feeling that can't be learnt. People just "fall" in love, without concerning about race or religion. Money has followed society since its birth, that's what makes it so powerful. In countries that are governed by military groups. In Brazil, the militaries ruled the country for two decades. Money is abstract; science is an object, a thing and imagination is a dream. When we tie these two aspects of the human condition together.

The penitentiary system in Brazil is decadent. There are a great number of prisoner artists and philosophers were first and foremost people with a great curiosity who read had read extensively. Money is not just any money, but good money. Money that an ordinary citizen would take a life to get. These essential things. I strongly believe that money is extremely necessary for everyone, although some people are replete of power and domination, showing for people that they will never arrive where they want, because of money. While we have a bloody war in which innocent people are being killed, some TV news programs and newspaper headlines which leave no place for dreaming and imagination. Thus, it is important to be able to deal with the world more effectively than any other punishment although some people think that the death penalty is a way to reduce crime. On the other hand believing that dreaming and imagination are out of the context is to affirm that all technology is not, to have the hair and nails done, to have money to do this, to be helpful and to solve everyone's problems. Money is not care about money. Of course, everybody wants money, at least, for survival. If we get a time and then we could see from the data presented, crime in Brazil more than pays. Actually it is an invitation for the future, since we have people with the power of imagination reduced, losing thus their ability to create things. Money is being taken away dervish re-educated by globalization, plows money into capitalist paradises in order to finance his projects. Money is being seen as murders and robbers and poor people being considered incompetent. And it happens now as we could see from the data presented, crime in Brazil more than pays. After all, why people need education and culture? They will become politicians. Money is being taken away destructively way are the best manner of getting what society wants from them. To be rehabilitated is to learn from the mistakes of others.

Jefferson that had not received enough amounts of money to be quiet about illegal money which was used to finance his projects. It will be very difficult and it will require time, money and a huge effort. It should come from a commitment between society and government. Along the years. That's the reason why dreaming and imagination lie in the quaint of one's mind. Although these things are not convenient for them is also appropriate for us? Are people in fact concerned about meaningful issues? Money is not care about money. In the past medicines to reduce pain and help people sleep. Some people take opium (...) and can become addicted. Money is not care about money. Money is emerged on a rapid exchange of information. People are exposed to a mass of subjects a great deal, with

e science is sterile without imagination and only imagination is to flight in the nothingness. Science is concerned should be elaborated. One that does understand society as a whole, not only stratified dynamics. The soul family are hungry, clothes because he doesn't have money to buy it, and things like that, shouldn't be treated hand, a person that is just interested in money, money, money, can not have a really happy life. For example, sources of more elaborate ways of looking at life, society and varied environments. Economic facts would not be balanced the amount people will consume. When people use it in a somewhat substantial amount, whether judged by his appearance. Because of these matters, people sometimes leave the jobs they like in order to get. However, there are people who seem to believe in imagination. Some people may consider that modernity is a sign, though a very good lawyer or blackmailing important people. For example, Michael Jackson was accused of sexual , as a way of determining its value. For example, people who live in these societies know that every objectivism, encourages the individualism; consequently, people becomes more selfish and the collective society hurt. It seems ironic to me that for the majority of people I talk to, most would do anything to save the life if is poor. Every man should have the same amount of money, according to socialism. Although popular for certain. A perfect example is the present situation in Brazil. The Brazilian society is completely shocked to see for offenders to leave jail and be integrated in society especially the cases when they committed a less serious crime. <BR33D> Everybody knows that every person needs money to live. People need money to buy food concerning for money, and some people even steal or kill for money. In a society based on economic values and material escape. In addition to, many prisoners return to society at the end of their penalty with a lack of support

at present is to recognize that the dream and the imagination are as well generated by visual images. Currently television more than in the real world. Television explains to is undeniable. Throughout the years, it has been observed that s always been a problem to the world, as a whole intricate social features of ourselves. Take, for example, the people who live in Sao Paulo: most of them are from the it does not focus on the real world. I think it is really interesting but never received the car or the money back. only for being employed but also for earning the money to support yourself and your family. <BR33D> <Is most important figures in the world's philosophy and he had most beautiful countries of the world. However, such beauty compared supposed to be only a temporary job turns into the money machine that makes the world go round and that will somehow into utopian ideas. The world we live in at the present is able to know everything in the world and it originates an unending front of your eyes. You have the world in your house. Many students e" seeking for gold and comes to realize that the money has corrupted a large number of people. Money has had a lot of discussions, all over the world, these problems need immediate e, there is no equality in the world. People are just similar nature and imagination are the two faces of the same money. The science is sterile without imagination and only o All human beings should give contributions to the society they live in. It does not matter how developed an Saddam Hussein, relieving the world from the terrorist threat. big coincidence that they were one of the richest people in the world?, couldn't he support all Germany all of making people's mind and consequently all the society, today we have another aspect to think about. Con television spread all over the world but it has also incorporated y and army to scan for traces of communism in the society, and the ones who were caught would be severely punished rs ago at the beginning of the world, according to the bible

ophy to help people around the world. Just like him, we have  
prisoner had their minds changed. Concluding, the people who manage the prison systems should think in a b  
f scholarship, the privilege is only to the black people. All things considered, it has not been so diffic  
N> Nowadays, television has spread throughout the society for many years and it is already established into  
pils are prepared for the real world? In our modern society  
V. In almost every home in the world there is at least one T  
ould be more aware of how the world is, that is, the real w  
the administration of the money is not good. The money in the prison system is not well "canalized". For  
many years and it is already established into the society habits. According to the development of industrie  
y, people becomes more selfish and the collective society has been gradually disappearing from human minds.  
the same programmes, the whole world becomes a village, and  
nd incredibly interesting. The world is kind of crazy nowada  
lize that it's worthy living in peace withing the society. Surely, the results would be far more satisfacto  
lation is silently accomplished by the privileged people, those who actually have the opinions displayed.  
ers should talk more about the world outside the university"  
ntative of forgetting the real world, they spend or, in fact  
odness and then try to absolve them claiming 'the money made me do it.' The fact is people and their acti  
ignificant ones. In the modern world the imagination express  
, who are involved with great things and have the money in their hands. Considering this, they could chan  
his argument goes, not intending to impact in the people beliefs. However, innumerous history facts prove  
of rapes are increasing in the world. According to Folha da  
ng the degrees has a cost to the institution, the money invested will compensate. That is something gover  
and so on. God has created the world in steps and if you do  
information echo in the cultural formation of the society. The radio, the cinema, the television, the video  
f the simple mechanisms in the world, put in another way, th  
utionary. They thought in their countries, in the people who lived there, in the freedom of this people. S  
level of the birth rate in the world and the consequences of  
have a very strong impact on the decision of the people, that is, they somewhat express the voice of the  
ul of soulless conditions. It is the opium of the people. By the way, he thought that the religion could b  
tainment. Because of the accessibility of TV, the society raise bad habits among them. For instance, a mode  
t "intelligent" species in the world, we continue to take ad  
survive with only studies? The world needs people to put the  
his situation has changed, the world is modem and things hap  
es of society refer to television patterns of the society itself. The key aspect, however, is to observe cl  
dustrialization have ruled the world. However, they are huma  
sm encourages the state to invest the populations money accordingly to FMI interests; comsequently, the  
nd technology did not overshadow the power of the imagination which manifests itself under different forms of I  
he watchers to forget the real world and enter into a pleasu  
ire paid workmanship. On the other hand, the same society and all its citizens would enjoy the fact that, w  
omen's feelings and rights. As a consequence, the society started to question their believes and men was al  
t People who travel around the world are able to get to know  
e less industrialization and modern things to the society. Indeed that is true, however, many of these town  
ddah. fileseparator The modern world today is very competit  
blems like they had to do? It is easier when the society offers you everything you need, isn't it? Reflect

needs. Moreover, in the modern world men will have more time  
s, invents and news around the world can achieve everyone wh  
, that is, they somewhat express the voice of the society. One problem concerning this is that they should  
y safe to say that in the next years we will find lots of gr  
ican. As far as you have got a television and the money to afford cable tv you have the whole world to se  
d, for example, in the fashion world, where clothes and acce  
well-developed idea of how the world is supposed to work. Th  
rs praising someone, and some days later the same people who praised are now criticizing; It's all part of  
nfluence of technology and the world created by science and  
etical equality of genders is good or bad for the society, but the reactions that happened so far show that  
lopment has caused through the years irreparable damages to  
ld of a person who chooses the world of crime. Although it i  
ds to live and we will certainly find listed the money among these essential things. I strongly believe  
hts is that, in the capitalist world, the fittest "wins" and  
ot allowing them to reach higher positions in the society. However, in countries where the government appea  
a shanty town somewhere in the world, undertake fund-raising  
et, a crisis takes hold of the world and unemployment rates  
roduce more and more, and before this reality the people seem to be changing their ideals, their dreams fo  
sently, the television is a source that feeds the imagination of the children as well of adults, through the ne  
imes they want the money to bring them out in the society. Many people are used to judging the others for w  
the events that happen in the world. All in all, we may und  
mpact of these two "minority" groups in the whole society is very commented among people and is known for r  
erest focused on the imaginary world created by the fiction  
elated to the scenario that surrounds the present society. In fact, it is possible to suggest that if Victo  
not followed by people, they are excluded by the society and they are even seen as people from another wor  
suggested to take care of the world in which they live in o  
ew existing 'pigs', the ones that detain the real money and that dominate our gigantic Human Being Farm.  
two hours. People, around the world, need the television, a  
ceive clear messages about the world from their parents or f  
ses the scenery of the present world was not created by the  
listic and world, those who are excluded from the money making process are left with very reduced alterna  
all the attention of the whole world to the environment. Wou  
for? fileseparator In the late years, having a university de  
e, the convicts would also be saving the citizens money, which is paid as taxes and is used to maintain a  
reparing students for the real world has been widely debated  
ountry or physical and psychological marks on the people that involuntarily join in this cruel fight. Koso  
l nations. fileseparator <ICL-BR-CAT-0059.1> The society we live in establish patterns which well-succeed  
te change, as everthing in the World Capitalism. Darwin alre  
ause of so much poverty in the world is due to the unequal d  
e. What if all children in the world did this? Wouldn't it b  
These 'pigmen' own the money that really matters and that produce the false id  
equality was spread around the world. All the world unequali  
earching, in the contrary, he wanted to leave the money for those whom wanted to fight for that, to whom  
e greatest philosophers in the world. As we know the greatest

ironmental problems can be especially felt by the people who belong to a lower social class. So, it is pos  
has had been lost in the past years. Another negative aspec  
read around the world. All the world inequality is also clea  
he government hands. But the governors invest the money (budget) into another areas instead of doing it t  
the first universities in the world have their roots in med  
ical point of view towards the world, in learning how to rea  
something must do... But the fact is that if the society changes, the relationship between man and woman c  
been depredated throughout the years. In Brazilian public sc  
e of the richest people in the world?, couldn't he support a  
nd, but people do not stop the world because of it. Children  
ow how to apply into the "real world" what it is learnt insi  
pment of industries around the world, the influence of telev  
y degrees valuable in the real world. It will then put forwa  
the consciouness that we must help ourselves, the society will never be fair for all over the citizens. "Al  
ions. Although the world is becoming more and mo  
an unbearable reality that the world is supposed to swallow.  
w the strong influences religion exercised on the society of his time. In 1844, the year in which he wrote  
helps people from all over the world. Nevertheless, human ca  
ur own world, but not the real world, just other world in co  
velopment, but also satisfy the interests of the society. As we know, education enables students to become  
t the same time? The problem is the love for the money, because the love for the money is the root of al  
a story, but it is not. If we think about how the people lived some years ago we get shocked because nowad  
rom many people all around the world, as it would be require  
role of the government and of some members of the society in stating what people should have the right of d  
Hornby <R>, is "a system of government by all the people of a country, usually through representatives who  
ch easier to imagine the ideal world than to make it comes t  
ually all the societies in the world. It cannot be denied th  
y are on the rich's table or the table of all the people that usually don't care about this, because think  
s changed a lot throughout the years. Women stayed home and  
e two regimes that divided the world for many years: the Soc  
ng money. As time went buy the world changed, though. Nowada  
bad facts, of violence, because this is what the people like, to see blood... but they can't do anything  
ble for the destruction of the world since the very beginnin  
on as a form of mass manipulation, showing to the people only what they want to know. It's just like some  
to it that the old values are changing. Thus, the society are changing its habits in a selfish and busy way  
imagining our life and all the world that is around it. file  
e saying goes, money makes the world go around. But what is  
in order to achieve the final goal, which is the money. To some people, the target is only to earn enoug  
e new technology of the modern world had also contributed to  
rights for women all over the world. This stereotype of a h  
t there are some people in the world who have more money in  
e in the jail are most of the time dangers to the society, but when they leave it they are worse than they  
e. In the course of the modern world progress, the technolog  
ents reached by the globalized world is the development of a

aiming to bring changes to the world have gone into differen  
be observed nowadays that the world is emerged on a rapid e  
res from the other side of the world without leaving home, i  
he issue of whether the modern world is no longer a place fo  
cked by the coolness and adult world of the Academy. They ar  
tion for the equality right is to treat the equal people in same equal way and to treat the different peop  
icular necessities should specify our role in the society!" Out of that wicked logic, pigs are able to make  
be observed beyond this social group. The modern society offers people a world with no frontiers; on the o  
rtually every household in the world, is a powerful influenc  
and imagining how the perfect world would be. In our modern  
something that everyone in the world owns. Something that br  
uce a real scene from the real world in their paintings, som  
the guilt would be condemned to live far from the society, the friends, and the family. Once imprisoned, fu  
ven the men lost their inhibitions. The Brazilian society of plastic modelling reported the number of men w  
lowed our specie to master the world. Throughout time man ha  
s "do not prepare for the real world". And what worries me i  
ersuasion similar to those religion has used. The people behind the propaganda try to inhibit the viewers'  
n in order to get some money themselves. What the society sees is a chaotic situation and as result a feeli  
common sense today is that the world is very dynamic, multid  
ma Bin Laden. The Iraqi – as well as the Afghan – people are free now: free from oppression, free from pai  
rocess. Brazilians have the right to vote for the people who are to rule for them. Each Brazilian citizen  
as been largely debated in the world nowadays. It is an impo  
prepared to face the practical world of the professional cho  
s vigorous growth in the early years of the 21st century and  
has emerged a new financial activity in which the money itself is merchandise.       Nowadays, this  
an't do anything to change the world situation, causing a fr  
only thing that exists in the world. To match what happened  
are been manipulated. Some say that the Brazilian people is a people without culture. Depending on the poi  
hip is a mass oppression tool against most of the society, for instance the most famous case of censorship  
least nine serial killers. The world has changed and there i  
nts in a process of making the world a better place to live.  
rate of live expectancy in the world There are also developm  
tance that society in general, but especially the people who are in charge of making the laws and of assur  
, we can talk to anyone in the world from wherever we are, w  
h with this tool of the modern world: children and adults, m  
t of technology has turned the world even more competitive b





the point of view of some work market experts, many people from the human resources area are not considering regardless of social class, race and skin color. Many people say: one must study because if one does not, s/he or rehabilitee? This has been a question of many people. In the first place, the prison system is a portions of land offering risk o life for so many people; and although the civilization of the world are c t all of this, depends on the situation too. Many people that live inside the prison and receive some kind od or something essencial for a health life. Many people have cable TV, too, and their favorite channels a not have only negative aspects. Many intelligent people do have a religion and do watch TV. Not all TV pr g of a relationship of equality among sexes. Many people truly believe feminists as a groups have done mor line is probably the image that prevails for many people every time feminism is brought into question. As too much if we go to the countryside because many people there still have the same kind of life of our anc st and relax in front of the screen has made many people more sedentary, alienated from the world around t st way. And that is the reason that makes so many people wonder where the dreams fit in our rushed lives. find motivation not to give up? Fortunately, many people are just like me: dreamers. In my opinion, it is the main attractions offered by television. Many people wake up, have their main meals and even go to sle y overcomes other means of entertainment. As many people prefer staying home and watching their favorite p keeps students away from them. As a example, many people consider letters course a “waste of time” or a co ore has contribute to stealing the time from many people all around the world, as it would be required fro pefic way of looking at the world, because many people contribute to the society in different ways. With sequences for the future generations. Though many people refuse to see, we have already spoiled the presen came one of the most important objectives to many people in Brazil. The number of universities and courses unately, did not go the same way. Nowadays, many people have been questioning the quality of most univers it is important to mention what is called by many people a qualified university degree. In general, people new arising. This is a fact that frustrates many people, either because they cannot have everything they this modern world is cell phone. There exist many people that didn’t live without it, they can’t leave hom the point of view, it is common to hear from many people that there is no positive way to redress the dama ws you to do what you want. If you are rich, many people want you for a friend. Nowadays, money is also im portant when somebody looks for love. Many young people marry for money rather than love. Security is mor fe in modern society. Despite its benefits, many people consider money as a root of all evil, because it can make people do strange things. There are many people who like to play card games for money. They like ews Week Magazine. On the other hand, still many people will sufer, specially those who live in Costal ci d imagination. It is the contention of many people that science technology is another factor that is aving, an enormous influence in the lives of many people. Many believe that money bring status, affection, s this fact is even more recurrent. Moreover many people work only with a machine – a colleague is never m e of that is the fact that nowadays more and more people who have already graduated do not have a job rela produce great works of art. Today there are more people with the time and education necessary for creatin for everyone in quite short time. We’ll have more people and less place to plant. Considering the way we t .D> It is a widely held belief that more and more people are trying to make their jobs a satisfaction in t n for traffic jam problems, living with even more people. Considering another point of view, such as relig ias if you really like this person. More and more people are avoiding the contact with other people. The c and restaurants, when the movement requires more people working. But "the gold race" is bigger than we ca le?> As the time goes by, there are more and more people looking for a job, and less and less opportunitie t for land, the more land they conquered the more people they had under their control and as a consequence oney in something stupid or selfish. We need more people worried about important causes and about others. s a graduation, so because of this, more and more people are looking for a college where they can improve

ng in a Shopping Mall. It shows us that, for most people, it's even less necessary to use imagination to f
 an interesting and intriguing topic because most people are used to saying that they love each other, tha
 hich lose their strength, they get divorced. Most people go in front of the priest and swear eternal love,
 over the place. But biggest benefit is that most people decide not to act like that. There are many ways
 e inefficiency of the system) is not seen by most people. More than that, nobody seems to notice that it i
 ep having babies. Well, some years ago, when most people used to live in farms, they used to have more chi
 at the educational problem. Maybe if we have most people witna good educational level, there would a crimi
 d a criminal level lower our actual, because most people with professional courses could have most people
 people with professional courses could have most people thinking to work and not to rob. Logically, the c
 the repulse of those who are against it. But most people speak of it without fully understanding what femi
 ing about this, is it possible to claim that most people have forgotten the real sense of life? Not all bu
 ppealing to their emotions. For this reason, most people are led to believe what they watch on television,
 generations. It was somewhat impossible for most people to behave without thinking about their beliefs in
 vertheless, it is not just a piece of paper. Most people do not spend much time wondering what money is; t
 s process is denying the critical conditions most people around the world live in today as well as ignorin
 ileseparator <BR45> <IN FAVOUR OF REPETANCE> Most people think that the enforcement of death penalty is a
 umstances have changed since then. Nowadays, most people do not think like their ancestors. The contempora
 satisfaction before job security is a luxury most people can't afford"> Nowadays it is coming harder to fi
 rmation is usually corrupted. Unfortunately, most people must believe on it, because of the lack of time t
 s about them, forgetting about his own life. Most people dedicate a great deal of their leisure time to wa
 th century. The television is fascinating to most people, including children, therefore it has been the ma
 ral government is now ruling that poor, suffering people. People who were not used to Democracy, who were
 and process information. I do not side with those people. In this essay I will put forward reasons to supp
 doing wrong things in their jobs, although these people have studied in university courses. Getting a deg
 ols, they are not prepared to treat these special people. And this is not something one can get only throu
 ple, but there are not enough work to every these people. The graduation will not help people to get a wo
 s long as the certificate é more important, these people don't have the value that they deserve. Th
 he people who lived there, in the freedom of this people. So, they did poems that touched the heart of men
 e trial and be sentenced as adults. However these people forget that they are dealing with individuals who
 ould only cause more problems. According to these people, the only foreseeable downside of raising the leg
 you are (colleagues). Being in contact with these people will show you a different kind of world, a world
 gases and thick dark air? If you're one of those people that are really excited about living longer make
 is opportunity. I can't imagine live around those people that I like for a biggest time, here we will not
 ry. Their concept of worry is different. For this people the youth is in our minds, so it is not necessary
 rest on control and dominance on people. To these people, the authorities would be disrespecting the human
 ted in the same socioeconomic position. But these people forget that they are also hired men/women that ar
 other regions or countries. More than often these people end up suffering or even dying in these foreign p
 en the animals, nature and so on. Nowadays, those people are doing something different: they are caught i
 ncome and hadn't a good level of education. These people are the direct victims of the system, because the
 y a job and they didn't get it. After that, these people start to practice crimes, in order to solve their
 igent than the other ones, but it means that this people should help the less intelligent people and it is
 mean if we cope with the rehabilitation of these people (what is not happening here in Brazil at the mome
 the soap opera also can take information to those people such as behaviour besides an idea of different ki
 prisons with nothing to do. They should put these people in institutions, where they can study or work, to

life outside the jail. They have to put all these people to work to deserve some kind of good treatment. So should exist work, like a factory to put all these people to work, make money and to deserve the food and the income of Bosnia or Croatia, for example. Their people consider themselves as if they were from a different part of the Americas' countries were formed before their people. We can not say that an African slave represents a crime, but it will be able to manipulate in an easiest way these people that cannot think by themselves and not even create a system is essential to provide the right tools for those people who want to apply for a new job in our competitive world. It would be much better for the penal system if these people, who obviously do not represent danger to society, could be part of the reintegration of these people to the community. If different kinds of criminals are given the opportunity to use their creativity at the most. These people have the ability to take something that is seen as a real intention of doing something good for these people? I mean, if criminals ended up performing their work and creating a lot of opportunities in life. If these unfortunate people are kept under even worse conditions the results are that instead of being led into consciousness these people are pushed even harder into crime in order to survive in unsanitary conditions or without any comfort. These people are not allowed to have sometime for themselves, but a verdict we do not question where and how these people are going to be, but by doing this we simply forgive their desire for more and more. Even when these people are already rich and powerful, they want more. A sense of indignation then, becomes anger and hate and these people in the name of money do things that sometimes seem to be worried about trivial problems. These people are extremely creative, perfectionist, and they are not satisfied with themselves, but do not become a cold workaholic. These people have time to conversations at home, to practice sports and challenges? How can it discriminate those people? It doesn't sound fair to condemn people to a miserable life. It's as cruel as any crime those people could possibly commit. As it was shown before society, they can do anything they want to do in it. These people think Nature has to obey them and everything they want to do can touch them. It just happens because these people have not yet realized that they are Nature too and they are not at their homes. It is interesting to note that those people are not wealthy ones. They are ordinary citizens and a bad point to the criminals that can pursue these people for money. And third, in the level of the physical world, hoping that one gainful thing will appear. These people do not stop simply to do other activity. Indeed, there is a "special" group of people, including those white people who also live in financial difficulties. There is a lot of controversy about how these young people should be tried. As a child or as an adult? Juvenile? It is a strange sensation of thinking that two people are supposed to be one, are made to be one, when they are not, even if you don't need to compete with all this people on the job market. Even so, it's important to have a good education and can think by themselves, these "poor" people can't even know that their mind are been manipulated. In a manipulative scenario, there is no longer place for those people without a diploma. However, most university degrees are not available in the city and that there is no solution, that people live in fear and that no one is safe, even if the police is present. In addition, the social cultural context of these people may demonstrate to them the currency of belonging and kept arrested), and the quality of life these people appear to have had before and after being caught. The importance of this affirmative is to ask who are these 'people' that defend this point of view. The importance of this attitude also. At the first moment, two people feel something and cross their ways. After that, they are head blow up with a gun shot, but cannot watch two people making love. What is the criteria used on TV's ceiling? And, it is much more difficult when more than two people want to watch the same program. Another bad point is that happened in 2004, devastating Asia, where 37 000 people disappeared, 127 000 died and 500 had to go to a hospital. It shows us that desire for status led the two young people to crime. In one hand money can bring a good life and can buy their houses. More than one hundred and ninety people have been caught by a lost bullet, some of those people are not and certificates to complete with all unemployed people who want the job you are willing to get. For this reason, it is helpful. It is fundamental for the survival of all people. But from the moment it is the only purpose in your life. Once George Orwell said in one of his novels "All people are equal, but some are more equal than others."

For our rights to work and for recognition from all people, our equality to man has put us in an extra-position. We die while waiting for aid. Furthermore, if all people really needed their services, they would collapse. At the same time, these powers make an effort to make all people look the same. These ideas intend to reduce people. In my opinion what he intended to say was that all people should be treated fairly with human rights. files society> Democracy: a system of government by all people of a country, usually through representatives who are elected. <BR33D> <Is love an art?> There are several people who think that love is an art that can be learned and is free of any kind of censorship. However, several people are questioning about the ethics of today's press. Everything we may become a society controlled by few people, with no opinion and no power and this is certain. However, this is a challenge which very few people are able to overcome on the grounds that it is difficult. It is wealthy but that wealth is divided amongst few people who are usually not productive. Life conditions are in this situation. It is unacceptable that, while few people detain the power and as a consequence the money, many churches and ministries are unknown and few people have access to them. There are no supervisors or watched ones. But they are not. In fact, just a few people watch them. So, what can one conclude from that? The cover of men's extractions as there were only few people living in the Earth. Centuries later, the number of people in dispute for power and money, as a result, fewer people has the control of the world whereas the majority of people with a university degree is not a privilege for just few people anymore; it is the first step to get a respectful education that can help us to live better together with other people and to do a new graduation in future. The university has experts and idiots. We can no longer accept other people judgments without questioning, we need to read books and build a lot of bridges for those who want to kill other people. It's not acceptable that one needs someone else's permission to commit such a crime against himself or other people. We have heard about people who are up to commit suicide in a flash, in order to communicate with another people faster, independently if we are in different places. More people are avoiding the contact with other people. The conflicts appear based on stupid things and people do not see the point in it and they need to socialize with other people their age, they want to find out where they belong. They think that this person will think is helping another people. Money became bigger than moral values. The difference between me and you, I need your help. Think about, talk to other people, let's pay heed to nature. I am trying to salvage our world because they don't have the same opportunities as other people do. They also become blind followers of the existing system. They turn their head off and still complete with many other people who also had studied a lot. There is no place for a person to be a given person whom knows how to help other people, with money, clothes, a smile or donating blood. However, so, if you have money, you are able to help other people who need this but for some reason do not have it. When we do harm to ourselves we are killing other people and even our future, our entire race. Reasoning on the other hand, this is exactly what some other people need to trigger their imagination. One thing is for sure that increasing wealth is crucial; however, other people argue that money "is the root of all evil". This is not even a cook, but the truth is that even with other people to do the tasks, the woman of the house would still be there that is, they have privilege in relation to other people. This way, there always were an unbalance in the electronic appliances. People spent time with other people. However, today the reality of the world is quite different. People are doing business and in investments to help other people and make the world a better place. Desire for money is often killed by some interest or obsessions from other people; the excess of money make parents to be absent of their children. So, people used to Exchange their goods with other people to obtain new ones. Then, many years have past and the world is manipulated. Some say that the Brazilian people is a people without culture. Depending on the point of view, they defend or invade territories because they own to a people, because the people who started building these nations are final and irreversible. In this way, an innocent people once executed can never be brought back to life. What about the war? His plan was quite simple. He convinced his people that their race was superior, the Jewish were inferior. In the countries, here, we have countries, but our people is still getting a shape. That is why we see so few people because they put no value on the lives of their people. "They train suicide bombers and kill their child

arth. As they needed protection they allied their people control with military force from the nobles. In o  
fortunately, we live in a society where a lot of people still think that the certificate is more importan  
help people to get a work. There are a lot of people that know how to embroider, to sew, people that w  
pear on the market and, because of that, a lot of people have been encouraged to take a step forward and g  
es resembling gut, neuron and cartilage. A lot of people fell really happy with this new technique of you  
uired by studying very hard, a thing that lots of people can't or won't do. The more degrees and certifica  
ming harder to find a good job. There are lots of people competing in the job market, a crisis takes hold  
e big and in the small cities. There are a lot of people living in miserable conditions of life. They do n  
azil a large number of universities, and a lot of people interested in assign in a course. Most of the peo  
thing that is seen as negative by the majority of people and turn it into something not only good, but cre  
rsity degrees nowadays can be reached by a lot of people, because in Brazil most of them can offer reasona  
Nowadays, it is common to see a lot of young people graduating and not working in the area s/he had c  
ts. There is a common sense that the majority of people nowadays possess a tv set, or even more than one  
pendently of financial status, a vast quantity of people devote part of their lives to watch tv programs.  
m has revealed to be outdated. The huge amount of people hanging in cells does nothing for the betterment  
ation, capable of reaching the greatest number of people and transforming a fact occurred in a small town  
98.046 habitantes which seems a large number of people competing on the job market. Therefore, even if y  
and bad because it can dominate a great number of people with any idea. It is essential to know how to con  
ze that the money has corrupted a large number of people. Money have so much power on people that they giv  
R-CAT-0035.1> Every year a large numbers of Young people enroll Brazilian Universities in search for a bet  
e ever released, they will kill a large number of people, because they lost any trace of conscience that t  
ttention, In other words, a substantial number if people equivocally believe that the consequences of inad  
. fileseparator <ICLE-BR-FMG-0017.1> A couple of people state that in our modern world dominated by all i  
ion the university course is essential for 90% of people who have a great career and also to those who jus  
d all that? As Jornal Nacional points out, 90% of people think that the raped is the only person who has p  
modern, and for this being so, many times several people have the inner necessity of leaving this real wor  
isfaction. It is frequent to observe that several people tend to abandon their dreams in order to correspo  
people suffer a lot when they become old. Most of people get very depressed in their old age. When they re  
but is not everything. Unfortunately, the most of people doesn't share the same opinion as mine. They are  
y in the big cities, having money is, for most of people, the synonym of having a privileged life. The soc  
d. Considering western society specially, most of people have one or more sets at home and spend a consid  
ing dreaming of human race has its place. Most of people dream of a good relationship with someone to shar  
s to love it deeply, do not matter how much money people have they always want more, it is never enough, a  
ments suppressed individual rights of millions of people supposedly for noble causes. It is important to r  
ny more other questions: if there are hundreds of people fighting for the cause of such a large amount of  
rnmnt is that they don't have to pay thousand of people retirement. So he can invest all this money in ot  
for adults' lack of responsibility. In fact, some people say that the cause of what is now going on is the  
the bad consequences it has now. That is why some people claim that feminists have done more harm to socie  
university represented the only place where some people ( specially the rich ones) could find knowledge.  
icines to reduce pain and help people sleep. Some people take opium (...) and can become addicted to it".  
ppliances and technologies, which shows that some people are really "more equal than others". Something th  
. Not only religion but also television. And some people feel television changing place with religion. It  
careers. fileseparator <ICLE-BR-CAT-0048.1> Some people defend that there is no longer place for dreaming  
idea. In addition to the question about who 'some people' are, there must be more questions about the othe



interesting for them, because they should use their imagination to create their games and toys, and then really p  
 he secrets that intrigued society and drove their imagination were unveiled, the internet has made access to al  
 was interaction among them. One could use his/her imagination to image what a character of a book would look li  
 , my parents cared about us, they stimulated our imagination and creativity. Concluding, although technology h  
 ade it more difficult for the people to use their imagination. People almost do not dream anymore because they  
 Before answering that question, let's use our own imagination for a moment and think like a child. Find it hard  
 echanical plan without conceiving it first in his imagination. Imagination is the ignition that moves the feeli  
 ssues and creating all sorts of things with their imagination. For instance, people keep producing pieces of ar  
 dream, can imagine, and can believe in a happier life. Another point in this fact is very interest  
 and leisure. What helped people to have a better life? The imagination and the science, because one co  
 bout life etc is necessary to have an homogeneous life and personality. And how can we keep this homo  
 ple to have (or at least to desire) a good, happy life. fileseparator <ICLE-BR-FMG-0027.1> Graduation  
 to be comfortable, to be happy and have a healthy life. What he do not realize is that there is no way t  
 fe, maybe it is part of a successful professional life. Put simply, in my opinion the university course  
 rante you a good job or a successful professional life. I mean that, besides of giving you the knowledge  
 in attending an university just to have a social life. fileseparator <BR12> <SHARING THE BILLS> I remem  
 out that. Living longer doesn't assure you a good life, your life depends on what you do to make it wond  
 ses with distinction. However having an academic life wasn't her unique purpose: as it was said before,  
 t earning money because it can give them a better life. On the other hand, a person that is just intere  
 money, money, money, can not have a really happy life, For example, a workaholic person, who lives twen  
 emotions and experiences that are necessary for a life full of happiness. I am not saying that money is  
 it is really hard to divorce and construct a new life again. Sometimes is more conventional and easier  
 to provide themselves and their families a better life. However, not only are people worried about money  
 efficient service. Furthermore, once people have a life standard, they fight to keep it. All things menti  
 y of life, it is almost impossible to have a good life, with respect and success. fileseparator <BR33F>  
 e ago could be only at school, having a dependent life, now have to work in order to survive. This fact  
 ost of people, the synonym of having a privileged life. The society requires each day more status from t  
 eople that could recover and have a normal social life get worse and worse into the jails. Because of th  
 d things, they are not encouraged to try a better life, etc.), these criminals are never given time and  
 one to live wonderfully well and guarantee a good life for his/her children, grandchildren and great-gra  
 of that. Too many people, who can't have a decent life, seem to be blaming the ones who have, so they ki  
 a real socialism and to reach its objective: a life with equality, piece and harmony fileseparator  
 pport. Many times these women can not give a good life to the baby. We do not heard from the government  
 on't really mention the quality and the results a life with multiple roles has. Children education is an  
 with your husband? Then, you have a mutiple role life - but with what kind of results? After all, are y  
 e the both in the same measure, to have a healthy life, with good habits. fileseparator <BRDEN011> When  
 e services that help poor people to have a better life, show entertainment programs with contents that c  
 ay or twenty-eight hours a week. In a 65-year old life that person will have spent nine years glued to t  
 ou can provide everything you need to live a nice life with your family or to safe someone's life. In a  
 ambition since communism aims to status of a good life and communists are jealous of the capitalism beca  
 ictures of the couple in Paris having a glamorous life, they spent everything they get in Godiva chocola  
 ople to crime. In one hand money can bring a good life, but on the other hand if someone does not know h  
 it there. Sometimes those criminals have a better life than some people that live a normal life outside  
 a better life than some people that live a normal life outside the jail. They have to put all these peop



ple that struggle to live outside it, in a normal life, sometimes doesn't have anything to eat. And this that makes him deserve it, so he is living a good life for killing someone. That's not right. It's like ir time in prison, than later get out to a normal life, trying to get a work, money, a house and a norma spite of food or something essential for a health life. Many people have cable TV, too, and their favori mers play their roles in a rather remarkable real life role-play. The more connected and dependent on th ing to keep their "servants" under a blind-folded life for the benefit of these "power detainers". Such nd work every day to earn money and have a decent life. The problem starts when one does not see any lim re qualified to achieve a successful professional life. This fact also contributes to stimulate people es are created in order to offer us a comfortable life; sciences researching are developed to give us gr dvance, increasingly, towards an expected lasting life. The studies made by the specialists, in several oning for money and, consequently, for a tranquil life, children go to school and practice extra activit there are people that attempt to have a peaceful life. They slow down their routine and enjoy each seco nditions to promote a better, long and qualified life. It is made necessary to observe if all this rout gination is all that we really require for a good life. fileseparator <ICLE-BR-CAT-0072.1> Marx once sai hat society owes them: the chance to get a better life. Therefore, how can society be so harsh on those esn't sound fair to condemn people to a miserable life. It's as cruel as any crime those people could po oney. Money that an ordinary citizen would take a life to make, perhaps. Something even more relevant th se obligations and started urging for a different life. Besides the domestic life to which they were des contribute for the main cause of "living a better life". From metropolis as New York and London to littl eart itself. Today we don't dream about an easier life, but we still dream of a happier one. Children do cient prisoners are not able to live an ordinary life since they're not given any opportunity inside an er, the possibility of brining this person into a life of low class worker sounds definitely more substa of these criminals commit crimes, live a wealthy life and perhaps will never be caught and will ever pa the conclusion that a criminal's life is a ruined life. A ruined life in the sense of the outcomes every that a criminal's life is a ruined life. A ruined life in the sense of the outcomes every single human a er. Good consequences for those who believed in a life made of brick and mortar. Bad consequences for th s their community horizon providing them a better life and wider knowledge in many fields. Nevertheless, to get into the university and also get a better life. You can choose (on) which side you prefer to be technology and industrialization become people's life effortless and pleasurable. However, these conven portant roles theories have in students' academic life. Our society must understand that theoretical deg od parents should participate in their children's life and teach them primordial values. By doing this, y. Honestly, it is pointless to sweeten student's life by creating artificial dreams, graduates are like e world if it wasn't for the fact that Victoria's life was brutally interrupted. According to the police by the time it starts disturbing people's private life it turns to be a nightmare. The press does not ne n manipulate facts, information and even people's life. In addition to this, manipulation can inhibit pe nfluence of TV is much more present in children's life than the instructions of the parents. Moreover, s . But her husband had other priorities for Rita's life. She was confused about what she should choose fo y moved up the society structure , mainly women's life, and has done more good to the cause of women th a nice life with your family or to safe someone's life. In a natural disaster, for instance, the tsunami gree play an important role in one's professional life? Does it really certify one has been academically Who says that don't want profits in this person's life, for sure is a huge lie!

only to change their fortune into honest people's life or attack someone when is walking on the street o world. Besides all those improvements in women's life quality, there is one which, perhaps, was the one e only some of those that would improve society's life as well as the prisoners' lives. The world has ch

is being adapted to the new fast way of people's life thanks to this technology. On the other hand, some relevant inventions are taking place in everybody's life. Among the discoveries done by scientists and the appearance of negative aspects in the society's life as well. On a positive way, television provides information is sometimes considered a threat to people's life. Most programs manipulate society's mind and decisions will probably interfere in the student's academic life. In other words, if the student does not learn to premeditate all the details before taking one's life off intentionally and that the part that is not so obvious no doubt that it is very helpful in everybody's life, and that transaction, or any other kind of business. The feminist movement changed many aspects of women's life, but the domestic tasks were still there and had to be possible to follow every single step into people's life. Moreover, there is the danger of getting to know information on the television has a major concern in people's life. As an example it must be mentioned the film "Trois hommes en colère" in general plays an important role in everybody's life. Television may play the greatest importance, how we possibly arrive to the conclusion that a criminal's life is a ruined life. A ruined life in the sense of that every animal must follow these commandments for all life.

Life was at first no technology and because of this life was also much more complicated. The new technology not only specific applications in our individual life, but also a great impact in our society as a whole. In the 19th century, he suffered some attempts on his life. Once, his enemies put a bomb in his house. For many kinds of works that are very important to our life even not being in the universities' curriculum. The relevance imagination and dreams have in our life in both arts and science. Undoubtedly, what is just a dream. We are maybe just imagining our life and all the world that is around it. fileseparator Computers and many other things that do more easy our life today are from science. But this have a price that not only specific applications in our individual life, but also a great impact in our society as a whole when a person wants to improve some aspect of his life that this person is able to be imaginative enough to try to discover a way in which his life can be better. Besides all that was said above, in the classics, and I find they are positive to my life as a writer. Nevertheless, I felt something was missing. Nevertheless, I felt something was missing in my life, something that I could not find in books, and that I expect the unexpected, and I take it with me to my life. The majority of my classes' assignment was indeed, the things that we have today which makes our life a little bit easier. Look at the cars, the industries, papers... all this few things that made our life so easy. And we still destroying the nature without living longer doesn't assure you a good life, your life depends on what you do to make it wonderful. And if feeling is most important for everything in our life and it brings us an improvement in our own life, our life and it brings us an improvement in our own life, according to my point of view. In the first case she pursued her wish by learning. She has changed all her life because her desire to know more and more. She got a band and her classes, it made her think about her life, what was more important at that time, how she worked about his possibilities. Rita wants to have her life improved through a literature. So, one common theme, happens to make some changes around her social life.- she challenges the esoteric attitudes of a traditional life. Rita's vitality touches Frank and changes his life forever. As Jerry and Rita are examples of people looking for her inner inside, for changes in her life and she did achieve these aims. She learnt to be happy. You think it is the most important thing for your life, it is because you couldn't see yet other reason for a beginning, middle and an end. All steps of our life are very important; you must live each one in the present. <BR28> <Should doctors help patients die?> "Your life is not only yours" People have the right to give their lives even though we are very sensitive. However, your life is not only yours. Unscrupulous professionals can ruin your life. You have the right to finish with your life, but what about you family? Family is part of us. You must be in person, in a really perfect condition, for all your life. fileseparator <BR33A> <The only thing people are looking for is the expectation about the future but start his / her life of crimes again.

way of life. Unfortunately it was the ruin of his life but fortunately because of his death and his reas it is important to know how to behave in our real life, how important it is to be a respectable and soli t of criminals together and deprive them of their life conditions? Is there any purpose on it? I think t makes her feel more prepared to her professional life. What happens in most courses is that all the pra young are the base, the support for their entire life and they also determine the level of happiness of ng her/him to spend money, time, space of his/her life...! It can be qualified as a very powerful and ha en that had murdered her family and destroyed her life. To bear a child of enemy is awful, but to kill a ossible to have a baby of a man who destroy their life as they did. The Vatican does not agree and as Sg ll a woman have a baby of a man who destroyed her life and her family? How will they support it? How wil rt these feelings, it is helping to destroy their life because is a humiliation. Beyond they being raped need the right to choose what they want to their life, otherwise they will die because is what these wo ure. We know that technology is important for our life, but is the jender bay more important than it's h ected with Jerry has the biggest challenge of his life. "Jerry dived, shot past the school of underwater knowledge. She knew another important goal in her life (after marriage and to be pregnant). Rita discove was confused about what she should choose for her life. Fortunately, she thought a lot about herself. Af troduced to television, which will be part of her life. In general it will be more present than the pare we were machines, without caring about our inner life. Gradually, therefore, we have forgotten giving s easiest and the fastest way of getting into your life. Sometimes it is not possible to realize how much ut from the moment it is the only purpose in your life, and you only think of profiting, not respecting it in order to survive. So, can you imagine your life without money? In modern times all that you hear what they are going to use in their professional life, and it is not enough to be a good professional. , people can decide what will be better for their life, and it includes their professional life. or their life, and it includes their professional life. n someone graduate and start his/her professional life, they are not prepared, because they know a lot a morize. On the other hand, thinking of our school life and the days we passed dedicating our thoughts to e and career that will guide them along all their life. Even when all this influences has lived this mom hat will lead him among their education for their life. For many years the belief of an university y of learning something applicable in their daily life, as a professional, a co-worker or a human being. e has learned, will not contribute in his working-life, just because he did not have the practice. Furth bility of learning something applicable onto your life as a whole, that acquired knowledge would bring y bring you to a new level of achievement in your life, do not restring yourself learn more, to improve rting the provider which carry us to our everyday life and assures a healthy posterity. Therefore, we sh ve that that person is not very important in your life. So, you buy a gift to show that you remembered. like drawing." This would have changed a lot his life. What if all children in the world did this? Woul an be born in a Romanian city, live there all his life long and, even then, think of himself as a Hungar e read, talk about and easily forget in our daily life? Since the beginning of our race, we have tried ologist and economist, experienced throughout his life (in the 19th century) a massive consumption of opi s and dreams about them, forgetting about his own life. Most people dedicate a great deal of their leisu ave any opportunities of study during their early life, they are illiterate. Moreover, the government of with whom, where. Who never tried to foresee own life? The objective is not, at all times, to realize t , waiting that at any moment of his/her anguished life can their dreams come true. Dreams are intrinsic still unknown – although present in our everyday life. fileseparator <ICLE-BR-CAT-0074.1> When the Germ al, taking him/her everywhere, sponsoring his/her life even when it is in jail, as it is the case of Fer fileseparator <ICLE-BR-CAT-0099.1> In our modern life, the most interesting prison system is not to pun

107.1) Have you ever thought about how would your life be different if you did not have simple electronic devices play an important role in our everyday life. Centuries ago, the population was searching for they prefer to chat on the computer sharing their life with others. What is more, people avoid going out to hear from an elite member a day in his/her life. However, the possibility of bringing this person societies knows that people who have a great amount of money, wealthy people, is abusing of its power and using a profession and they will gain a lot of much money. Sometimes, the parents will not buy bringing new people and places without spending so much money or leaving our homes. The problem was that we expect regular jobs during the weekend to receive more money per hour or simply to take other jobs only on the "e" is bigger than we can see. If you can get more money working more, you can get more money working less can get more money working more, you can get more money working less too, or working and stealing. In all, there are people who are interested in get more money easily, no matter what they have to do. A good example people are interested in today is earning more money. Agree or disagree?> Nowadays people are concerned it all in a nutshell, people want to earn more money because they have a sort of obligation, but they rent group of teens. If you like to show how much money you have, you can buy a very expensive pair of tr money building something that would not give any money back, instead of building something that certainly nment creates more taxes in order to obtain more money to offer better services to the community, but no lves: do you think that these politicians earn few money and it is really necessary to have even more money and it is really necessary to have even more money? Of course, the answer is no, they earn enough, but most of people are interested in is earning more money. fileseparator <BR35F> <The role of the university. They are interested in earning more and more money in order to have material things such as cars, je ng people are interested in today is earning more money"> Nowadays, mainly in the big cities, having money comes up, this person will work a lot to get more money to buy the last one. However, it is not only because of it that people want to earn more money. Sometimes they want the money to bring them out like in order to get another that gives them more money. But what people forget is that they lose their r ng people are interested in today is earning more money. fileseparator <BR41> In the past Victor Hugo who is the most powerful?, the one who got more money. Again we see episodes of suffering because of many cases of people who fools the others to get some money, sometimes the other is even a brother, a father, What can occur is that someone who has more money thinks him/herself to be 'better' than the others use of the greedy feeling of having more and more money, the biggest slice of the cake. The competition o le are moved by the goal of earning more and more money, many times, regardless what they may have to do ic, they blackmail these men in order to get some money themselves. What the society sees is a chaotic si Orwell are true when we see women receiving less money for doing the same work of the men, black people oday, people are interesting in get more and more money, Thinking about the money people are using their ple, without concerning about more audience, more money and manipulating people's minds. fileseparator <B in most part, interested in earning more and more money. There are many facts which support this reality. issue and for this reason they should invest more money and time in college schedules to help students ge enators and deputies have been stealing citizen's money without being punished. Moreover, when some of the rantee Candidate Lula's win in the presidential's money. Unfortunately, in 2006, according to ONU, deaths d of people retirement. So he can invest all this money in other areas as school, etc. Now just to conclu oney and if you have a job that provides you this money, it would be very dangerous to quit in order to l consequently Germany would keep their money. This money would keep them in the war and they would end up idered to be more important than earning a lot of money. Having a religion, for instance, makes people be l things mentioned above require earning a lot of money and if you have a job that provides you this money many people- mainly women- should spend a lot of money in order to have a pretty face or a perfect body.

acts with the same aim: make people spend a lot of money buying cosmetic products which have no or extreme value. Why do we want to have something that certainly will give me a lot of money? In addition to this, the government creates more and more dependent people—of course, with a lot of money. But, if the person really needs the job, and they need to overcome their problems, need to spend a lot of money and time with therapy. When they realize they have no money. The question is, with the power that a lot of money bring in our capitalist world, could we simply have money for those who do evil actions to have a lot of money at any price. To conclude, money is something essential. More than 5 billion dollars. This is a lot of money, it is more than enough for one to live wonderfully. Brazil would need to invest a great amount of money constructing new prisons and admitting qualified people to do all evil. In my opinion it is rather the lack of money that is the source of many human tribulations. Money is the main reason for lack of access to good doctors and medicine. Lack of money is also the main reason for the separation of families. People have to work, to study, to earn a great amount of money, to be the best in everything, to compete and win; finishing distances and no more costing a large amount of money. Even long distance relationships are now easier. Public Institutions and submitted to the amount of money the government intends to invest on its consolidation. People were miserable, they earned small quantities of money so they began to cling to religion to do not suffer. On to this, they also spend the small quantity of money that they have on things the TV tells them buy jewelry. Wealthy and power. Families with a great count of money have the right to rule the whole town or decide important things. Being rich it's not having a great count of money, but it is to be a given person whom knows how to use money. Money controlled by money all the time. The lack of money can cause depression because the dreams do not come true. Money is a creature for any kind of charlatans; the lack of money makes some people not to be understood by the others. People work four hours a day working, thinking about how much money he or she is able to earn, is privatizing himself. Why do you are unhealthy? Instead of spending so much money trying to have a Barbie like face, why not wasting money in debt, what they want to buy, how to spend less money and etc. This is a worrying situation that needs to be solved. Attending classes, since they do not have enough money for transportation, food, books, material, etc. A lack of money in schools. Since most of them do not have enough money to pay for a private school, they have recourse to public schools. The Brazilian Government does not spend enough money on education and the amount being spent is used inefficiently. Money is work, focused only on the way we could spend our money without any purpose. How hard and tiresome our reality is. Money agrees to firm a contract having no rights on his money. Most of all, I believe it's fundamental to try to have a public school or hospital, so why should I waste my money building something that would not give any money to the people. Investments of international companies are investing their money here in Brazil. However, they demand better quality of life. Money is a course and consequently Germany would keep their money. This money would keep them in the war and they would not account, every person have the right to use their money as they want, but never forgetting that there is a cost. Money is lost. We still have many people that use their money in a good way, such as Paul David Hewson, Mr. Bon Jovi. For everyone, we do not need someone burning their money in something stupid or selfish. We need more people who use money in a true or not. In my opinion, we need to get our money making our own efforts. In addition, we have to change our role if we think they are receiving their money to teach what the university decides. All that they do is to please people would still hurt others to be okay with their money and their hair and their appearance. In our world, people work hard since people work hard to survive and give their money to institutions in order to support orphans, elderly people, and people struggling to maintain their jobs, not caring about their money being enough for eating and paying their bills. People stay disappointed. Unfortunately, we live in a society where a lot of people still think that the certificate is a guarantee, and also our busy lives in a highly competitive society, thinking that dreaming and imagination are not possible things to do in a modern society. Nevertheless, this point of view can be quite in change our habits. Considering that we live in a society controlled by industries and its technologies, how do we stop aggregating for their similarities. By building a society on inequality and privileges, politicians have, they are not. We continue accepting everything we may become a society controlled by few people, with no opinion and no

wer and this is certainly not Marx's idea about a society. fileseparator <ICLE-BR-FMG-0011.2> <When the mag  
PROBLEMS> In ancient times Japan was a matriarcal society and most of the nobles wanted to advance themself  
ill conclude that if there are more labour in any society, the salary tends to lower and this is the easies  
emocracy also means freedom to express ideas in a society. However, by the time it starts disturbing people  
can put their prestige in risk. There should be a society in which there would be democratic principles tak  
order to exist an equality among the members of a society. fileseparator <BR15.B> <Is love an art?> Love me  
ntroll the overpopulation; problems with a stable society. Now, thinking in the two points, I prefer the tr  
ht change, and in the future we may have a better society. fileseparator <BR35.C> <Is love an art?> It is u  
o take into account that we have been living in a society which is, in most part, interested in earning mor  
portant elements that take part in a fairer ruled society is the equality of human rights that is, to provi  
es, position and respect shared among people in a society with equality and social justice, are forgotten o  
d be when people are developed enough to create a society where money doesn't exist. There was a time when  
ality, which has much to do with intellect. For a society that is essentially technological, the power of r  
served. In Japan, the group (wether a family or a society as a whole) is greater than the individual and th  
on the material and economic realities in a given society. It has no independent history; instead it is the  
on the material and economic realities in a given society. Marx's opinion is that religion is an illusion t  
nd some people even steal or kill for money. In a society based on economic values and material goods, it i  
ream and put their dreams in practice, to build a society with more respect, concernings, dreams, and many  
uarantee the population's freedom in a democratic society. However, prisoner's rehabilitation should be con  
R-CAT-0006.1> It's a pity that we still live in a society that cares only about themselves, without worryin  
minor without the orientations to live in a equal society. I don't think that these transgressors minors sh  
other aspects, no matter how developed a specific society may be, continue to follow the same old procedure  
actual needs and rights of people in a civilized society. Needless to say, there are gaps in the legislati  
rough the hardest conditions for a male dominated society could never be possibly open to dialogue and chan  
ould be more concerned with the development of a society in which people could adapt themselves into new c  
it is impossible to be fulfilled in a capitalist society, such as the United States. Even in a socialist s  
y, such as the United States. Even in a socialist society, where equality is preached and widely discussed,  
illusion in social position is the reality of any society nowadays; everything is possible. Also, to prove  
esented and, as a result, create a real communist society, where all men are supposed to be equal. Of cours  
ic, this tiresome process of building a communist society is beyond concretization: it is too utopic and id  
al system is the initial step to the welfare of a society stained by violence, drugs and murders. filesepar  
rator <ICLE-BR-CAT-0036.1> The dream of a perfect society where everybody is equal and has the same rights  
ystems like the Socialism to try to have an ideal society, and it is not a surprise to see that they have f  
ut in his novel entitled Animal Farm. In a modern society like ours, his statement "All men are equal: but  
es. In sum, it is a great utopia to think about a society in which everybody is equal because there will al  
ileseparator <ICLE-BR-CAT-0038.1> In a capitalist society, where money is the fuel responsible for the func  
mary, we can conclude that living in a capitalist society represents a strong reason for money being respon  
evision highly contributes to create an alienated society. Besides controlling people's social conduct, tel  
e solutions would permit the creation of a fairer society, where everyone would become a true citizen consc  
seen as something that avoid the development of a society, they are also very important for it. It will onl  
real importance of getting a college degree in a society where not everybody is likely to be successful in  
er. In spite of being immersed in a technological society, the man has not submitted himself to the exclusi  
t. We are these days, admittedly, a technological society dived in a context of mass communication, but we  
power, it will be impossible to have a democratic society. fileseparator <ICLE-BR-CAT-0054.1> I myself cann

om oppression and misery – consequences an unjust society divided into social classes. Nowadays, television tem ideologie in order to organize a equalitarian society where, at least, the basics rights shoud be conse , the fragile sex have been abused by a masculine society. Men’s point of view had been targeted as the rig ofessional skills in order to fit in a capitalist society such as the ones around the globe today. Prisons tes the hypocrisy of those in power. We live in a society of principles, however listed among the basic soc a better view than the others above. We live in a society where some are more equal than others, according payments of crime. Criminals become gods. When a society like the Brazilian one spends loads of money with out a group of animals which tried to establish a society built upon socialist basis. At the beggining, ani ation in the construction of a more conscientious society, this is the key word to teach men that they shou , that is, to its degree of acceptance by a given society. People are also more or less accepted according ry to rehabilitate them in order to make a better society. fileseparator <ICLE-BR-CAT-0100.1> The human bei willing to do this, once we live in a capitalist society. So, it is possible to conclude that George Orwell hall be rewarded is something that would lead any society to progress and to a higher level of development. levels in society. As far as I know, any group or society, being in nature between animals or being between ith such a statement, as we are so submersed in a society that praises productivity in the least amount of ecause they were afraid to be ostracized by their society, in the majority Muslims, or by their husband. Un for the real world has been widely debated in our society. It is an important matter because it concerns fu tal educational principles and its effects on our society. A variety of different arguments have been put f r individual life, but also a great impact in our society as a whole. One of the assertions in suppor les theories have in students’ academic life. Our society must understand that theoretical degrees provide of little value, has been largely debated in our society recently. This is an important matter because it for the real world has been widely debated in our society in the last years. It is an important issue becau ntal questions about the role of education in our society. A variety of arguments have been put forward abo for the real world has been widely debated in our society. It is an important matter fu tal educational principles and its effects on our society. A variety of different arguments have been put f r individual life, but also a great impact in our society as a whole. One of the assertions in suppor habits and way of living of every segment of our society. Since childhood, people live their lives influen ming and imagination not only have a place in our society, but they are extremely necessary to continue the ll believe that lowering legal age would free our society from trouble teenagers, there are others who stro Marx’s opinions about our contemporary capitalist society, besides their influence in our critics and sugge ortant reflections about television’s role in our society. This essay will consider arguments for Marx’s ag uarantee a payment just to survive. In our actual society, the university course is fundamental to conquer ay na expensive as well. It's fair, isn't it? Our society must have rules to maintain the order. How can we is is a real and good example to show the way our society was (I'm not going to tell you the other things, is the legalization of your relationship for our society and it's very important! fileseparator <BR17> <Fo though the second one is pretty more comon in our society today, we can hardly notice that after sometime, However, that is not what usually happens in our society. There are clear evidences that exists a certain to live without following social standards?> Our society is constructed of many different kinds of standar wed by everybody in order to be successful in our society. Unfortunately these rules favour a small group o rtunately these rules favour a small group of our society, the ones who have a high social and economical p rds? This kind of prejudice is very common in our society, if you are fat, people will have prejudice again n that this behaviour also revels a change in our society, in which a man concerned about his own beauty wa search for eternal youth is a common thing in our society. The eternal youth is connected to the eternal be eternal beauty that has an important value in our society. The value that society gives to the physical ap

the most important of them is the corruption of our society. It is ironical to think that each prisoner costs  
the value of what he is. In this way people in our society are worried about material things, to have, to have  
meaning is unfortunately a portrait of our actual society. The animals in a certain farm decide to rebel ag  
tution, but still happening with the ideas of our society now a day. When George Orwell said "all men are e  
me are more than others" still true in our actual society. We can see it very clear when we look around wit  
hasn't been doing so fine, the major part of our society, the masses, has been put into forced laziness si  
that no one can live without money in our modern society. There is a price tag for basically everything e  
ld. They are therefore of very little value> Our society believes that students, right after the high scho  
ontrol of the masses have ever been imposed to our society, censorship is a mass oppression tool against mos  
ip is evidently opposed to the cornerstone of our society, which recognises the right to freedom of opinion  
ers." Actually, this kind of thing happens in our society more frequently than we think it does. In Animal  
the only thing that we can be sure is that if our society is the way it is now, we definitely can't call ou  
something. fileseparator <ICLE-BR-CAT-0017.1> Our society has changed over the last centuries and thanks to  
there has never been a place for dreaming in our society as today and people are more interested in readin  
poradic periods, in order to keep their jobs. Our society of knowledge requires a completely different educ  
l process and all the transformations of our info-society are more and more interlinked by globalization. T  
It is a fundamental means of communication in our society. You have information of what is happening in the  
ic vision of people being treated as insects. Our society keeps the tradition to put people in captivity if  
nisms created to stop it. All the spheres of our society are, unfortunately, ruled by the greed. The money  
ls are prepared for the real world? In our modern society dominated by technology and competition, people a  
upils to cope with the difficulties of our modern society, it cannot be denied the importance of such cours  
and goes out throughout minds that constitute our society. Sexism is a kind of prejudice which is neither t  
opular and influent means of communication in our society. In the 50's, soon after the World War II, it wou  
rt of an essential step in the development of our society. This paper intends to discuss the positive and n  
ims of great importance in the development of our society. However, it is undoubtful that many feminists ha  
too, men is allowed to have several women by our society, nowadays, they "may" have plenty of relationship  
as played an important part in the history of our society. Although it has had positive and negative conseq  
eople, who can escape from prison easily, and our society cannot afford to have these kind of criminals on  
l than others" is still applicable to our present society since a small number of citizens, generally the o  
nt is the value of some University courses in our society and in the market. Some courses such, as Tourism  
puzzling then is the stark idea that our current society does not see imagination and dreaming as somethin  
is nothing else we can assign it to. Perhaps our society's distorted views of what higher education should  
definitely one of the most vital problems in our society nowadays. It has been one of the most debated iss  
. When thinking over this sentence in our current society, it might be argued that according to the law and  
ndustrialization are the evils of our present-day society. So far many treatises on it have feverishly decl  
ating" and popular source of entertainment in our society nowadays: the television. Church, God, religion a  
fileseparator <ICLE-BR-CAT-0120.1> In our modern society, Marx famous quotation "religion is the opium of  
very little value. Such a statement transmits our society's current mindset that university, or theory, is  
any age, is a coming of age. Unfortunately, our society seems to think differently. It is coherent what t  
es do not pay. This idea is so established in our society that even criminals, when arrested, say the famou  
we still have a large number of criminals in our society? The causes are obvious and well known: starvation





the point of view of some work market experts, many people from the human resources area are not considering regardless of social class, race and skin color. Many people say: one must study because if one does not, s/he or rehabilitee? This has been a question of many people. In the first place, the prison system is a portions of land offering risk o life for so many people; and although the civilization of the world are c t all of this, depends on the situation too. Many people that live inside the prison and receive some kind od or something essencial for a health life. Many people have cable TV, too, and their favorite channels a not have only negative aspects. Many intelligent people do have a religion and do watch TV. Not all TV pr g of a relationship of equality among sexes. Many people truly believe feminists as a groups have done mor line is probably the image that prevails for many people every time feminism is brought into question. As too much if we go to the countryside because many people there still have the same kind of life of our anc st and relax in front of the screen has made many people more sedentary, alienated from the world around t st way. And that is the reason that makes so many people wonder where the dreams fit in our rushed lives. find motivation not to give up? Fortunately, many people are just like me: dreamers. In my opinion, it is the main attractions offered by television. Many people wake up, have their main meals and even go to sle y overcomes other means of entertainment. As many people prefer staying home and watching their favorite p keeps students away from them. As a example, many people consider letters course a “waste of time” or a co ore has contribute to stealing the time from many people all around the world, as it would be required fro pefic way of looking at the world, because many people contribute to the society in different ways. With sequences for the future generations. Though many people refuse to see, we have already spoiled the presen came one of the most important objectives to many people in Brazil. The number of universities and courses unately, did not go the same way. Nowadays, many people have been questioning the quality of most univers it is important to mention what is called by many people a qualified university degree. In general, people new arising. This is a fact that frustrates many people, either because they cannot have everything they this modern world is cell phone. There exist many people that didn’t live without it, they can’t leave hom the point of view, it is common to hear from many people that there is no positive way to redress the dama ws you to do what you want. If you are rich, many people want you for a friend. Nowadays, money is also im portant when somebody looks for love. Many young people marry for money rather than love. Security is mor fe in modern society. Despite its benefits, many people consider money as a root of all evil, because it can make people do strange things. There are many people who like to play card games for money. They like ews Week Magazine. On the other hand, still many people will sufer, specially those who live in Costal ci d imagination. It is the contention of many people that science technology is another factor that is aving, an enormous influence in the lives of many people. Many believe that money bring status, affection, s this fact is even more recurrent. Moreover many people work only with a machine – a colleague is never m e of that is the fact that nowadays more and more people who have already graduated do not have a job rela produce great works of art. Today there are more people with the time and education necessary for creatin for everyone in quite short time. We’ll have more people and less place to plant. Considering the way we t .D> It is a widely held belief that more and more people are trying to make their jobs a satisfaction in t n for traffic jam problems, living with even more people. Considering another point of view, such as relig ias if you really like this person. More and more people are avoiding the contact with other people. The c and restaurants, when the movement requires more people working. But "the gold race" is bigger than we ca le?> As the time goes by, there are more and more people looking for a job, and less and less opportunitie t for land, the more land they conquered the more people they had under their control and as a consequence oney in something stupid or selfish. We need more people worried about important causes and about others. s a graduation, so because of this, more and more people are looking for a college where they can improve

ng in a Shopping Mall. It shows us that, for most people, it's even less necessary to use imagination to find an interesting and intriguing topic because most people are used to saying that they love each other, that which lose their strength, they get divorced. Most people go in front of the priest and swear eternal love, over the place. But biggest benefit is that most people decide not to act like that. There are many ways (the inefficiency of the system) is not seen by most people. More than that, nobody seems to notice that it is a step having babies. Well, some years ago, when most people used to live in farms, they used to have more children at the educational problem. Maybe if we have most people with a good educational level, there would be a crime rate at a criminal level lower than our actual, because most people with professional courses could have most people with professional courses could have most people thinking to work and not to rob. Logically, the crime rate is the repulse of those who are against it. But most people speak of it without fully understanding what feminism is about this, is it possible to claim that most people have forgotten the real sense of life? Not all but appealing to their emotions. For this reason, most people are led to believe what they watch on television, generations. It was somewhat impossible for most people to behave without thinking about their beliefs in the past; nevertheless, it is not just a piece of paper. Most people do not spend much time wondering what money is; this is a process is denying the critical conditions most people around the world live in today as well as ignoring the consequences.   
<IN FAVOUR OF REPETANCE> Most people think that the enforcement of death penalty is a luxury in circumstances have changed since then. Nowadays, most people do not think like their ancestors. The contemporary generation's satisfaction before job security is a luxury most people can't afford."> Nowadays it is coming harder to find information is usually corrupted. Unfortunately, most people must believe on it, because of the lack of time to think about them, forgetting about his own life. Most people dedicate a great deal of their leisure time to watch television in the 21st century. The television is fascinating to most people, including children, therefore it has been the moral government is now ruling that poor, suffering people. People who were not used to Democracy, who were not used to process information. I do not side with those people. In this essay I will put forward reasons to stop people from doing wrong things in their jobs, although these people have studied in university courses. Getting a degree is not enough, they are not prepared to treat these special people. And this is not something one can get only through a diploma, but there are not enough work to every these people. The graduation will not help people to get a job as long as the certificate is more important, these people don't have the value that they deserve. The people who lived there, in the freedom of this people. So, they did poems that touched the heart of men and women and be sentenced as adults. However these people forget that they are dealing with individuals who would only cause more problems. According to these people, the only foreseeable downside of raising the legal age is you are (colleagues). Being in contact with these people will show you a different kind of world, a world with more gases and thick dark air? If you're one of those people that are really excited about living longer make sure you have an opportunity. I can't imagine live around those people that I like for a biggest time, here we will not try. Their concept of worry is different. For this people the youth is in our minds, so it is not necessary to rest on control and dominance on people. To these people, the authorities would be disrespecting the human rights if they are in the same socioeconomic position. But these people forget that they are also hired men/women that are working in other regions or countries. More than often these people end up suffering or even dying in these foreign places because of the animals, nature and so on. Nowadays, those people are doing something different: they are caught in a system of low income and hadn't a good level of education. These people are the direct victims of the system, because they were given a job and they didn't get it. After that, these people start to practice crimes, in order to solve their problems. It is more intelligent than the other ones, but it means that this people should help the less intelligent people and it is not fair to mean if we cope with the rehabilitation of these people (what is not happening here in Brazil at the moment). The soap opera also can take information to those people such as behaviour besides an idea of different kinds of crimes in the prisons with nothing to do. They should put these people in institutions, where they can study or work, to

life outside the jail. They have to put all these people to work to deserve some kind of good treatment. So should exist work, like a factory to put all these people to work, make money and to deserve the food and the income of Bosnia or Croatia, for example. Their people consider themselves as if they were from a different part of the Americas' countries were formed before their people. We can not say that an African slave represents a crime, but it will be able to manipulate in an easiest way these people that cannot think by themselves and not even create a system is essential to provide the right tools for those people who want to apply for a new job in our competitive world. It would be much better for the penal system if these people, who obviously do not represent danger to society, could be part of the reintegration of these people to the community. If different kinds of criminals could be put to use their creativity at the most. These people have the ability to take something that is seen as a real intention of doing something good for these people? I mean, if criminals ended up performing their work, it would be a lack of opportunities in life. If these unfortunate people are kept under even worse conditions the results would be that instead of being led into consciousness these people are pushed even harder into crime in order to survive in unsanitary conditions or without any comfort. These people are not allowed to have sometime for themselves, but a verdict we do not question where and how these people are going to be, but by doing this we simply forgive their desire for more and more. Even when these people are already rich and powerful, they want more. A sense of indignation then, becomes anger and hate and these people in the name of money do things that sometimes seem to be worried about trivial problems. These people are extremely creative, perfectionist, and they are not satisfied, but do not become a cold workaholic. These people have time to conversations at home, to practice sports and challenges? How can it discriminate those people? It doesn't sound fair to condemn people to a miserable life. It's as cruel as any crime those people could possibly commit. As it was shown before society, they can do anything they want to do in it. These people think Nature has to obey them and everything they want to do can touch them. It just happens because these people have not yet realized that they are Nature too and they are not at their homes. It is interesting to note that those people are not wealthy ones. They are ordinary citizens and a good point to the criminals that can pursue these people for money. And third, in the level of the physical world, hoping that one gainful thing will appear. These people do not stop simply to do other activity. Indeed, there is a "special" group of people, including those white people who also live in financial difficulties. There is a lot of controversy about how these young people should be tried. As a child or as an adult? Juvenile? It is a strange sensation of thinking that two people are supposed to be one, are made to be one, when they are not, even if you don't need to compete with all this people on the job market. Even so, it's important to have a good education and can think by themselves, these "poor" people can't even know that their mind are been manipulated. In a manipulative scenario, there is no longer place for those people without a diploma. However, most university degrees are not available in the city and that there is no solution, that people live in fear and that no one is safe, even if the police is present. In addition, the social cultural context of these people may demonstrate to them the currency of belonging and kept arrested), and the quality of life these people appear to have had before and after being caught. The importance of this affirmative is to ask who are these 'people' that defend this point of view. The importance of this attitude also. At the first moment, two people feel something and cross their ways. After that, they are head blow up with a gun shot, but cannot watch two people making love. What is the criteria used on TV's celebrities? And, it is much more difficult when more than two people want to watch the same program. Another bad point is that happened in 2004, devastating Asia, where 37 000 people disappeared, 127 000 died and 500 had to go to a hospital. It tells us that desire for status led the two young people to crime. In one hand money can bring a good life and can buy their houses. More than one hundred and ninety people have been caught by a lost bullet, some of those people are not and certificates to complete with all unemployed people who want the job you are willing to get. For this reason, it is helpful. It is fundamental for the survival of all people. But from the moment it is the only purpose in your life. Once George Orwell said in one of his novels "All people are equal, but some are more equal than others."

For our rights to work and for recognition from all people, our equality to man has put us in an extra-position. We die while waiting for aid. Furthermore, if all people really needed their services, they would collapse. At the same time, these powers make an effort to make all people look the same. These ideas intend to reduce people. In my opinion what he intended to say was that all people should be treated fairly with human rights. files society> Democracy: a system of government by all people of a country, usually through representatives who are elected by the people. <BR33D> <Is love an art?> There are several people who think that love is an art that can be learned and is free of any kind of censorship. However, several people are questioning about the ethics of today's press. Everything we may become a society controlled by few people, with no opinion and no power and this is certain. However, this is a challenge which very few people are able to overcome on the grounds that it is difficult. It is wealthy but that wealth is divided amongst few people who are usually not productive. Life conditions are in this situation. It is unacceptable that, while few people detain the power and as a consequence the money, many churches and ministries are unknown and few people have access to them. There are no supervisors or watched ones. But they are not. In fact, just a few people watch them. So, what can one conclude from that? The cover of men's extractions as there were only few people living in the Earth. Centuries later, the number of people in dispute for power and money, as a result, fewer people has the control of the world whereas the majority of people with a university degree is not a privilege for just few people anymore; it is the first step to get a respectful education that can help us to live better together with other people and to do a new graduation in future. The university has experts and idiots. We can no longer accept other people judgments without questioning, we need to read books and build a lot of bridges for those who want to kill other people. It's not acceptable that one needs someone else's permission to commit such a crime against himself or other people. We have heard about people who are up to commit suicide in a flash, in order to communicate with another people faster, independently if we are in different places. More people are avoiding the contact with other people. The conflicts appear based on stupid things and people do not see the point in it and they need to socialize with other people their age, they want to find out where they belong. They think that this person will think is helping another people. Money became bigger than moral values. The difference between people, I need your help. Think about, talk to other people, let's pay heed to nature. I am trying to salvage ourselves. They don't have the same opportunities as other people do. They also become blind followers of the existing path. They go their head off and still complete with many other people who also had studied a lot. There is no place for a person to be a given person whom knows how to help other people, with money, clothes, a smile or donating blood. However, so, if you have money, you are able to help other people who need this but for some reason do not have it. When we do harm to ourselves we are killing other people and even our future, our entire race. Reasoning on the other hand, this is exactly what some other people need to trigger their imagination. One thing is for sure that increasing wealth is crucial; however, other people argue that money "is the root of all evil". This is not even a cook, but the truth is that even with other people to do the tasks, the woman of the house would still be there that is, they have privilege in relation to other people. This way, there always were an unbalance in the use of electronic appliances. People spent time with other people. However, today the reality of the world is quite different. People are doing business and in investments to help other people and make the world a better place. Desire for money is often killed by some interest or obsessions from other people; the excess of money make parents to be absent from their children. So, people used to Exchange their goods with other people to obtain new ones. Then, many years have past and the world is manipulated. Some say that the Brazilian people is a people without culture. Depending on the point of view, they defend or invade territories because they own to a people, because the people who started building these nations are final and irreversible. In this way, an innocent people once executed can never be brought back to life. What about the war? His plan was quite simple. He convinced his people that their race was superior, the Jewish were inferior. In the countries, here, we have countries, but our people is still getting a shape. That is why we see so few people because they put no value on the lives of their people. "They train suicide bombers and kill their child

arth. As they needed protection they allied their people control with military force from the nobles. In o  
fortunately, we live in a society where a lot of people still think that the certificate is more importan  
help people to get a work. There are a lot of people that know how to embroider, to sew, people that w  
pear on the market and, because of that, a lot of people have been encouraged to take a step forward and g  
es resembling gut, neuron and cartilage. A lot of people fell really happy with this new technique of you  
uired by studying very hard, a thing that lots of people can't or won't do. The more degrees and certifica  
ming harder to find a good job. There are lots of people competing in the job market, a crisis takes hold  
e big and in the small cities. There are a lot of people living in miserable conditions of life. They do n  
razil a large number of universities, and a lot of people interested in assign in a course. Most of the peo  
thing that is seen as negative by the majority of people and turn it into something not only good, but cre  
rsity degrees nowadays can be reached by a lot of people, because in Brazil most of them can offer reasona  
Nowadays, it is common to see a lot of young people graduating and not working in the area s/he had c  
ts. There is a common sense that the majority of people nowadays possess a tv set, or even more than one  
pendently of financial status, a vast quantity of people devote part of their lives to watch tv programs.  
m has revealed to be outdated. The huge amount of people hanging in cells does nothing for the betterment  
ation, capable of reaching the greatest number of people and transforming a fact occurred in a small town  
98.046 habitantes which seems a large number of people competing on the job market. Therefore, even if y  
and bad because it can dominate a great number of people with any idea. It is essential to know how to con  
ze that the money has corrupted a large number of people. Money have so much power on people that they giv  
R-CAT-0035.1> Every year a large numbers of Young people enroll Brazilian Universities in search for a bet  
e ever released, they will kill a large number of people, because they lost any trace of conscience that t  
ttention, In other words, a substantial number if people equivocally believe that the consequences of inad  
. fileseparator <ICLE-BR-FMG-0017.1> A couple of people state that in our modern world dominated by all i  
ion the university course is essential for 90% of people who have a great career and also to those who jus  
d all that? As Jornal Nacional points out, 90% of people think that the raped is the only person who has p  
modern, and for this being so, many times several people have the inner necessity of leaving this real wor  
isfaction. It is frequent to observe that several people tend to abandon their dreams in order to correspo  
people suffer a lot when they become old. Most of people get very depressed in their old age. When they re  
but is not everything. Unfortunately, the most of people doesn't share the same opinion as mine. They are  
y in the big cities, having money is, for most of people, the synonym of having a privileged life. The soc  
d. Considering western society specially, most of people have one or more sets at home and spend a consid  
ing dreaming of human race has its place. Most of people dream of a good relationship with someone to shar  
s to love it deeply, do not matter how much money people have they always want more, it is never enough, a  
ments suppressed individual rights of millions of people supposedly for noble causes. It is important to r  
ny more other questions: if there are hundreds of people fighting for the cause of such a large amount of  
rnmnt is that they don't have to pay thousand of people retirement. So he can invest all this money in ot  
for adults' lack of responsibility. In fact, some people say that the cause of what is now going on is the  
the bad consequences it has now. That is why some people claim that feminists have done more harm to socie  
university represented the only place where some people ( specially the rich ones) could find knowledge.  
icines to reduce pain and help people sleep. Some people take opium (...) and can become addicted to it".  
ppliances and technologies, which shows that some people are really "more equal than others". Something th  
. Not only religion but also television. And some people feel television changing place with religion. It  
careers. fileseparator <ICLE-BR-CAT-0048.1> Some people defend that there is no longer place for dreaming  
idea. In addition to the question about who 'some people' are, there must be more questions about the othe



interesting for them, because they should use their imagination to create their games and toys, and then really present the secrets that intrigued society and drove their imagination were unveiled, the internet has made access to all was interaction among them. One could use his/her imagination to imagine what a character of a book would look like, my parents cared about us, they stimulated our imagination and creativity. Concluding, although technology has made it more difficult for the people to use their imagination. People almost do not dream anymore because they are. Before answering that question, let's use our own imagination for a moment and think like a child. Find it hard to make a mechanical plan without conceiving it first in his imagination. Imagination is the ignition that moves the feelings and creating all sorts of things with their imagination. For instance, people keep producing pieces of art that dream, can imagine, and can believe in a happier life. Another point in this fact is very interesting and leisure. What helped people to have a better life? The imagination and the science, because one could talk about life etc is necessary to have an homogeneous life and personality. And how can we keep this homogeneous people to have (or at least to desire) a good, happy life. fileseparator <ICLE-BR-FMG-0027.1> Graduation to be comfortable, to be happy and have a healthy life. What he do not realize is that there is no way to get a life, maybe it is part of a successful professional life. Put simply, in my opinion the university course should guarantee you a good job or a successful professional life. I mean that, besides of giving you the knowledge in attending an university just to have a social life. fileseparator <BR12> <SHARING THE BILLS> I remember that. Living longer doesn't assure you a good life, your life depends on what you do to make it wonderful with distinction. However having an academic life wasn't her unique purpose: as it was said before, it's not about earning money because it can give them a better life. On the other hand, a person that is just interested in money, money, money, can not have a really happy life, For example, a workaholic person, who lives without emotions and experiences that are necessary for a life full of happiness. I am not saying that money is everything, it is really hard to divorce and construct a new life again. Sometimes is more conventional and easier to provide themselves and their families a better life. However, not only are people worried about money but also about efficient service. Furthermore, once people have a life standard, they fight to keep it. All things mentioned of life, it is almost impossible to have a good life, with respect and success. fileseparator <BR33F> Some time ago could be only at school, having a dependent life, now have to work in order to survive. This fact about most of people, the synonym of having a privileged life. The society requires each day more status from the people that could recover and have a normal social life get worse and worse into the jails. Because of these hard things, they are not encouraged to try a better life, etc.), these criminals are never given time and space to live wonderfully well and guarantee a good life for his/her children, grandchildren and great-grandchildren of that. Too many people, who can't have a decent life, seem to be blaming the ones who have, so they kill. I think that a real socialism and to reach its objective: a life with equality, peace and harmony fileseparator <BR33F> support. Many times these women can not give a good life to the baby. We do not heard from the government about don't really mention the quality and the results a life with multiple roles has. Children education is an important role with your husband? Then, you have a multiple role life - but with what kind of results? After all, are you trying to be the both in the same measure, to have a healthy life, with good habits. fileseparator <BRDEN011> When we have the services that help poor people to have a better life, show entertainment programs with contents that can be enjoyed any day or twenty-eight hours a week. In a 65-year old life that person will have spent nine years glued to the television. You can provide everything you need to live a nice life with your family or to save someone's life. In a world of ambition since communism aims to status of a good life and communists are jealous of the capitalism because of the pictures of the couple in Paris having a glamorous life, they spent everything they get in Godiva chocolate. People go to crime. In one hand money can bring a good life, but on the other hand if someone does not know how to use it there. Sometimes those criminals have a better life than some people that live a normal life outside the jail. They have to put all these people in a better life than some people that live a normal life outside the jail. They have to put all these people



ple that struggle to live outside it, in a normal life, sometimes doesn't have anything to eat. And this that makes him deserve it, so he is living a good life for killing someone. That's not right. It's like ir time in prison, than later get out to a normal life, trying to get a work, money, a house and a norma spite of food or something essential for a health life. Many people have cable TV, too, and their favori mers play their roles in a rather remarkable real life role-play. The more connected and dependent on th ing to keep their "servants" under a blind-folded life for the benefit of these "power detainers". Such nd work every day to earn money and have a decent life. The problem starts when one does not see any lim re qualified to achieve a successful professional life. This fact also contributes to stimulate people es are created in order to offer us a comfortable life; sciences researching are developed to give us gr dvance, increasingly, towards an expected lasting life. The studies made by the specialists, in several oning for money and, consequently, for a tranquil life, children go to school and practice extra activit there are people that attempt to have a peaceful life. They slow down their routine and enjoy each seco nditions to promote a better, long and qualified life. It is made necessary to observe if all this rout gination is all that we really require for a good life. fileseparator <ICLE-BR-CAT-0072.1> Marx once sai hat society owes them: the chance to get a better life. Therefore, how can society be so harsh on those esn't sound fair to condemn people to a miserable life. It's as cruel as any crime those people could po oney. Money that an ordinary citizen would take a life to make, perhaps. Something even more relevant th se obligations and started urging for a different life. Besides the domestic life to which they were des contribute for the main cause of "living a better life". From metropolis as New York and London to littl eart itself. Today we don't dream about an easier life, but we still dream of a happier one. Children do cient prisoners are not able to live an ordinary life since they're not given any opportunity inside an er, the possibility of brining this person into a life of low class worker sounds definitely more substa of these criminals commit crimes, live a wealthy life and perhaps will never be caught and will ever pa the conclusion that a criminal's life is a ruined life. A ruined life in the sense of the outcomes every that a criminal's life is a ruined life. A ruined life in the sense of the outcomes every single human a er. Good consequences for those who believed in a life made of brick and mortar. Bad consequences for th s their community horizon providing them a better life and wider knowledge in many fields. Nevertheless, to get into the university and also get a better life. You can choose (on) which side you prefer to be technology and industrialization become people's life effortless and pleasurable. However, these conven portant roles theories have in students' academic life. Our society must understand that theoretical deg od parents should participate in their children's life and teach them primordial values. By doing this, y. Honestly, it is pointless to sweeten student's life by creating artificial dreams, graduates are like e world if it wasn't for the fact that Victoria's life was brutally interrupted. According to the police by the time it starts disturbing people's private life it turns to be a nightmare. The press does not ne n manipulate facts, information and even people's life. In addition to this, manipulation can inhibit pe nfluence of TV is much more present in children's life than the instructions of the parents. Moreover, s . But her husband had other priorities for Rita's life. She was confused about what she should choose fo y moved up the society structure , mainly women's life, and has done more good to the cause of women th a nice life with your family or to safe someone's life. In a natural disaster, for instance, the tsunami gree play an important role in one's professional life? Does it really certify one has been academically Who says that don't want profits in this person's life, for sure is a huge lie!

only to change their fortune into honest people's life or attack someone when is walking on the street o world. Besides all those improvements in women's life quality, there is one which, perhaps, was the one e only some of those that would improve society's life as well as the prisoners' lives. The world has ch

is being adapted to the new fast way of people's life thanks to this technology. On the other hand, some relevant inventions are taking place in everybody's life. Among the discoveries done by scientists and the appearance of negative aspects in the society's life as well. On a positive way, television provides information is sometimes considered a threat to people's life. Most programs manipulate society's mind and decisions will probably interfere in the student's academic life. In other words, if the student does not learn to premeditate all the details before taking one's life off intentionally and that the part that is not so obvious no doubt that it is very helpful in everybody's life, and that transaction, or any other kind of business. The feminist movement changed many aspects of women's life, but the domestic tasks were still there and had to be possible to follow every single step into people's life. Moreover, there is the danger of getting to know information on the television has a major concern in people's life. As an example it must be mentioned the film "Trois hommes en colère" in general plays an important role in everybody's life. Television may play the greatest importance, how we possibly arrive to the conclusion that a criminal's life is a ruined life. A ruined life in the sense of that every animal must follow these commandments for all life.

Life was at first no technology and because of this life was also much more complicated. The new technology not only specific applications in our individual life, but also a great impact in our society as a whole. Liberties involved, he suffered some attempts on his life. Once, his enemies put a bomb in his house. For many kinds of works that are very important to our life even not being in the universities' curriculum. The relevance imagination and dreams have in our life in both arts and science. Undoubtedly, what is just a dream. We are maybe just imagining our life and all the world that is around it. fileseparator Computers and many other things that do more easy our life today are from science. But this have a price that not only specific applications in our individual life, but also a great impact in our society as a whole when a person wants to improve some aspect of his life that this person is able to be imaginative enough to try to discover a way in which his life can be better. Besides all that was said above, in the classics, and I find they are positive to my life as a writer. Nevertheless, I felt something was missing. Nevertheless, I felt something was missing in my life, something that I could not find in books, and that I expect the unexpected, and I take it with me to my life. The majority of my classes' assignment was indeed, the things that we have today which makes our life a little bit easier. Look at the cars, the industries, papers... all this few things that made our life so easy. And we still destroying the nature without living longer doesn't assure you a good life, your life depends on what you do to make it wonderful. And if feeling is most important for everything in our life and it brings us an improvement in our own life, our life and it brings us an improvement in our own life, according to my point of view. In the first case she wish by learning. She has changed all her life because her desire to know more and more. She gets a band and her classes, it made her think about her life, what was more important at that time, how she worked about his possibilities. Rita wants to have her life improved through a literature. So, one common theme, happens to make some changes around her social life.- she challenges the esoteric attitudes of a tradition. Rita's vitality touches Frank and changes his life forever. As Jerry and Rita are examples of people looking for her inner inside, for changes in her life and she did achieve these aims. She learnt to be who you think it is the most important thing for your life, it is because you couldn't see yet other reason at a beginning, middle and an end. All steps of our life are very important; you must live each one in the <BR28> <Should doctors help patients die?> "Your life is not only yours" People have the right to give their lives even though we are very sensitive. However, your life is not only yours. Unscrupulous professionals can be your friends. You have the right to finish with your life, but what about you family? Family is part of us and we must be in a really perfect condition, for all your life. fileseparator <BR33A> <The only thing people are afraid of is the expectation about the future but start his / her life of crimes again.

way of life. Unfortunately it was the ruin of his life but fortunately because of his death and his reas it is important to know how to behave in our real life, how important it is to be a respectable and soli t of criminals together and deprive them of their life conditions? Is there any purpose on it? I think t makes her feel more prepared to her professional life. What happens in most courses is that all the pra young are the base, the support for their entire life and they also determine the level of happiness of ng her/him to spend money, time, space of his/her life...! It can be qualified as a very powerful and ha en that had murdered her family and destroyed her life. To bear a child of enemy is awful, but to kill a ossible to have a baby of a man who destroy their life as they did. The Vatican does not agree and as Sg ll a woman have a baby of a man who destroyed her life and her family? How will they support it? How wil rt these feelings, it is helping to destroy their life because is a humiliation. Beyond they being raped need the right to choose what they want to their life, otherwise they will die because is what these wo ure. We know that technology is important for our life, but is the jender bay more important than it's h ected with Jerry has the biggest challenge of his life. "Jerry dived, shot past the school of underwater knowledge. She knew another important goal in her life (after marriage and to be pregnant). Rita discove was confused about what she should choose for her life. Fortunately, she thought a lot about herself. Af troduced to television, which will be part of her life. In general it will be more present than the pare we were machines, without caring about our inner life. Gradually, therefore, we have forgotten giving s easiest and the fastest way of getting into your life. Sometimes it is not possible to realize how much ut from the moment it is the only purpose in your life, and you only think of profiting, not respecting it in order to survive. So, can you imagine your life without money? In modern times all that you hear what they are going to use in their professional life, and it is not enough to be a good professional. , people can decide what will be better for their life, and it includes their professional life. or their life, and it includes their professional life. n someone graduate and start his/her professional life, they are not prepared, because they know a lot a morize. On the other hand, thinking of our school life and the days we passed dedicating our thoughts to e and career that will guide them along all their life. Even when all this influences has lived this mom hat will lead him among their education for their life. For many years the belief of an university y of learning something applicable in their daily life, as a professional, a co-worker or a human being. e has learned, will not contribute in his working-life, just because he did not have the practice. Furth bility of learning something applicable onto your life as a whole, that acquired knowledge would bring y bring you to a new level of achievement in your life, do not restring yourself learn more, to improve rting the provider which carry us to our everyday life and assures a healthy posterity. Therefore, we sh ve that that person is not very important in your life. So, you buy a gift to show that you remembered. like drawing." This would have changed a lot his life. What if all children in the world did this? Woul an be born in a Romanian city, live there all his life long and, even then, think of himself as a Hungar e read, talk about and easily forget in our daily life? Since the beginning of our race, we have tried ologist and economist, experienced throughout his life (in the 19th century) a massive consumption of opi s and dreams about them, forgetting about his own life. Most people dedicate a great deal of their leisu ave any opportunities of study during their early life, they are illiterate. Moreover, the government of with whom, where. Who never tried to foresee own life? The objective is not, at all times, to realize t , waiting that at any moment of his/her anguished life can their dreams come true. Dreams are intrinsic still unknown – although present in our everyday life. fileseparator <ICLE-BR-CAT-0074.1> When the Germ al, taking him/her everywhere, sponsoring his/her life even when it is in jail, as it is the case of Fer fileseparator <ICLE-BR-CAT-0099.1> In our modern life, the most interesting prison system is not to pun

107.1) Have you ever thought about how would your life be different if you did not have simple electronic devices play an important role in our everyday life. Centuries ago, the population was searching for they prefer to chat on the computer sharing their life with others. What is more, people avoid going out to hear from an elite member a day in his/her life. However, the possibility of bringing this person societies knows that people who have a great amount of money, wealthy people, is abusing of its power and using a profession and they will gain a lot of much money. Sometimes, the parents will not buy bringing new people and places without spending so much money or leaving our homes. The problem was that we expect regular jobs during the weekend to receive more money per hour or simply to take other jobs only on the "e" is bigger than we can see. If you can get more money working more, you can get more money working less can get more money working more, you can get more money working less too, or working and stealing. In all, there are people who are interested in get more money easily, no matter what they have to do. A good example people are interested in today is earning more money. Agree or disagree?> Nowadays people are concerned it all in a nutshell, people want to earn more money because they have a sort of obligation, but they rent group of teens. If you like to show how much money you have, you can buy a very expensive pair of money building something that would not give any money back, instead of building something that certainly government creates more taxes in order to obtain more money to offer better services to the community, but no lives: do you think that these politicians earn few money and it is really necessary to have even more money and it is really necessary to have even more money? Of course, the answer is no, they earn enough, but most of people are interested in is earning more money. fileseparator <BR35F> <The role of the university. They are interested in earning more and more money in order to have material things such as cars, joining people are interested in today is earning more money"> Nowadays, mainly in the big cities, having money comes up, this person will work a lot to get more money to buy the last one. However, it is not only because of it that people want to earn more money. Sometimes they want the money to bring them out like in order to get another that gives them more money. But what people forget is that they lose their joining people are interested in today is earning more money. fileseparator <BR41> In the past Victor Hugo who is the most powerful?, the one who got more money. Again we see episodes of suffering because of many cases of people who fools the others to get some money, sometimes the other is even a brother, a father, What can occur is that someone who has more money thinks him/herself to be 'better' than the others use of the greedy feeling of having more and more money, the biggest slice of the cake. The competition people are moved by the goal of earning more and more money, many times, regardless what they may have to do do, they blackmail these men in order to get some money themselves. What the society sees is a chaotic situation. Orwell are true when we see women receiving less money for doing the same work of the men, black people today, people are interesting in get more and more money, Thinking about the money people are using their people, without concerning about more audience, more money and manipulating people's minds. fileseparator <B in most part, interested in earning more and more money. There are many facts which support this reality. issue and for this reason they should invest more money and time in college schedules to help students generateators and deputies have been stealing citizen's money without being punished. Moreover, when some of the guarantee Candidate Lula's win in the presidential's money. Unfortunately, in 2006, according to ONU, deaths of people retirement. So he can invest all this money in other areas as school, etc. Now just to conclude money and if you have a job that provides you this money, it would be very dangerous to quit in order to consequently Germany would keep their money. This money would keep them in the war and they would end up considered to be more important than earning a lot of money. Having a religion, for instance, makes people believe things mentioned above require earning a lot of money and if you have a job that provides you this money many people- mainly women- should spend a lot of money in order to have a pretty face or a perfect body.

acts with the same aim: make people spend a lot of money buying cosmetic products which have no or extreme  
ing something that certainly will give me a lot of money? In addition to this, the government creates more  
pletely dependent person-of course, with a lot of money. But, if the person really needs the job, and the  
d overcome their problems, need to spend a lot of money and time with therapy. When they realize they hav  
rn. The question is, with the power that a lot of money bring in our capitalist world, could we simply ha  
nt for those who do evil actions to have a lot of money at any price. To conclude, money is something ess  
ing more than 5 billion dollars. This is a lot of money, it is more than enough for one to live wonderful  
on, Brazil would need to invest a great amount of money constructing new prisons and admitting qualified  
all evil. In my opinion it is rather the lack of money that is the source of many human tribulations. Ma  
and access to good doctors and medicine. Lack of money is also the main reason for the separation of fam  
have to work, to study, to earn a great amount of money, to be the in everything, to compete and win; fin  
g distances and no more costing a large amount of money. Even long distance relationships are now easier  
Public Institutions and submitted to the amount of money the government intends to invest on its consolida  
y were miserable, they earned small quantities of money so they began to cling to religion to do not suff  
on to this, they also spend the small quantity of money that they have on things the TV tells them buy ju  
wealthy and power. Families with a great count of money have the right to rule the whole town or decide i  
eat. Being rich it's not having a great count of money, but it is to be a given person whom knows how to  
ves controlled by money all the time. The lack of money can cause depression because the dreams do not co  
creatures for any kind of charlatans; the lack of money makes some people not to be understood by the oth  
four hours a day working, thinking about how much money he or she is able to earn, is privating .himself  
if you are unhealthy? Instead of spending so much money trying to have a Barbie like face, why not wastin  
in debt, what they want to buy, how to spend less money and etc. This is a worrying situation that needs  
attending classes, since they do not have enough money for transportation, food, books, material, etc. A  
in schools. Since most of them do not have enough money to pay for a private school, they have recourse o  
. The Brazilian Government does not spend enough money on education and the amount being spent is used i  
work, focused only on the way we could spend our money without any purpose. How hard and tiresome our re  
agrees to firm a contract having no rights on his money. Most of all, I believe it's fundamental to try t  
blic school or hospital, so why should I waste my money building something that would not give any money  
ts of international companies are investing their money here in Brazil. However, they demand better quali  
course and consequently Germany would keep their money. This money would keep them in the war and they w  
account, every person have the right to use their money as they want, but never forgetting that there is  
is lost. We still have many people that use their money in a good way, such as Paul David Hewson, Mr. Bon  
th everyone, we do not need someone burning their money in something stupid or selfish. We need more peop  
is true or not. In my opinon, we need to get our money making our own efforts. In addition, we have to c  
ortable role if we think they are receiving their money to teach what the university decides. All that th  
ple would still hurt others to be okay with their money and their hair and their appearance. In our world  
since people work hard to survive and give their money to institutions in order to support orphans, elde  
ng to maintain their jobs, not caring about their money being enough for eating and paying their bills.  
stay disappointed. Unfortunately, we live in a society where a lot of people still think that the certif  
, and also our busy lives in a highly competitive society, thinking that dreaming and imagination are not c  
parently) be impossible things to do in a modern society. Nevertheless, this point of view can be quite in  
change our habits. Considering that we live in a society controlled by industries and its technologies, ho  
aggregating for their similarities. By building a society on inequality and privileges, politicians have, t  
we continue accepting everything we may become a society controlled by few people, with no opinion and no

wer and this is certainly not Marx's idea about a society. fileseparator <ICLE-BR-FMG-0011.2> <When the mag PROBLEMS> In ancient times Japan was a matriarcal society and most of the nobles wanted to advance themselves. It is difficult to conclude that if there are more labour in any society, the salary tends to lower and this is the easiest way. Democracy also means freedom to express ideas in a society. However, by the time it starts disturbing people can put their prestige in risk. There should be a society in which there would be democratic principles take order to exist an equality among the members of a society. fileseparator <BR15.B> <Is love an art?> Love me to control the overpopulation; problems with a stable society. Now, thinking in the two points, I prefer the truth change, and in the future we may have a better society. fileseparator <BR35.C> <Is love an art?> It is difficult to take into account that we have been living in a society which is, in most part, interested in earning more important elements that take part in a fairer ruled society is the equality of human rights that is, to provide respect and position shared among people in a society with equality and social justice, are forgotten or could be when people are developed enough to create a society where money doesn't exist. There was a time when equality, which has much to do with intellect. For a society that is essentially technological, the power of religion is reserved. In Japan, the group (whether a family or a society as a whole) is greater than the individual and then on the material and economic realities in a given society. It has no independent history; instead it is the result of the material and economic realities in a given society. Marx's opinion is that religion is an illusion that is used to control some people even steal or kill for money. In a society based on economic values and material goods, it is difficult to dream and put their dreams in practice, to build a society with more respect, concernings, dreams, and many to guarantee the population's freedom in a democratic society. However, prisoner's rehabilitation should be controlled. fileseparator <R-CAT-0006.1> It's a pity that we still live in a society that cares only about themselves, without worrying about the minor without the orientations to live in an equal society. I don't think that these transgressors minors should be treated in other aspects, no matter how developed a specific society may be, continue to follow the same old procedure that ignores the actual needs and rights of people in a civilized society. Needless to say, there are gaps in the legislation through the hardest conditions for a male dominated society could never be possibly open to dialogue and change. We should be more concerned with the development of a society in which people could adapt themselves into new conditions. It is impossible to be fulfilled in a capitalist society, such as the United States. Even in a socialist society, such as the United States. Even in a socialist society, where equality is preached and widely discussed, the illusion in social position is the reality of any society nowadays; everything is possible. Also, to prove the illusion presented and, as a result, create a real communist society, where all men are supposed to be equal. Of course, this tiresome process of building a communist society is beyond concretization: it is too utopic and ideal. An ideal system is the initial step to the welfare of a society stained by violence, drugs and murders. fileseparator <ICLE-BR-CAT-0036.1> The dream of a perfect society where everybody is equal and has the same rights is a utopia. Systems like the Socialism to try to have an ideal society, and it is not a surprise to see that they have failed. In his novel entitled Animal Farm. In a modern society like ours, his statement "All men are equal: but not in fact". In sum, it is a great utopia to think about a society in which everybody is equal because there will always be an illusion. fileseparator <ICLE-BR-CAT-0038.1> In a capitalist society, where money is the fuel responsible for the functioning of the primary, we can conclude that living in a capitalist society represents a strong reason for money being responsible. Television highly contributes to create an alienated society. Besides controlling people's social conduct, television solutions would permit the creation of a fairer society, where everyone would become a true citizen consciously seen as something that avoid the development of a society, they are also very important for it. It will only be the real importance of getting a college degree in a society where not everybody is likely to be successful in their career. In spite of being immersed in a technological society, the man has not submitted himself to the exclusion of religion. We are these days, admittedly, a technological society lived in a context of mass communication, but we are not free. Without power, it will be impossible to have a democratic society. fileseparator <ICLE-BR-CAT-0054.1> I myself cannot

om oppression and misery – consequences an unjust society divided into social classes. Nowadays, television tem ideologie in order to organize a equalitarian society where, at least, the basics rights shoud be conse , the fragile sex have been abused by a masculine society. Men’s point of view had been targeted as the rig ofessional skills in order to fit in a capitalist society such as the ones around the globe today. Prisons tes the hypocrisy of those in power. We live in a society of principles, however listed among the basic soc a better view than the others above. We live in a society where some are more equal than others, according payments of crime. Criminals become gods. When a society like the Brazilian one spends loads of money with out a group of animals which tried to establish a society built upon socialist basis. At the beggining, ani ation in the construction of a more conscientious society, this is the key word to teach men that they shou , that is, to its degree of acceptance by a given society. People are also more or less accepted according ry to rehabilitate them in order to make a better society. fileseparator <ICLE-BR-CAT-0100.1> The human bei willing to do this, once we live in a capitalist society. So, it is possible to conclude that George Orwell hall be rewarded is something that would lead any society to progress and to a higher level of development. levels in society. As far as I know, any group or society, being in nature between animals or being between ith such a statement, as we are so submersed in a society that praises productivity in the least amount of ecause they were afraid to be ostracized by their society, in the majority Muslims, or by their husband. Un for the real world has been widely debated in our society. It is an important matter because it concerns fu tal educational principles and its effects on our society. A variety of different arguments have been put f r individual life, but also a great impact in our society as a whole. One of the assertions in suppor les theories have in students’ academic life. Our society must understand that theoretical degrees provide of little value, has been largely debated in our society recently. This is an important matter because it for the real world has been widely debated in our society in the last years. It is an important issue becau ntal questions about the role of education in our society. A variety of arguments have been put forward abo for the real world has been widely debated in our society. It is an important matter because it concerns fu tal educational principles and its effects on our society. A variety of different arguments have been put f r individual life, but also a great impact in our society as a whole. One of the assertions in suppor habits and way of living of every segment of our society. Since childhood, people live their lives influen ming and imagination not only have a place in our society, but they are extremely necessary to continue the ll believe that lowering legal age would free our society from trouble teenagers, there are others who stro Marx’s opinions about our contemporary capitalist society, besides their influence in our critics and sugge ortant reflections about television’s role in our society. This essay will consider arguments for Marx’s ag uarantee a payment just to survive. In our actual society, the university course is fundamental to conquer ay na expensive as well. It's fair, isn't it? Our society must have rules to maintain the order. How can we is is a real and good example to show the way our society was (I'm not going to tell you the other things, is the legalization of your relationship for our society and it's very important! fileseparator <BR17> <Fo though the second one is pretty more comon in our society today, we can hardly notice that after sometime, However, that is not what usually happens in our society. There are clear evidences that exists a certain to live without following social standards?> Our society is constructed of many different kinds of standar wed by everybody in order to be successful in our society. Unfortunately these rules favour a small group o rtunately these rules favour a small group of our society, the ones who have a high social and economical p rds? This kind of prejudice is very common in our society, if you are fat, people will have prejudice again n that this behaviour also revels a change in our society, in which a man concerned about his own beauty wa search for eternal youth is a common thing in our society. The eternal youth is connected to the eternal be eternal beauty that has an important value in our society. The value that society gives to the physical ap

the most important of them is the corruption of our society. It is ironical to think that each prisoner costs  
the value of what he is. In this way people in our society are worried about material things, to have, to have  
meaning is unfortunately a portrait of our actual society. The animals in a certain farm decide to rebel ag  
tution, but still happening with the ideas of our society now a day. When George Orwell said "all men are e  
me are more than others" still true in our actual society. We can see it very clear when we look around wit  
hasn't been doing so fine, the major part of our society, the masses, has been put into forced laziness si  
th is no one can live without money in our modern society. There is a price tag for basically everything e  
ld. They are therefore of very little value> Our society believes that students, right after the high scho  
ontrol of the masses have ever been imposed to our society, censorship is a mass oppression tool against mos  
ip is evidently opposed to the cornerstone of our society, which recognises the right to freedom of opinion  
ers." Actually, this kind of thing happens in our society more frequently than we think it does. In Animal  
the only thing that we can be sure is that if our society is the way it is now, we definitely can't call ou  
something. fileseparator <ICLE-BR-CAT-0017.1> Our society has changed over the last centuries and thanks to  
there has never been a place for dreaming in our society as today and people are more interested in readin  
poradic periods, in order to keep their jobs. Our society of knowledge requires a completely different educ  
l process and all the transformations of our info-society are more and more interlinked by globalization. T  
It is a fundamental means of communication in our society. You have information of what is happening in the  
ic vision of people being treated as insects. Our society keeps the tradition to put people in captivity if  
nisms created to stop it. All the spheres of our society are, unfortunately, ruled by the greed. The money  
ls are prepared for the real world? In our modern society dominated by technology and competition, people a  
upils to cope with the difficulties of our modern society, it cannot be denied the importance of such cours  
and goes out throughout minds that constitute our society. Sexism is a kind of prejudice which is neither t  
opular and influent means of communication in our society. In the 50's, soon after the World War II, it wou  
rt of an essential step in the development of our society. This paper intends to discuss the positive and n  
ims of great importance in the development of our society. However, it is undoubtful that many feminists ha  
too, men is allowed to have several women by our society, nowadays, they "may" have plenty of relationship  
as played an important part in the history of our society. Although it has had positive and negative conse  
eople, who can escape from prison easily, and our society cannot afford to have these kind of criminals on  
l than others" is still applicable to our present society since a small number of citizens, generally the o  
nt is the value of some University courses in our society and in the market. Some courses such, as Tourism  
puzzling then is the stark idea that our current society does not see imagination and dreaming as somethin  
is nothing else we can assign it to. Perhaps our society's distorted views of what higher education should  
definitely one of the most vital problems in our society nowadays. It has been one of the most debated iss  
. When thinking over this sentence in our current society, it might be argued that according to the law and  
ndustrialization are the evils of our present-day society. So far many treatises on it have feverishly decl  
ating" and popular source of entertainment in our society nowadays: the television. Church, God, religion a  
fileseparator <ICLE-BR-CAT-0120.1> In our modern society, Marx famous quotation "religion is the opium of  
very little value. Such a statement transmits our society's current mindset that university, or theory, is  
any age, is a coming of age. Unfortunately, our society seems to think differently. It is coherent what t  
es do not pay. This idea is so established in our society that even criminals, when arrested, say the famou  
we still have a large number of criminals in our society? The causes are obvious and well known: starvatio