A CONTRASTIVE ANALYSIS OF SELECTED SYNTAX PROBLEMS

OF STANDARD SOUTH AMERICAN SPANISH AND BRAZILIAN PORTUGUESE

by

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B.A., University of Birmingham, 1967

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF

THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS

in the Department

of

Modern Languages

APPROVAL

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Degree: Master of Arts

Title of Thesis: A Contrastive Analysis of Selected Syntax Problems of

Standard South American Spanish and Brazilian Portuguese

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Abstract

This thesis deals with the transference problems which arise between Standard South American Spanish and Brazilian Portuguese, when the syntactic pattern from one language is used to form a sentence in the other. Firstly, a comparison of the stress systems and the processes of modification in the two related languages is presented. Later a contrastive analysis of the effect of the stress systems in each language points out essential differences between the two. The main part of the thesis presents numerous syntactic patterns common to both languages. Those which show no correspondence in form-function relationship, when transferred into the other language, are of special interest in this analysis. All statements concerning similarities between the two languages and transference problems are reinforced with examples. The thesis concludes by endeavouring to offer some explanation for the selection of syntactic patterns in South American Spanish and Brazilian Portuguese, by reference to the prosodic features of each respective language.

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1.0 Introduction

The aim of this thesis is to present a contrastive analysis of the syntax of Standard South American Spanish and Brazilian Portuguese. Although many syntactic patterns are common to the two languages, there are cases in which the transference of a syntactic pattern will convey a different message. These difficulties, which confront the native speaker of one language in his acquisition of the other, are of interest here.

1.1   The Brazilian Portuguese data used in this thesis are taken from a series of tapes recorded during a four month stay in São Paulo, in the State of São Paulo, Brazil, from May through August, 1969. The tapes are of free conversations between native informants. Most of the informants were literate Paulistas who were either studying at the University of São Paulo or who were working in the city. Other taped conversations are between semi-literate waiters who had been in São Paulo for at least five years but who had originally come from Minas Gerais and Alagoas.

1.2   For this analysis Brazilian Portuguese is considered to be structurally uniform throughout Brazil. The principal regional dialects are all mutually intelligible and are distinguished mainly by their phonetic characteristics and their lexicons.

1.3   Similarly, Standard South American Spanish is not based on one dialect of South American Spanish, but is defined as the speech of the educated urban class.

1.4   In Spanish and Portuguese the rules for stress assignment are basically the same, both in isolated words and in syntactic groups. As a result of this stress system certain syntactic forms are more emphatic than others, and certain positions within the syntactic groups are more prominent. In

both languages a basic sentence pattern conveying a neutral declarative

message can have an alternate form conveying the same message in a more

emphatic manner. If the basic sentence contains an ambiguous form or is

inexplicit, the same process of modification used to emphasize in cases where

no ambiguity is present can be used to clarify an ambiguity. In this case

there are three sentences to convey the same message with varying degrees of

emphasis. The first is ambiguous or inexplicit, the second conveys the

message in a more explicit manner, and the third emphasizes that same message.

2.0 Hypothesis

Although the placing of stress and the processes of modification

involved for clarification and emphasis are essentially the same in Spanish

and Portuguese, transference problems arise from the lack of correspondence

in the form-function relationship of Spanish and Portuguese syntactic patterns.

3.0 Stress

Two types of stress are considered in this thesis: logical and emotive

emphatic stress. Following Delattre, we define logical stress as being the

expected position of the prominent syllable within the isolated word, and

then at utterance level. Emotive emphatic stress can be added at utterance

level and is assigned to any syllable already bearing primary logical stress,

which the speaker wishes to give extra emphasis.

3.1 Logical stress

In Spanish there are two logical stresses, primary and secondary.
In Portuguese there are three, primary, secondary and tertiary.

3.2 Rules for the assignment of logical primary stress

These hold for both Spanish and Portuguese.

3.21 In monosyllabic words the stress falls on the vocalic nucleus.

3.22 In all words of more than one syllable in which the last syllable is open, i.e. the last phonetic segment is vocalic, the stress falls on the penultimate syllable.

3.221 Examples from Spanish

bueno	–	good	[bwéno]
hombre	–	man	[ómbre]
catarro	–	cold	[katáRo]
cartero	–	mailman	[kartéro]
matadero	–	slaughterhouse	[mataðero]

3.222 Examples from Portuguese

lobo	–	wolf	[lóbo]
caixa	–	box	[káyʃə]
guitarra	–	guitar	[gitáxə]
lingua	–	tongue	[língwə]
palavra	–	word	[pəlávrə]

3.23 In all words of more than one syllable in which the last syllable is closed, i.e. the last phonetic segment is consonantal, the stress falls on the last syllable.

3.231 The consonantal segments which are possible in final position in Spanish are [s] [r] [n] [l] [y] [w] and [d].

3.232 Examples from Spanish

además	–	moreover	[aðemás]
afán	–	eagerness	[afán]

cafetal	-	coffee plantation	[kafetál]
cacao	-	cocoa	[kakáw]
ciudad	-	city	[sjudád]
encantador	-	charming	[enkantadór]
caray	-	interjection	[karáy]

3.233 The consonantal segments which are possible in final position in Portuguese are [z] [r] [s] [v] [t] [d] and the two semivowels [w] and [y] . Nasalised vowels are considered in this analysis to be checked syllables.

3.234 Examples from Portuguese

diagonal	-	diagonal	[dʒjagonáw]
pinguim	-	penguin	[pĩngwĩ]
cidade	-	city	[sidád]
timidez	-	shyness	[timidéz]
colher	-	spoon	[koʎéx]
mamãe	-	mother	[mãmãy]
demais	-	too much	[demáys]

3.235 The addition of the plural morpheme in both Spanish and Portuguese nouns will not alter the logical primary stress already assigned to the word root.

3.3 Secondary stress in Spanish

All syllables which are not assigned primary stress will automatically be assigned secondary stress.

3.4   Secondary and tertiary stress in Portuguese

3.41   Pretonic syllables and postonic closed syllables bear secondary stress. All other syllables bear tertiary stress.[1]

3.5   Logical stress in syntactic groups

In each syntactic group the last primary stress is always the most emphatic. In a sentence containing a main clause and a subordinate clause, there are two primary stressed syllables with added emphasis.

3.51   In Portuguese many forms, which in isolation would bear primary stress, bear only tertiary stress within the syntactic pattern, because of their enclitic position. Therefore it would seem that nouns, adverbs and verbs always contain a syllable bearing primary stress, whereas definite articles, prepositions and enclitic pronouns bear tertiary stress.

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[1] The above rules serve only as general rules for the assignment of stress.
There are a number of counter-examples.
Spanish   tésis – thesis, lápiz – pencil, dólar – doller, vírgen – virgin.
Portuguese   açúcar – sugar, cadáver – corpse, túnel – tunnel, homem – man,
also all adjectives ending in -vel, e.g. solúvel – soluble, amável – lovable,
sensível – sensitive.
Besides these, both languages contain words stressed on the antipenultimate
syllable, which are usually erudite forms from Latin and Greek.
Spanish   monólogo – monologue, última – last, pájaro – bird, apendice –
appendix, fábrica – factory.
Portuguese   benévolo – benevolent, horóscopo – horoscope, náufrago –
shipwreck, apéndice – appendix.
Verb forms do not follow these rules for stress assignment. Verbs are
considered here to bear morphological stress and not logical stress,
cp. Spanish hablo – 1st person singular present – I speak, and habló –
3rd person singular preterite – he spoke. For further discussion of the
morphological stress in verb forms, see Mr. K.C. Eitings' forthcoming M.A.
Thesis, Simon Fraser University.

3.6   Emotive emphatic stress in Spanish and Portuguese

3.61 Emotive emphatic stress is assigned only to a syllable which already bears a logical primary stress.

3.62 Emotive emphatic stress raises the pitch of the syllable and also lengthens the vocalic nucleus, although this is more noticeable in Portuguese than in Spanish.

3.63 A syllable bearing emotive emphatic stress can occur anywhere within the syntactic pattern.

3.7   Examples of stress

In the following examples, ⁗ indicates primary stress, ´ indicates secondary stress, and ˇ indicates tertiary stress. Logical emphatic stress is marked by ↓ .

3.71	Portuguese	O padre comprou o papagaio.
	Spanish	El padre compró el loro.
	English	The priest bought the parrot.

3.72	Portuguese	Quem fez isso ?
	Spanish	¿Quien hizo eso ?
	English	Who did that ?

3.73	Portuguese	A moça vem.
	Spanish	La muchacha viene.
	English	The girl is coming.

3.74	Portuguese	Eu vou te dar um livro.
	Spanish	Voy a darte un libro.
	English	I'm going to give you a book.

3.75	Portuguese	Ela não faz nada.
	Spanish	Ella no hace nada.
	English	She doesn't do anything.
3.76	Portuguese	Eu vou para a cidade.
	Spanish	Voy a la ciudad.
	English	I'm going to town.
3.77	Portuguese	Nascí aquí em São Paulo.
	Spanish	Nací aquí en San Pablo.
	English	I was born here in São Paulo.
3.78	Portuguese	Não é o que eu falei.
	Spanish	No es lo que dije.
	English	That isn't what I said.
3.79	Portuguese	Não faz isso porque tem medo.
	Spanish	No hace eso porque tiene miedo.
	English	She doesn't do it because she is afraid.

4.0 The effect of stress on the respective vowel systems of Portuguese and Spanish

4.1 Although the effect of stress also leads to a modification in the articulation of consonants, the effect of stress on the vowels is clearly noticeable in both languages and provides sufficient evidence for my purposes here.

4.2 Portuguese has seven vowel phonemes /i/ /ẹ/ /ę/ /a/ /ǫ/ /o/ and /u/. Under primary stress and secondary stress, the seven realisations maintain their distinctness. Under tertiary stress there are only three

distinctions.* Nasalised vowels are considered here to be the vowel phonemes, /i/ /e/ /a/ /o/ and /u/ plus the phoneme of nasalisation /N/.

4.3   Spanish has five vowel phonemes, /i/ /e/ /a/ /o/ and /u/. These are distinctive under all circumstances.

5.0   Processes of modification

5.1   In both Spanish and Portuguese an interrogative intonation pattern is sufficient to indicate a question; no syntactic change is obligatory. Therefore any syntactic pattern, listed as a neutral declarative statement can also serve as a question pattern.

5.2   Processes of modification for emphasis or clarification

5.21   Displacement of a syntactic form from its usual position within the syntactic group.

5.22   The addition of a syntactic unit to yield a more complex syntactic structure.

5.23   The addition of an emotive stress on a syllable bearing primary stress in one of the syntactic components.

6.0   Procedures

6.1   The data will be presented in categories according to the message conveyed. Messages will be distinguished from one another by the use of letters, e.g. Message A, B, C, etc. When the particular message is emphasised, it will be indicated by the use of superscript numbers, e.g. Message A^1, A^2, A^3 etc.

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* For a full description of the allophonic distribution of phonemes see Robert Hall Jnr. The Unit phonemes of Brazilian Portuguese.

6.2   The simplest structure from either language will be presented first.

Message A^1 will therefore give Pattern 1 in language y. Linked series of

patterns will be designated Pattern 1.I, 1.II, 1.III, etc.

6.3   This pattern will then be used to generate a sentence in language x.

There are three possible results in language x. Firstly, it is possible that

the syntactic pattern does not exist in language x, yielding $\emptyset$. Secondly,

it may yield the same message, Message A at any level of emphasis, i.e.

Message A^1, A^2 or A^3. Or thirdly, it can yield a different message. In some

cases, the pattern will yield both Message A and another message. The

following chain can therefore be observed.

   Message A^1 -   Pattern 1 in language y.

   Pattern 1   - $\emptyset$

            or   Message A^1, A^2 or A^3 $\left.\begin{array}{c} \\ \\ \\ \end{array}\right\}$ in language x

            or   Message B

Next Message A^1 will be presented in language x. This will give another

syntactic pattern, and this will then be used to generate sentences in

language y. The chain will be carried as far as possible.

6.4   In most cases the messages in each category will differ from one another

only in terms of emphasis. If a totally different meaning is conveyed by the

pattern, a note will be made to this effect, and the reader will be referred to

another category in which the message is dealt with fully.

6.5   Three examples from each language will illustrate each process in the

procedure. The appendix provides further evidence taken from the data.

6.6   For the sake of clarity, 7.900 will not be presented using this procedure.

7.000   Substantiation of Hypothesis

7.100   Category 1. Message A

7.101   Message A - Determination of the Agent or Subject of the verb form.

7.102   Message A^1 is expressed in Spanish by Pattern 1.

7.103   Pattern 1.I - (subject pronoun) {verb form}

      Tengo poco tiempo   I have little time

      Tenemos mucho que estudiar   We have a lot to study

      Estamos en casa   We are at home

7.104   Pattern 1.I yields both Message A^1 in Portuguese and Message G.

      Pattern 1.I   -   Message A^1

               Message G   see 7.700

      Não tenho sorte   I don't have any luck

      Assistí a todos os filmes   I went to all the films

      Estou pensando   I'm thinking

7.105   Although Message A^1 can be conveyed by Pattern 1.I, the subject pronoun is usually obligatory. Most sentences in the data contain a subject pronoun if the subject is not otherwise stated.

Message A^1 - Pattern 1.II in Portuguese

Ptg.   Eu acho que todos nós somos seres sociáveis

Eng.   I think we are all social beings.

Ptg.   Eu acho que você vai morrer amanhã... certo? Você tem que ser
         auténtica, você tem que fazer tudo o que você quer fazer.

Eng.   I think you are going to die tomorrow, right? You have to be
         authentic. You have to do everything you want to.

Ptg.   Eu vim porque eu preciso, eh! Eu preciso aprender inglês.

Eng.   I came because I need to. I need to learn English.

7.106   Portuguese will even repeat the original subject as a pronoun if it is not directly next to the verb form.

Ptg.   Sidney Poitier, na minha opinião, êle vive o papel.

Eng.   Sidney Poitier, in my opinion, lives the part.

Ptg.   O Henry falavo isso, e em certo ponto, êle practicava isso também.

Eng.   Henry talked about this, and to a certain extent he practised it too.

7.107   The subject pronoun can also be used in Portuguese to indicate an inanimate object. This is possible in Spanish but is avoided.

Ptg.   Èle é um curso mais do que normal.

Eng.   It is an extraordinary course.

Ptg.   Quanto ão seu português, êle é óptimo.

Eng.   As for your Portuguose, it's very good.

7.108   To express an unspecified speaker, Spanish uses uno. This is always singular, but can refer to a feminine subject if the speaker is feminine.

7.109   Portuguese uses a feminine singular noun to express an unspecified subject. This is a gente. It can refer to a masculine singular subject, a feminine singular subject or can be used as a collective.

Ptg.   Se a gente é um ser sociável...

Eng.   If man is a social animal...

Ptg.   Aí, a gente vai para casa, depois a gente, todas as garotas que fizeram o encontro, aí, a gente marca e se reune...

Eng.   Then we go home, and afterwards, all the girls who were at the meeting, fix a date and get together...

Ptg.   A gente fica muito deprimido.

Eng.   I was very depressed.

7.110   When the Pattern 1.II is transferred into Spanish, the obligatory use

of the pronoun has two results. With third person forms of the verb the

pronoun merely clarifies the subject. With the first and second person forms

of the verb, the verb form in itself is explicit, and the obligatory use of

the pronoun emphasises the message.

Therefore Pattern 1.II - Message A^2 in Spanish.

Sp.   Nosotros bebemos mucho vino.

Eng.   We drink a lot of wine.

Sp.   Tu lo sabes bien.

Eng.   You must know that.

Sp.   Yo hago eso.

Eng.   I'll do that.

7.111   Emphasis in Spanish is more likely to be conveyed by inversion.

Message A^2 - Pattern 1.III in Spanish.

Pattern 1.III   [verb form] (subject pronoun)

Sp.   Viene ella.

Eng.   She's coming.

Sp.   No tengo miedo yo

Eng.   I'm not afraid.

Sp.   No hacemos eso nosotros.

Eng.   We don't do that.

7.112   This same emphasis is conveyed in Portuguese by placing an emotive

emphatic stress on the pronoun form. This can also be used in Spanish to

emphasise the third person pronouns although inversion is more common.

7.113   Message A^2 - Pattern 1.IV   subject pronoun   verb form

Ptg.   Ela não faz isso.

Eng.   She doesn't do that.

Ptg.   Eu não tenho medo.

Eng.   I'm not afraid.

Ptg.   Nós não somos assim.

Eng.   We aren't like that.

7.114   Alternatively Portuguese can extend the basic structure Pattern 1, to form a more complex structure consisting of a main clause and a subordinate clause. This is more usually used to convey Message A^2.

        Message A^2 - Pattern 1.V

        Pattern 1.V   [subject pronoun] [verb-ser] [subordinator] [subordinate]

7.115   When the verb ser is used in this and in similar constructions to emphasise a syntactic component, it usually appears as the form é, which is the third person singular of the present tense. This form is used regardless of the person or number of the subject pronoun which precedes it. The verb form in the subordinate clause agrees in person and number with the pronoun in the main clause. The plural são can appear if the pronoun is plural. Although these two forms in the present tense generally occur, it is possible to find forms in other tenses, such as foi and era, third person singular forms of the preterite and the imperfect, agreeing with the tense of the verb form in the subordinate clause.

Ptg.   O padre é que comprou o papagaio.

Eng.   It was the priest who brought the parrot.

Ptg.   Você é que sabe.

Eng.   You decide.

Ptg.   Nós é que dissemos isso.

Eng.   We're the ones who said that.

7.200   <u>Category 2. Message B.</u>

7.201   Message B - The object of the action expressed in the verb is a

personal pronoun.

7.202   Message B[1] is expressed in Spanish by Pattern 2.I.

7.203   Pattern 2.I (object pronoun) (verb form)

<u>Sp.</u>   ¿Cuando lo conociste?

<u>Eng.</u>   When did you meet him?

<u>Sp.</u>   La ví en la calle.

<u>Eng.</u>   I saw her in the street.

<u>Sp.</u>   Algo las dejó así.

<u>Eng.</u>   Something left them like that.

7.204   Pattern 2.I does not exist in Portuguese.

      Pattern 2.I - ∅ in Portuguese.

7.205   Message B[1] is expressed by a Pattern which also exists in Spanish

(see 7.111) to emphasise the subject pronoun. Portuguese uses the same forms

for both subject and object pronouns. They serve as subject pronouns when

they precede the verb form, and as object pronouns when they follow it.

Therefore Message B[1] is conveyed by Pattern 1.III.

<u>Ptg.</u>   São quatro que têm ela como principal intérprete.

<u>Eng.</u>   There are four with her as the star.

<u>Ptg.</u>   Qualquer coisa deixou elas assim.

<u>Eng.</u>   Something left them like that.

<u>Ptg.</u>   Ví ela na rua.

<u>Eng.</u>   I saw her in the street.

7.300   Category 3. Message C.

7.301   Message C - the indirect object of the verb form is expressed by a personal pronoun.

7.302   Both Portuguese and Spanish use the same basic pattern, Pattern 3.I.

7.303   Pattern 3.I   (subject pronoun) [indirect object pronoun] [verb form] [object]

7.304   The indirect object pronoun position in Spanish can contain all forms, that is, me, te, le, nos and les. Le and les are however ambiguous as they can refer to él, ella, ellos, ellas, Ud., and Uds. In Portuguese, the category of pronouns permitted in this position is restricted, and includes only me - 1st person singular, te - 3rd person singular, and nós - 1st person plural. Te, a form originally referring to the subject tú, now refers to the form você, as this second person form is no longer used in Brazilian Portuguese. The pronouns in Portuguese always precede a verb form and are not affixed to command forms, infinitives and present participles as in Spanish.

Sp.	Voy a darte un libro.
Eng.	I'm going to give you a book.
Sp.	Nos dá clases de inglês.
Eng.	He gives us English classes.
Sp.	Me dá miedo.
Eng.	He frightens me.
Ptg.	Nos manda uma carta.
Eng.	He sends us a letter.
Ptg.	Eu vou te dar um livro.
Eng.	I'm going to give you a book.
Ptg.	Me dá um cigarro.
Eng.	Give me a cigarette.

7.305 To express the third persons as indirect objects of the verb form,
Portuguese uses a different pattern, Pattern 3.II. The other persons in the
paradigm can also be used in this construction. All forms appear in the same
form as the Portuguese subject pronouns except the first person singular which
is _mim_. The relationship between the verb form and the pronoun is expressed
by a preposition.

7.306 Pattern 3.II (subject pronoun) (verb form) (object) (preposition)
(axis)

Ptg.   Eu vou dar um livro para êle.

Eng.   I'm going to give him a book.

Ptg.   Eu vou dar um livro para ela.

Eng.   I'm going to give her a book.

Ptg.   Eu vou dar um livro para vocês.

Eng.   I'm going to give you a book.

7.307 When the pronouns _mim_ and _nós_ are used, this is more explicit than the
use of _me_ and _nos_ in Pattern 3.I.

Ptg.   Traz o livro para mim.

Eng.   He's bringing the book for me.

Ptg.   O fez para nós.

Eng.   He did it for us.

7.308 Pattern 3.II is not possible in Spanish. Spanish extends the Pattern
3.I by adding a preposition-axis construction, but the indirect object pronoun
which precedes the verb is obligatory. Message C^1 is expressed by Pattern
3.III. This message is only conveyed by this construction when the third
person pronouns are used, Spanish in this way makes _le_ and _les_ explicit.

Sp.   Voy a darle un libro a él.

Eng.   I'm going to give him a book.

Sp.   Voy a decirle eso a ella.

Eng.   I'm going to tell her that.

7.309   When the other pronouns are used in Pattern 3.III, this will convey

Message C^2, giving extra emphasis to the indirect object.

Sp.   Me compra un coche para mí.

Eng.   He's buying me a car.

7.310   Message C^2 is conveyed by placing an emotive emphatic stress on the

personal pronoun when a third person form is used. Portuguese uses Pattern

3.II and also places emotive emphatic stress on the pronoun forms to give

Message C^2.

7.400   Category 4. Message D.

7.401   Message D - possession.

7.402   Message D^1 is conveyed by three separate patterns in Portuguese,

Pattern 4.I, Pattern 4.II and Pattern 4.III. Of these Patterns 4.I does not

exist in Spanish.

7.403   Pattern 4.I   (determiner) (possessive adjective) (noun)

Ptg.   É o teu livro.

Eng.   It's your book.

Ptg.   É o nosso livro.

Eng.   It's our book.

Ptg.   É a sua casa.

Eng.   It's your house.

7.404   Pattern 4.I   (possessive adjective) (noun)

Ptg.   É tua casa.

Eng.   It's your house.

Ptg.   É minha escola.

Eng.   It's my school.

7.405   Pattern 4.II also conveys Message D^1 in Spanish.

Sp.   Es tu libro.

Eng.   It's your book.

Sp.   Es nuestra casa.

Eng.   It's our house.

The third person singular form su is however embiguous.

Sp.   Es su casa.

Eng.   It's (his, her, your, their) house.

7.406   There is no possessive adjective in Portuguese which refers to êle, ela, êles and elas.   The forms seu and sua refer exclusively to voc ê and vocês, and mean your.   Portuguese therefore uses another pattern to express possession when the third person pronouns are referred to, Pattern 4.III. Only third person pronouns occur in axis position.

7.407   Pattern 4.III   (determiner) (noun) (preposition) (axis)

Ptg.   É o livro dêle.

Eng.   It's his book.

Ptg.   É o livro dêles.

Eng.   It's their book.

Ptg.   Esta é a casa de voc ê?

Eng.   Is this your house?

7.408   Pattern 4.III is used in Spanish to clarify the ambiguity present in Pattern 4.II through the many references of su.   Only third person pronouns occur in the axis position.

Sp.   Es el libro de êl.

Eng.   It's his book.

Sp.   Es el libro de ellas.

Eng.   It's their book.

Sp.   Es el libro de Ud.

Eng.   It's your book.

7.409   Emphasis is conveyed in both languages by placing emotive emphatic stress on the personal pronoun in the preposition-axis construction, or on the possessive adjective, to give Message D^2.

7.500   Category 5. Message E.

7.501   Message E - interrogation.

7.502   Both languages can express interrogation by an intonation contour alone. Therefore any syntactic pattern, which serves as a neutral declarative statement, can also serve as a question.

7.503   Interrogation is usually expressed in Spanish by inversion, giving Pattern 1.III. (See also 7.111 and 7.205)

Sp.   ¿Habla Ud. español?

Eng.   Do you speak Spanish?

Sp.   ¿Lo hizo ella?

Eng.   Did she do it?

7.504   Portuguese does not use Pattern 1.III to express a question although it does exist in the language.

7.505   Both Portuguese and Spanish use the following two patterns, Pattern 5.I and Pattern 5.II, when a question word is present.

7.506   Pattern 5.I   (question word) (verb form) (subject) (object)

Sp.   ¿Cuándo?

Ptg.   Quando?

Eng.   When?

Sp.   ¿Quién hizo eso?

Ptg.   Quem fez isso?

Eng.   Who did that?

Sp.   ¿Qué es eso?

Ptg.   Que é isso?
        O que é isso?

Eng.   What's that?

Sp.   ¿De quién son los guantes?

Ptg.   Dc quem são as luvas?

Eng.   Whose gloves are those?

Sp.   ¿Cuál es tu nombre?

Ptg.   Qual é o seu nome?

Eng.   What's your name?

7.507   In Portuguese, all words which end in que, which are used as question markers, such as o que, porque, que, etc. occur in their emphatic forms when they are standing alone or when they are in final position within a syntactic group. That is, they occur as o quê, porquê, quê, etc.

Ptg.   O quê?

Eng.   What?

Ptg.   Fazer o quê em São Caetano?

Eng.   What are you going to do in San Caetano?

7.508   Both languages can place the question word at the end of the sentence, giving Pattern 5.II.

7.509   Pattern 5.II   [subject pronoun] [verb form] (object) [question word]

Ptg.   Você nasceu aonde?

Sp.   ¿Ud. nació dónde?

Eng.   Where were you born?

7.510   A more emphatic question may be formed in both languages by placing an emotive emphatic stress on the question word. This will apply to Pattern 5.I and Pattern 5.II.

7.511   The neutral interrogative message E[1] is also conveyed in Portuguese by using another Pattern, Pattern 5.III.

7.512   Pattern 5.III (question word) (verb-ser) (subordinator) (subordinate)

Only certain forms of the verb _ser_ appear in this construction, see 7.115.

Ptg.   O que é que faz?

Eng.   What's he doing?

Ptg.   O quê que eu vou contar mais?

Eng.   What else can I say?

Ptg.   O quê que aconteceu?

Eng.   What happened?

7.513   In Portuguese this construction involving the verb _ser_ is also used

in indirect questions.

Ptg.   Eles mostraram perfeitamente o que é uma favela.

Eng.   They showed exactly what a slum is.

7.514   The verb _ser_ can also recur.

Ptg.   Mas deixa contar como é que foi que eu fiz um encontro de jovens,

promovido pelos padres.

Eng.   But let me tell you how it was that I went to a meeting of young people,

organised by the Church.

7.515   This pattern, which is a normal interrogative pattern in Portuguese,

is emphatic in Spanish, giving message E^2.

Sp.   ¿Qué es lo que hace?

Eng.   What's he doing?

Sp.   ¿Qué es lo que puedo decir?

Eng.   What can I say?

Sp.   ¿Cómo es que se llama?

Eng.   What did you say her name was?

7.516   This same emphasis is conveyed in Portuguese by placing an emotive

emphatic stress on the form of the verb _ser_ which appears in the construction.

7.600   Category 6. Message F.

7.601   Message F - reiteration.

7.602   Message F^1 may be expressed in both languages by Pattern 6.I. This is
the commonest form in Spanish, but rarely occurs in Portuguese.

7.603   Pattern 6.I - validator.

Spanish may use sí or no, Portuguese sim or não.

7.604   Portuguese uses another construction as the normal response to
questions; a single word form, Pattern 1.I. The verb form may either be a
repetition of the verb which was used in the question, or it may be a form of
the verb ser (see 7.115). If the verb in the question is a compound tense,
just the auxiliary verb may be repeated, or a simple verb agreeing in tense.

Ptg.   O que você achou do filme assim?
        Deixa a gente muito deprimido.
        Deixa deprimido?
        É.
        Era uma louca.
        É... É... Foi.

Eng.   What did you think of the film?
        It was very depressing.
        Very depressing?
        Yes.
        She was crazy.
        Yes... Yes... She was.

Ptg.   Você estuda inglês?
        Estudo.

Eng.   Do you study english?
        Yes, I do.

Ptg.   Você está estudando inglês?
        Estou.

Eng.   Are you studying english?
        Yes, I am.

7.605   In Spanish, Pattern 1.I is not possible in this context. Message F[1]

is conveyed by Pattern 2.I (see also 7.203), a pattern which does not exist in

Portuguese.

Sp.   ¿Es bonita?

Si lo es.

Eng.   Is she pretty?

Yes, she is.

Sp.   ¿Estudias inglés?

Si, lo estudio.

Eng.   Do you study english?

Yes, I do.

7.700   <u>Category 7. Message G.</u>

7.701   Message G - reiteration in tag questions.

7.702   Portuguese and Spanish both use a pattern, Pattern 7.I for tag

questions, although the forms used are greatly restricted in each language.

7.703   Pattern 7.I   (verb form) [complement]

7.704   In Spanish the verb form must be negative and must be the third person

singular of the verb <u>ser</u>. The complement must be <u>verdad</u>. The entire

expression may appear, or just the complement, or just the negative validator.

7.705   In Portuguese, the verb form is usually positive, although it can be

negative, and the complement is <u>certo</u>. The complement alone can be used, or

the verb form. <u>Esta</u> appears frequently as 'tá.

Ptg.   De qualquer maneira você está agindo sob o medo, certo?

Eng.   In any case, you are acting because of fear, right?

Ptg.   Eu concordo que ha um medo, certo?

Eng.   I agree that there is fear, right?

Sp.   Dijo eso, ¿verdad?

Eng.   He said that, didn't he?

Sp.   Barato, ¿ no?

Eng.   Cheap, isn't it?

7.706   Portuguese uses another construction to express a tag question which is not found in Spanish; Pattern 7.II.

7.707   Pattern 7.II $\{$ sentence containing verb form x $\}$ $\left[\begin{array}{l} \text{validator} \\ \underline{\text{não}} \end{array}\right]$

         $\left\{\begin{array}{l} \text{verb form x} \\ \text{verb } \underline{\text{ser}} \end{array}\right]$

7.70S   For the forms of the verb <u>ser</u> which may appear in this construction see 7.115.

Ptg.   Êle lecciona na Maraná também, não lecciona?

Eng.   He lectures in Marana too, doesn't he?

Ptg.   Êles gostaram, não gostaram?

Eng.   They liked it, didn't they?

Ptg.   Pode falar a verdade, n'é?

Eng.   You can tell the truth, you know.

7.800   <u>Category 8. Message H.</u>

7.801   Message H - emphasis of the original statement by repetition.

7.802   Message H^1 is conveyed in Portuguese by Pattern 1.I (see 7.103) and in Spanish by Pattern 2.I (see 7.203).

Ptg.   Eu contei uma só muito pequeneninha, mas contei.

Sp.   Yo conté nada mas que una, pero por lo menos la conté.

Eng.   I only told one, but at least I told one.

7.900   <u>Category 9</u>

This section deals with subordination in the two languages and will not be presented in the same manner as the preceding sections. It will be noted that when a phrase contains a preposition, and is subsequently made into a subordinate clause, the preposition is obligatory in Spanish, whereas it is

lost in Portuguese. The pattern found in Portuguese generates only non-sentences in Spanish.

Ptg.   Assistí a todos os filmes.

Agora, dos que assistí...

Eng.   I've been to all the films.

Now, of those I've been to...

Ptg.   Êle trabalha nos filmes.

Agora, 'cè jà percebeu que todos os filmes qu'êle trabalha...

Eng.   He works in films.

Well, have you noticed that all the films in which he works...

Ptg.   Naquelas partes, êle está dando aula.

Aquelas partes qu'êle está dando aula...

Eng.   In those parts he is giving a class.

Those parts in which he is giving a class...

7.901   In Spanish the preposition is obligatory in the subordinate clause.

Sp.   Yo trabajo en la universidad.

La universidad en que trabajo...

Eng.   I work at the university.

The university at which I work...

Sp.   Todos viven en la ciudad.

La ciudad en que todos viven...

Eng.   They all live in the city.

The city in which they all live...

Sp.   El profesar hablaba de la novela.

La novela de que hablaba...

Eng.   The professor was talking about the novel.

The novel which he was talking about...

8.00   <u>Conclusion</u>

From the evidence presented in the sections 3 through 7 conclusions can be drawn concerning the effect of stress in Spanish and Portuguese, which result in the differences of form-function relationships seen in section 7.000. In 3.0 it was shown that the assignment of logical primary stress, and of logical emphatic stress are the same in both languages. Both languages also have resource to emotive emphatic stress. Portuguese has a wider range of stress. Tertiary stress is very weak, and primary stress by comparison is very strong. Logical emphatic stress makes the last primary stressed syllable in each syntactic group considerably more prominent by noticeably lengthening the vocalic nucleus of the stressed syllable.

Both Spanish and Portuguese can restate any neutral message in a more emphatic manner. This involves one of the processes of modification (see 5.2). Portuguese, however, uses these same processes for clarification, and therefore resorts to yet another process for emphasis. Spanish, on the other hand, does not resort to these processes unless there is an ambiguity present in the basic sentence pattern. When this occurs, Portuguese and Spanish form-function relationships are more likely to correspond.

This discrepancy between the two languages can be explained by reference to the effect of the wider range of stress in Portuguese. In this language, many forms can be posited to have lost their strength as functional syntactic components because they bear only tertiary stress. In Spanish, however, even forms with only secondary stress maintain their distinctness, and therefore still serve as functional units. Because of this weakness in Portuguese, some forms have been replaced by stronger forms, others have been strengthened by additional syntactic units, and others have been lost.

8.1   Forms which have been replaced by stronger units can be seen in 7.109, 7.205, 7.306 and 7.406. In 7.205, 7.306 and 7.406 theforms of the pronouns

used are the same as those which act as subject pronouns; these forms all bear primary stress. The object pronouns would be o, os, a and as, and the indirect object pronoun forms would be lhe and lhes, all of which are still used in Continental Portuguese. These forms would all bear tertiary stress if they occurred in Brazilian Portuguese. The replacement of these weak forms by the strong subject pronouns not only ensures clarity but also eliminates any ambiguity. In Spanish, the object pronouns, indirect object pronouns and the possessive adjectives in the third person are used, but are ambiguous. The use of a gente could also possibly be explained by reference to the stress system (see 7.109). A gente bears primary stress. The expected form in Portuguese, corresponding to the Spanish form uno would be um, phonetically [ũ] which is apparently not strong enough to bear the functional load of subject. The strong forms which replace porque, o que and que, etc. in final position within the syntactic group, or when they occur in isolation, are formed from the weak forms, porque, o que, que, etc. plus the third person singular of the verb ser; é.

8.2   Forms which have been strengthened in Portuguese by the addition of a syntactic unit are exemplified in 7.105, 7.114 and 7.511. The use of the subject pronouns (7.105) is now almost obligatory in Portuguese in a declarative statement, although they do not occur in elliptical constructions. This is because the verbal inflexions bear tertiary stress and are losing their distinctness. In one tape of sub-standard Portuguese, the verb crer - to believe had one form throughout, and person was indicated only by the use of the subject pronoun.

The addition of the form of ser plus subordinator que (see 7.114 and 7.511) strengthens any syntactic unit which precedes it. This is explained by the position of logical emphatic stress, which falls on the last primary stressed syllable of each syntactic unit. In a sentence such as: O padre é

que comprou o papagaio, there are two syllables which bear emphatic stress:
é, and the primary stressed syllable of papagaio.

8.3   The verb form in the Portuguese sentence seems to be a very strong
syntactic unit. Many enclitic forms which are attached to verbs have been lost
and the verb form alone carries the meaning, which in Spanish must be conveyed
by both the verb form and the enclitic forms which belong to it. In 7.900 the
preposition, which would bear only tertiary stress is not included in the
subordinate clause. Que acts as the subordinator, and the full meaning of the
verb form plus its preposition is conveyed by the verb form alone. In 7.604
and 7.605, the transitive verb in Portuguese does not need a stated object in
elliptical expressions. Spanish on the other hand includes an object with
transitive verbs and with the verb ser.

8.4   Inversion, which is a common method in Spanish for making a form more
emphatic, does not occur in Portuguese. In Portuguese it would appear that the
word order is more rigid. Only position within the syntactic group indicates
whether êle, ela, êles and elas are being used as the subject of the verb form
or as the object. The emphasis in Spanish, when the subject is placed in final
position after the verb form, also makes use of the fact that this position will
bear the logical emphatic stress.

8.5   Therefore, it can be seen that, although Spanish and Portuguese have many
common syntactic patterns, the lack of correspondence between the form-function
relationships of a number of syntactic patterns is a result of the effects of the
respective stress systems in each language.

8.6   The scientific study of the prosodic features of foreign languages has been
a neglected area in linguistics. Its importance in language teaching and in the
compilation of text book material cannot be overstressed. The combined study of
syntax and prosodic features leads to more integrated view of the target language.

9.00 <u>Selected data from the tapes of Brazilian Portuguese to provide further illustrations for the phenomena mentioned in section 7.0</u>

9.1   Use of subject pronoun.

9.11   <u>Ptg.</u> Conseguiu o que êle conseguiu.

       <u>Eng.</u> He achieved what he did.

9.12   <u>Ptg.</u> Quando êle viu embora da escola para arranjar emprêgo, êle tinha... havia recebido uma carta.

       <u>Eng.</u> When he left the school to arrange a job, he had received a letter.

9.13   <u>Ptg.</u> Então, Sidney Poitier, êle conseguiu mostrar aquilo qu'êle queria três vezes.

       <u>Eng.</u> Well, Sidney Poitier had been able to show what he wanted three times.

9.14   <u>Ptg.</u> Uma pessoa que tem imaginação, ela não é fiel.

       <u>Eng.</u> Anyone with imagination isn't faithful.

9.15   <u>Ptg.</u> No fundo ela não faz determinadas coisas porque tem medo dos outros falar, ... certo? ... não é que ela tem ... ela tem ... moral elevada ... mas é porque tem medo de fazer aquilo.

       <u>Eng.</u> Basically, she doesn't do certain things because she is afraid of what others will say, not because she has a high moral standard, but because she's afraid of doing it.

9.16   <u>Ptg.</u> Eu concordo com a tua ideia, eu concordo. Porquê? Porque íntimamente eu também penso, inconscientemente tal vez, eu penso com você.

       <u>Eng.</u> I agree with you, I agree. Why? Because I think the same as you do in my heart, even though subconsciously.

9.17   <u>Ptg.</u> Eu vim porque eu preciso, eh! Eu preciso aprender inglês.

       <u>Eng.</u> I came because I need to. I need to learn English.

9.18   **Ptg.**   Eu tenho muita necessidade de lêr inglês. O próssimo ano eu
preciso têr muita coisa da lingua inglesa, e então eu preciso
de lêr, sobre tudo de lêr. Por minha parte, eu não tenho
necessidade de falar.

        Eng.   I badly need to read English. Next year I have a lot of stuff
in English, and so I have to read it. For my part I don't need
to speak it.

9.2   Collectives

9.21   **Ptg.**   De vez em quando, a turma aquí do Yázigi, a minoria se reune,
e nós vamos para là, e vamos batendo papo, conversando, tomando
Caipirinha, sei là.

        Eng.   Sometimes, the crowd of us from Yazigi, just a few of us get
together, and we go there, and we chat and talk and drink
Caipirinha, you know.

9.22   **Ptg.**   A gente se engana.

        Eng.   We deceive ourselves.

9.23   **Ptg.**   É o tipo de coisa que a gente não faz.

        Eng.   It's the type of thing we don't do.

9.24   **Ptg.**   A gente aprende mil coisas là, a gente aprende trabalhos.

        Eng.   We learn hundreds of things there, all kinds of work.

9.25   **Ptg.**   Eu vou buscar o meu namorado, e nós vamos para casa ...
vai là, janta là, e depois a gente vai ao cinema.

        Eng.   I go to meet my boyfriend and we go home ... we go there and
have dinner and then we go to the cinema.

9.26   **Ptg.**   Então a gente fica vivendo na Universidade com tudo pago.
Depois a gente faz o curso là, quando vai, a gente ganha um
diploma ou uma coisa assim.

        Eng.   Then we live in the University with everything paid for.
Afterwards we do a course there, and when we leave we get a
diploma or something like that.

9.27   Ptg.   Entao, aí a gente parte do seguinte ponto. Que nem sempre aquilo que a gente estuda, ou pretende estudar, é aquilo que a gente quer, ou é aquilo que vai acontecer com a gente.

       Eng.   We can therefore start from the following point. The thing which we are studying or intending to study, is not always that which we want, or that which is going to happen to us.

9.3   Indirect object

9.31   Ptg.   Você fala para mim...

       Eng.   So you say to me...

9.32   Ptg.   É fácil para ela.

       Eng.   It's easy for her.

9.33   Ptg.   Quero fazer uma pergunta para você.

       Eng.   I want to ask you a question.

9.4   Possession

9.41   Ptg.   Qual seria a atitude dêle?

       Eng.   What would be his attitude?

9.42   Ptg.   É menina dêle.

       Eng.   It's his girlfriend.

9.43   Ptg.   Qual seria a atitude de você?

       Eng.   What would your attitude be?

9.44   Ptg.   Esquecí o nome dêle.

       Eng.   I've forgotten his name.

9.5   Omission of the object pronoun

9.51   Ptg.   Êles liberaram as revistas pornográficas. Tinha uma saída enorme de revistas assim, n'é, e agora êles liberaram e então, o que se faz?, essa revista está morrendo de fome.

       Eng.   They freed pornographic magazines of censorship. There was an enormous circulation of these magazines and now they have freed them, what's happening? the magazine is dying of hunger.

9.52   Ptg.   Aquele rapaz, acho que eu conheço.

       Eng.   That boy there, I think I know him.

9.6   Examples of é que

9.601 Ptg.   Êle fala que você ser fiel é uma falta de... como é que disse?

       Eng.   He says that for you to be faithful is a lack of... what did
              he say?

9.602 Ptg.   Como é que uma pessoa pode fazer uma coisa tão certinho num
              ponto, e tão errado no outro?

       Eng.   How can a person do something so well on one hand, and be so
              wrong on the other?

9.603 Ptg.   Qual é que você gostou assim?

       Eng.   Which one did you like?

9.604 Ptg.   Agora é que entendeu!

       Eng.   Now she's got it.

9.605 Ptg.   Onde é que você vai?

       Eng.   Where are you going?

9.606 Ptg.   Desde o inicio, que foi que 'cê fez, o quê que 'cê não fez?

       Eng.   From the beginning, what have you and haven't you done?

9.607 Ptg.   O quê que nós vamos fazer?

       Eng.   What are we going to do?

9.608 Ptg.   O quê que é que você acha do divorcio?

       Eng.   What do you think about divorce?

9.609 Ptg.   Intende o quê? O quê que é?

       Eng.   Understand what? What is it?

9.610 Ptg.   O que é que eu faço?

       Eng.   What am I doing?

9.611 Ptg.   Que assunto que foi de ontem?

       Eng.   What was yesterday's topic?

9.612	Ptg.	Você é que gosta de falar bobagem.
	Eng.	You're the one who likes to speak nonsense.

9.613	Ptg.	Isto é, se eu não casar, n'é.
	Eng.	That's if I don't get married.

9.614	Ptg.	Porquê que 'cê não se casou ainda?
	Eng.	Why haven't you got married yet?

9.615	Ptg.	Quê que 'cê achou?
	Eng.	What do you think?

9.7   Reiteration

9.71	Ptg.	Não sei se você o conhece.
		Não, não conheço.
	Eng.	I don't know whether you know him.
		No, I don't.

9.72	Ptg.	Passou a psicotécnica?
		Passei. Não sou normal.
	Eng.	Did you get through psychology?
		Yes. I'm not normal.

9.73	Ptg.	É o mais bacana? Você acha?
		É.
	Eng.	He's the best? Do you think so?
		Yes.

9.8   Subordination

9.81	Ptg.	Êle recebeu uma canequim ou uma coisa assim n'é? e um cartãozinho dos alunos daquela clase que havia sido professor.
	Eng.	He received a tankard or something like that didn't he? and a card from the pupils whose teacher he had been.

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