

Bibliografia

- Adger, D. *Core Syntax: A Minimalist approach*. Oxford: Oxford University Press, 2003.
- Algrave, D. P. A aquisição do quantificador universal em português brasileiro. In *Língua, literatura e ensino* 4: 13-23, 2009.
- Arnow, D. M., & Weiss, G. *Introduction to programming using Java: An object-oriented approach*. Reading, MA: AddisonWesley, 1998.
- Arsenijevic, B. From spatial cognition to language. In *Biolinguistics* 2(1):03-23, 2008.
- Arsenijevic, B. & Hinzen, W. Recursion as human universal and as a primitive. In *Biolinguistics* 4(2-3): 165-173, 2010.
- Baddeley, A. D. *Working memory*. Oxford: OUP, 1986.
- Baddeley, A.D. *Human memory: theory and practice*. Sussex: Psychology Press Ltd, Publishers, 1997.
- Baker, M. 2001. The atoms of language. NY: Basic Books.
- Baldo, J. V.; Dronkers, N.; Wilkins, D.; Ludy, C.; Raskin, P. & Kim, J. Is problem solving dependent on language? In *Brain and Language* 92(3):240-250, 2005.
- Bar-Hillel, Y. On recursive definitions in empirical science. In *11th International Congress of Philosophy*, Vol. 5:160-165, 1953.
- Barner, D. & Snedeker, J. Children's early understanding of mass-count individuation: lexical content, and the number asymmetry hypothesis. In *Language Learning and Development* 2(3):163 – 194, 2006.
- Barner, D. Snedeker, J. Mapping individuation to mass-count syntax in language acquisition. In *Proceedings of the 26th Annual Meeting of the Cognitive Science Society*, Chicago, Westin River North, 2004. Disponível em: <http://www.cogsci.northwestern.edu/cogsci2004/papers/paper408.pdf>
- Barth, H.; Kanwisher, N. & Spelke E. S. The construction of large number representations in adults. In *Cognition* 86:201–221, 2003.
- Barth, H.; La Mont, K.; Lipton, J.; Dehaene, S.; Kanwisher, N. & Spelke E. S. Non-symbolic arithmetic in adults and young children. In *Cognition* 98:199–222, 2006.

- Bartlett, M.; Kazakov, D. The origins of syntax: from navigation to language. In *Connection Science* **17**: 271-288, 2005.
- Barwise, J. & Cooper, R. Generalized quantifiers and natural language. In *Linguistics and Philosophy* **2**(4):159-219, 1981.
- Ben-Shachar, M., Hendler, T., Kahn, I., Ben-Bashat, D. and Grodzinsky, Y. The neural reality of syntactic transformations – evidence from fMRI. In *Psychological Science* **14**(5):433-440, 2003.
- Bergman, T.; Beehner, J.; Cheney, D. & Seyfarth, R. Hierarchical classification by rank and kinship in baboons. In *Science* **302**:1234–1236, 2003.
- Bloom, P. & Wynn, K. Linguistic cues in the acquisition of number words. In *Journal of Child Language* **24**:511–533, 1997.
- Bock, J. K. Syntactic persistence in language production. In *Cognitive Psychology*, **18**, 355-387, 1986.
- Bock, J. K. & Loebell, H. Framing sentences. In *Cognition* **35**:1-39, 1990.
- Boeckx, C. The locus of the asymmetry in UG. Ms. Harvard University, 2008.
- Branigan, H. P.; Pickering, M. J. & Cleland, A. A. Syntactic priming in written production: Evidence for rapid decay. In *Psychonomic Bulletin & Review* **6**(4):635-640, 1999.
- Breheny, R. Some scalar implicatures aren't quantity implicatures – but some are. In Proceedings of the 9th annual meeting of the Gesellschaft für Semantik (Sinn und Bedeutung VIII), University of Nijmegen, 2005.
- Brooks, P. J. & Braine, M. D. S. What do children know about the universal quantifiers *all* and *each*? In *Cognition* **60**(3):235-268, 1996).
- Byrne, R. & Russon, A. Learning by imitation: a hierarchical approach. In *Behavioral and Brain Sciences* **21**:667-721, 1998.
- Carey, S. *The origin of concepts*. New York: Oxford University Press, 2009.
- Carey, S. & Spelke, E. S. Science and core knowledge. *Philosophy of Science* **63**(4): 515-533, 1996.
- Carnie, A. *Syntax: A generative introduction*. Oxford: Blackwell, 2002.
- Carvalho, A.S.L.; Costa, M. U. C.L.M. ; Franca, A. I. Estratégias de produção em implicatura escalar. Poster apresentado no *First International Psycholinguistics Meeting of ANPOLL*, 2010.

- Ćavar, D. & Ćavar M. E. Inducing recursion. In *Recursion in human languages Workshop*, 2007.
- Chierchia, G. & McConnell-Ginet, S. *An Introduction to semantics*. Cambridge, MA: MIT Press, 1996.
- Chomsky, N. Logical syntax and semantics: their linguistic relevance. In *Language* **31**:36-45, 1955.
- Chomsky, N. Three models for the description of language. In *IRE Transactions of Information Theory* IT-2, **3**:113-124, 1956.
- Chomsky, N. *Syntactic structures*. The Hague: Mouton. Chomsky, 1957.
- Chomsky, N. *Aspects of the theory of syntax*. Cambridge, MA: MIT Press, 1965.
- Chomsky, N. *The logical structure of linguistic theory*. MIT Press, Cambridge: Massachusetts, 1975 [1955].
- Chomsky, N. *The minimalist program*. Cambridge, MA: MIT Press, 1995.
- Chomsky, N. *Language and problems of knowledge*. MIT Press, Cambridge, Massachusetts, 1998.
- Chomsky, N. *Derivation by phase*. In MIT Occasional Papers in Linguistics **18**, 1999.
- Chomsky, N. *New Horizons in the study of language and mind*. Cambridge University Press, 2000.
- Chomsky, N. On phases. Unpublished ms. MIT, 2005.
- Chomsky, N. On minds and language. In *Biolinguistics* **1**: 9-27, 2007.
- Clearfield, M. W., & Mix, K. S. Number versus contour length in infants' discrimination of small visual sets. In *Psychological Science* **10**: 408-411, 1999.
- Cohen, L. B. & Marks, K. S. How infants process addition and subtraction events. In *Developmental Science* **5**(2):186-201, 2002.
- Cole, M. & Wertsch, J. V. Beyond the individual-social antimony in discussions of Piaget and Vygotsky. In *Human Development* **39**: 250-256, 1996.
- Condry, K. F. & Spelke E. S. The Development of language and abstract concepts: The case of natural number. In *Journal of Experimental Psychology: General* **137**(1): 22-38, 2008.
- Corballis, M. The uniqueness of human recursive thinking. In *American Scientist* **95**:240-248, 2007a.

- Corballis, M. C. Recursion, language, and starlings. In *Cognitive Science* **31**:697-704, 2007b.
- Cordes, S. & Brannon, E. The difficulties of representing continuous extent in infancy: using number is just easier. In *Child Development* **79**(2): 476 – 489, 2008.
- Corrêa, L. M. S. Strategies in the acquisition of relative clauses. In *Working Papers of the London Psycholinguistic Research Group* **2**:46-54, 1982.
- Corrêa, L. M. S. On the comprehension of relative clauses: a developmental study with reference to Portuguese. University of London, PhD Thesis, 1986.
- Corrêa, L. M. S. Uma hipótese para a relação entre processador lingüístico e gramática numa perspectiva minimalista In *Anais do IV Congresso Internacional da ABRALIN*, 2005.
- Corrêa, L. M. S. O que, afinal, a criança adquire ao adquirir uma língua? A tarefa da aquisição da linguagem em três fases e o processamento de informação de interface pela criança. In *Letras de Hoje* **42**:7-34, 2007.
- Corrêa, L. M. S. O desencadeamento (*bootstrapping*) da sintaxe numa abordagem psicolingüística para a aquisição da linguagem. In FINGER, I. & QUADROS, R.M. *Teorias de aquisição da linguagem*. Florianópolis: Editora da UFSC, 2008.
- Corrêa, L. M. S. A identificação de traços formais do léxico pela criança numa perspectiva psicolingüística. In *Organon* (UFRGS) **23**:1-94, 2009a.
- Corrêa, L. M. S. Bootstrapping language acquisition from a minimalist standpoint: On the identification of phi-features in Brazilian Portuguese. In Pires, A. & Rothman, J. (Org.). *Minimalist Inquiries into Child and Adult Language Acquisition: Case Studies across Portuguese*. Berlin: Mouton de Gruyter, 2009b.
- Corrêa, L.M.S. & Augusto, M.R.A. Computação lingüística no processamento *on-line*: em que medida uma derivação minimalista pode ser incorporada em modelos de processamento? ? Trabalho apresentado no Encontro da ANPOLL, 2006. Disponível online no site: <http://www.lettras.puc-rio.br/lapal/pdfs/Texto%20Inter-GTs%20ANPOLL%20Correa%20&%20Augusto%202006.pdf>
- Corrêa, L. M. S. & Augusto, M. R. A. Computação linguística no processamento *on-line*: soluções formais para a incorporacao de uma derivacao minimalista em modelos de processamento. In *Cadernos de Estudos Lingüísticos* (UNICAMP) **49**:167-183, 2007.
- Corrêa, L. M. S. *Introdução à psicolingüística*, em preparação.

- Corver, N.; Doetjes, J. & Zwarts, J. Linguistics perspectives on numerical expressions: Introduction. In *Lingua* **117**: 751-757, 2007.
- Crain, S., Thornton, R.; Boster, C.; Conway, L.; Lillo-Martin, D. & Woodams, E. Quantification without qualification. In *Language Acquisition* **3**(2):83-153, 1996.
- Cramer, A. E. & Gallistel, C. R. Vervet monkeys as traveling salesmen. In *Nature* **387**:464, 1997.
- Curtis, S. *Genie: a psycholinguistic study of a modern-day "wild child"*. Boston: Academic Press, 1977.
- de Villiers, J. Can language acquisition give children a point-of-view? In *Proceedings of Conference on Language and Theory of Mind*, Toronto, 2003.
- de Villiers, J. Getting complements on your mental state (verbs). In Van Kampen, J., & Baauw, S. (Eds). *Proceedings of 2003 GALA Conference*. LOT-Utrecht, 2004.
- de Villiers, J. Reading other minds: Who needs language? In *BCN Symposium*, Groningen, 2006.
- de Villiers, J. The interface of language and theory of mind. In *Lingua* **117**(11):1858-1878, 2007.
- de Villiers, J. & de Villiers, P. Linguistic determinism and false belief. In Mitchell, P. & Riggs, K. (Eds). *Children's Reasoning and the Mind*. Hove, UK: Psychology Press, 2000.
- de Villiers, J. & Pyers, J.E. Complements to cognition: A longitudinal study of the relationship between complex syntax and false-belief-understanding. In *Cognitive Development* **17**:1037-1060, 2002.
- de Villiers, P. The role of language in theory of mind development: What deaf children tell us. In Astington, J. & Baird, J. (Eds.). *Why Language Matters for Theory of Mind*. Oxford University Press, 2005.
- de Villiers, P.; Burns, F. & Zurer Pearson, B. The role of language in the theory of mind Development of language-impaired children: complementing theories. In Beachley, B.; Brown, A. & Conlin, F. (Eds). *Proceedings of the 27th Annual Boston University Conference on Language Development*. Cascadilla Press, 2003.
- Dehaene, S. *The number sense*. New York: Oxford University Press, 1997.
- Dehaene, S.; Izard, V.; Pica, P. & Spelke, E.S. Core knowledge of geometry in an Amazonian indigene group. In *Science* **311**:381-384, 2006.

- Delazer, M.; Girelli, L., Semenza, C. & Denes, G. Numerical skills and aphasia. In *Journal of the International Neuropsychological Society* **5**: 213-221, 1999.
- Devlin, K. *O gene da matemática*. Rio de Janeiro: Editora Record, 2003.
- Dias, M. G. B.; Soares, G. B. & Sá, T. P. Conhecimento sobre a mente e compreensão sobre as intenções do experimentador. In *Psicologia: Teoria e Pesquisa* **10**:221-229, 1994.
- Dias, M. G. B. O desenvolvimento do conhecimento da criança sobre a mente. *Psicologia: Teoria e Pesquisa* **9**:587-600, 1993.
- Donlan, C.; Cowan, R.; Newton, E. J.; & Lloyd, D. The role of language in mathematical development: Evidence from children with specific language impairments. In *Cognition* **103**(1):23-33, 2007.
- Drozd K., and E. van Loosbroek. The effect of context on children's interpretation of universally quantified sentences. Ms. Max Planck Institute for Psycholinguistics and Nijmegen University, Nijmegen, 1998.
- Estival, D. Syntactic priming of the passive in English. In *Text* **5**: 7-21, 1985.
- Everett, D. Cultural constraints on grammar and cognition in Pirahã. In *Current Anthropology* **46**:621-646, 2005.
- Everett, D. Cultural constraints on grammar in Pirahã: A Reply to Nevins, Pesetky and Rodrigues. In <http://ling.auf.net/lingbuzz/@KpzUAMZAMrzCftFt/BGWiDueZ?244>, 2007.
- Fayol, M. *A criança e o número. Da contagem à resolução de problemas*. Porto Alegre: Artes Médicas, 1996.
- Fedorenko, E., Gibson, E. & Rohde, D. The nature of working memory in linguistic, arithmetic and spatial integration processes. In *Journal of Memory and Language* **56**(2), 2007.
- Feigenson, L. & Carey, S. On the limits of infants' quantification of small object arrays. In *Cognition* **97**:295-313, 2005.
- Feigenson, L.; Hauser, M. & Carey, S. The representations underlying infant's choice of more: object files versus analog magnitudes. In *Psychological Science* **13**(2): 150-156, 2002.
- Feigenson, L.; Carey, S. & Spelke, E. S. Infants' discrimination of number vs. continuous extent. In *Cognitive Psychology* **44**: 33-66, 2002.
- Feigenson, L.; Carey, S. & Spelke, E. S. Core system of number. In *Trends in Cognitive Science* **8**(7), 2004a.

- Feigenson, L.; Dehaene, S. & Spelke, E. S. Origins and endpoints of the core systems of number. Reply to Fias and Verguts. In *Trends in Cognitive Science* **8**(10), 2004b.
- Ferrari-Neto, J. Aquisição de número gramatical no português brasileiro: processamento da informação de interface e concordância. Pontifícia Universidade Católica do Rio de Janeiro, Tese de Doutorado. 2008.
- Fitch, T. & Hauser, M.D. Computational constraints on syntactic processing in a nonhuman primate. In *Science* **303**:377–380, 2004.
- Fitch, T.; Chomsky, N.; Hauser, M. The evolution of the language faculty: Clarifications and implications. In *Cognition* **97**:179-210, 2005.
- Fodor, J. *The modularity of mind*. Mass: MIT press, 1983
- Fodor, J. D. & Crain, S. Simplicity and generalization of rules in language acquisition. In McWinney, B. (Ed.). *Mechanism of language acquisition*. The 20th Annual Carnegie Symposium on Cognition, 1987.
- França, A. I. O processamento de concatenações lingüísticas na aquisição. In *Revista Letra* **5**:1-20, 2004.
- Frank, M. C.; Everett, D.; Fedorenko, E. & Gibson, E. Number as a cognitive technology: Evidence from Pirahã Language. In *Cognition* **108**(3):819-824, 2008.
- Friederici, A. D.; Bahlmann, J.; Heim, S.; Schubotz, R. I. & Anwender, A. The brain differentiates human and non-human grammars: Functional localization and structural connectivity. In *PNAS* **108**(7):2458-2463, 2006a.
- Friederici, A. D.; Fiebach, C. J.; Schlewsky, M.; Bornkessel, I. D. & von Cramon, Y. D. Processing linguistic complexity and grammaticality in the left frontal cortex. In *Cerebral Cortex* **16**:1709-1717, 2006b.
- Friedrich, R. & Friederici, A. D. Mathematical logic in the human brain syntax. In *Plos One* **4**(4), 2009. Disponível no site: <http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0005599>
- Fuson, K. C. *Children's counting and concepts of number*. New York: Springer-Verlag, 1988.
- Fuson, K. C.; Secada, W. G. & Hall, J. W. Matching, Counting, and conservation of numerical equivalence. In *Child Development* **54**(1): 91-97, 1983.
- Gadzar, G. *Pragmatics: Implicature, presupposition and logical form*. New York: Academic Press, 1979.

- Gelman, R. Logical capacity of very young children: number invariance rules. In *Child Development* **43**: 75-90, 1972.
- Gelman, R. Young natural-number arithmetician. In *Current Directions in Psychological Science* **15**(4), 2005.
- Gelman, R. & Gallistel, C.R.. *The child's understanding of number*. Massachusetts: Harvard University Press, 1978. [edição 1986].
- Gelman, R. & Meck, E. Preschoolers' counting: principles before skill. In *Cognition* **13**: 343-359, 1983.
- Gentile, S. On the acquisition of leftward-building recursive possessive structures in English. Honor Thesis. University of Massachusetts-Amherst, 2003.
- Geurts, B. Take "five": the meaning and use of a number word. In Vogeleer, S. & Tasmowski, L. (Eds.) *Non-definiteness and plurality*. Amsterdam/Philadelphia: John Benjamins, 2006.
- Giaquinto, M. What cognitive systems underlie arithmetical abilities? In *Mind and Language* **16**: 56-68, 2001.
- Giles, H., & Powesland, P. *Speech style and social evaluation*. London: Academic Press, 1975.
- Gilmore, C. K.; McCarthy, S. & Spelke, E. S. Symbolic arithmetic knowledge without instruction. In *Nature* **447**: 589-591, 2007.
- Goodluck, H., & Tavakolian, S. Competence and processing in children's grammar of relative clauses. In *Cognition* **11**:1-27, 1982.
- Gordon, P. Numerical cognition without words: Evidence from Amazonian. In *Science* **306**:441-443, 2004.
- Grice, P. Logic and conversation. In Cole, P. & Morgan, J. (Eds.) *Syntax and semantics* Vol 3. New York: Academic Press, 1975.
- Gu, C. Structural ambiguity and AP/PP recursion in language acquisition. UMass ms, 2008.
- Gualmini, A.; Meroni, L. & Crain, S. Children's asymmetrical responses. In *Proceedings of the Fourth Tokyo Conference on Psycholinguistics*, 2003.
- Hale, C.M. & Tager-Flusberg, H. The influence of language in Theory of Mind: A training study. In *Dev Sci.* **6**(3):346-359, 2003.
- Hamburger, H. & Crain, S. Relative acquisition. In Kuczaj, S. A. (Ed). *Language development: Syntax and semantics*. Lawrence Erlbaum, Hillsdale, NJ, 1982.

- Harel, D. *Algorithmics: the spirit of computing*. Reading, MA: Addison–Wesley, 1993.
- Hauser, M. & Spelke, E. Evolutionary and developmental foundations of human knowledge. In Gazzaniga, M. (Editor). *The Cognitive Neurosciences, III*. Cambridge, Massachusetts: MIT Press, 2004.
- Hauser, M.; Chomsky, N.; Fitch, T. The faculty of language: What is it, who has it, and how did it evolve? In *Science* **298**:1569-1579, 2002.
- Haupt, C. & Oliveira, L. C. de . A intuição de crianças e adultos na interpretação dos numerais: uma questão semântica ou pragmática? Working Papers em Lingüística, v. 09, p. 65-80, 2008.
- Hermelin, B. & O'Connor, N. Factors and primes: a specific numerical ability. In *Psychological Medicine* **20**:163-169, 1990.
- Hermer, L. & Spelke, E. S. Modularity and development: the case of spatial reorientation. *Cognition* **61**:195-232, 1996.
- Hermer-Vazquez L.; Spelke E.S.; Katsnelson A.S. Sources of flexibility in human cognition: Dual-task studies of space and language. In *Cognitive Psychology* **39**(1):3-36, 1999.
- Hsiang-Hua, C.; Miller, K. & Schmitt, C. Acquisition of the strong and weak quantifiers in there-existentials. Poster presented at GALANA, University of Hawai'i at Mānoa, 2004.
- Hiraga, M. Acquisition of recursive synthetic compounds. Poster presented at the *Recursion Conference*, UMass-Amherst, 2009.
- Hollebrandse, B.; Hobbs, K.; de Villiers, J. & Roeper, T. Second order embedding and second order false belief. In *GALA Proceedings*, 2008.
- Hollebrandse, B. & Roeper, T. Recursion and propositional exclusivity. *The Linguistic Review*, submetido.
- Horn, L. On the semantic properties of the logical operators in English. Unpublished doctoral dissertation, University of California, Los Angeles, 1972.
- Horn, L. *A natural history of negation*. Chicago, IL: University of Chicago Press, 1989.
- Hornstein, N.; Nunes, J. & Grohmann, K. *Understanding Minimalism*. Mass: MIT Press, 2005.
- Horrocks, G. *Generative grammar*. Longman Linguistics Library. London: Longman, 1987.

- Huang, Y. T., Snedeker, J., & Spelke, E. S. What exactly do numbers mean? Paper presented at the 26th annual meeting of the Cognitive Science Society, Chicago, 2006.
- Huang, Y. T., Snedeker, J., & Spelke, E. S. When is *four* far more than *three*? Children's generalization of newly acquired number words. In *Psychological Science* **21**(4), 600-606, 2010.
- Hurewitz, F.; Papafragou, A.; Gleitman, L. & Gelman, R. Asymmetries in the acquisition of numbers and quantifiers. In *Language Learning and Development* **2**(2):77-96, 2006.
- Hurford, J. R. *Language and number: The emergence of a cognitive system*. Blackwell, Oxford, UK, 1987.
- Hurford, J.R. Human uniqueness, learned symbols and recursive thought. In *European Review* **12**(4):551-565, 2004.
- Inhelder, B. & Piaget, J. *Early growth of logic in the child: classification and seriation*. London: Routledge and Kegan Paul, 1964.
- Izard, V.; Pica, P.; Spelke, E. & Dehaene, S. Exact equality and successor function: Two key concepts on the path towards understanding exact numbers. In *Philosophical Psychology* **21**(4):491-505, 2008.
- Jackendoff & Pinker, S. The nature of the language faculty and its implications for evolution of language (Reply to Fitch, Hauser and Chomsky). In *Cognition* **97**:211-225, 2005.
- Kamii, C. *A criança e o número*. São Paulo: Papirus, 1995.
- Kang, H. Age differences in the acquisition of quantifiers: evidence from English and Korean. In *UCL Working Papers in Linguistics* **12**, 2000.
- Kaufman, E. L.; Lord, M. W.; Reese, T. W. & Volkman, J. The discrimination of visual number. In *The American Journal of Psychology*, **62**(4):498-525, 1949.
- Kayne, R. *The antisymmetry of syntax*. Mass: MIT Press, 1994.
- Kazakov, D. & Bartlett, M. Co-operative navigation and the faculty of language. In *Applied Artificial Intelligence* **18**:885-901, 2004.
- Evidence from event-related potentials. In *Psychological Science*, **218**: 135, 2007.
- Kim, I. & Spelke, E.S. Perception and understanding of effects of gravity and inertia on object motion. In *Developmental Science* **2**(3): 339-362, 1999.
- Kinzler, K. D. & Spelke, E. S. Core systems in human cognition. In *Progress in Brain Research* **164**: 257-264, 2007.

- Kirby, S. Learning, bottlenecks and the evolution of recursive syntax. In Briscoe, T. (Ed). *Linguistic Evolution through Language Acquisition: Formal and Computational Models*. Cambridge: Cambridge University Press, 2002.
- Kobayashi, T.; Hiraki, K. & Hasegawa, T. Auditory–visual intermodal matching of small numerosities in 6-month-old infants. In *Developmental Science* **8**(5): 409-419, 2005.
- Koenig, J. Scalar predicates and negation: punctual semantics and interval interpretations. In *Chicago Linguistic Society* 27, Part 2: Parasession on negation, 140-155, 1991.
- Krusche, P., Uller, C. & Dicke, U. Quantity discrimination in salamanders. *Journal of Experimental Biology* **213**:822-1828, 2010.
- Kuznetsova, J.; Babyonyshev, M.; Reich, J.; Hart, L. & Grigorenko, H. The acquisition of universal quantifiers in Russian. In *Proceedings of the 2nd Conference on Generative Approaches to Language Acquisition North America (GALANA)*, 2007.
- Ledoux, K.; Traxler, M. J. & Swaab, T. Y. Syntactic priming in comprehension.
- Lee, S.A.; Shusterman, A. & Spelke, E. S. Reorientation and landmark-guided search by young children evidence for two systems. In *Psychological Science* **17**(7), 2006.
- Leekam, S. Jokes and lies: Children’s understanding of intentional falsehood. In Whiten, A. (Ed.). *Natural theories of mind: Evolution, development and simulation of everyday mindreading*. Oxford, England: Basil Blackwell, 1990.
- Lemer, C.; Dahene, S.; Spelke, E. S. & Cohen, L. Approximate quantities and exact number words: dissociable systems. In *Neuropsychologia* **41**: 1942-1958, 2003.
- Leonetti, M. *Los cuantificadores*. Madrid: ArcoLibros.
- Leslie, A. M. & Chen, M. L. Individuation of pairs of objects in infancy. In *Developmental Science* **10**(4):423–430, 2007.
- Levelt, W. J. M., & Kelter, S. Surface form and memory in question answering. In *Cognitive Psychology*, **14**:78-106, 1982.
- Levinson, S. *Pragmatics*. Cambridge University Press, 1983.
- Levinson, S. *Presumptive meanings*. Cambridge MA: MIT Press, 2000.

- Lidz, J. & Musolino, J. Children's command of quantification. In *Cognition* **84**:113–154, 2002.
- Lihoreau L.; Chittka L. & Raine N. E. Travel optimization by foraging bumblebees through readjustments of traplines after discovery of new feeding locations. In *The American Naturalist* **176**(6): 744-757, 2010.
- Lipton, J. S. & Spelke, E. S. Origins of number sense: large-number discrimination in human infants. In *Psychological Science* **14**(5), 2003.
- Lipton, J. S. & Spelke, E. S. Discrimination of large and small numerosities by human infants. *Infancy* **5**(3):271-290, 2004.
- Lipton, J. S. & Spelke, E. S. Preschool children's mapping of number words to nonsymbolic numerosities. In *Child Development* **76**(5):978-988, 2005.
- Lobeck, A. C. *Discovering grammar: An introduction to English sentence structure*. New York: Oxford University Press, 2000.
- Lobina, D. & García-Albea, J. E. Recursion and cognitive science: Data structure and mechanisms. In *Proceedings of the 31th Annual Conference of the Cognitive Science Society*, 2009.
- Loeper, H., Elgabali, M. & Neubert, P. Recursion and iteration in computer programming. In *Kuwait Journal of Science and Engineering* **23**:153–180, 1996.
- Lohmann, H. & Tomassello, M. A Role of Language in the development of false belief understanding: a training study. In *Child Development*. **74**(4):1130-1144, 2003.
- Losonsky, M. *Wilhelm von Humboldt: on language: on the diversity of human language construction and its influence on the mental development of the human species*. Cambridge University Press, 1999.
- Loudon, K. *Mastering algorithms with C*. Cambridge, MA: O'Reilly, 1999.
- Maia, M. Processos *bottom-up* e *top-down* no rastreamento ocular de imagens. In *Veredas* 2:8-23, 2008.
- Marcilese, M. Aquisição de complementos pronominais acusativos. Um estudo experimental contrastivo entre o Português Brasileiro e o Espanhol Rio-Platense. Dissertação de Mestrado. Pontifícia Universidade Católica do Rio de Janeiro, 2007.
- Marcilese, M.; Corrêa, L.M.S.; Augusto, M.R.A. & Villarinho, C. Cognitive and linguistics demands in first and second order false belief tasks. Trabalho apresentado no *Recursion Conference*, UMass – Amherst, 2009.

- Matlin, M. W. *Psicologia Cognitiva*. LTC Editora, Rio de Janeiro, 2004.
- Matthei, E. M. The acquisition of prenominal modifier sequences. In *Cognition* **11**:301-332, 1982.
- McGrath, M. Propositions. In *Stanford Encyclopedia of Philosophy*, 2007. Disponível no site: <http://plato.stanford.edu/entries/propositions/>
- McKrick, K. & Wynn, K. Large-number addition and subtraction by 9-month-old Infants. In *Psychological Science* **15**(11):776-781, 2004.
- Meroni, L; Utako, M.; Gualmini, A. & Crain, S. If everybody knows, every child knows. Paper presented at Generative Approaches to Language Acquisition - GALA. Utrecht, Netherlands, 2003.
- Miller, K. & Schmitt, C. Wide-scope indefinites in English child language. In *Proceedings of GALA*, 2004.
- Miller, K. & Schmitt, C. The interpretation of indefinites and bare singulars in Spanish child language. In Eddington, D. *Selected Proceedings of the 6th Conference on the Acquisition of Spanish and Portuguese as First and Second Languages*. Somerville, MA: Cascadilla Proceedings Project, 2005.
- Mitchell, D. C. On-line methods in language processing: Introduction and historical review. In Carreras, M. & Clifton, C. *The on-line study of sentence comprehension: eyetracking, ERPs, and beyond*. New York: Psychology Press, 2004.
- Müller, A. L. P. & Negrão, E. “Todo” em contextos coletivos e distributivos. In *DELTA* **23**(1): 71-95, 2007.
- Musolino, J. The semantics and acquisition of number words: integrating linguistic and developmental perspectives. In *Cognition* **93**:1-41, 2004.
- Musolino, J. & Lidz, J. Why children aren't universally successful with quantification. In *Linguistics* **44**(4):817-852, 2006.
- Negrão, E. Distributividade e genericidade nos sintagmas introduzidos por *cada e todo*. In *Revista do GEL*, número especial: 187-204, 2002.
- Nevins, A.; Pesetsky, D. & Rodrigues, C. Pirahã's Excepcionalidade: a Reassessment, 2007. Disponível no site: http://www-rohan.sdsu.edu/~gawron/mathling/readings/nevinsEtAl_07_Piraha-Exce.pdf
- Newton, M. *Savage boys and wild girls: A history of feral children*. London: Faber and Faber, 2002.

- Newcombe, N. S. The nativist-empiricist controversy in the context of recent research on spatial and quantitative development. In *Psychological Science* **13**(5): 395-401, 2002.
- Odifreddi, P. Recursive functions. In *Stanford Encyclopedia of Philosophy*, 2005. Disponível no site: <http://plato.stanford.edu/entries/recursive-functions/>
- Okanoya, K. Sexual display as a syntactic vehicle: The evolution of syntax in birdsong and human language through sexual selection. In Wray, A. (Ed.). *The Transition to Language*. Oxford University Press, 2002.
- Opitz, B. & Friederici, A. D. Neural bases of processing sequential and hierarchical syntactic structures. In *Human Brain Mapping* **28**:585-592, 2007.
- Otoni, E. B. Dos limites do contar ao contar sem limites. Um estudo sobre o desenvolvimento da competência numérica e da noção de infinitude na criança. Tese de Doutorado. USP, 1993.
- Parisi, D. *Introduzione a la psicolinguistica*. Firenze: Le Monnier, 1981.
- Parker, A. R. (2006a). Evolution as a constraint on theories of syntax: the case against Minimalism. PhD. University of Edinburgh.
- Parker, A. R. (2006b). Evolving the narrow language faculty: was recursion the pivotal step? In Language Evolution and Computation Research Unit, University of Edinburgh, 40 George Square, Edinburgh, EH8 9LL, Scotland.
- Pesetsky, D. & Katz, J. The identity thesis for language and music, submetido. Disponível no site: [lingBuzz/000959](http://lingbuzz/000959)
- Philip, W. C. H. Event quantification in the acquisition of universal quantification. *Electronic Doctoral Dissertations for UMass Amherst*, 1995. Paper AAI9524738. <http://scholarworks.umass.edu/dissertations/AAI9524738>
- Philip, W. C. H. & Verrips, M. Dutch preschoolers' elke. Paper presented at the 19th Annual Boston University Conference on Language Development, Boston, 1994.
- Piaget, J. & Inhelder, B. *La Psychologie de L'enfant*. Paris: Presses Universitaires de France, 1966.
- Piaget, J. & Szeminska, A. *A gênese do número na criança*. Rio de Janeiro: Zahar Editores, 1975.
- Pica, P.; Lemer, C.; Izard, V. & Dehaene, S. Exact and approximate arithmetic in an Amazonian indigene group. In *Science* **306**(5695):499-503, 2004.
- Pickering, M. J. & Branigan, H. P. The representation of verbs: Evidence from

- syntactic priming in language production. In *Journal of Memory and Language* **39**:633–651, 1998.
- Pickering, M. J. & Branigan, H. P. Syntactic priming in language production. In *Trends in Cognitive Sciences* **3**(4):136-141, 1999.
- Pinker, S. Language as an adaptation to the cognitive niche. In Christiansen, M. & Kirby, S. *Language Evolution*. Oxford: Oxford University Press, 2003.
- Pinker, S. & Jackendoff, J. The Faculty of language: what's special about it? In *Cognition* **95**:201-236, 2005.
- Pouscoulous, N., Noveck, I. A., Politzer, G., & Bastide, A. A developmental investigation of processing costs in implicature production. In *Language Acquisition* **14**:347-375, 2007.
- Potter, M. & Lombardi, L. Syntactic priming in immediate recall of sentences. In *Journal of Memory and Language* **38**:265–282, 1998.
- Premack, D. & Woodruff, G. Does the chimpanzee have a Theory of Mind? In *Behavioral and Brain Sciences* **1**: 515-526, 1978.
- Quadros Gomes, A. P. “Todo” versus “não”: restrições à negação sentencial em presença do quantificador “todo”. In *Estudos Linguísticos* **38**(1):309-321, 2009.
- Radford, A. *Syntactic theory and the structure of English: A Minimalist approach*. Cambridge: Cambridge University Press, 1997.
- Rayner, K. Eye movements in reading and information processing: 20 years of research. In *Psychological Bulletin* **124**(3):372-422, 1998.
- Read, D.W. Working Memory: a cognitive limit to non-human primate recursion thinking? In *Cognitive Science Journal Archive* 2674-2679, 2006.
- Reinhart, T. Definite NP-anaphora and c-command domains. In *Linguistic Inquiry* **12**:605-635, 1981.
- Reyes, G. *El ABC de la Pragmática*. Madrid: ArcoLibros, 2000.
- Richardson, D. Eye movements in language and cognition. A brief introduction. In Gonzalez-Marquez, M. *Methods in Cognitive Linguistics*. Cornell University, 2006.
- Riggs, K. J.; Ferrand, L.; Lancelin, D.; Fryziel, L.; Dumur, G. & Simpson, A. Subitizing in tactile perception. In *Psychological Science*, **17**(4), 271-272, 2006.
- Roeper, T. Approaches to a theory of language acquisition with examples from

- German children. Harvard University, PhD Thesis, 1972.
- Roeper, T. *The prism of grammar: how children language illuminates humanism*. Cambridge, MA: MIT Press, 2007.
- Roeper, T. Microscopic minimalism (reflections on recursion, concatenation and operators in acquisition) [BU Plenary Address], 2009.
- Roeper, T. & Snyder, W. Recursion as an analytic device in acquisition. In van Kampen, J. & Baauw, S. (Eds.). *Proceedings of GALA*, 2004.
- Roeper, T. & Snyder, W. Language learnability and the forms of recursion. In Di Sciullo, A.M. (Ed.). *UG and the External Systems. Language, Brain and Computation*. Amsterdam: John Benjamin, 2005.
- Saddock, J. Whither radical pragmatics? In Schiffrin, D. (Ed.). *Meaning, form and use in context*. Washington: Georgetown University Press, 1984.
- Sarnecka, B. W. & Gelman, S. A. Six does not just mean a lot: preschoolers see number words as specific. In *Cognition* **92**:329–352, 2004.
- Schacter, D. L. Implicit memory: history and current status. In *Journal of Experimental Psychology: Learning, Memory and Cognition* **13**(3):501-518, 1987.
- Schenkein, J. A taxonomy for repeating action sequences in natural conversation. In B. Butterworth (Ed.) *Language production*. London: Academic Press, 1980.
- Seron, X. & Pesenti, M. The number sense theory needs more empirical evidence. In *Mind and Language* **16**: 76-88, 2001.
- Soare, R. I. Computability and recursion. In *The Bulletin of Symbolic Logic* **2**(3): 284-321, 1996.
- Spaepen, E. & Spelke, E.S. Will any doll do? 12-month-olds' reasoning about goal objects. In *Cognitive Psychology* **54**:133–154, 2007.
- Spelke, E. Initial knowledge: six suggestions. In *Cognition* **50**:431-445, 1994.
- Spelke, E. S. Nativism, empiricism, and the origins of knowledge. In *Infant Behavior & Development* **21**(2):181-200, 1998.
- Spelke, E.S. Core knowledge. *American Psychologist* **55**:1233-1243, 2000.
- Spelke, E. S. What makes us smart? Core knowledge and natural language. In Gentner, D. & Goldin-Meadow, S. *Language in Mind. Advances in the Study of Language and Thought*. Cambridge, Massachusetts: MIT Press, 2003.
- Spelke, E. S. & Kinzler, K. D. Core knowledge. In *Developmental Science* **10**:89-96,

2007.

- Spelke, E. S. & Tsivkin, S. Initial knowledge and conceptual change: space and number. In Bowerman, M. & Levinson, S. (Eds.). *Language acquisition and conceptual development*. Cambridge, UK: Cambridge University Press, 2001a.
- Spelke, E. S., & Tsivkin, S. Language and number: A bilingual training study. *Cognition* **78**: 45-88, 2001b.
- Spelke, E., Breinlinger, K., Macomber, J., & Jacobson, K. Origins of knowledge. *Psychological Review*, **99**:605-632, 1992.
- Strauss, M. S. & Curtis, L. E. Infant perception of numerosity. In *Child Development* **52**(4):1146-1152, 1981.
- Sugisaki, K. Early acquisition of animacy agreement in Japanese. Manuscript, 2007. Disponível no site: http://faculty.human.mie-u.ac.jp/~sugisaki/Sugisaki_07e.pdf
- Tallerman, M. *Understanding syntax*. London: Arnold, 1998.
- Tannen, D. *Talking voices: Repetition, dialogue and imagery in conversational discourse*. Cambridge: Cambridge University Press, 1989.
- Tavakolian, S. The conjoined-clause analysis of relative clauses. In Tavakolian, S. *Language Acquisition and Linguistic Theory*. Cambridge, MA: MIT Press, 1981.
- Thagard, P. Cognitive science. In *Stanford Encyclopedia of Philosophy*, 2005. Disponível no site: <http://plato.stanford.edu/entries/cognitive-science/#RepCom>
- Tomalin, M. Reconsidering recursion in syntactic theory. In *Lingua* **117**:1784-1800, 2007.
- Tomaselli, A. Protolanguage, recursion and linguistic variation. In *Lingue e Linguaggio* **4**(1):111-120, 2005.
- Tomasello, M. & Hare, B. Chimpanzees understand psychological states - the question is which ones and to what extent? In *Trends in Cognitive Sciences* **7**:153-156, 2003.
- Treiber, F. A.; Wilcox, S. Discrimination of number by infants. In *Infant Behavior & Development* **7**(1): 93-100, 1984.
- Turing, A. M. On computable numbers, with an application to the Entscheidungsproblem, 1936.

- Uller, C. Origins of Numerical Concepts: A comparative study of human infants and nonhuman primates. MIT: PhD Thesis, 1997.
- Uller, C. Disposition to recognize goals in infant chimpanzees (*Pan troglodytes*). In *Animal Cognition* **7**:154-161, 2004.
- Uller, C. Developmental and evolutionary considerations on numerical cognition: A review. In *Journal of Evolutionary Psychology* **6**(4):237-253, 2008.
- Uller, C. & Lewis, J. Horses (*Equus caballus*) select the greater of two quantities in small numerical contrasts. In *Animal Cognition* **12**, 733-738, 2009.
- Uller, C., Carey, S., Huntley-Fenner, G., & Klatt. What representations might underlie infant numerical knowledge. In *Cognitive Development* **14**, 1-36, 1999.
- Uller, C., Jaeger, R., Guidry, G., & Martin, C. Salamanders (*Plethodon cinereus*) go for more: Rudiments of number in a species of basal vertebrate. In *Animal Cognition* **6**, 105-112, 2003.
- Van de Walle, G. & Spelke, E.S. Spatiotemporal integration and object perception in infancy. *Child Development* **67**: 2621-2640, 1996.
- Varley, R.A. & Siegal, M. Evidence for cognition without grammar from causal reasoning and 'theory of mind' in an agrammatic aphasic patient. In *Current Biology* **10**(12):723-726, 2000.
- Varley, R.A.; Klessinger, N. J. C.; Romanowski, C. A. J. & Siegal, M. Agrammatic but numerate. In *PNAS* **102**(9): 3519-3524, 2005.
- Vygotsky, L. S. *Thought and language*. Mass: MIT Press, 1986.
- Villarinho, C. O processamento de sentenças completivas e sua relação com o desenvolvimento da Teoria da Mente. Pontifícia Universidade Católica do Rio de Janeiro. Tese de Doutorado, em preparação.
- Villarinho, C. & Marcilese, M. Complexidade estrutural e cognitiva na compreensão de crenças falsas de segunda ordem. In *Anais do XV Congresso da Associação de Estudos da Linguagem - ASSEL-Rio*, 2009.
- Vinogradov, I. M. (Editor). *Encyclopaedia of Mathematics*. Volume 8. Kluwer Academic Publishers, Netherlands, 1992.
- Viotti, E. Sobre o efeito de definitude nas sentenças existenciais. In *Revista do GEL* Número Especial 127-153, 2002.
- von Hoften, C.; Feng, Q. & Spelke, E.S. Object representation and predictive action in infancy. *Developmental Science* **3**:193-205, 2000.
- Wakeley, A.; Rivera, S. & Langer, J. Can young infants add and subtract? In *Child*

- Development* **71**(6): 1525-1534, 2000.
- Weiner, E. J. & Labov, W. Constraints on the agentless passive. In *Journal of Linguistics* **19**:29-58, 1983.
- Whiten, A. Imitation of sequential and hierarchical structure in action: experimental studies with children and chimpanzees. In Dautenhahn, D. & Nehaniv, C. (Eds.). *Imitation in Animals and Artifacts*. London: M.I.T. Press, 2002.
- Wiese, H. *Numbers, language, and the human mind*. Cambridge University Press, Cambridge, 2003a.
- Wiese, H. Iconic and non-iconic stages in number development: the role of language. *Trends in Cognitive Sciences*, **7**(9):385–390, 2003b.
- Wiese, H. The co-evolution of number concepts and counting words. *Lingua* **117**(5):758-772, 2007.
- Wynn, K. Children's understanding of counting. In *Cognition* **32**(2): 155-193, 1990.
- Wynn, K. Addition and subtraction by human infants. In *Nature* **358**:749-750, 1992a.
- Wynn, K. Children's acquisition of the number words and the counting system. In *Cognitive Psychology* **24**:220:251, 1992b.
- Xu, F. Numerical competence in infancy: Two systems of representation. Paper presented at the 12th Biennial International Conference on Infant Studies, Brighton, UK, 2000.
- Xu, F. Numerosity discrimination in infants: Evidence for two systems of representations. In *Cognition* **89**: B15–B25, 2003.
- Xu, F. & Spelke, E. S. Large number discrimination in 6-month-old infants. In *Cognition* **74**: B1-B11, 2000.
- Xu, F.; Spelke, E. & Goddard, S. Number sense in human infants. In *Developmental Science* **8**(1): 88–101, 2005.
- Zuberbühler, K. A syntactic rule in forest monkey communication. In *Animal Behaviour* **63**:293–299, 2002.

10.

Apêndice – estímulos lingüísticos experimentais**Experimento recursividade 1 – adultos *eye-tracking*****- Condição tendenciosa**

1. A segunda bola verde
2. A segunda estrela vermelha
3. O segundo cubo roxo
4. O segundo coração laranja
5. A terceira estrela laranja
6. A terceira bola roxa
7. O terceiro cubo azul
8. O terceiro coração vermelho

- Condição não-tendenciosa

9. A segunda bola roxa
10. A segunda estrela laranja
11. O segundo cubo verde
12. O segundo coração vermelho
13. A terceira bola azul
14. A terceira estrela vermelha
15. O terceiro cubo roxo
16. O terceiro coração laranja

Distratores

1. A bola acima da caixa
2. A estrela verde de listrada
3. A pirâmide vermelha grande
4. A nuvem pequena
5. A seta verde apontando à direita
6. A cruz roxa dentro da caixa
7. A árvore verde à esquerda do quadrado
8. A carinha pequena triste
9. O cadeado embaixo da caixa
10. O cubo amarelo atrás do círculo azul
11. O quinto quadrado roxo
12. O coração azul pequeno à esquerda da caixa
13. O retângulo amarelo deitado
14. O sol atrás da nuvem
15. A árvore dentro do quadrado amarelo
16. O círculo roxo
17. A cruz acima do triângulo
18. A bola pequena verde
19. A estrela laranja

20. O círculo vermelho pequeno
21. A caixa vazia
22. A seta azul apontando para cima
23. O coração amarelo pequeno embaixo do quadrado listrado
24. O cubo pequeno laranja acima do cubo grande verde
25. O cadeado acima do quadrado
26. A carinha feliz amarela
27. O retângulo dentro do círculo grande
28. A primeira estrela
29. A seta laranja acima do triângulo verde
30. A caixa com mais bolinhas
31. A caixa com menos bolinhas
32. O primeiro coração

Experimento recursividade 2 – crianças

- Pré-teste Parte 1

Identificação de formas

Identificação de cores

A bola amarela

O cubo azul

A bola verde pequena

A estrela vermelha grande

- Pré-teste Parte 2

Ordem simples (1 tipo de elemento)

Ordem com dois tipos de elementos

Ordem com três tipos de elementos

- Condição tendenciosa

1. O terceiro cubo vermelho
2. O segundo cubo azul
3. A segunda bola verde
4. A terceira estrela azul
5. A segunda estrela vermelha
6. O terceiro coração amarelo

- Condição não-tendenciosa

1. O segundo cubo verde
2. A segunda estrela amarela
3. O terceiro coração verde
4. A terceira bola amarela
5. O segundo coração vermelho
6. A terceira bola azul

Experimento recursividade 3 – adultos

- Pré-teste

A síndica aborreceu o vizinho que reclamou – A síndica reclamou

O governador apoiou o prefeito que venceu – O prefeito venceu

O paciente consultou o especialista que foi premiado – O paciente consultou o especialista

$$5 + 3 \times 2 = 11 \text{ (OK)}$$

$$8 - 3 \times 2 = 10 \text{ (resolução linear)}$$

$$6 : 3 + 4 = 6 \text{ (OK)}$$

$$2 \times 7 - 5 = 8 \text{ (erro na conta)}$$

- Orações relativas

Nome da matriz + Verbo da matriz (a informação combina)

1. O cachorro que o veterinário atendeu escapou – O cachorro escapou.
2. O engenheiro que a arquiteta recomendou saiu – O engenheiro saiu.
3. A bailarina que a professora treinou desmaiou – A bailarina desmaiou.
4. A vítima que o assaltante ameaçou reagiu – A vítima reagiu.
5. O menino que a médica examinou emagreceu – O menino emagreceu.

Nome da relativa + Verbo da relativa (a informação combina)

1. O paciente que o cirurgião operou melhorou – O cirurgião operou o paciente.
2. O jogador que a torcedora abraçou escorregou – A torcedora abraçou o jogador.
3. A doente que a enfermeira visitou adormeceu – A enfermeira visitou a doente.
4. A tartaruga que a pesquisadora protegeu sumiu – A pesquisadora protegeu a tartaruga.
5. A modelo que o cabeleireiro preparou desfilou – O cabeleireiro preparou a modelo.

Nome da matriz + Verbo da relativa (a informação NÃO combina)

1. O artista que o apresentador criticou reclamou – O artista criticou o apresentador

2. O primo que a aniversariante convidou chegou – O primo convidou a aniversariante
3. A professora que a diretora repreendeu saiu – A professora repreendeu a diretora
4. A deputada que o ministro interrompeu engasgou – A deputada interrompeu o ministro
5. A celebridade que o fotógrafo perseguiu fugiu – A celebridade perseguiu o fotógrafo

Nome da relativa + Verbo da matriz (a informação NÃO combina)

1. A baleia que a bióloga fotografou mergulhou – A bióloga mergulhou
2. O candidato que o empresário rejeitou reclamou – O empresário reclamou
3. O passageiro que a aeromoça serviu acordou – A aeromoça acordou
4. O motorista que o idoso contratou telefonou – O idoso telefonou
5. A cadela que o porteiro alimentou adoeceu – O porteiro adoeceu

- Expressões numéricas

1. $(6 - 2 \times 2) \times 4 = 8$
2. $(4 + 6 : 2) \times 3 = 21$
3. $(6 - 4 : 2) \times 3 = 12$
4. $(5 + 2 \times 3) \times 2 = 22$
5. $(7 + 5 \times 2) + 1 = 18$
6. $(8 - 2 \times 2) - 1 = 3$
7. $(2 + 5 \times 3) - 4 = 13$
8. $(4 + 8 : 2) + 2 = 10$
9. $(6 - 8 : 4) + 5 = 9$
10. $(8 + 4 \times 4) : 6 = 4$
11. $(7 - 6 : 3) \times 4 = 20/5$ (nl/parcial)
12. $(6 + 8 : 2) : 5 = 2/10$ (nl/parcial)
13. $(8 - 4 : 2) : 3 = 2/6$ (nl/parcial)
14. $(4 + 6 : 2) - 1 = 6/4/7$ (parcial)
15. $(8 - 6 : 2) - 1 = 4/0/5$ (parcial)

16. $(6 - 2 \times 2) : 2 = 1/4$ (linear)

17. $(5 - 2 \times 2) + 4 = 5/10$ (linear)

18. $(7 - 3 \times 2) \times 8 = 8/64$ (linear)

19. $(4 + 8 : 2) \times 5 = 40/30$ (linear)

20. $(2 + 3 \times 2) \times 2 = 16/20$ (linear)