

WORD FORMATION

Uma das formas de se derivar uma palavra de outra é através da adição de um **prefixo (prefix)**, **sufixo (suffix)** ou ambos. Tanto o prefixo quanto o sufixo são também chamados **afixos (affixes)**.

Ex:

- fortunate = feliz, afortunado
- unfortunate = infeliz, desafortunado
- fortunately = felizmente, afortunadamente
- unfortunately = infelizmente, desafortunadamente

Há alguns neologismos em inglês formados a partir da inserção de um infixo, um afixo colocado no meio da palavra. Esse fenômeno não encontra correlato em português.

Ex: unbelievable = inacreditável // unfreakingbelievable = inacreditável mesmo

Saber reconhecer prefixos e sufixos ajudará você a deduzir o sentido de palavras desconhecidas em textos do vestibular. ☺

PREFIXOS

1. Seguem-se noções expressas por prefixos. Correlacione-as com os prefixos sublinhados nas palavras.

negação ou oposição a favor entre dois ou mais novo anterioridade imitação metade	próprio contra duas vezes, dois repetição posterioridade de forma ruim vários
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- | | | |
|--------------------------------|---------------------------|----------------------------|
| a) <u>un</u> expected | g) <u>pre</u> destination | m) <u>non</u> -smoker |
| b) <u>pseudo</u> -intellectual | h) <u>bi</u> lingual | n) <u>neo</u> -fascism |
| c) <u>pro</u> -abortion | i) <u>anti</u> nuclear | o) <u>multi</u> -racial |
| d) <u>post</u> -graduate | j) <u>auto</u> biographic | p) <u>re</u> -evaluate |
| e) <u>inter</u> action | k) <u>in</u> animate | q) <u>il</u> logical |
| f) <u>dis</u> like | l) <u>semi</u> -tropical | r) <u>mal</u> -functioning |

2. Estude o sentido dos prefixos do quadro abaixo. Em seguida, complete as frases com palavras derivadas dos vocábulos **EM DESTAQUE**.

Prefixo	Noção
mis-	de forma equivocada ou inadequada
over-	em excesso; passando dos limites
under-	estar aquém, ser insuficiente
fore-	anterioridade
self-	si próprio



- a) His _____ eventually led to him being expelled from school. **BEHAVIOUR**
- b) Mrs. Dinah _____ your future for five dollars. **TELL**
- c) She often refers to her life in a spirit of _____. She should see the bright side of life instead. **PITY**
- d) The _____ of antibiotics is a great worry in medicine as it is responsible for bacterial resistance. **USE**
- e) Do not _____ Bill. You would be surprised at how creative he can be. **ESTIMATE**

SUFIXOS

3. Qual a diferença entre os pares de adjetivos a seguir?

- a) interested vs. interesting b) excited vs. exciting c) tired vs. tiring d) useless vs. useful

4. Qual a classe gramatical das palavras sublinhadas?

- a) Take the tablets twice daily. vs. Exercise has become part of my daily routine.
- b) He is considered Brazil's most dangerous criminal. vs. The state police is conducting a criminal investigation.

Observe a tabela com sufixos em inglês.

Substantivo (Noun)		Adjetivo (Adjective)		Verbo (Verb)		Advérbio (Adverb)	
-al	arrival	-ful	helpful	-ize/-ise	authorize	-ly	strangely
-ure	departure	-less	useless	-ify	simplify	-ward	backward(s)
-y	discovery	-ly	friendly	-en	shorten		
-ment	payment	-like	childlike				
-er/-or	driver, actor	-y	sunny				
-ant	disinfectant	-al	criminal				
-(a)tion	exploration	-ive	attractive				
-ing	building	-ous	dangerous				
-age	storage	-able/-ible	readable, responsible				
-hood	childhood	-ish	childish				
-ship	friendship	-ed	interested				
-dom	kingdom	-ing	interesting				
-ery	refinery	-ic	realistic				
-ness	happiness						
-ity	sanity						
-ics	economics						

*As seções Prefixos e Sufixos foram retiradas ou adaptadas de GAMA, Angela et alii. Introdução à Leitura em Inglês. 2ª ed. rev. Rio de Janeiro: Ed. Gama Filho, 2001.

No Vestibular

1. (PUC-Rio 2007) Mark the **only** item where the prefix “**un-**” **CANNOT** be added to form a word with the opposite idea. (A) Clear. (B) Increased. (C) Impaired. (D) Affected. (E) Masked.

2. (PUC-Rio 2002.2) In "misrepresentative" ("The ratings of children watching the adult-oriented shows may be misrepresentative of what children are really watching and may represent what their parents are watching instead.") the prefix *mis-* has the same meaning as in: (A) miserable. (B) mistress. (C) miscellaneous. (D) misunderstanding. (E) missionary.

3. (PUC-Rio 2001) In line 1 ("In our self-absorbed age, everything is the newest New Thing or the biggest Big Thing. This spirit inevitably invests the Internet with transcendent significance ... We suffer from historical amnesia."), "self-absorbed" means: (A) materialistic. (B) revolutionary. (C) self-admiring. (D) competitive. (E) self-conscious

4. (PUC-Rio 1999) The suffix **-ly** in words like *uncontroversially*, *simply*, *reliably*, and *tightly* indicates... (A) manner. (B) frequency. (C) emphasis. (D) comparison. (E) quality.



I am not referring to telepathy or mind control or the other obsessions of fringe science; even in the depictions of believers these are blunt instruments compared to an ability that is uncontroversially present in every one of us. That ability is language. Simply by making noises with our mouths, we can reliably cause precise new combinations of ideas to arise in each other's minds. The ability comes so naturally that we are apt to forget what a miracle it is. Language is so tightly woven into human experience that it is scarcely possible to imagine life without it.

5. (UERJ 2001 1º EQ) Nouns in English can be preceded by words of various grammatical classes. The construction which does **not** contain a typical instance of adjectival modification is: (A) ... comeback album ... (B) ... German director ... (C) ... successful attempt ... (D) ... charming documentary ...

6. (UERJ 2004) A palavra disparity, dentre outras no texto, resulta de processos de afixação. Retire do texto: (A) dois adjetivos em inglês com prefixos diferentes que indicam negação; (B) dois substantivos em inglês com sufixos diferentes que indicam agente da ação.

7. (UERJ 2006) O título do texto –The re-enchantment of everyday life –sintetiza o objetivo da argumentação do autor. (A) Explique a relação existente entre o uso do prefixo *re* e os conselhos dados ao leitor. (B) Identifique, no quarto parágrafo, as duas alternativas que devem ser rejeitadas para que a idéia expressa no título se concretize.

Questão 6

SOME TEACHERS, STUDENTS, PARENTS SAY NO TO TESTS!

A backlash against standard testing can be noticed throughout the nation as a growing number of parents, teachers, students, and organizations question its merits.

Regarded by many state school boards as the magic bullet to cure what troubles education, standardized tests are not considered a remedy by everyone. Concerns about the tests are openly expressed at student-organized protest rallies and by teacher organizations as large numbers of students fail their state tests. Many of those students will not receive their diplomas or be promoted as a result of their test scores.

According to Johnson, a high-school senior, "Although I passed the test, I believe it is unfair and valuable classroom time is taken away. There is a disparity between what is taught at my high school, compared with a nearby vocational high school where many students may not select to take advanced math or science classes that would help them score higher on the exams."

The American Association of School Administrators (AASA) reported in June that 63 percent of American voters do not agree that student progress for one school year can be accurately summarized by a single test.

The revolt against tests has much support. The majority of Americans think that testing is not the right solution for what troubles schools, according to the results of two surveys recently released by education associations.

The majority of parents believe that mandated state testing is not a true and valid measurement of their children's abilities. Parents also said that the test results are inconsistent with some areas of their children's report cards; they believe some academic skills are being overlooked as a result of preparing for the tests, and that schools are neglecting some enrichment areas such as the arts, team learning, and science projects because those areas are not part of the testing.

DIANE WEAVER DUNNE
<http://www.education-world.com>

Questão 7

The re-enchantment of everyday life

Enchantment is both the capacity of the world to charm us and the inspiration that comes upon us when we open ourselves to the magic in everyday experiences. An enchanted world is alive and rich in personality. It reveals itself to us in its beauty and poetic presence that ultimately make life feel worth living.

Over the years, we have taken such pride in our scientific and technological achievements that we have come to imagine our entire lives as mechanical. We prize our rationality and quantifying methods, believing that they offer unmatched reliability. We have even introduced them into our arts and our psychological studies and therapies.

But we pay a price for this kind of progress. We have lost much that quickens the heart and nurtures the imagination. Our arts are marginalized as never before. Education has been reduced to information gathering and training. Medicine neglects the soul and spirit, and focuses exclusively on the purely physical dimensions of the person, using only mechanical and chemical means of healing. Politics appears obsessed with power and money instead of genuine needs of communities. All of these aspects of modern life hurt the soul and, therefore, decrease our humanity.

It's tempting to respond to these serious problems with remedies that remain within the paradigm of modern culture instead of imagining an altogether different way of life. A philosophy of enchantment turns current values upside down and asks that we step outside the frontiers of contemporary wisdom. Instead of rushing into the future, we might profoundly appreciate the past, and instead of treating nature as an inert, inanimate substance – a resource for making the merely physical world, we might grant it its soul and personality. We become enchanted and inspired when we open our senses and our imagination to the song and speech of the world.

To live in an enchanting world we have to assume a receptive posture rather than an exclusively active one. We can become skilled at allowing the world in, taking its secrets to heart and finding power outside of ourselves. This is the chief teaching of the wise, who have explored the secret potentialities of nature and human ingenuity in every period of history and in every culture. When, emptied of the debris of modernism, we enjoy the role of being a conduit for the powers that lie outside us, the world floods us with its wisdom and support.

THOMAS MOORE

EXTRA

Você conhece as classes gramaticais (*word classes; parts of speech*) em inglês?

- | | | |
|--------------------------------|-----|---------------|
| a) book, citizen, love, Brazil | () | adjectives |
| b) go, find out, think | () | adverbs |
| c) happy, blue, oval | () | conjunctions |
| d) he, him, mine | () | interjections |
| e) calmly, yesterday, far | () | nouns |
| f) wow, hey, yahoo | () | pronouns |
| g) but, yet, and | () | verbs |

Conhecer os afixos lhe ajuda a inferir o sentido de palavras desconhecidas. Ainda que não seja necessário decorá-los, é importante ser capaz de reconhecer os sentidos dos mais comuns.

Aqui estão apenas alguns, presentes na prova da UERJ 2008. Você consegue identificar a função dos afixos?

- a) **EN-/EM-**: *ensure* (como em *enable, enlarge, enrich*; similar a *encircle, encase, endanger*)
 - b) **UN-**: *unexpected* (como em *unable, unhappy, unpleasant*)
 - c) **-FUL**: *youthful* (como em *powerful, colourful, beautiful*); *handful of* (como em *mouthful/ spoonful of*)
 - d) **-LY**: *sorely* (como em *extremely, quickly, angrily*; diferente do *-ly* em *weekly meeting* e *fatherly advice*)
 - e) **-MENT**: *resentment* (como em *management, disappointment, achievement*)
 - f) **-NESS**: *weirdness; freshness; boldness; wickedness; loneliness; quietness*
- () makes an adjective into a noun which refers to a quality or condition
 - () forms a noun which refers to an action or event
 - () used to make adverbs that mean “in the stated way” or adjectives
 - () adds meaning of “not”, “lacking” or “the opposite of”
 - () having the stated quality to a high degree, or causing it *OR* having the stated amount
 - () forms verbs which mean to cause to be something *OR* to put into or onto something

Gabarito

1. (PUC-Rio 2007) B
2. (PUC-Rio 2002.2) D
3. (PUC-Rio 2001) C
4. (PUC-Rio 1999) A
5. (UERJ 2001 1º EQ) A
6. UERJ 2004

A) *unfair e inconsistent*

B) Um dentre os pares de substantivos:

- voters e student*
- voters e students*
- teacher e student*
- teachers e students*
- voters e administrators*
- teacher e administrators*
- administrators e student*
- administrators e students*

7. UERJ 2006

A) O prefixo *re* se relaciona com os conselhos por sugerir uma mudança de atitude para tornar a vida encantada de novo.

B) Viver em função do futuro.

Considerar a natureza como algo inerte e inanimado, apenas como o mundo físico.

Gabarito da parte Extra:

- a) nouns
 - b) verbs
 - c) adjectives
 - d) pronouns
 - e) adverbs
 - f) interjections
 - g) conjunctions
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- a) EN-/EM-: forms verbs which mean to cause to be something *OR* to put into or onto something
 - b) UN-: adds meaning of “not”, “lacking” or “the opposite of”
 - c) –FUL: having the stated quality to a high degree, or causing it *OR* having the stated amount
 - d) –LY: used to make adverbs that mean “in the stated way” or adjectives
 - e) –MENT: forms a noun which refers to an action or event
 - f) –NESS: makes an adjective into a noun which refers to a quality or condition