

# PORTUGUESE

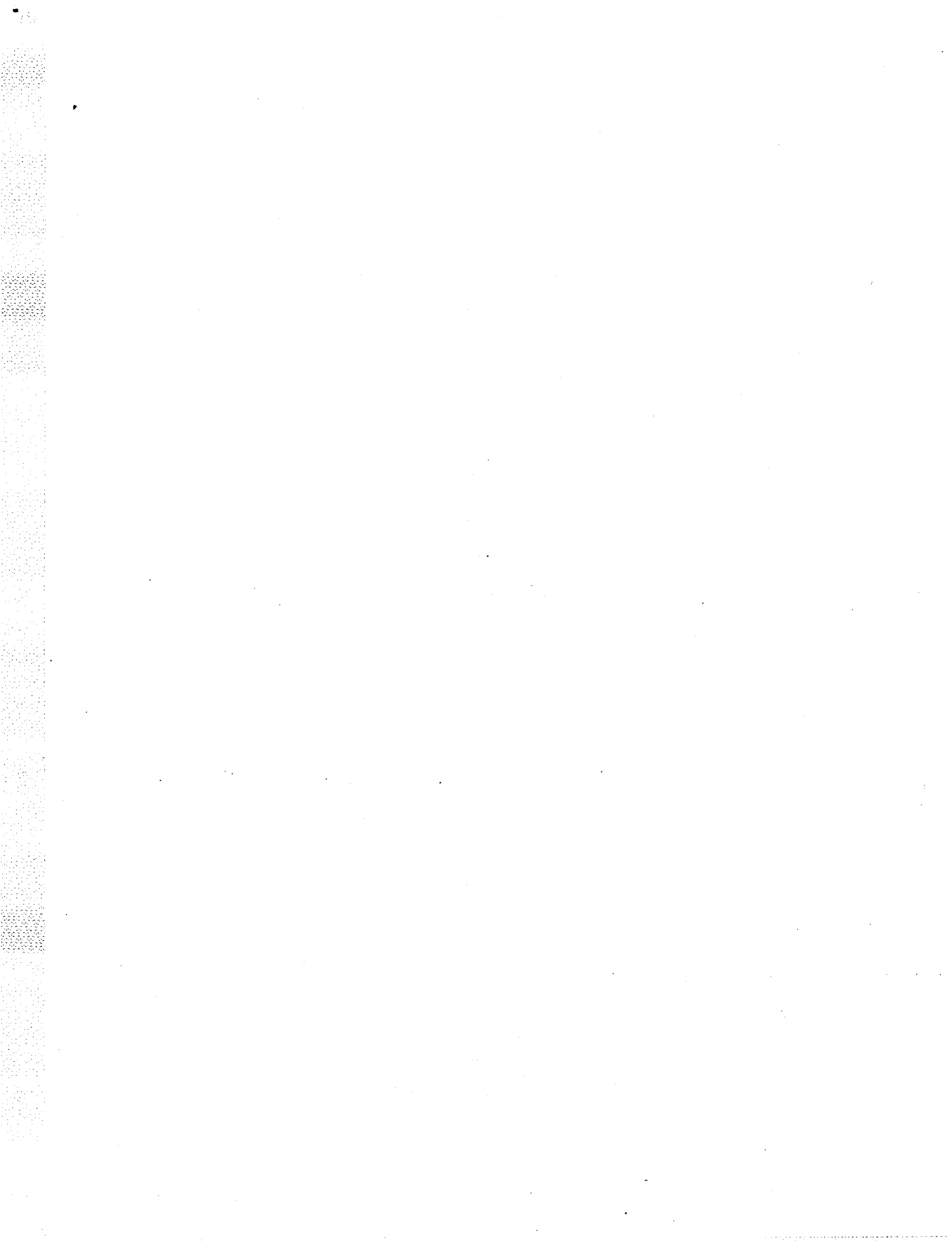
BASIC COURSE

TAPED EXERCISES  
VOLUME II  
UNITS 4 - 7

PHONOLOGY  
WORKBOOK

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## 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>Unit</u>		<u>Page</u>
Unit 4	/əu:eu/; /oi:oi/; /oi:ui/	1
Unit 5	/ēi:e/; /ōi:ūi/; /āi:āu/	29
Unit 6	/n:ñ/; /l:l/; /r:x/	47
Unit 7	/ǎ:ž/; /ť:ď/	77

## UNIT 4

### DIPHTHONGS

#### OBJECTIVES

1. Upon completion of this unit, the student will be able to:
  - a. Discriminate between the Portuguese diphthongs: /ɐu/ (open) and /eu/ (close); /oi/ and /ɔi/; and /oi/ and /ui/.
  - b. Produce the Portuguese diphthongs listed in the previous paragraph in one- and two-syllable words.
2. Ninety-five percent accuracy is the acceptable level of performance measured through self-evaluative tests.

## UNIT 4

## Part 1

In this exercise you will hear words in which two vowels are produced together as one syllable (diphthong). Listen carefully to each pair of words and decide whether they are the same or different. After a brief pause the speaker on tape will supply the correct answer.

## Exercise 1.

You may have noticed that the difference in the contrasting vowel sounds in these words is that one is open and the other is close. Listen again, paying attention to this difference in the pairs of words in which these diphthongs occur. After the pause, the speaker will give you the correct answer.

## Exercise 2.

Now, test yourself to see how well you perceive the difference between the close and the open diphthong in Portuguese words. Check your answers with the key on the next page.

Exercise 3.

ANSWERS

	Same	Different
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

KEY TO EXERCISE 3\*

	<u>Same</u>	<u>Different</u>
1.		X
2.	X	
3.	X	
4.		X
5.		X
6.		X
7.	X	
8.		X
9.	X	
10.	X	
11.		X
12.		X
13.		X
14.	X	
15.		X

---

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



Listen to the following Portuguese words in which the close diphthong appears.

Exercise 4.

Now try pronouncing some words with this close diphthong. The speaker will say each word pausing to give you a chance to repeat.

Exercise 5.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

The speaker will now read a list of words in which the open diphthong appears. As is the case with other open vowel sounds, your jaw hangs somewhat lower than for the corresponding close sound. Listen:

Exercise 6.

You will now repeat words in which this open diphthong occurs. Remember to keep your mouth and jaw relaxed to produce this sound.

Exercise 7.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

You should now be able to repeat words with the open or close /eu/ diphthong. The speaker will pronounce each pair of contrasting words followed by a pause to allow you to imitate.

Exercise 8.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

You will now test your ability to discriminate between these two diphthongs. You will hear sets of three words and will mark in the answer spaces, under A, B, or C which one is different. After taking the test, check your answers with the key on the following page.

Exercise 9.

- |    | A     | B     | C     |
|----|-------|-------|-------|
| 1. | _____ | _____ | _____ |
| 2. | _____ | _____ | _____ |
| 3. | _____ | _____ | _____ |
| 4. | _____ | _____ | _____ |
| 5. | _____ | _____ | _____ |
| 6. | _____ | _____ | _____ |
| 7. | _____ | _____ | _____ |

KEY TO EXERCISE 9\*

1. B
2. C
3. A
4. C
5. C
6. B
7. A

---

\*You should have all seven answers correct. If you had one error go over the material again before proceeding.

Now listen to the following words. Mark in the appropriate answer space whether the diphthong you hear in the word is close or open. When you have finished the exercise check your answers using the key on the following page.

Exercise 10.

The first word you will hear is a model. It contains an open diphthong, therefore the appropriate space under open is marked. You will do the remaining examples.

ANSWERS  
Open Close

- |     |          |       |
|-----|----------|-------|
| 1.  | <u>X</u> | _____ |
| 2.  | _____    | _____ |
| 3.  | _____    | _____ |
| 4.  | _____    | _____ |
| 5.  | _____    | _____ |
| 6.  | _____    | _____ |
| 7.  | _____    | _____ |
| 8.  | _____    | _____ |
| 9.  | _____    | _____ |
| 10. | _____    | _____ |
| 11. | _____    | _____ |
| 12. | _____    | _____ |
| 13. | _____    | _____ |
| 14. | _____    | _____ |
| 15. | _____    | _____ |

KEY TO EXERCISE 10\*

	<u>Open</u>	<u>Close</u>
1.	X	
2.		X
3.		X
4.	X	
5.		X
6.		X
7.	X	
8.	X	
9.		X
10.		X
11.	X	
12.		X
13.	X	
14.	X	
15.		X

---

\*If you missed more than one item, go back and review this unit. You should be able to pass this self-test (get 14 correct) before proceeding to the next unit.

Listen to the following short phrases in Portuguese and notice how the occurrence of the open or the close diphthong affects the meaning.

1. He read the paper.
2. Betty drank coffee.
3. He gave me honey.
4. He ate pie.

Memorize two of these phrases so that you can say them for your instructor to check your pronunciation.

End of Part 1.

UNIT 4

Part 2

Listen to the following pairs of words and decide whether they are the same or different. After the pause following each pair, the speaker will supply the correct answer.

Exercise 1.

In listening to the pairs of words in Exercise 1, you may have noticed that some of the words had an open /oi/ diphthong, and others had the close /oi/ diphthong,

Listen to the following sets of words and decide whether the diphthongs in each pair are the same or different. Following each pair, after you have had time to make your judgement, the speaker will again supply the correct answer.

Exercise 2.



Now take the following self-test to see how well you are able to hear the difference between the open and the close diphthong. After you hear each pair of words, mark your decision in the answer space, and when you have finished the test check your answers with the key on the next page.

Exercise 3.

ANSWERS

	Same	Different
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

KEY TO TEST EXERCISE 3\*

S = Same

D = Different

1. D
2. S
3. S
4. D
5. D
6. S
7. S
8. D
9. D
10. D
11. S
12. D
13. D
14. S
15. D

---

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

Now listen to the following list of Portuguese words:

Exercise 4.

The diphthong you have heard in these words is a close vowel sound. The first part of this diphthong is pronounced like the o in English 'so' and 'no'. Practice repeating some words in which this diphthong occurs.

Exercise 5.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

The open diphthong sound is easy to pronounce since English has the same sound in 'boy', 'joy', 'noise', etc.

You will now repeat pairs of words in which the open and the close /oi/ diphthongs occur. The speaker will pronounce each pair of examples, pause for you to repeat, say the pair again, and pause again for you to imitate.

Exercise 6.

( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____

The following is a self-test on your perception of the two /oi/ diphthongs. For each word you hear, mark whether the diphthong is open or close. Check your answers with the key on the next page.

Exercise 7.

ANSWERS

	Open	Close
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

KEY TO EXERCISE 7\*

	<u>Open</u>	<u>Close</u>
1.	X	
2.	X	
3.		X
4.		X
5.	X	
6.		X
7.	X	
8.	X	
9.		X
10.		X
11.		X
12.	X	
13.		X
14.	X	
15.	X	

\*If you had more than one error, go over the material again until you achieve the required accuracy of 95%.

You will now hear sentences with words in which the open and the close diphthong occur. Notice from the English translation how the choice of diphthong alters the meaning.

1. The hero is daring.
2. Hack the bush with the machete.
3. Buoys have no support.
4. Boas attack oxen.

Memorize two of these phrases so that you can say them for your instructor to check your pronunciation.

End of Part 2.

## UNIT 4

### Part 3

Listen to the pairs of words in this exercise and determine whether the words in each pair are the same or different. The speaker on tape will pause after each pair and then give you the correct answers.

#### Exercise 1.

You may have noticed that the first vowel in one of the diphthongs is /u/ followed by /i/. The other diphthong is formed by close /o/ followed by /i/. Listen again and try to perceive this difference in the following pairs of words. The speaker on tape will again supply the correct answer after you have made your judgement for each pair.

#### Exercise 2.

In the following exercise you will again hear a list of pairs of words. Unlike the previous pairs, however, these words may differ in more than a single sound. As you listen to each pair concentrate on the diphthong. Decide whether the diphthongs in the two words are the same or different, regardless of any other differences the two words may have.



Using English words as an example, if you hear 'boy - toy', you should mark the pair same; but if you hear 'boy - phooey' you should mark the pair different.

When you have finished check your answers with the key to Exercise 3.

Exercise 3.

ANSWERS

	Same	Different
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

KEY TO EXERCISE 3\*

	<u>Same</u>	<u>Different</u>
1.		X
2.		X
3.	X	
4.		X
5.	X	
6.		X
7.	X	
8.		X
9.	X	
10.	X	
11.		X
12.	X	
13.		X
14.		X
15.		X

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

Listen to some words in which the close /oi/  
diphthong occurs.

Exercise 4.

Now repeat some words containing the /oi/ diphthong.  
Listen carefully to the model.

Exercise 5.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

You will now try to pronounce words, in pairs, in which the two diphthongs occur. In some pairs, the difference will be restricted to the diphthongs. In others there will be other differences. However, you should concentrate on the difference in the diphthong as you try to repronounce each word exactly like the model.

Exercise 6.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

You will now take a self-test to determine how well you perceive the difference between the /oi/ and the /ui/ diphthongs. Listen to each pair of words, and mark in the answer spaces whether the diphthong in each one is the same or different. Check your answers with the key to this exercise on the next page.

Exercise 7.

ANSWERS

	Same	Different
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

KEY TO EXERCISE 7\*

	<u>Same</u>	<u>Different</u>
1.		X
2.	X	
3.		X
4.		X
5.	X	
6.		X
7.	X	
8.		X
9.	X	
10.	X	
11.		X
12.		X
13.		X
14.		X
15.		X

---

\* If you missed more than one item, go over this unit again. You should be able to get 14 items correctly before proceeding.

Listen to the following phrases in Portuguese and notice where these diphthongs occur. Compare the English translations and observe the changes in meaning caused by the change in the diphthong.

1. I went but he didn't go.
2. I put the beret on the table.
3. I went after the machete.
4. Look after the two oxen.

Memorize two of these phrases so that you can say them for your instructor to check your pronunciation.

End of Part 3.

End of Unit 4.

Unit 4  
Part 3



## UNIT 5

### DIPHTHONGS

#### OBJECTIVES

1. Upon completion of this unit, the student will be able to:
  - a. Discriminate between the Portuguese diphthong /*êi*/ and the vowel /*ê*/; between the diphthongs /*oi*/ and /*ui*/; /*ai*/; and /*au*/.
  - b. Produce the Portuguese diphthongs listed in the previous paragraph in one- and two-syllable words.
2. Ninety-five percent accuracy is the acceptable level of performance measured through self-evaluative tests.

## UNIT 5

## Part 1

Listen to the pairs of words in this exercise and decide whether the /e/ vowel sounds you hear in each pair are the same or different. After a brief pause in which you will make a judgement, the speaker will supply the correct answer for each pair.

## Exercise 1.

The difference in the two nasalized /e/ sounds is that one, /~~e~~i/, is a diphthong. Your tongue glides upward at the end of the diphthong, just as it does for English 'Hey!' The other sound, simple /~~e~~/, does not have the glide. Listen again to the following examples. After you decide whether the vowel sounds are the same or different the speaker will again supply the correct answer.

## Exercise 2.

The following self-test will help you evaluate how well you hear the difference between the diphthong and the simple vowel. Listen to the following pairs of words and decide whether the /e/ sounds in the two words of each pair are the same or different. Check your answers with the key on the next page.

Exercise 3.

ANSWERS

Same Different

- |     |       |       |
|-----|-------|-------|
| 1.  | _____ | _____ |
| 2.  | _____ | _____ |
| 3.  | _____ | _____ |
| 4.  | _____ | _____ |
| 5.  | _____ | _____ |
| 6.  | _____ | _____ |
| 7.  | _____ | _____ |
| 8.  | _____ | _____ |
| 9.  | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |
| 13. | _____ | _____ |
| 14. | _____ | _____ |
| 15. | _____ | _____ |

KEY TO EXERCISE 3\*

	<u>Same</u>	<u>Different</u>
1.		X
2.		X
3.		X
4.	X	
5.		X
6.		X
7.		X
8.	X	
9.	X	
10.		X
11.	X	
12.		X
13.	X	
14.		X
15.		X

\*If you had more than one error in this exercise, go over the material again until you achieve the required proficiency of 14 correct.

Now listen to some words in which the nasalized /ẽĩ/ diphthong occurs, and repeat after the model.

Exercise 4.

( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____
( ) _____	( ) _____

You will now test your ability to discriminate between /ẽ/, the simple vowel, and /ẽĩ/ the diphthong. Listen to each pair of words and mark on the answer sheet whether the two words contain the same or a different sound. Check your answers with the key to this exercise on the next page.

Exercise 5.

ANSWERS

Same Different

- |     |       |       |
|-----|-------|-------|
| 1.  | _____ | _____ |
| 2.  | _____ | _____ |
| 3.  | _____ | _____ |
| 4.  | _____ | _____ |
| 5.  | _____ | _____ |
| 6.  | _____ | _____ |
| 7.  | _____ | _____ |
| 8.  | _____ | _____ |
| 9.  | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |
| 13. | _____ | _____ |
| 14. | _____ | _____ |
| 15. | _____ | _____ |

Unit 5  
Part 1

KEY TO EXERCISE 5\*

	<u>Same</u>	<u>Different</u>
1.		X
2.		X
3.		X
4.	X	
5.	X	
6.		X
7.		X
8.		X
9.	X	
10.		X
11.	X	
12.		X
13.	X	
14.		X
15.		X

\*If you missed more than one item, go over this unit again. You should be able to answer 14 items correctly before proceeding.



The nasalized vowel sounds /ẽ/ and /ẽi/ occur in the following Portuguese phrases. Listen to each one and compare it with the English translation. Notice the differences in meaning caused by the difference between /ẽ/ and /ẽi/.

1. The windy season is approaching.
2. He's learned over one hundred legends.
3. He keeps the cable tense.
4. The sailboat is quite slow.

Memorize two of these phrases so that you can say them for your instructor to check your pronunciation.

End of Part 1.

UNIT 5

Part 2

Listen to the following words and notice the nasalized diphthong each one contains.

Exercise 1.

The diphthong contained in these words is formed by a nasalized /ã/ followed by a nasalized /ĩ/ glide. In producing the final /ĩ/ your tongue moves very high in your mouth almost touching the dental ridge.

Listen again to examples in which this vowel sound occurs.

Exercise 2.

You will now hear these words again. Repeat them after the model in the pauses following each example.

Exercise 3.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Now listen to the following phrases in which this diphthong occurs. The speaker will say each phrase twice, then stop to let you imitate. Then the speaker will say the sentence again, and again pause for you to repeat. Finally the speaker will say the sentence one more time.

Exercise 4.

1. Mother is at home.
2. He has two loaves of bread.
3. German books.
4. The two dogs.

Memorize two of the sentences and repeat them in class for your instructor to check your pronunciation.

End of Part 2.

UNIT 5

Part 3

The following words contain another nasalized Portuguese diphthong. Listen carefully to the examples.

Exercise 1.

You may have noticed that the diphthong you have heard is formed by a nasalized /ã/ followed by a nasalized /ũ/ glide. Be careful to nasalize the glide sound by forcing part of the air through the nasal passages.

Listen carefully again to this sound. Learn it well because it occurs very frequently in Portuguese.

Exercise 2.

You will now hear more words with this diphthong. Repeat them after the model in the pause following each example. Notice that the speaker nasalizes both vowels in the diphthong.

Exercise 3.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Now listen to the following phrases. Notice where the nasalized /au/ diphthong occurs. The speaker will say each phrase twice, then stop to let you imitate. Then the speaker will say the sentence again, and again pause for you to repeat. Finally the speaker will say the sentence one more time.

1. You have a lemon in your hand.
2. The captain reads the lesson.
3. I wash my hands with soap.
4. The plane is German.
5. I'm going to São Paulo.

Memorize two of these phrases and repeat them in class for your teacher to check your pronunciation.

End of Part 3.

UNIT 5

Part 4

Listen to the following words and notice the diphthong at the end of each one.

Exercise 1.

To pronounce this diphthong say a nasalized /õ/ and then glide a nasalized /ĩ/ position. The pronunciation of the /ĩ/ should taper off as your tongue moves higher in the mouth.

Listen and repeat the following words in which this nasalized diphthong occurs.

Exercise 2.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Now listen carefully to the following word because it is unique in Portuguese. It contains a diphthong that occurs in no other word in the language. This diphthong consists of nasalized /ũ/ followed by nasalized /ĩ/ which tapers off in a glide.

Exercise 3.

( )

Listen again to the model and repeat the word during the pauses.

Exercise 4.

( ) \_\_\_\_\_



You will now hear several sentences containing a variety of nasalized diphthongs. The speaker will say each sentence twice then pause to let you imitate. Then the speaker will say the sentence again, and again pause for you to repeat. Finally the speaker will say the sentence one more time.

Exercise 5.

1. Mother buys bread.
2. The balloons go up easily.
3. Two German lessons.
4. John has three cards.
5. He has buttons in his hand.
6. The dogs aren't going with us.
7. He has neither dog nor cat.
8. A heart like a melon.
9. The captain has two loaves of bread.
10. Man plans, God decides.
11. These are two big knives.
12. They don't open the gates.

Memorize two of these sentences and repeat them in class for your instructor to check your pronunciation.

End of Part 2.

End of Unit 5.



## UNIT 6

### CONSONANTS

#### OBJECTIVES

1. Upon completion of this unit the student will be able to:
  - a. Discriminate between the Portuguese consonants /n:ñ/, /l:l/, and /r:x/.
  - b. Produce /n:ñ/, /l:l/ in medial positions of two- and three-syllable words.
  - c. Produce intervocalic /r/.
  - d. Produce /x/ as an initial sound, between vowels, and in a vowel +/x/+ consonant sequence.
2. Ninety-five percent accuracy is the acceptable level of performance measured through self-evaluative tests in this unit.

## UNIT 6

## Part 1

This exercise contains pairs of words. Listen carefully and decide whether the two words in each pair are the same or different. The speaker will supply the correct answer following the pause after each pair of words.

## Exercise 1.

You may have perceived that some pairs of words differed only in the /n/ sound. In some of the words, the sound was like the n in the English words 'not' and 'net'. In others the n was like the sound in 'onion'. Now listen to the following pairs of words and again decide whether they are the same or different. The speaker will supply the correct answer following the pause after each pair of words.

## Exercise 2.

The following is a self-test by which you will determine whether you hear the difference between these two /n/ sounds. Listen to each pair of words and mark in the appropriate answer space whether they are the same or different. Check your answers with the key on the next page.

Exercise 3.

ANSWERS

	Same	Different
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

KEY TO EXERCISE 3\*

	<u>Same</u>	<u>Different</u>
1.		X
2.		X
3.	X	
4.		X
5.		X
6.	X	
7.		X
8.	X	
9.	X	
10.	X	
11.		X
12.	X	
13.		X
14.		X
15.	X	

---

\*If you had more than one error in Exercise 3,  
go over the material before proceeding.

Now listen and repeat the following words in which the n is very similar to the sound in the English word 'not'.

Exercise 4.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Now listen to words in which the n is very similar to the sound in the English word 'onion'.

Exercise 5.

Now listen and repeat the following words. Notice that the n in these words is similar to the sound in 'onion'.

Exercise 6.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_



The following is a self-test to determine whether you perceive the difference between the two n sounds. You will hear sets of three words one of which has a different n sound. Mark in the appropriate space under A, B, or C which one is different. Check your answers with the key on the following page.

Exercise 7.

	<u>ANSWERS</u>		
	A	B	C
1.	___	___	___
2.	___	___	___
3.	___	___	___
4.	___	___	___
5.	___	___	___
6.	___	___	___
7.	___	___	___
8.	___	___	___
9.	___	___	___
10.	___	___	___
11.	___	___	___
12.	___	___	___
13.	___	___	___
14.	___	___	___
15.	___	___	___

KEY TO EXERCISE 7\*

1. B
2. B
3. C
4. B
5. A
6. A
7. C
8. B
9. B
10. A
11. B
12. C
13. C
14. A
15. B

---

\*If you had more than one error, go over the material again until you achieve the required accuracy of 95%.

Listen to the following phrases in Portuguese paying special attention to the two n sounds. You may notice from the English translation how the difference in the way the n is pronounced changes the meaning.

1. My fishing line is very thin.
2. I bought a linen suit.
3. Come see Mr. Cunha.
4. I lay the mine in the trail.

Memorize two of the above sentences and repeat them in class for your teacher to check your pronunciation.

End of Part 1.

UNIT 6

Part 2

After hearing each pair of words in this exercise, decide whether they are the same or different. In the pause that follows, the speaker will supply the correct answer.

Exercise 1.

You may have noticed that two types of /l/ occur in the words you have heard. One is like the /l/ in the English word 'low', and the other is like the /l/ sound in 'blillion'. Listen to a few more examples and decide whether the /l/ sound in each pair of words is the same or different. The speaker will again supply the correct answer following each pair.

Exercise 2.

The following self-test will help you determine whether you hear the difference between the two /l/ sounds in Portuguese words. Listen to each pair of words and mark in the appropriate answer space whether they are the same or different. Check your answers with the key on the next page.

Exercise 3.

ANSWERS

	Same	Different
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

KEY TO EXERCISE 3\*

	<u>Same</u>	<u>Different</u>
1.		X
2.		X
3.	X	
4.	X	
5.		X
6.		X
7.	X	
8.		X
9.		X
10.		X
11.		X
12.	X	
13.		X
14.		X
15.		X

---

\* If you had more than one error in Exercise 3,  
go over the material again before proceeding.

Listen and repeat the following words in which the /l/ sound is very similar to that in the English word 'low'.

Exercise 4.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Now listen and repeat the following words in which the other /l/ sound occurs. Notice the difference in the manner of articulation of these examples and the previous ones. Exercise 5.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Unit 6  
Part 2



The following is a self-test to determine whether you perceive the difference between words that have the different /l/ sounds. You will hear sets of three words one of which is different. Mark in the appropriate space under A, B, or C which one is different. Check your answers with the key on the following page.

Exercise 6.

ANSWERS

	A	B	C
1.	___	___	___
2.	___	___	___
3.	___	___	___
4.	___	___	___
5.	___	___	___
6.	___	___	___
7.	___	___	___
8.	___	___	___
9.	___	___	___
10.	___	___	___
11.	___	___	___
12.	___	___	___

KEY TO EXERCISE 6\*

	A	B	C
1.		X	
2.			X
3.	X		
4.			X
5.			X
6.	X		
7.	X		
8.	X		
9.			X
10.			X
11.		X	
12.	X		

---

\*If you had more than one error, go over the material again until you achieve the required accuracy.

Listen to the following phrases in Portuguese paying special attention to the /l/ sounds. You may notice from the English translations how the difference in the /l/ sound changes the meaning.

1. I'll give you the battery.
2. My son likes corn.
3. The leaves fall in the gutter.
4. The old lady lights the candle.

Memorize two of the above phrases and repeat them in class for the teacher to check your pronunciation.

End of Part 2.

UNIT 6

Part 3

In this exercise you will hear pairs of words. Listen carefully to determine whether the words are the same or different. The brief pause after each pair will give you time to decide. The speaker on tape will then give you the correct answer.

Exercise 1.

The following test will show how accurately you hear the difference between /r/ and /x/, two Portuguese r sounds. Mark in the answer spaces whether the words in each pair are the same or different. Check your choices with the key on the next page.

Exercise 2.

ANSWERS

	<u>Same</u>	<u>Different</u>
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

KEY TO TEST IN EXERCISE 2\*

S = Same      D = Different

- |     |   |
|-----|---|
| 1.  | D |
| 2.  | D |
| 3.  | S |
| 4.  | D |
| 5.  | D |
| 6.  | D |
| 7.  | S |
| 8.  | D |
| 9.  | S |
| 10. | S |
| 11. | S |
| 12. | D |
| 13. | D |
| 14. | D |
| 15. | S |

---

\*Should you have more than one error in this test go over the first part of this unit again before proceeding.

The Portuguese sound /r/ contained in some of the words in Exercise 3 is very similar to the double t in the English words bitter and bottom. Though a passing reference is here made to spelling, you should concentrate rather on listening and imitating. The problem of spelling will be considered later. Listen carefully to the following examples and notice where the /r/ sound occurs.

Exercise 3.

Many Americans pronounce the words bitter and bottom with a flap or vibration of the tongue against the dental ridge. This is sometimes called a slur because the t sound undergoes a change and is different from the t in 'team' or in 'attack'; in these English words the /t/ is pronounced with a strong pressure of the tongue on the back of the teeth, with no vibration of the tongue.

Listen to more Portuguese words in which /r/ occurs and notice the similarity of this sound to the slurred double t in the English words 'bittter' and 'botttom'.

Exercise 4.

The /r/ sound never occurs in initial position in Portuguese words.

You will now hear and repeat words with /r/. Notice carefully where the flap sound occurs and pronounce it exactly as you hear it in the model.

Exercise 5.



You will now hear Portuguese words in which the other r sound, /x/, occurs. First some words in which the sound occurs between vowels.

Exercise 6.

Now listen to other words in which the sounds /r/ and /x/ occur between a consonant and a vowel sound.

Exercise 7.

The English language does not have a sound that actually approximates this Portuguese sound /x/. This sound is produced with the "throaty rasping" effect you will notice in the following examples.

Exercise 8.

You may hear some speakers of Portuguese pronounce this sound differently. However, the pronunciation you have heard is current in the area of Rio de Janeiro

This r sound might be loosely compared with the English aspirate sounds in 'who' and 'hedge'. However, you will notice, in comparing the two, that constriction is much stronger in the Portuguese because the uvula participates in its production. (The uvula is the small appendage attached to the middle of the soft palate in the back of the mouth.)

You will now hear and repeat words with this /r/ /x/ in different positions. Be careful to imitate the model.

Exercise 9.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Unit 6  
Part 3

The following test will determine whether you hear the difference between these two sounds. You will hear three sets of words, one of which is different. Mark in the answer sheet, under A, B, or C, which word is different. Check your answers with the key on the next page.

Exercise 10.

ANSWERS

	<u>A</u>	<u>B</u>	<u>C</u>
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____

KEY TO TEST IN EXERCISE 10\*

- |     |   |
|-----|---|
| 1.  | B |
| 2.  | C |
| 3.  | B |
| 4.  | B |
| 5.  | A |
| 6.  | B |
| 7.  | C |
| 8.  | B |
| 9.  | A |
| 10. | B |
| 11. | A |
| 12. | B |
| 13. | A |
| 14. | B |
| 15. | C |

\*If you had more than one error, go over the material again until you achieve the required accuracy of 95 percent.

You will now hear phrases in Portuguese in which the two (/r/ and /x/) sounds occur. Notice from the English translation how the difference in the vowels changes the meaning.

1. The car is expensive.
2. He struck the wall with his fist.
3. I want cheap meat.
4. The crab lives on the beach.
5. The soil is very hard.

Memorize two of these phrases so that you can repeat them for your instructor.

End of Part 3.

End of Unit 6.

Unit 6  
Part 3



## UNIT 7

### CONSONANTS

#### OBJECTIVES

1. Upon completion of this unit the student will be able to:

a. Discriminate between the Portuguese consonants /đ/:/ž/, /ť/:/ď/, in initial and medial positions in two- and three-syllable words.

b. Produce the consonants /đ/:/ž/, /ť/:/ď/, in two- and three-syllable words.

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

## UNIT 7

## Part 1

This exercise contains words you will hear in pairs. After hearing each pair you will decide whether the two words are the same or different. In the pause following each pair, the speaker will supply the correct answer.

## Exercise 1.

Most of the pairs of words you have heard were different. In some words, the sound is similar to the /ǰ/ in the English name 'Jim'. Listen to the following words in which this sound /ǰ/ occurs and notice the similarity.

## Exercise 2.

Other words in Exercise 1 contained a consonant sound somewhat similar to the /ǰ/ in the English word 'masure'. Listen to more words with this sound.

## Exercise 3.

The following test will help you decide whether you perceive the difference between these two consonant sounds. After listening to each pair of words, decide whether they are the same or different. The correct answers are on the next page.

Exercise 4.

ANSWERS

	Same	Different
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____
7.	_____	_____
8.	_____	_____
9.	_____	_____
10.	_____	_____
11.	_____	_____
12.	_____	_____
13.	_____	_____
14.	_____	_____
15.	_____	_____

KEY TO EXERCISE 4\*

	<u>Same</u>	<u>Different</u>
1.		X
2.		X
3.		X
4.		X
5.	X	
6.		X
7.		X
8.		X
9.	X	
10.		X
11.	X	
12.	X	
13.		X
14.	X	
15.		X

---

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

You will now listen and repeat words with the sound similar to the /ǰ/ in 'Jim'.

Exercise 5.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Now listen and repeat words with the sound similar to the /ʒ/ in 'measure'.

Exercise 6.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Unit 7  
Part 1

The following self-test will help you to determine whether you perceive the difference between these two sounds. You will hear sets of three words of which one is different. Mark your choice in the appropriate space under A, B, or C. Check your answers with the key on the following page.

Exercise 7.

ANSWERS

	A	B	C
1.	___	___	___
2.	___	___	___
3.	___	___	___
4.	___	___	___
5.	___	___	___
6.	___	___	___
7.	___	___	___
8.	___	___	___
9.	___	___	___
10.	___	___	___
11.	___	___	___
12.	___	___	___
13.	___	___	___
14.	___	___	___
15.	___	___	___

KEY TO EXERCISE 7\*

	<u>A</u>	<u>B</u>	<u>C</u>
1.		X	
2.	X		
3.	X		
4.		X	
5.	X		
6.		X	
7.			X
8.	X		
9.	X		
10.		X	
11.			X
12.	X		
13.		X	
14.		X	
15.	X		

---

\*If you had more than one error in this exercise,  
before proceeding, go over the material until you  
acquire the required proficiency.



Listen to the following phrases in Portuguese.  
Notice from the English translations how the difference  
in the two sounds considered in these exercises alters  
the meaning.

1. Good morning, Gina.
2. He operates during the  
day.
3. Didi postpones the party.
4. Say if you like the basket.

Memorize two of the above sentences and repeat them  
in class for your teacher to check your pronunciation.

End of Part 1.

## UNIT 7

### Part 2

This exercise contains words you will hear in pairs. Listen carefully and decide whether the two words in each pair are the same or different. The speaker will supply the correct answer following the pause after each pair of words.

#### Exercise 1.

You may have perceived that the majority of the pairs contain different words and that the difference is between the /d̃/ or /t̃/ sounds. Listen to the following words again:

The initial sound in these words is similar to the /d̃/ in the English name 'Jim'. Listen again and notice the similarity:

In other words, the different sound is similar to the /t̃/ sound in the English word 'chip'. Listen to the following Portuguese words and notice the similarity.

Now listen to the following pairs of words and determine whether they are the same or different. Following the pause after each pair, the speaker will again supply the correct answer.

Exercise 2.



The following is a self-test by which you will determine whether you hear the difference between these two sounds in Portuguese words. Listen to each pair of words and mark in the appropriate answer space whether they are the same or different. Check your answers with the key on the next page.

Exercise 3.

ANSWERS

Same      Different

- |     |       |       |
|-----|-------|-------|
| 1.  | _____ | _____ |
| 2.  | _____ | _____ |
| 3.  | _____ | _____ |
| 4.  | _____ | _____ |
| 5.  | _____ | _____ |
| 6.  | _____ | _____ |
| 7.  | _____ | _____ |
| 8.  | _____ | _____ |
| 9.  | _____ | _____ |
| 10. | _____ | _____ |
| 11. | _____ | _____ |
| 12. | _____ | _____ |
| 13. | _____ | _____ |
| 14. | _____ | _____ |
| 15. | _____ | _____ |

KEY TO EXERCISE 3\*

	<u>Same</u>	<u>Different</u>
1.		X
2.		X
3.		X
4.	X	
5.		X
6.		X
7.		X
8.	X	
9.		X
10.		X
11.		X
12.		X
13.	X	
14.		X
15.		X

---

\* If you had more than one error in this test, before proceeding go over the material again until you acquire the required proficiency.

Now listen and repeat the following words. Notice the sound like the /t̃/ in 'chip'.

Exercise 4.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Now listen and repeat the following words in which the consonant similar to the /d̃/ in 'Jim' occurs.

Exercise 5.

- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_
- ( ) \_\_\_\_\_

Unit 7  
Part 2



The following self-test will help you determine whether you perceive the difference between these two sounds. You will hear sets of three words one of which is different. Mark your choice in the appropriate space under A, B, or C. Check your answers with the key on the following page.

Exercise 6.

ANSWERS

	A	B	C
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____

KEY TO EXERCISE 6\*

	A	B	C
1.		X	
2.		X	
3.	X		
4.	X		
5.	X		
6.			X
7.			X
8.		X	
9.		X	
10.		X	
11.		X	
12.	X		
13.	X		
14.	X		
15.		X	

---

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

Listen to the following phrases in Portuguese.  
Notice from the English translations how the difference  
in the two sounds considered in these exercises changes  
the meaning.

1. He will grant the use  
of seven boats.
2. Send the comb to your  
aunt.
3. You may set the pot  
down here.
4. He turns on the light  
on the bridge.

Memorize two of the above sentences and repeat them  
in class for your teacher to check your pronunciation.

End of Part 2.

End of Unit 7.

Unit 7  
Part 2

KEY TO EXERCISE 6\*

1. B
2. B
3. A
4. A
5. A
6. C
7. C
8. B
9. B
10. B
11. B
12. A
13. A
14. A
15. B

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

Listen to the following phrases in Portuguese. Notice from the English translation how the difference in the two sounds considered in these exercises changes the meaning.

- |                              |                                       |
|------------------------------|---------------------------------------|
| 1. Ele cede sete botes.      | He will grant the use of seven boats. |
| 2. Mande o pente para titia. | Send the comb to your aunt.           |
| 3. Pode pôr o pote aqui.     | You may set the pot down here.        |
| 4. Acende a luz na ponte.    | He turns on the light on the bridge.  |

Memorize two of the above sentences and repeat them in class for your teacher to check your pronunciation.

End of Part 2

End of Unit 7.