

P O R T U G U E S E
BASIC COURSE

TAPED EXERCISES IN
READING AND WRITING

Volume III
Units 8-10

WORKBOOK

March 1975

DEFENSE LANGUAGE INSTITUTE

PREFACE

These exercises for Portuguese are one of the output of Work Unit 0114, Revision of Taped Exercises in 20 Languages. The objective of this work unit is to improve DLI audio software to keep pace with continuing changes in languages and with advances in language teaching/learning techniques. Materials produced under this work unit are intended to supplement or replace existing taped materials in the basic course for each language. The supplementary materials give special emphasis to creative activities, realistic situations, and authentic speech variations, as opposed to repetition of materials recorded directly from the textbook. An important feature is that each unit contains its own self-evaluative device. Thus, the materials can be used for self-study, or during lab sessions under the guidance of a teacher. They can provide the student with a preview of lesson content to be covered in class and serve as remedial or refresher exercises to be used whenever extra practice is appropriate.

TABLE OF CONTENTS

<u>Item</u>	<u>Page</u>
Introduction to Reading and Writing	1
Unit 8 The Alphabet	3
Unit 9 Ç, s, ss, z, ei, oi, ou, ão, ãe, õe, and ui Final <u>em</u> and <u>am</u>	18
Unit 10 Lh and nh followed by a vowel, and l and n followed by i Initial h Words spelled with j, final s, and l Words ending in e and o	41

INTRODUCTION

TO

READING AND WRITING

The following three units deal with basic problems of reading and writing Portuguese.

The Portuguese alphabet has only twenty-three letters. The language, however, has many more speech sounds than can actually be precisely represented by the letters in the alphabet. The student should therefore discard any hope of finding or establishing a one-to-one correspondence between letters and sounds. This means that, in many cases, the same letter may elicit a different sound from the native speaker depending on the context in which the letter occurs or on the meaning a word imparts in a phrase or sentence.

The alphabet used in Portuguese originates from the Roman and is practically the same as the English. However, it has fewer letters because, about thirty years ago, the k, w, and the y were deleted from the traditional Brazilian alphabet. This simplification had already been adopted earlier in Portugal and will be considered in Unit 8.

The student is advised to listen carefully to the model on tape when reading. One cannot deduce the correct sounds from the written form of the language unless one has learned its sound system. On the other hand, if the student has learned to pronounce before he undertakes reading, he stands an excellent chance of reading and spelling Portuguese correctly.

<u>CAPITAL LETTERS</u>	<u>LOWER CASE</u>	<u>NAMES</u>
A	a	á
B	b	bê
C	c	cê
D	d	dê
E	e	é
F	f	efe
G	g	gê
H	h	agá
I	i	i
J	j	jota
L	l	ele
M	m	eme
N	n	ene
O	o	ó
P	p	pê
Q	q	quê
R	r	erre
S	s	esse
T	t	tê
U	u	u
V	v	vê
X	x	xis
Z	z	zê

NOTE: The names of all letters are masculine.

NOTE: 'Capital letters' are called maiúsculas, 'lower case' letters minúsculas.

UNIT 8

OBJECTIVES

1. Upon completion of this unit the student will be able to:
 - a. repeat the names of the Portuguese letters,
 - b. write letters of the alphabet from dictation in random order.
 - c. write two- and three-syllable words from dictation.
 - d. spell by calling the names of the letters:
 - (1) the student's own name, initial, and family name.
 - (2) the given name of his wife (girl friend) and those of the members of his immediate family.
 - (3) the name of his home town and state of residence in the United States.
 - e. read and write words, short phrases, and sentences from dictation.
2. Ninety-five percent accuracy is the acceptable level of performance measured through self-evaluative tests.

Part 1

THE ALPHABET

The vowel sounds in Portuguese are represented by five letters and the consonants by 18 letters. Listen to their names.

Listen to the names of the first eight letters of the alphabet. In the next three exercises, the vowels and consonants will appear in their conventional order.

Exercise 1.

a b c d e f g h

Listen again the repeat the names of the letters.

Exercise 2.

a () _____
 b () _____
 c () _____
 d () _____
 e () _____
 f () _____
 g () _____
 h () _____

Now listen to the names of the next eight letters in their alphabetical order.

Exercise 3.

i j l m n o p q

Now repeat the names of these letters in the pause following the model.

Exercise 4.

i () _____

j () _____

l () _____

m () _____

n () _____

o () _____

p () _____

q () _____

The last seven letters of the alphabet are the following. Listen:

Exercise 5.

r s t u v x z

You will now hear and repeat the names of these letters:

Exercise 6.

- r () _____
- s () _____
- t () _____
- u () _____
- v () _____
- x () _____
- z () _____

You will now listen and repeat the Portuguese alphabet, letter by letter, after the model.

Exercise 7.

- | | | |
|-------------|-------------|-------------|
| a () _____ | i () _____ | r () _____ |
| b () _____ | j () _____ | s () _____ |
| c () _____ | l () _____ | t () _____ |
| d () _____ | m () _____ | u () _____ |
| e () _____ | n () _____ | v () _____ |
| f () _____ | o () _____ | x () _____ |
| g () _____ | p () _____ | z () _____ |
| h () _____ | q () _____ | |

Though deleted from the alphabet, the k, w, and y appear in some foreign words and names in which these letters were used in the language of origin. The k has been replaced by c, the w by u or v, and the y by i.

Listen to the names of these letters in Portuguese and repeat them in the pause following each one:

Exercise 8.

k () _____

w () _____

y () _____

You will now take a self-test to determine whether you know the names of the letters in Portuguese. After you hear the name of a letter, you will write it in the appropriate blank identified by number. Check your answers with the key to this Exercise.

Exercise 9.

- | | | | |
|-----|-------|-----|-------|
| 1. | _____ | 13. | _____ |
| 2. | _____ | 14. | _____ |
| 3. | _____ | 15. | _____ |
| 4. | _____ | 16. | _____ |
| 5. | _____ | 17. | _____ |
| 6. | _____ | 18. | _____ |
| 7. | _____ | 19. | _____ |
| 8. | _____ | 20. | _____ |
| 9. | _____ | 21. | _____ |
| 10. | _____ | 22. | _____ |
| 11. | _____ | 23. | _____ |
| 12. | _____ | 24. | _____ |
| | | 25. | _____ |

KEY TO EXERCISE 9*

- | | | | |
|-----|---|-----|---|
| 1. | c | 13. | r |
| 2. | a | 14. | j |
| 3. | g | 15. | l |
| 4. | h | 16. | p |
| 5. | o | 17. | t |
| 6. | q | 18. | d |
| 7. | u | 19. | v |
| 8. | k | 20. | e |
| 9. | x | 21. | w |
| 10. | i | 22. | b |
| 11. | z | 23. | m |
| 12. | s | 24. | y |
| | | 25. | n |

*If you had one error in this test go over the material again until you have a perfect score.

Exercise 10,

1. Spell* your name in Portuguese by calling the names of the letters while you write it.
2. Spell* the name of the town and state in the United States you claim as home, while you write it.
3. Spell* the given name of your wife (girl friend), and the first name of each member of your immediate family while you write them.

*Record your spelling on tape and submit it to your teacher to check your pronunciation of the names of the letters.

End of Part 1.

Part 2

READING AND WRITING

Exercise 1.

The speaker will read the following words and pause after each one for you to read it audibly.

- | | |
|---------|------------|
| 1. mata | 8. samba |
| 2. vela | 9. senta |
| 3. bota | 10. onda |
| 4. meta | 11. finda |
| 5. topa | 12. venda |
| 6. bola | 13. bomba |
| 7. fita | 14. acampa |

Notice that the n and m nasalizes the preceding vowel and that b and p are preceded by m, not by n. However there is no difference in pronunciation of the two letters in these words.

Exercise 2.

The following is an exercise in dictation to test whether you can spell the above words and others correctly. The speaker will dictate words and you will write them in the blanks identified by number. Check your spelling with the key to this Exercise.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

KEY TO EXERCISE 2*

1. ponta
2. linda
3. manda
4. bumba
5. cata
6. canta
7. acampa
8. bala
9. venda
10. sonda
11. soda
12. senta
13. pita
14. leta

*If you had more than one error in this self-evaluative test, go over the material again before proceeding.

Exercise 3.

The speaker will now dictate short phrases or sentences, word by word, for you to write.

1. _____
2. _____
3. _____
4. _____

Now check your spelling with the key to this exercise. If you had more than one spelling error, go over the material again until you achieve the required proficiency.

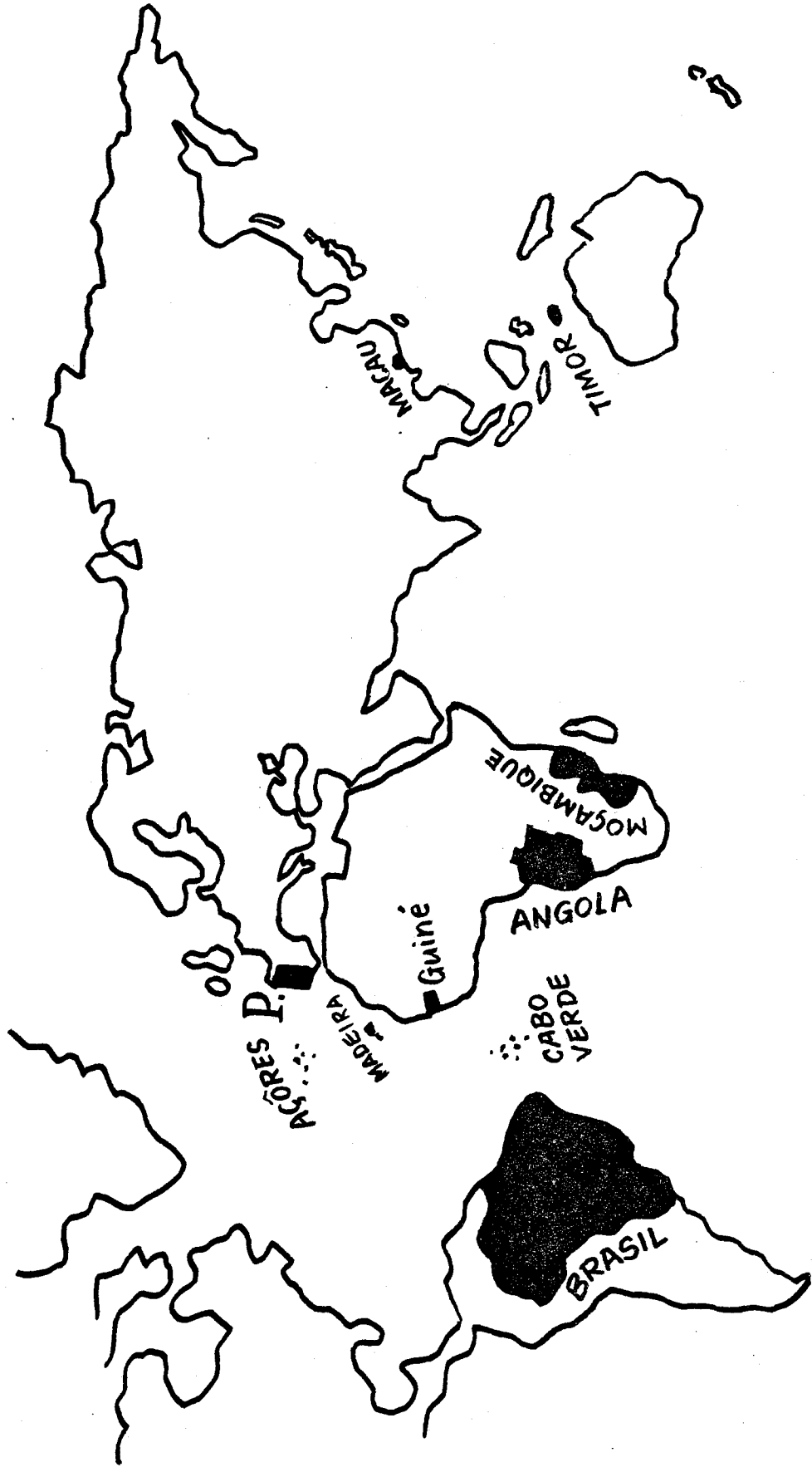
KEY TO EXERCISE 3.

1. Ela canta.
2. Venda a fita.
3. Acampa na mata.
4. Bota a bola na meta.

End of Part 2.

End of Unit 8.

O MUNDO PORTUGUÊS



UNIT 9

Part 1

CONSONANTS

OBJECTIVES

1. Upon completion of Part 1, the student will be able to:

a. Read and write two- and three-syllable words spelled with:

(1) ç, s, ss, z.

(2) Oral and nasalized diphthongs represented by: ei, oi, ou, ão, ãe, õe, and ui.

(3) Diphthongs represented by the final vowel-consonant sequences em and am.

b. Write and read short phrases and sentences from word-by-word dictation, with the spelling features listed above.

2. Ninety-five percent accuracy is the acceptable level of performance measured through self-evaluative tests.

UNIT 9

Part 1

Exercise 1.

The speaker will read the following words and pause after each one for you to repeat it audibly. Notice how the spellings relate to the pronunciation.

- | | |
|-------------|-------------|
| 1. asa | 12. azeite |
| 2. casei | 13. vendem |
| 3. loção | 14. saia |
| 4. pêssego | 15. falaram |
| 5. alemães | 16. entram |
| 6. repõe | 17. perdem |
| 7. caça | 18. assam |
| 8. doido | 19. aguça |
| 9. mandem | 20. limão |
| 10. muito | 21. falarão |
| 11. amassei | 22. falou |

Notice the following aspects of reading and writing these Portuguese words:

1. The variations in spellings to represent the sounds /s/ and /z/ make it necessary for the student to memorize which words are spelled with s, ss, z, or ç.

When in doubt, the student must resort to word lists, to the dictionary or ask his teacher. Notice the cedilla (,) under the letter c. Ç may occur only before a, o, or u, in which cases the c is read as /s/. The ç (with a cedilla) is never used as initial letter.

2. When a single s occurs between two vowels, it is pronounced as the English z in 'zone'.

3. A final em and am as in vendem and entram are pronounced like the nasalized diphthongs /ẽi/ and /ãu/, respectively.

4. There is a mark over the first letter of the nasalized diphthongs ãe, ão and õe. It is called 'tilde' in English, and til /t̃iu/ in Portuguese. This mark indicates that the vowel is nasalized.

5. Notice that words ending in am and ão have the same pronunciation; however, final am is not stressed and ão is.

6. The accent on the first e of pêssego is a circumflex and indicates a close stressed vowel.

The following is an exercise in dictation to test whether you can spell the words in Exercise 1 and others with similar spelling features. The hesitations you may have in using s or z, ss or ç happens normally to beginners learning Portuguese. The speaker will dictate words and you will write them in the blanks identified by number. Check your spelling with the key to this Exercise.

Exercise 2.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

KEY TO EXERCISE 2*

1. casei
2. loção
3. alemães
4. repõe
5. caça
6. muito
7. azeite
8. saia
9. falaram
10. falarão
11. pêssego
12. vendem

*If you had more than one spelling error in this exercise, go over the material again before proceeding.

Exercise 3.

The speaker will now read the following Portuguese phrases and pause after each one for you to repeat. Imitate the model and do not attempt to break the speech sequences into individual words.

1. Essa classe. () _____
2. Sei a lição. () _____
3. Compraram azeite. () _____
4. Isso é loção. () _____
5. Falarão alemão () _____
6. Comprem pães. () _____

Notice the slanting accent over the é (second word) in example No. 4. It is an acute accent and indicates an open /e/ vowel.

Exercise 4.

You will now take dictation of phrases with spelling features similar to the ones you have just heard and read. Each sentence will be dictated twice. Check your spelling with the key to this Exercise.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

KEY TO EXERCISE 4*

1. Comprem pão.
2. Essa é sua lição.
3. A asa do avião.
4. Põe a lição na mesa.
5. Mamãe usa muito azeite.
6. Ela compra limões.

*If you had more than one spelling error in this test,
go over the material again until you achieve the
required proficiency.

End of Part 1.

UNIT 9

Part 2

OBJECTIVES

1. Upon completion of Part 2 the student will be able to:
 - a. Read and write two- and three-syllable words spelled with:
 - (1) Palatalized g before e and i.
 - (2) t and d when palatalized before /i/.
2. Ninety-five percent accuracy is the acceptable level of performance measured through self-evaluative tests.

UNIT 9

Part 2

Exercise 1.

The speaker will read the following words and pause after each one for you to repeat it audibly. Notice how the spellings relate to the pronunciation and imitate the speaker.

- | | |
|------------|------------|
| 1. agia | 13. age |
| 2. viagem | 14. ginga |
| 3. gente | 15. pede |
| 4. gelo | 16. geada |
| 5. geme | 17. atinam |
| 6. tipo | 18. rode |
| 7. atinge | 19. pagé |
| 8. titia | 20. gilete |
| 9. gemido | 21. timão |
| 10. pediam | 22. gema |
| 11. adia | 23. tirada |
| 12. disse | 24. ande |

Notice the following about reading and writing these words:

1. The d, g, and t before e and i are similar because they are palatalized.

2. The final e is pronounced /i/ as you heard in gente, and disse. The final o is pronounced as /u/: tipo, gelo, and agudo.

Exercise 2.

The following is an exercise in dictation to test whether you can spell the words in exercise 1 and others with similar spelling features. The speaker will dictate words and you will write them in the blanks identified by number. Check your spelling with the key to this Exercise.

- | | |
|----------|-----------|
| 1. _____ | 7. _____ |
| 2. _____ | 8. _____ |
| 3. _____ | 9. _____ |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

KEY TO EXERCISE 2*

1. age
2. tipo
3. gemido
4. viagem
5. atinge
6. pede
7. gelo
8. gilete
9. divide
10. titia
11. agente
12. disse

*If you had more than one spelling error in this exercise, go over the material again before proceeding.

Exercise 3.

The speaker will read the following Portuguese phrases and pause after each one for you to repeat. Imitate the speaker.

1. Adia a viagem.
2. A gente parte de dia.
3. Titia pede gelo.
4. Este artigo é muito antigo.
5. O agente diz: "Bom dia".
6. Mande tipos diferentes.

Exercise 4.

You will now take dictation of phrases similar to the ones you have just heard and read. Each sentence will be dictated only once. Check your spelling with the key to this Exercise.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

KEY TO EXERCISE 4.*

1. gelo e geada
2. vai de viagem
3. pede gilete
4. atinge a gente
5. tipo de giz
6. dia a dia

* If you had more than one spelling error in each sentence, go over the material again until you achieve the required proficiency.

End of Part 2

UNIT 9

Part 3

OBJECTIVES

1. Upon completion of Part 3 the student will be able to:
 - a. Read and write g before a, o, u; and gu and qu followed by a, e, or i.
 - b. Mark the final stressed vowels a and e with the acute accent and stress them when reading.
2. Ninety-five percent accuracy is the acceptable level of performance measured through self-evaluative tests.

UNIT 9

Part 3

Exercise 1.

After each word you will hear, the speaker will pause for you to read the example audibly. Notice how the spellings relate to pronunciation and imitate the speaker.

- | | |
|------------|-------------|
| 1. gago | 8. queima |
| 2. agulha | 9. guarda |
| 3. gola | 10. qual |
| 4. laguna | 11. guia |
| 5. guaraná | 12. quilha |
| 6. guerra | 13. aquela |
| 7. quina | 14. guinada |

Notice that g before a, o, and u is pronounced like the g in the English word "go". To obtain this same sound before e and i, the spelling must be que, as in Example 6, or gui as in Example 14.

The letter g is always followed by u and another vowel (a, e, or o), and it has a /k/ sound.

Exercise 2.

You will now take dictation of words to test your ability to spell words similar to those in Exercise 1. The speaker will dictate words and you will write them in the blanks identified by number. Check your spelling with the key to this Exercise.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

KEY TO EXERCISE 2*

1. quina
2. guarda
3. quadro
4. guaraná
5. quinta
6. quente
7. quando
8. aquela
9. aquilo
10. quilha
11. guinada
12. guerra

*If you had more than one spelling error in this test,
go over the material again before proceeding.

Exercise 3.

The speaker will now read the following Portuguese phrases and pause after each one for you to repeat.

Imitate the speaker exactly.

1. Quero um quilo.
2. O guarda é aquele.
3. Aquilo queima bem.
4. Tomo guaraná.
5. Aquela agulha.
6. Quando quer café?

Notice the acute accent on guaraná and café.
It indicates a stressed last syllable.

Exercise 4.

You will now take dictation of phrases similar to the ones you have just heard and read. Each sentence will be dictated twice. Check your spelling with the key to this Exercise.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

KEY TO EXERCISE 4 *

1. um quilo de café
2. a guitarra
3. quer guaraná
4. o quinto aluno
5. aquela agulha
6. quando vai

*If you had more than one spelling error in this self-evaluative test, go over the material again until you achieve the required proficiency.

End of Part 3.

End of Unit 9.

UNIT 10

OBJECTIVES

1. Upon completion of Unit 10 the student will be able to:
 - a. Read and write two- and three-syllable words spelled with:
 - (1) lh and nh followed by a vowel, and l and n followed by /i/.
 - (2) Initial h.
 - (3) Words spelled with j, final s and l.
 - b. Read and write words ending in e and o.
2. Ninety-five percent accuracy is the acceptable level of performance measured through self-evaluative tests.

Exercise 1.

The speaker will read the following words and pause after each one for you to repeat it audibly. Notice how the spellings relate to the pronunciation.

- | | | |
|------------|----------|------------|
| 1. alho | 5. lido | 9. ninho |
| 2. malha | 6. lima | 10. tinha |
| 3. palheta | 7. ele | 11. canhão |
| 4. palita | 8. ganha | 12. punho |

Notice the following aspects of reading and writing these Portuguese words:

1. the lh before a, e, o and u, and the l before /i/ are pronounced the same, as the double ll in the English word 'million'; lh is pronounced as one consonant sound.

2. The nh before a, e, o, and u, and the n before /i/ are also pronounced the same. This sound is like the n in the English 'onion'; nh is always pronounced as one consonant sound.

Exercise 2.

The following is an exercise in dictation to test whether you can spell the words in Exercise 1 and others with similar spelling features. The speaker will dictate words and you will write them in the blanks identified by number. Check your spelling with the key to this Exercise.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

KEY TO EXERCISE 2*

1. falha
2. ganha
3. palheta
4. fala
5. livro
6. ele
7. caminho
8. cedinho
9. canhão
10. molhado
11. manha
12. finita

*If you had more than one spelling error in this exercise, go over the material again before proceeding.

Exercise 3.

The speaker will now read the following Portuguese phrases and pause after each one for you to repeat. Repeat each example exactly as the model and do not attempt to break the speech sequences into separate words.

1. Minha filha.
2. Ganho muito.
3. Ele parte cedinho.
4. O caminho está molhado.
5. O canhão não falha.
6. Tenho uma roupa de malha.

Exercise 4.

You will now take dictation of phrases with spelling features similar to the ones you have just heard and read. Each sentence will be dictated only once. Check your spelling with the key to this Exercise.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

KEY TO EXERCISE 4*

1. Meu filho fala.
2. Tenho camisas de malha.
3. Ponho o livro ali.
4. Eu lhe dou a pilha.
5. A comida tem alho.
6. Ele não tinha linha.

Exercise 5.

The speaker will read the following words and pause after each one for you to repeat it audibly. Imitate the speaker and notice how the spellings relate to the pronunciation.

- | | |
|------------|--------------|
| 1. havia | 11. dois |
| 2. hora | 12. trens |
| 3. hotel | 13. livros |
| 4. hino | 14. alunos |
| 5. homem | 15. casas |
| 6. hoje | 16. anel |
| 7. janela | 17. Portugal |
| 8. jardim | 18. Brasil |
| 9. ajuda | 19. til |
| 10. pijama | 20. nacional |

*If you had more than one spelling error in each sentence, go over the material again until you achieve the required proficiency.

Notice the following aspects of reading and writing these Portuguese words:

1. The initial h is not pronounced. The student is cautioned against producing a sound like the aspirate h in 'have' when reading Portuguese words beginning with an h. You have to know whether a word is spelled with an initial h or not before you attempt to write it because you cannot deduce the spelling from the pronunciation.

2. The j in hoje, janela, and ajuda is pronounced very much like the /ž/ in 'measure', not like the /j/ in 'jack'.

3. The final s in alunos, casas, and livros, is pronounced very much as the s in 'sugar'. It is a palatalized sound.

4. The final l in Brasil, Portugal, and nacional sounds the same as the vowel u and forms a diphthong with the preceding vowel.

Exercise 6.

The following exercise in dictation will test whether you can spell the words in Exercise 1, and other words with similar spelling features. The speaker will dictate words and you will write them in the blanks identified by number. Check your spelling with the key to this Exercise.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

KEY TO EXERCISE 6*

- | | |
|-----------|-------------|
| 1. hoje | 7. sapatos |
| 2. hotel | 8. nacional |
| 3. Brasil | 9. pijama |
| 4. janela | 10. havia |
| 5. ajuda | 11. hora |
| 6. dois | 12. alunos |

Exercise 7.

The speaker will now read the following phrases in Portuguese and pause after each one for you to repeat. Repeat each example exactly as the model and do not attempt to break the speech sequences into individual words.

1. Há um hotel aqui.
2. Tenho dois sapatos.
3. São duas horas.
4. O pijama é nacional.
5. Eu ajudo os alunos.
6. Havia um anel na mesa.

Notice the acute accent over the first word in example 1. It does not change the pronunciation of the vowel.

*If you had more than one spelling error in this exercise, go over the material again before proceeding.

Exercise 8.

You will now take dictation of phrases with similar spelling features to the ones you have just heard and read. Each sentence will be dictated twice. Check your spelling with the key to this Exercise.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

KEY TO EXERCISE 8*

1. O hotel fica aqui.
2. O homem ajuda muito.
3. São seis casas.
4. Portugal e Brasil.
5. Canta o hino nacional.
6. Há livros nas mesas.

*If you had more than one error in this self-evaluative test, go over the material again until you achieve the required proficiency.

End of Unit 10.