

P O R T U G U E S E

BASIC COURSE

TAPED EXERCISES IN READING AND WRITING

VOLUME III

Units 8 - 10

Instructor Edition

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PREFACE

This is the 3rd volume of the Portuguese Basic Course, Taped Exercises. The Taped Exercises were developed as part of the overall development specifications for DLI Work Unit 0114, Revision of Taped Exercises in 20 Languages. The objective of Work Unit 0114 is to improve DLI audio software and to incorporate recent advances in language teaching/learning techniques into DLI courses. These materials are intended to supplement or replace existing tape materials in each of the 20 basic courses encompassed by this work unit. Special emphasis is placed on creative activities, realistic situations, and authentic speech variations. The inclusion of a self-evaluative instrument for each unit represents a new approach in DLI instructional methods. The materials can be used for self-study purposes outside of the class or in a language lab under the guidance of an instructor. They can provide the student with additional exercises for material which was previously introduced in class, and, as remedial or refresher exercises, they can be used whenever extra practice is appropriate.

These materials embody an analysis of the Portuguese Basic Course and emphasize aspects of acquiring listening comprehension skills which experience has demonstrated to be of particular difficulty for English-speaking students.

The materials consist of four instructor volumes, four student workbooks and 16 tapes. The phonology drills are designed mainly for use during the first three or four weeks of the course but may be used for additional practice at any stage.

In doing these pronunciation exercises, the student should concentrate on sounds, and refrain from thinking of spelling. Later, in separate units on reading, the student will get practice in associating the sounds of Portuguese with their written representations. The objective is to acquire native-like pronunciation habits independently of the writing system.

PRONUNCIATION MODEL

The model heard in these phonology drills is the Brazilian Portuguese pronunciation prevalent in the Rio de Janeiro area.

GUIDE FOR USE OF TAPES WITH WORKBOOK

In the following exercises, the parentheses '()' indicated how many times an example is spoken on tape. A blank line '____' indicates that the student has to repeat what he has heard on the tape. Thus, '() ____ () ____' indicates that a word or a sentence will be heard and repeated twice.

All tape segments are recorded in sequence. There is no need to backtrack on the tape unless you wish to check on your own production.

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READING AND WRITING

INTRODUCTION

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.

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.

UNIT 8

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 and 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.

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 on the next page.

Exercise 9.

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

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 nasalize 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 on the following page.

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

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

Now check your spelling with the key on the next page. 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

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. aguçã |
| 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 on the following page.

Exercise 2.

- | | |
|-------------|-----------|
| 1. casei | 1. _____ |
| 2. loção | 2. _____ |
| 3. alemães | 3. _____ |
| 4. repõe | 4. _____ |
| 5. caça | 5. _____ |
| 6. muito | 6. _____ |
| 7. azeite | 7. _____ |
| 8. saia | 8. _____ |
| 9. falaram | 9. _____ |
| 10. falarão | 10. _____ |
| 11. pêssego | 11. _____ |
| 12. vendem | 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. Compreem 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 on the next page.

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

KEY TO EXERCISE 4*

1. Compreem pão.
2. Essa é sua lição.
3. A asa do avião.
4. Põe a loção 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 on the following page.

- | | | | |
|-----------|----------|------------|-----------|
| 1. age | 1. _____ | 7. gelo | 7. _____ |
| 2. tipo | 2. _____ | 8. gilete | 8. _____ |
| 3. gemido | 3. _____ | 9. divide | 9. _____ |
| 4. viagem | 4. _____ | 10. titia | 10. _____ |
| 5. atinge | 5. _____ | 11. agente | 11. _____ |
| 6. pede | 6. _____ | 12. disse | 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 e 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 on the next page.

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

KEY TO EXERCISE 4*

1. gelo e geada
2. via 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 q before a, o, u; and qu 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. quinada |

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

The letter q 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 on the following page.

- | | |
|-------------|-----------|
| 1. guina | 1. _____ |
| 2. guarda | 2. _____ |
| 3. quadro | 3. _____ |
| 4. guaraná | 4. _____ |
| 5. quinta | 5. _____ |
| 6. quente | 6. _____ |
| 7. quando | 7. _____ |
| 8. aquela | 8. _____ |
| 9. aquilo | 9. _____ |
| 10. quilha | 10. _____ |
| 11. guinada | 11. _____ |
| 12. guerra | 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. quinada
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 on the following page.

- | | |
|---------------------|----------|
| 1. um quilo de café | 1. _____ |
| 2. a guitarra | 2. _____ |
| 3. quer guaraná | 3. _____ |
| 4. o quinto aluno | 4. _____ |
| 5. aquela agulha | 5. _____ |
| 6. quando vai | 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.
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 couple 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 word '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 on the following page.

- | | |
|-------------|-----------|
| 1. falha | 1. _____ |
| 2. ganha | 2. _____ |
| 3. palheta | 3. _____ |
| 4. fala | 4. _____ |
| 5. livro | 5. _____ |
| 6. ele | 6. _____ |
| 7. caminho | 7. _____ |
| 8. cedinho | 8. _____ |
| 9. canhão | 9. _____ |
| 10. molhado | 10. _____ |
| 11. manha | 11. _____ |
| 12. finita | 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 canhao 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 on the next page.

- | | |
|----------------------------|----------|
| 1. Meu filho fala. | 1. _____ |
| 2. Tenho camisas de malha. | 2. _____ |
| 3. Ponho o livro ali. | 3. _____ |
| 4. Eu lhe dou a pilha. | 4. _____ |
| 5. A comida tem alho. | 5. _____ |
| 6. Ele não tinha linha. | 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 /ʒ/ 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 on the next page.

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

Exericse 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 on the next page.

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