

P O R T U G U E S E

BASIC COURSE

Taped Exercises

Volume IV

Units 1-6

Workbook

March 1975

DEFENSE LANGUAGE INSTITUTE

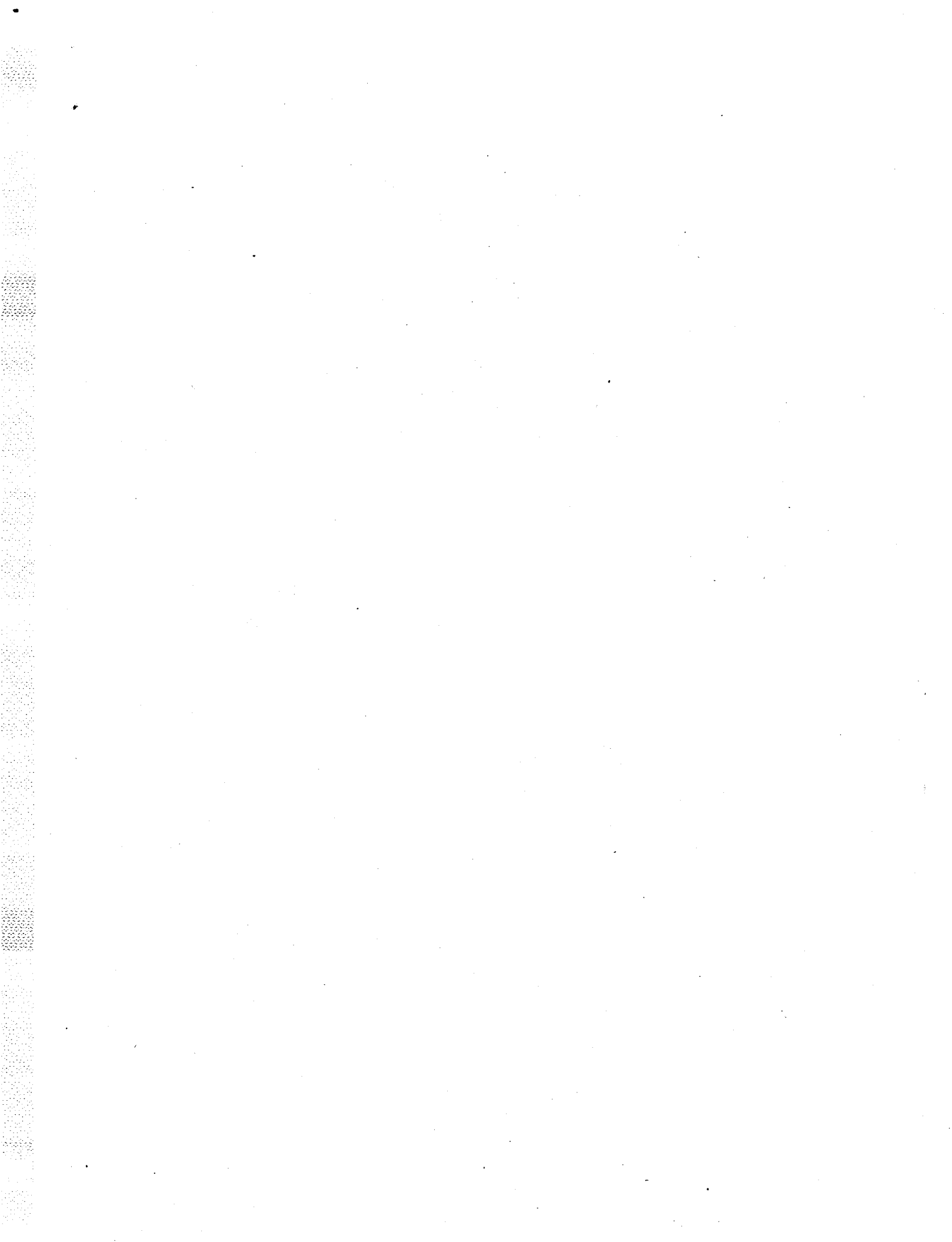
PREFACE

This is Volume IV 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-evaluation instrument for each unit represents a new approach in DLI instructional methods. The materials can be used for self-study, or during lab sessions 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 17 tapes.

TABLE OF CONTENTS

<u>Item</u>	<u>Page</u>
Unit 1	1
Situation: Going to Work in the Morning	
Grammar: Expressing Time	
Unit 2	12
Situation: At a Brazilian Club	
Grammar: Verbs <u>Saber</u> and <u>Conhecer</u>	
Unit 3	26
Situation: At a Military School	
Grammar: Verbs <u>Ser</u> and <u>Estar</u>	
Unit 4	40
Situation: A Birthday Party	
Grammar: Possessives	
Unit 5	55
Situation: An Officers' Briefing	
Grammar: The Present Subjunctive in a Noun Clause	
Unit 6	68
Situation: An American Major Calls on a Brazilian Colonel	
Grammar: The Imperfect Subjunctive in a Noun Clause	



UNIT 1

OBJECTIVES

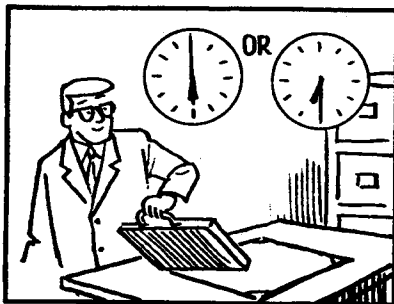
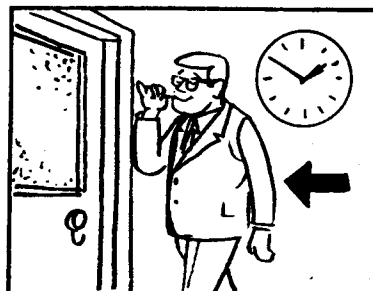
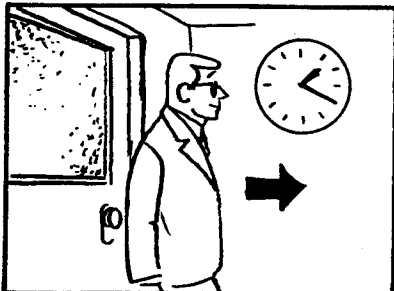
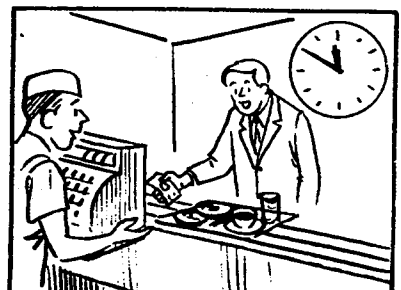
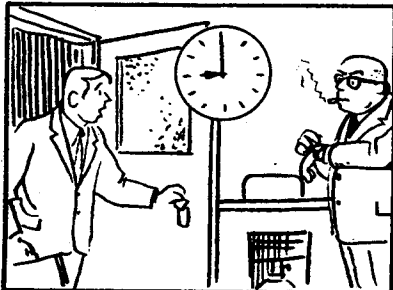
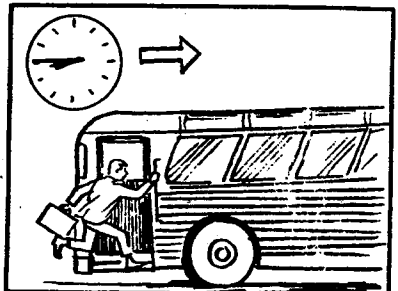
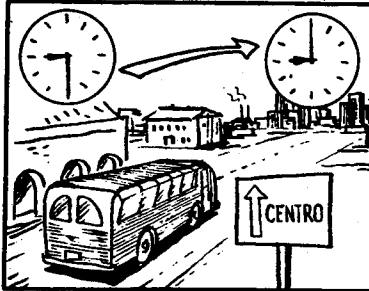
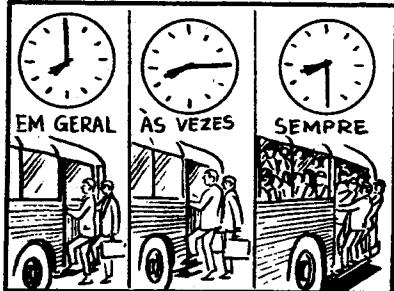
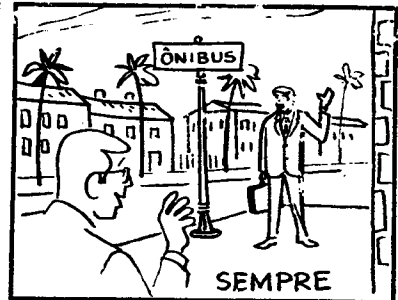
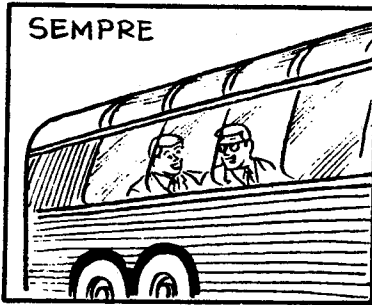
1. Upon completion of this unit*, the student should be able to:
 - a. Discriminate between forms used to express time in terms of hours and minutes, and understand these forms in the context of this unit.
 - b. Produce the appropriate questions and statements concerning time.

2. Ninety-five percent accuracy is the required proficiency, measured in self-evaluative tests, to complete this unit.

*This unit will not be used before Lesson 18 of the Portuguese Basic Course.

SITUATION 1

CARLOS AUGUSTO



EXERCISE 3

SELF-EVALUATIVE TEST NO. 1

This is a true/false test. Do you remember the content of the situation and the conversation you heard? Statements will be made on tape, in Portuguese, and you will mark whether they are TRUE or FALSE according to what you heard. Listen and mark.

	T	F
1.	O	O
2.	O	O
3.	O	O
4.	O	O
5.	O	O
6.	O	O
7.	O	O
8.	O	O
9.	O	O
10.	O	O
11.	O	O
12.	O	O
13.	O	O

		T	F
14.	.....	O	O
15.	.....	O	O
16.	.....	O	O
17.	.....	O	O
18.	.....	O	O

Note: If you had more than one error in this test, go over the material again until you achieve the required proficiency. The key to this test is in the appendix attached to this unit.

EXERCISE 4

CONVERSATION

The following exercise on tape is a conversation planned for your participation.

In the pause following each question, you will make an appropriate response. Then the speaker will provide a model response. The fact that the taped response may be different from yours, does not necessarily mean that your response is wrong. Do your best to respond audibly to each item. Notice when the question involves information pertaining to you and answer accordingly.

(T = Tape S = Student Response C = Tape Confirmation)

1. T.

S. _____.

C.

2. T.

S. _____.

C.

3. T.

S. _____.

C.

4. T.

S. _____.

C.

5. T.

S. _____.

C.

6. T.

S. _____.

C.

7. T.

S. _____.

C.

8. T.

S. _____.

C.

9. T.

S. _____.

C.

10. T.

S. _____.

C.

11. T.

S. _____.

C.

12. T.

S. _____.

C.

13. T.

S. _____.

C.

14. T.

S. _____.

C.

15. T.

S. _____.

C.

EXERCISE 5

The following is a self-evaluative test. Each Portuguese sentence you will hear contains a phrase expressing time. Mark the choice expressed in figures that corresponds to what you hear. Play the tape, listen, and mark.

Tape:

1.

- A. 8:00
- B. 8:18
- C. 8:08

2.

- A. 8:15
- B. 9:30
- C. 9:15

3.

- A. 09:50
- B. 10:10
- C. 10:00

4.

A. O 12:30

B. O 2:30

C. O 10:30

5.

A. O 16:00

B. O 4:04

C. O 4:44

6.

A. O 10:10

B. O 9:50

C. O 2:10

7.

A. O 2:15

B. O 3:15

C. O 2:45

8.

A. O 7:06

B. O 6:30

C. O 7:30

9.

- A. O 6:05
- B. O 5:06
- C. O 5:00

10.

- A. O 6:20
- B. O 6:35
- C. O 4:26

11.

- A. O 11:10
- B. O 10:11
- C. O 11:30

12.

- A. O 15:30
- B. O 15:15
- C. O 13:15

Note: If you had more than one error in this exercise, go over the material again. The key to this exercise is in the appendix to this unit.

APPENDIX

Key to Exercise 3

1. T
2. F
3. T
4. T
5. F
6. T
7. F
8. F
9. T
10. F
11. T
12. T
13. T
14. T
15. T
16. F
17. T
18. T

Key to Exercise 5

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

End of Unit 1

UNIT 2*

OBJECTIVES

1. Upon completion of Unit 2, the student will be able to:

a. Discriminate between the semantical differences of the verbs saber and conhecer in the contexts introduced in this unit.

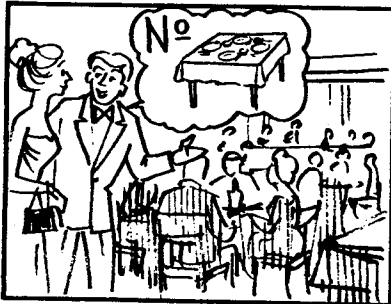
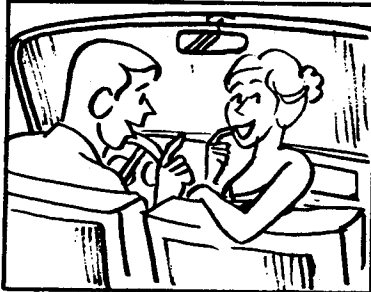
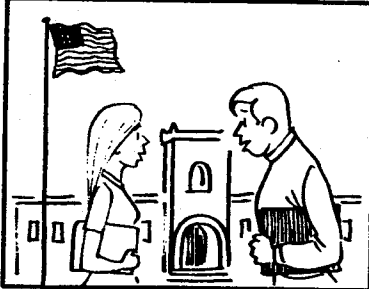
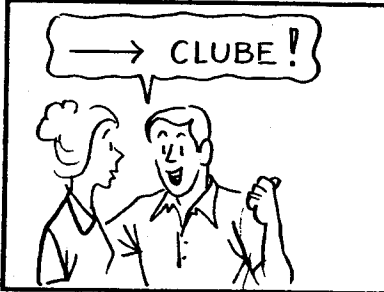
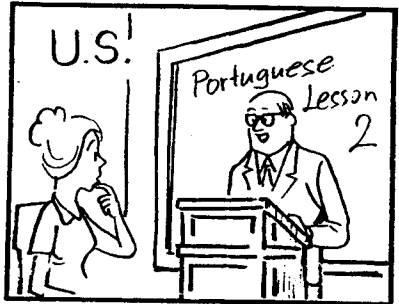
b. Produce sentences using the two verbs as required by the context.

c. Discriminate and use the appropriate form of the direct object pronoun, third person singular and plural, masculine and feminine, in personal introductions using the verb conhecer.

2. To complete this unit, ninety-five percent accuracy is required as minimum grade measured by self-evaluative tests.

*This unit will not be used before Lesson 20 of the Portuguese Basic Course.

SITUATION
3
CLÁUDIA



EXERCISE 3

SELF-EVALUATIVE TEST NO. 1

This is a true/false test to determine whether you understood what you have heard on tape. You will hear taped statements in Portuguese and will mark whether they are TRUE or FALSE according to what you heard. Listen and mark.

	T	F
1.	O	O
2.	O	O
3.	O	O
4.	O	O
5.	O	O
6.	O	O
7.	O	O
8.	O	O
9.	O	O
10.	O	O
11.	O	O
12.	O	O

		T	F
13.	.....	O	O
14.	.....	O	O

Note: Check your answers with the key to this exercise in the appendix to this unit. If you had more than one error, go over the material again until you achieve the required proficiency.

Things to Notice in this Unit

1. On the use of the verbs saber and conhecer.

a. Saber is used to express knowing in the sense of being informed of something.

Sei onde fica o clube.

Sei o nome do rapaz.

Não sei o número do seu telefone.

b. Conhecer is used in the sense of being acquainted. It may be applied to persons or to things.

Conheço a Débora.

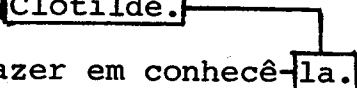
Conheço São Paulo.

Não conheço Portugal.

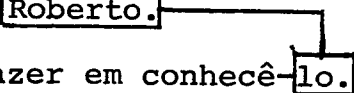
There are other usages of these verbs. However, if you learn and practice the ones given above, you reduce the incidence of error considerably. Because these verbs may be translated for 'to know' in English, the student derives little help, if any, from the translation.

2. When conhecer is followed by -lo or -la, these pronouns refer to a masculine or a feminine noun, respectively. Notice the relationship shown by the lines in the following examples of introductions:

Delfino: Esta é a Clotilde.
Cláudia: Muito prazer em conhecê-la.



Delfino: Este é o Roberto.
Cláudia: Muito prazer em conhecê-lo.



The -lo, -la, -los, -las forms of the pronoun are used after the verbs in the infinitive from which the r is dropped and to which the pronoun is attached with a hyphen.

EXERCISE 4

CONVERSATION

The following exercise on tape is a conversation planned for your participation.

In the pause following each question, you will make an appropriate response. The speaker on tape will then also provide a response. The fact that the taped response may be different from yours does not necessarily mean that your response is wrong. Do your best to respond audibly to each item. Notice when the question involves information pertaining to you and answer accordingly.

Notice also that the speaker initiates many of the responses with a verb. Can you do likewise instead of using sim? Try.

(T = Tape S = Student Response C = Tape Confirmation)

1. T.

S. _____

C.

2. T.

S. _____.

C.

3. T.
S. _____
C.

4. T.
S. _____
C.

5. T.
S. _____
C.

6. T.
S. _____
C.

7. T.
S. _____
C.

8. T.
S. _____
C.

9. T.
S. _____
C.

10. T.

S. _____.

C.

11. T.

S. _____.

C.

12. T.

S. _____.

C. Sei. Mas preciso praticar muito.

13. T.

EXERCISE 5

SELF-EVALUATIVE TEST

Part A

For each item in this part of the test you will hear a word or phrase. In the pause that follows, make a complete sentence using what you hear and one of the verbs listed in each section. Mark the verb you have chosen in each case and check your answers with the key in the appendix to this unit. Tape your production and submit it to your teacher to check your pronunciation.

- | | | | |
|----|----|-----------------------|-----------------------|
| 1. | | Conheço | Sei |
| a) | a) | <input type="radio"/> | <input type="radio"/> |
| b) | b) | <input type="radio"/> | <input type="radio"/> |
| c) | c) | <input type="radio"/> | <input type="radio"/> |
| d) | d) | <input type="radio"/> | <input type="radio"/> |
| 2. | | Cláudia sabe | Cláudia conhece |
| a) | a) | <input type="radio"/> | <input type="radio"/> |
| b) | b) | <input type="radio"/> | <input type="radio"/> |
| c) | c) | <input type="radio"/> | <input type="radio"/> |
| d) | d) | <input type="radio"/> | <input type="radio"/> |

3.		Sabemos	Conhecemos
	a)	a) 0	0
	b)	b) 0	0
	c)	c) 0	0
	d)	d) 0	0
4.		Os alunos sabem	Os alunos conhecem
	a)	a) 0	0
	b)	b) 0	0
	c)	c) 0	0
	d)	d) 0	0

Part B

Imagine you have just met someone and you want to express your pleasure in meeting him. The person(s) will be mentioned in the taped cues. You will phrase an appropriate sentence and substitute the noun(s) for the appropriate form of the pronoun: -lo, -la, -los, -las. Check the pronoun you have chosen, repeat your sentence audibly, and tape your production and submit it to the teacher to check your pronunciation.

The first item is a model of what you will do:

1. Model:

Cue : Maria

Response: Muito prazer em conhecê-la.

2. Cue :

Response: _____

3. Cue :

Response: _____

4. Cue :

Response: _____

5. Cue :

Response: _____

6. Cue :

Response: _____

7. Cue :

Response: _____

8. Cue :

Response: _____

APPENDIX

KEY TO EXERCISES

Exercise 3

1. T
2. T
3. F
4. T
5. T
6. T
7. F
8. F
9. F
10. F
11. F
12. T
13. T
14. F

Exercise 5

Part A

1. a) Sei
b) Conheço
c) Sei
d) Conheço
2. a) Cláudia sabe
b) Cláudia conhece
c) Cláudia sabe
d) Cláudia sabe
3. a) Sabemos
b) sabemos
c) conhecemos
d) conhecemos
4. a) Os alunos sabem
b) Os alunos sabem
d) Os alunos conhecem
e) Os alunos conhecem

Exercise 5

Part B

1. -la
2. -lo
3. -las
4. -los
5. -los
6. -los
7. -las
8. -la

End of Unit 2

UNIT 3

OBJECTIVES

1. Upon completion of Unit 3* the student should be able to:

a. Discriminate between the use of the verbs ser followed by a predicate noun or a predicate adjective, and the verb estar in expressions implying location, position, and condition.

b. Understand sentences with the verbs ser and estar as used in the context of this unit.

c. Produce sentences using the two verbs to express the concepts listed in the previous item and make the appropriate subject-verb agreement.

d. Use the verb pedir, 'to ask for' or 'give directions.'

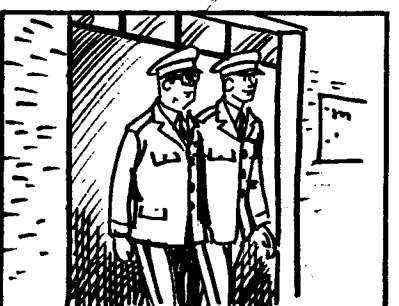
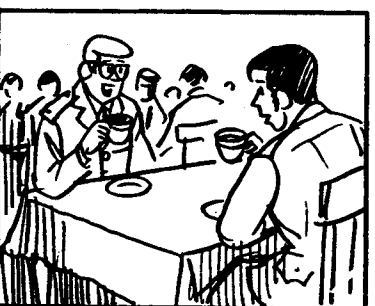
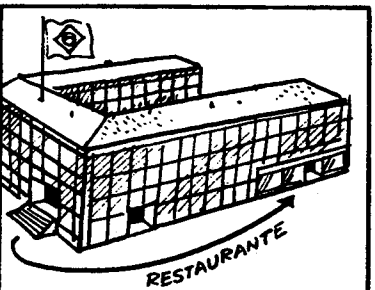
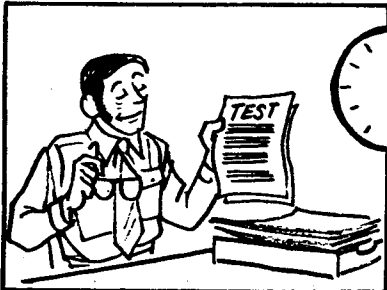
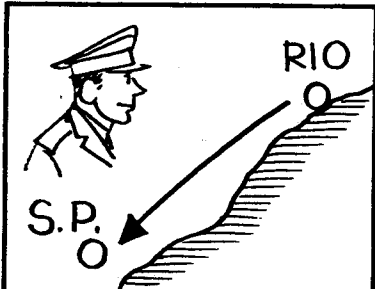
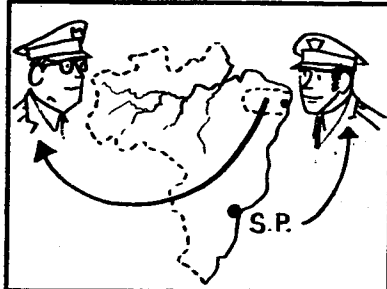
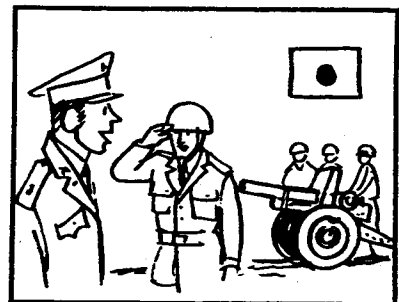
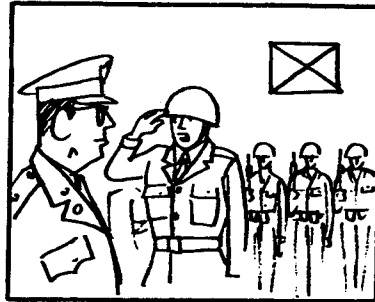
2. To complete this unit, ninety-five percent accuracy is required as a minimum grade measured by self-evaluative tests.

*This unit will not be used before Lesson 30 of the Portuguese Basic Course.

SITUATION 2



Cel. Brandão
Maj. Silva



EXERCISE 3

SELF-EVALUATIVE TEST

Taking the following test will enable you to determine how much of the content of exercises 1 and 2 you understood. You will hear statements in Portuguese and will mark whether they are true or false according to what you heard.

	T	F
1.	O	O
2.	O	O
3.	O	O
4.	O	O
5.	O	O
6.	O	O
7.	O	O
8.	O	O
9.	O	O
10.	O	O
11.	O	O
12.	O	O
13.	O	O

		T	F
14.	.....	O	O
15.	.....	O	O

Note: If you had more than one error in this test, go over the material again until you achieve the required proficiency. The key to this exercise is in the Appendix attached to this unit.

THINGS TO NOTICE IN THIS UNIT

1. On the use of the verb ser:

a. The verb ser, in any of its forms, is generally followed by a noun or an adjective.

O Coronel é oficial.

São instrutores.

Ele é pernambucano.

O major é brasileiro.

Esta turma é boa.

b. It is used to express time in terms of hours.

São três horas.

É uma hora.

São cinco e meia.

2. On the use of the verb estar:

a. This verb is used to express the whereabouts of somebody, or of something you may have mislaid. (Do not use it to ask or give directions in a city, in a community, etc.) Examples:

O major está no Rio.

O quepe está na cadeira.

Estou na escola.

Estamos no Brasil.

b. The verb estar is used to express the position in which somebody or something is. (Standing, sitting, leaning, etc.)

Os oficiais estão sentados.

O major está em pé.

c. Finally, estar is used to express the condition in which somebody or something is.

Os oficiais estão cansados.

Os exames estão prontos.

Os alunos estão preparados.

3. On the use of the ficar.

Use this verb to ask and give directions as you would in a building, in a city, in a community, etc.

Onde fica o banco?

O restaurante fica longe.

São Paulo fica no sul.

O escritório fica à direita.

Though there are other usages of these verbs, you will make very few errors if you pay special attention to the examples in this exercise. Notice that the use of these verbs cannot be clarified by mere translations into English because they will simply take the form of the English verb 'to be'.

EXERCISE 4

CONVERSATION

The following exercise on tape is a conversation planned for your participation. In the pause following each question, you will make an appropriate response. Then the speaker will provide a response. The fact that the taped response may be different from yours, does not necessarily mean that your response is wrong. Do your best to respond audibly to each item. Notice when the question involves information pertaining to you and answer with the appropriate forms.

(T = Tape S = Student Response C = Tape Confirmation)

1. T.

S. _____.

C.

2. T.

S. _____.

C.

3. T.

S. _____.

C.

4. T
S. _____
C.

5. T.
S. _____
C.

6. T.
S. _____
C.

7. T.
S. _____
C.

8. T.
S. _____
C.

9. T.
S. _____
C.

10. T.
S. _____.
C.
11. T.
S. _____.
C.
12. T.
S. _____.
C.
13. T.
S. _____.
C.
14. T.
S. _____.
C.
15. T.
S. _____.
C.
16. T.
S. _____.
C.

17. T.

S. _____.

C.

18. T.

S. _____.

C.

19. T.

S. _____.

C.

EXERCISE 5

SELF-EVALUATIVE TEST

The following test will verify whether you can use the verbs covered in this unit. You will hear a question and then will choose and mark the answer that satisfies the question best. Listen and mark.

1.

- O - A. Não, não estou porque vou à cidade.
- O - B. Está é minha casa.
- O - C. A casa fica perto.

2.

- O - A. Estes são os escritórios.
- O - B. Não, não estão não senhor.
- O - C. O escritório fica à direita.

3.

- O - A. Ele está aqui.
- O - B. É uma boa casa.
- O - C. Fica em Ipanema.

4.

- O - A. Ele é paulista.
- O - B. Ele está em São Paulo.
- O - C. Ele fica lá.

5.

- O - A. Ficamos, sim senhor.
- O - B. Estamos, sim senhor.
- O - C. Somos, sim senhor.

6.

- O - A. Este é o segundo andar.
- O - B. Ficam no segundo andar.
- O - C. Fica no segundo andar.

7.

- O - A. Está perto do major Braga.
- O - B. Não sei onde fica.
- O - C. É o coronel Chaves.

8.

- O - A. Está porque trabalhou nos exames.
- O - B. Estes são os exames do major.
- O - C. O exame está no escritório.

9.

- O - A. Quase todos são oficiais brasileiros.
- O - B. Alguns estão em outros países da América do Sul.
- O - C. Os oficiais do exército são bons alunos.

10.

- O - A. Esta é a cadeira do major.
- O - B. Está na cadeira do major.
- O - C. A cadeira do major é esta.

11.

- O - A. Perto do Banco do Brasil.
- O - B. O coronel está no Banco.
- O - C. É o Banco do Brasil.

12.

- O - A. Os exames são bons.
- O - B. Os exames estão preparados.
- O - C. Estão porque estudam muito.

If you had more than one error in this test, go over the material again until you achieve the required proficiency. The key to this exercise is in the appendix attached to this unit.

APPENDIX

Key to Exercise 3

Key to Exercise 5

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

End of Unit 3

UNIT 4

OBJECTIVES

1. Upon completion of Unit 4*, the student should be able to:
 - a. Understand sentences with the possessives dele, dela, deles, delas, and with seu, sua, seus, suas.
 - b. Produce sentences using the possessive adjectives and make the correct gender and number inflections.
 - c. Use the forms dele, dela, deles, and delas with the third person to avoid the ambiguity caused by the use of seu, sua, seus, and suas.
2. To complete this unit, ninety-five percent accuracy is required as a minimum grade measured by self-evaluative tests.

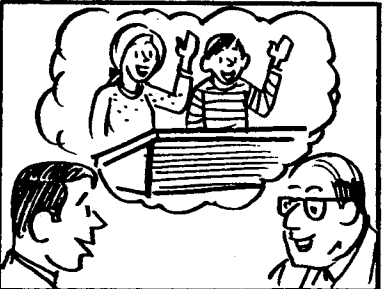
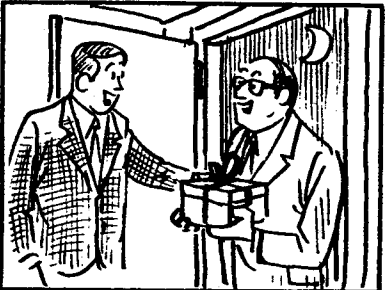
*This unit will not be used before Lesson 30 of the Portuguese Basic Course.

SITUATION 4

CHARACTERS:

MARCOS
HELENA
Célia Romualdo

ANTÔNIO
GILDA
Prof. Belmiro



EXERCISE 3

SELF-EVALUATIVE TEST NO. 1

This is a true/false test. Do you remember the content of the situation and the conversation you heard? Statements will be made on tape, in Portuguese, and you will mark whether they are TRUE or FALSE according to what you heard. Listen and mark.

		T	F
1.	.....	O	O
2.	.....	O	O
3.	.....	O	O
4.	.....	O	O
5.	.....	O	O
6.	.....	O	O
7.	.....	O	O
8.	.....	O	O
9.	.....	O	O
10.	.....	O	O
11.	.....	O	O
12.	.....	O	O
13.	.....	O	O

		T	F
14.	.....	O	O
15.	.....	O	O

Note: If you had more than one error in this test, go over the material again until you achieve the required proficiency. The key to this exercise is in the appendix attached to this unit.

THINGS TO NOTICE ABOUT THE POSSESSIVE ADJECTIVES

1. The possessive adjective agrees in gender and number with the noun it modifies. Examples:

Antônio: Célia, seu irmão está aqui.

Prof. Belmiro: Antônio, sua casa está cheia.

Helena: Meus amigos estão aqui.

2. In conversational Portuguese, the possessives seu, sua, seus, suas are more frequently used with the second person.

Antônio: Professor, seu lapis está no chão.

Helena: Gilda, seus filhos estão no carro.

3. The possessives dele, dela, deles, delas are more frequently used with the third person.

Célia: O Romualdo está aqui. Onde está o livro dele?

Gilda: Esta é a Helena e esta é a Célia, filha dela.

EXERCISE 4

CONVERSATION

The following exercise on tape is a conversation planned for your participation. In the pause following each question, you will make an appropriate response. The fact that the taped response may be different from yours, does not necessarily mean that your response is wrong. Do your best to respond audibly to each item. Notice when the question involves information about yourself, and answer with the appropriate forms.

(T = Tape S = Student Response C = Tape Confirmation)

1. T.

S. _____.

C.

2. T.

S. _____.

C.

3. T.

S. _____.

C.

4. T.
S. _____
C.
5. T.
S. _____
C.
6. T.
S. _____
C.
7. T.
S. _____
C.
8. T.
S. _____
C.
9. T.
S. _____
C.

10. T.

S. _____.

C.

11. T.

S. _____.

C.

12. T.

S. _____.

C.

13. T.

S. _____.

C.

14. T.

S. _____.

C.

15. T.

S. _____.

C.

16. T.

S. _____.

C.

17. T.

S. _____.

C.

18. T.

S. _____.

C.

EXERCISE 5

SELF-EVALUATIVE TEST

Part A

The following test will verify whether you can use the possessive pronouns covered in this lesson. After each Portuguese sentence, the speaker will say a word. Using the word you hear, and making the necessary changes, say a sentence similar to the original one.

The first example is a model and is followed by the correct answer. The key to this exercise is in the appendix attached to this unit. Tape your responses so you can check them with the key.

1. T. Minha filha vai à festa. (filho)

S. Meu filho vai à festa.

Minha was changed to meu because filha is feminine and filho is masculine. Now you do the other examples.

2. T.

S. _____.

3. T.

S. _____.

4. T.
S. _____
5. T.
S. _____
6. T.
S. _____
7. T.
S. _____
8. T.
S. _____
9. T.
S. _____
10. T.
S. _____

Part B

In this exercise you will test your ability to use the possessives dele, dela, deles, and delas. Use the first item as a model and then do the others. This is a substitution exercise.

1. T. Os filhos do Antonio vão à festa.
Os filhos dele vão à festa.

Notice that 'do Antonio' was replaced by dele.
Do you think you can do the others? Try.

2. T.
S. _____.
3. T.
S. _____.
4. T.
S. _____.
5. T.
S. _____.
6. T.
S. _____.

7. T.

S. _____.

8. T.

S. _____.

KEY TO EXERCISE 3

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

KEY TO EXERCISE 5

Part A

1. Meu filho vai à festa.
2. Minhas filhas estão em casa.
3. Sua professora chegou agora.
4. Seu amigo chegou cedo.
5. Nosso filho é brasileiro.
6. Suas alunas estudam muito.
7. Minha festa é no dia 2 de maio.
8. Seu banheiro é muito grande.
9. Nossa garagem é espaçosa.
10. Estas são minhas melhores alunas.

Part B

1. Os filhos dele vão à festa.
2. O professor dele vai à festa.
3. A casa deles.
4. A festa delas está marcada para hoje.
5. Os amigos delas são brasileiros.
6. O pai dele é o Marcos.
7. A filha dela é a Célia.
8. O filho deles é o Romualdo.

End of Unit 4

UNIT 5

OBJECTIVES

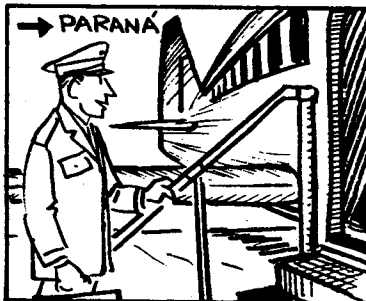
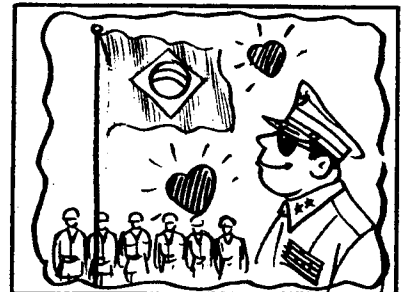
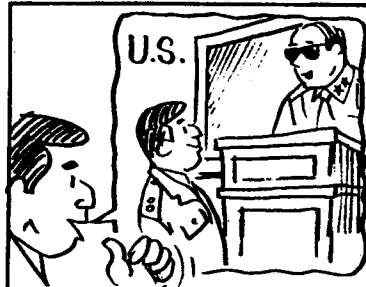
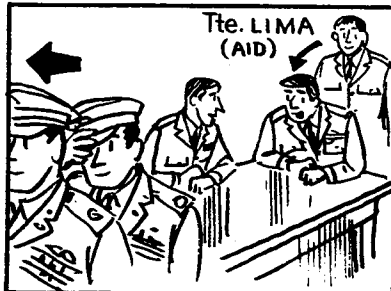
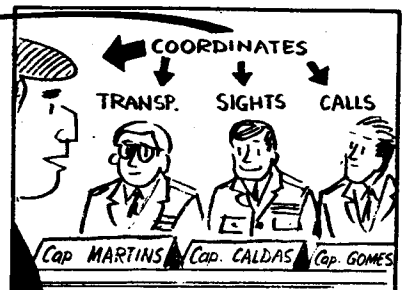
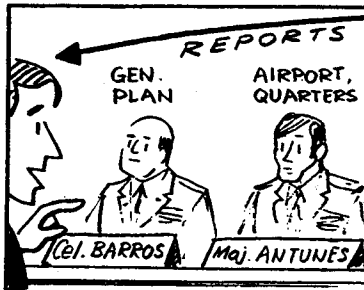
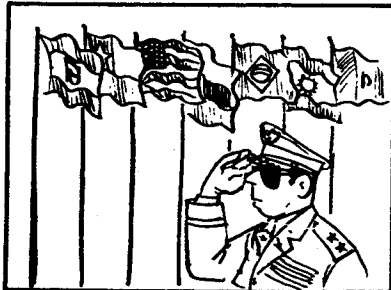
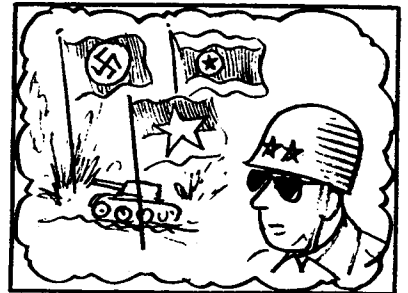
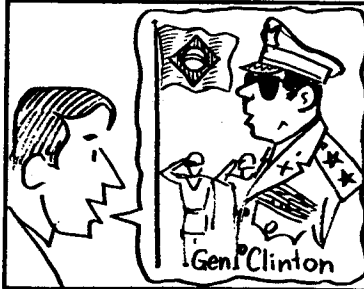
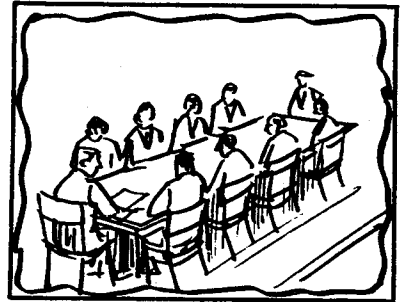
1. Upon completion of Unit 5* the student should be able to:

a. Understand sentences with the present indicative forms of the verbs pedir, querer, preferir, mandar, and dizer (meaning 'to order'), when used to introduce sentences with the present subjunctive.

b. Produce sentences similar to the type mentioned above when prompted by cues.

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

*This unit will not be used before Lesson 37 of the Basic Course.



EXERCISE 3

SELF-EVALUATIVE TEST NO. 1

This is a true/false test to determine whether you understood what you have heard on tape. You will hear taped statements in Portuguese and will mark whether they are TRUE or FALSE according to what you heard.

Listen and mark.

	T	F
1.	O	O
2.	O	O
3.	O	O
4.	O	O
5.	O	O
6.	O	O
7.	O	O
8.	O	O
9.	O	O
10.	O	O

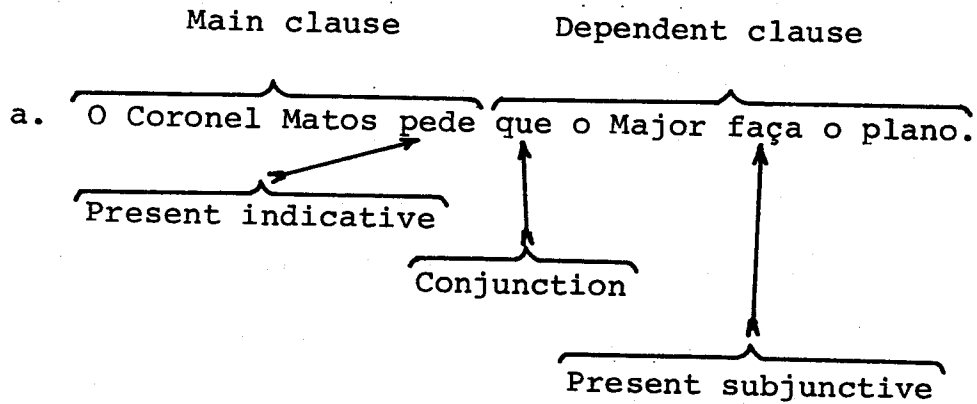
	T	F
11.	O	O
12.	O	O
13.	O	O
14.	O	O
15.	O	O

Note: If you had more than one error in this exercise, go over the material again until you achieve the required proficiency. The key to this exercise is in the appendix attached to this unit.

THINGS TO NOTICE IN THIS UNIT

1. The present subjunctive is used in the dependent clause introduced by que (conjunction), following a main clause with the present indicative.

Example.



The verb pede (to ask) and others such as querer, preferir, mandar, and dizer when meaning 'to order' are used in the main clause in sentences of this type.

2. You should have noticed that Colonel Matos addresses Colonel Aguiar with the pronominal form "você". This is admissible because Colonel Matos is the ranking officer and also because he maintains friendly relations with Colonel Aguiar. The student is advised to avoid using você when addressing Brazilian or Portuguese counterparts as well as with strangers generally.

EXERCISE 4

CONVERSATION

The following exercise on tape is a conversation planned for your participation.

In the pause following each question, you will make an appropriate response. The speaker on tape will then also provide a response. The fact that the taped response may be different from yours does not necessarily mean that your response is wrong. Do your best to respond audibly to each item. Some of the questions will be directed to you; notice when this happens and answer accordingly.

Notice also that the speaker begins many responses with a verb. Can you do likewise instead of using sim? Try.

(T = Tape S = Student Response C = Tape Confirmation)

1. T.

S. _____

C.

2. T.

S. _____

C.

3. T.
S. _____
C.

4. T.
S. _____
C.

5. T.
S. _____
C.

6. T.
S. _____
C.

7. T.
S. _____
C.

8. T.
S. _____
C.

9. T.

S.

C.

10. T.

S.

C.

11. T.

S.

C.

12. T.

S.

C.

13. T.

S.

C.

14. T.

S.

C.

15. T.

S.

C.

EXERCISE 5

SELF-EVALUATIVE TEST

This is a written fill-in type test. You will need a pencil. There are two parts to the test. Stop the tape and take the test.

Part A

Choose the correct form of the verb to fill the blank space in each of the following sentences:

1. O Coronel Matos quer que o Coronel Barros _____ o plano.
 - a) fazer
 - b) faça
 - c) faço
 - d) fará

2. O Coronel quer que os oficiais _____ na reunião.
 - a) estavam
 - b) estiveram
 - c) estarão
 - d) estejam

3. Ele pede que o Capitão Caldas _____ o programa de visitas.

- a) prepara
- b) preparou
- c) prepare
- d) preparava

4. O Major prefere que o Capitão e o Tenente _____ a fazer o plano.

- a) ajudarão
- b) ajudavam
- c) ajudem
- d) ajudaram

5. O Major manda que _____ o plano agora.

- a) façamos
- b) fazem
- c) faço
- c) fariam

6. O Tenente pede que os oficiais _____ sobre a visita do General.

- a) falam
- b) falem
- c) falarão
- d) falavam

Part B

Choose the correct pair of verbs to complete the blanks in the following sentences. Each pair chosen must be inserted in the order in which they appear in the choices.

1. O Coronel _____ que o Major _____
este plano.
- a) quer estudar
 - b) quero estuda
 - c) quer estudará
 - d) quer estude
2. O Capitão _____ que nós _____ na
reunião.
- a) diga estaremos
 - b) diz estejamos
 - c) digo estejam
 - d) diz estavam
3. O Capitão _____ que _____ com
ele amanhã.
- a) prefere falemos
 - b) prefira falamos
 - c) preferirá falaremos
 - d) prefiro fale

4. O Major e o Capitão _____ que nos _____
do plano.

- | | |
|-------------|-----------|
| a) queremos | lembramos |
| b) quer | lembramos |
| c) querem | lembramos |
| d) quero | lembro |

5. Eu _____ que a visita do General _____
um sucesso.

- | | |
|----------|------|
| a) quer | seja |
| b) quero | é |
| c) quer | ser |
| d) quero | seja |

6. Os coroneis _____ que os oficiais _____
o plano depressa.

- | | |
|------------|------------|
| a) pedimos | terminar |
| b) pedem | terminem |
| c) pedirão | terminarão |
| d) pedimos | terminemos |

Note: If you had more than one error in this test, go over the material again until you achieve the required proficiency. The key to this self-evaluative test is in the appendix to this unit.

APPENDIX

KEY TO SELF-EVALUATIVE TESTS

Exercise No. 3

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

Exercise No. 5

Part A

- 1. b
- 2. d
- 3. c
- 4. c
- 5. a
- 6. b

Part B

- 1. d
- 2. b
- 3. a
- 4. c
- 5. d
- 6. b

End of Unit 5

UNIT 6

OBJECTIVES

1. Upon completion of Unit 6* the student should be able to:

a. Understand sentences with the imperfect and the preterit indicative forms of the verbs querer, pedir, preferir, mandar and gostar when used to introduce sentences with the imperfect subjunctive.

b. Produce sentences similar to the type mentioned above when prompted by cues.

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

*This unit will not be used before Lesson 42 of the Basic Course.

SITUATION

6

Cel. ASSUNÇÃO
MAJ. AZEVEDO

PORTUG.

JONES, BOWER

DIALOGUE:

EXERCISE 3

SELF-EVALUATIVE TEST NO. 1

This is a true/false test to determine whether you understood what you have heard on tape. You will hear taped statements in Portuguese and will mark whether they are TRUE or FALSE according to what you heard. Listen and mark.

	T	F
1.	O	O
2.	O	O
3.	O	O
4.	O	O
5.	O	O
6.	O	O
7.	O	O
8.	O	O
9.	O	O
10.	O	O

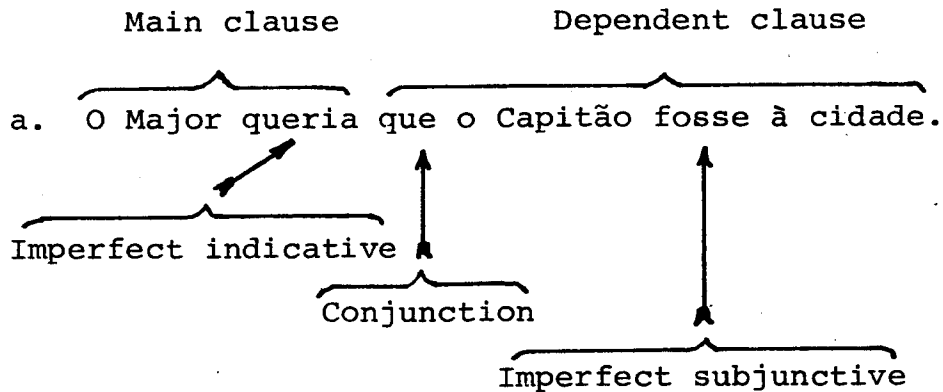
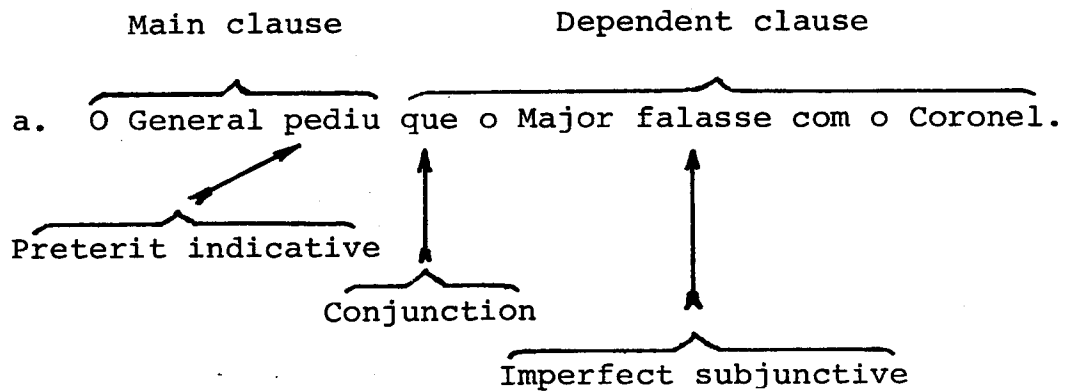
	T	F
11.	O	O
12.	O	O
13.	O	O
14.	O	O

Note: If you had more than one error in this exercise, go over the material again until you achieve the required proficiency. The key to this exercise is in the appendix to this unit.

THINGS TO NOTICE IN THIS UNIT

The imperfect subjunctive is used in the dependent clause introduced by que (conjunction), following a main clause with the imperfect or the preterit indicative.

Example.



The verbs used in the main clause express or imply desire, preference, wish, and request.

EXERCISE 4

CONVERSATION

The following exercise on tape is a conversation planned for your participation.

In the pause following each question, you will make an appropriate response. The speaker on tape will then also provide a response. The fact that the taped response may be different from yours does not necessarily mean that your response is wrong. Do your best to respond audibly to each item. Some of the questions will be directed to you; notice when this happens and answer accordingly.

Notice also that the speaker initiates many of the responses with a verb. Can you do likewise instead of using sim? Try.

(T = Tape S = Student Response C = Tape Confirmation)

1. T.

S. _____.

C.

2. T.

S. _____.

C.

3. T.

S. _____.

C.

4. T.

S. _____.

C.

5. T.

S. _____.

C.

6. T.

S. _____.

C.

7. T.

S. _____.

C.

8. T.

S. _____.

C.

9. T.

S. _____.

C.

10. T.

S. _____.

C.

11. T.

S. _____.

C.

12. T.

S. _____.

C.

13. T.

S. _____.

C.

14. T.

S. _____.

C.

15. T.

S. _____.

C.

EXERCISE 5

SELF-EVALUATIVE TEST

This is a written fill-in type test. You will need a pencil. There are two parts to the test. Stop the tape and take the test.

Part A

Choose the correct form of the verb to fill the blank space in each of the following sentences:

1. O Coronel pediu que nós _____ falar com o Major.
 - a) fôssemos
 - b) fossem
 - c) vamos
 - d) éramos

2. O Major queria que _____ os livros hoje.
 - a) compraríamos
 - b) compramos
 - c) comprássemos
 - d) compraremos

3. O General mandou que eu _____ o Coronel Assunção.
- a) convidaria
 - b) convidar
 - c) convidasse
 - d) convidarei
4. O Capitão Mendes e o Major pediram que eles _____ aqui amanhã.
- a) vêm
 - b) irão
 - c) vão
 - d) viessem
5. O Capitão Jones pediu que o senhor _____ para ele amanhã.
- a) telefonará
 - b) telefonaria
 - c) telefonasse
 - d) telefonássemos
6. Os oficiais preferiam que nós _____ à escola mais cedo.
- a) chegassem
 - b) chegássemos
 - c) chegasse
 - d) cheguemos

Part B

Choose the correct pair of verbs to complete the blanks in the following sentences. Each pair chosen must be inserted in the order in which they appear in the choices.

1. Nós _____ que os senhores _____
na cidade hoje.

- | | |
|--------------|------------|
| a) queriam | estivessem |
| b) queríamos | estivessem |
| c) queremos | estarão |
| d) queremos | estariam |

2. O General _____ que o senhor _____
para falar com ele agora.

- | | |
|----------|-----------|
| a) pediu | entrasse |
| b) pede | entrar |
| c) pediu | entraria |
| d) pedia | entrassem |

3. Eu _____ que eles não _____ os documentos.

- | | |
|-------------|------------|
| a) prefiro | trariam |
| b) preferia | trouxessem |
| c) prefiro | trazer |
| d) preferi | traziam |

4. Seus filhos _____ que o senhor _____ para casa.

- | | |
|------------|-------------|
| a) pedem | telefonar |
| b) pediram | telefonaria |
| c) pedimos | telefonará |
| d) pediram | telefonasse |

5. _____ que não _____ aula no dia 4 de julho.

- | | |
|----------------|----------|
| a) Quereríamos | haver |
| b) Quereremos | haverá |
| c) Queríamos | houvesse |
| d) Queremos | haveria |

6. O general _____ que eu e você _____
os documentos hoje ao coronel.

- | | |
|------------|------------|
| a) mandava | levamos |
| b) mandou | levássemos |
| c) manda | levaríamos |
| d) mandará | levar |

Note: If you had more than one error in this test, go over the material again until you achieve the required proficiency. The key to this self-evaluative test is in the appendix to this unit.

APPENDIX

KEY TO SELF-EVALUATIVE TESTS

Exercise 3

1. F
2. T
3. T
4. T
5. F
6. T
7. F
8. T
9. T
10. T
11. T
12. F
13. T
14. F

Exercise 5

Part A

1. a
2. c
3. c
4. d
5. c
6. b

Part B

1. b
2. a
3. b
4. d
5. c
6. b

End of Unit 6