

Português para principiantes

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*DEPARTMENT OF SPANISH & PORTUGUESE, UW-MADISON
AND DEPARTMENT OF SPANISH & PORTUGUESE,
UW-MADISON*

*SEVERINO J. ALBUQUERQUE, SEVERINO J. ALBUQUERQUE,
JARED HENDRICKSON, JARED HENDRICKSON, CLAUDE E.
LEROY, MARY H. SCHIL, AND MARY H. SCHIL*

L&S LEARNING SUPPORT SERVICES, UW-MADISON
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Preface

The present book is a thorough re-working of the 1993 revision of Professor Claude E. Leroy's *Português Para Principiantes*, which was first published in two volumes by the University of Wisconsin Extension Division in 1964. The emphasis given in this textbook to Brazilian Portuguese, rather than Continental or European Portuguese, reflects the longstanding interest in and research on Brazil on the part of the University of Wisconsin-Madison faculty and students.

Português Para Principiantes is a time-tested text which can be used in conjunction with a variety of approaches to the teaching of beginning Portuguese. This material provides students with a good foundation in Brazilian Portuguese which can serve personal, academic, or professional goals.

Each of the thirty lessons is a unit which introduces new grammar, vocabulary and exercises. Following each lesson is a dialogue designed to test the grammar and vocabulary therein contained.

First Preliminary Lesson

Pronunciation of Brazilian Portuguese

Learning Objectives- Objetivos da Lição

- In the following discussion of the sounds of Brazilian Portuguese we will use phonetic symbols for the purpose of orientation and reference. In all other cases, however, your learning will proceed from the usual written form of the word. This makes for certain difficulties in learning Portuguese.
- Ideally, spelling should always follow pronunciation in any language, since, after all, letters are merely a method of making a written record of the spoken word. But many languages fall short of this ideal. Spanish is very good in this respect: you can look at a word and almost without exception you know exactly how it is pronounced. English, on the other hand, is notoriously difficult, since it often spells the same sound in many ways (the vowel in *date*, *freight*, *bait*, say) and spells different sounds in the same way (*though*, *through*, *cough*, *hiccough*).
- In Portuguese there are some, though not many, of these same difficulties. As you will see in a moment, the traditional orthography does not indicate all the significant sounds with 100 per cent accuracy. You will see statements such as “Portuguese **é** is like the English **e** in **bet**.” This comparison is meant to be only a rough approximation to suggest the general nature of the Portuguese sound in question for your beginning stages. This does not by any means imply that the sound is the same in the two languages.
- Dialectal variation in Brazilian Portuguese allows for varied pronunciations of both vowels and consonants, especially with regard to the sequences **di/deti/te** and **s** and **z** in syllable final position. The pronunciation presented below is a neutral Southeastern one, typical in states such as São Paulo or Minas Gerais.

Vowels- As vogais

Brazilian Portuguese has seven basic (oral) vowel sounds.

1.1 [a] the “front a,” the most common sound represented by the letter **a**. Similar to the **a** of *father*.

há má
cá pá
lá vá
dá chá

[ɐ] the “central a,” which occurs in **unstressed syllables**. Similar to the English sound **o** in *money* or *some*. Note the sound [ɐ] in the final syllable of the following words.

nada vaca cama
mala bala dama
fala casa fulana
dava sala manha

1.2 [i] the “high front” vowel, usually spelled *i*. Similar to English *i* in *machine*.

si tia
vi titia
ti ida
li fila
mimi fita

In unstressed final syllables (and occasionally elsewhere), this same sound [i] is also spelled **e**.

ide tive
bife desfile
disse limite

1.3 [u] the “high back” vowel, usually spelled **u**. Similar to English **oo** in *too*.

tu tutu
nu cru
lulu

In unstressed final syllables (and occasionally elsewhere), this same sound [u] is also spelled **o**. This means that all words, that end in unstressed **o** one of the most frequently endings in Portuguese, will be end with the [u] sound.

mudo luto
tudo suco
subo uso

1.4 [e] the “closed e,” sometimes spelled **ê** but more often **e**. Similar to English pronunciation of the second **é** in *résumé*.

dê bebê treze
lê crê você
vê que mês
sê ele sede [thirst]

1.5 [o] the “closed o,” sometimes spelled **ô** but more often simply **o**. Similar to English **o** in *open*.

vovô dor ovo novo
 sob bobo povo vôo
 pôs fofo fogo moço
 cor todo osso logo

1.6 [ɛ] the “open e,” sometimes spelled **é** but more often simply **e**. Similar to English **e** in *bet* or the first **é** in *résumé*.

é Zé sete
 pé café sede [*headquarters*]
 fé neta ela

1.7 [ɔ] the “open o,” sometimes spelled **ó** but more often simply **o**. Similar to English **aw** in *law*.

dó só ova
 nó avó nota
 pó nós volta

Nasals- As vogais nasais

In Portuguese the vowels **a**, **e**, **i**, **o**, **u** may also occur nasalized. The nasalization is indicated in one of three ways: by **m** or **n** after the vowel or by the til (~) over it. The letter **m** is used at the end of a word and before **p** and **b**; **n** is used in other places.

2.1 [ẽ] nasalized “central a,” spelled **am**, **an**, or **ã**.

lã maçã

sã samba

fã tanta

cã cansa

2.2 [ẽ] nasalized “close e,” spelled **em** or **en**.

penso cento

denso vendo

lenço tempo

senso dente

venço sempre

tensão lenha

2.3 [ĩ] nasalized “high front i,” spelled **im** or **in**.

fim assim cinta

sim latim cinza

mim pudim trinta

gim linda rim

vim limpa quindim

2.4 [õ] nasalized “closed o,” spelled **om**, **on**, or **õ**.

com tom fonte
dom batom conta
bom onze monte
som onça bombom

2.5 [ũ] nasalized “high back u,” spelled **um** or **un**.

um comum fundo
num nunca fungo
zunzum tumba assunto
algum junto bumbum

Diphthongs- Os ditongos

Oral diphthongs- Os ditongos orais

A diphthong is a combination of two vowel sounds. The follow vowel combinations constitute the 11 different pronunciations of the 8 oral diphthongs in Portuguese: **ai**, **au**, **ei**, **eu**, **oi**, **ou**, **iu**, and **ui**.

3.1 [ai] spelled **ai**. Similar to the English **i** in **ice**.

pai saiba passai
vai falai aipo
cai levai laico

3.2 [au] spelled **au**. Similar to the English **ow** in **cow**.

mau vau auto
pau pauta Macau
nau cauda causa

3.3 [ei] spelled **ei**. Similar to the English **ai** in *faith*.

meiga feira sei
teima hei dei
feito lei Madeira

3.4 [ɛi] spelled **éi**.

papéis hotéis tonéis
anéis pincéis cordéis

3.5 [eu] spelled **eu**.

eu seu museu
deu teu meu
leu temeu adeus

3.6 [ɛu] spelled **éu**.

céu chapéu

véu troféu

léu réu

3.7 [oi] spelled **oi**. Similar to the English **oi** in *moist* or *hoist*.

boi sois noivo

foi oito dois

pois doido foice

3.8 [ɔi] spelled **ói**.

mói sóis anzóis

dói jóia lençóis

dodói bóia faróis

herói espanhóis jibóia

3.9 [ou] spelled **ou**. For many speakers **ou** denotes merely a “closed o” [o] as in the English **oh**!

ou vou falou

dou outro levou

sou soube usou

3.10 [iu] spelled **iu**.

viu pediu
saiu subiu
caiu decidiu

3.11 [ui] spelled **ui**.

fui possui
uivo conclui
cuido azuis

Nasal diphthongs- Os ditongos nasais

There are five nasal diphthongs in Brazilian Portuguese. Nasalization is indicated by **m** after the vowel or by the til (~) placed over the first vowel of the diphthong. Both elements of the diphthong are nasalized.

4.1 [ẽũ/ẽw] spelled **ão** or **am**. In unstressed position, the intensity of the nasality is slightly reduced.

hãõ tãõ falam passam
nãõ pãõ tocam sabãõ
sãõ vãõ ficam fogãõ
dãõ cãõ levam mamãõ

4.2 [ẽĩ] spelled **em**.

nem tem quem também
bem vem além refém
cem nuvem viagem sem

4.3 [ẽĩ] spelled ãe.

mãe capitães
cães alemães
pães

4.4 [õĩ] spelled õe. Similar to the **oi** in the English **oink** or **boing**.

põe botões
opõe melões
supõe balcões
compõe lições

4.5 [ũĩ] This nasal diphthong occurs only in one Portuguese word (**muíto**) and its variations. Note that the spelling does not indicate nasalization.

muíto muítos
muíta muítas

4.6 Combinations of vowels other than those listed above **do not** constitute diphthongs in Portuguese.

dieta (di-e-ta)	óleo (ó-le-o)	teatro (te-a-tro)
Caetano (Ca-e-ta-no)	Maria (Ma-ri-a)	sueco (su-e-co)
miolo (mi-o-lo)	diabo (di-a-bo)	rua (ru-a)

Consonants- As consoantes

5.1 [p] voiceless bilabial stop, spelled **p**. Similar to English **p** in **pine** but without aspiration (extra air that accompanies initial voiceless stops (**p**, **t**, **k**) sounds in English).

papai	piano
pampa	palpita
limpo	poupa

5.2 [b] voiced bilabial stop, spelled **b**. Similar to English **b** in **bet**.

baía	bem-bom
bebê	bomba
bife	Bíblia

5.3 [t] voiceless dental stop, spelled **t**. Similar to English **t** in **time**.

tateia	tanto
teto	atento
testa	Tóquio
total	matuto

[t] before **[i]** spelled either **i** or **e** is pronounced by many Brazilians as a voiceless affricate **[tʃ]**, similar to the **ch** of the English word **chief**.

time	tios	parte
tigre	nordeste	ótimo
teatro	presente	contente

5.4 **[d]** voiced dental stop, spelled **d**. Similar to English **d** in **date**.

dali	duelo	poder
dedo	desenho	vender
domingo	dólar	morder

[d] before **[i]** spelled either **i** or **e** is pronounced by many Brazilians as **[dʒ]**, similar to the **j** or the **dg** of the English word **judge**

dia	Dinamarca	verdade
diálogo	disciplina	pode
Diogo	tarde	de

5.5 **[k]** voiceless velar stop, spelled **c**, **-qu**. Similar to English **k**.

cada	classe	quem
carioca	aqui	quer

5.5a **[ks]** voiceless velar stop, spelled **x**. Similar to the **x** in the English **taxi**.

reflexo táxi
tóxico complexo

5.6 [g] voiced velar stop, spelled **g**, **gu**. Similar to English **g** in *gate*.

gato algum água
algo água engana

5.7 [f] voiceless labio-dental fricative, spelled **f**. Similar to English **f** in *fate*.

fome afora
fogo foguete
fluido defendo

5.8 [v] voiced labio-dental fricative, spelled **v**. Similar to English **v** in *vein*.

vaca vovô
avenida vento
envolver você
envia vaivém

5.9 [m] voiced bilabial nasal (when syllable initial), spelled **m**. Similar to English **m** in *mad*. Remember when **m** is syllable final it indicates nasality in the vowel that precedes it.

mais mimoso
mamãe mim
moço manga

5.10 [n] voiced dental nasal (when syllable initial), spelled **n**. Similar to English **n** in **not**. Remember when **n** is syllable final it indicates nasality in the vowel that precedes it.

nono nena
ninguém nunca

5.11 [ɲ] voiced palatal nasal, spelled **nh**. Similar to English **ni** in **onion**.

banho minha
sonho manhã
tenho montanha
venho nenhum
ganhar vinho

5.12 [s] voiceless dental sibilant, spelled **s**, **ss**, **sc**, and **c** (before **e**, **i**), **sc** and **ç** (before **o**, **a**, **u**), **xc**, **x**. Similar to English **s** in **sat**.

sala desço
cansa façamos
posso excesso
piscina trouxe
cinema máximo

5.13 [z] voiced dental sibilant, spelled **z**, **s**, **x**. Similar to English **z** in *zone*. **Z** is always pronounced this way. **S** is pronounced this way when it appears between two vowels.

zanga preciso
azul exame
dúzia exemplo
casa êxito

5.14 [ʃ] voiceless palatal sibilant, spelled **ch** or **x**. Similar to English **sh** in *show*.

chamo roxo
acho xamã
xícara chave
deixa lixo
abacaxi chuva

5.15 [ʒ] voiced palatal sibilant, spelled **j**, **g** (before **e**, **i**) Similar to English **s** in *treasure*.

gente hoje igreja
gelo janela Tejo
giro jardim feijão

5.16 [l] voiced dental lateral, spelled **l**. At the beginning of a syllable, **l** is a sound like English **l** in *leap*.

lado	leite
alemão	limão
belo	logo

***At the end of a syllable, **l** is like English **w** at the end of a word, a semi-vowel, as in the words *caw*, *few*, *mow*.

mal	mel	sol
Portugal	Brasil	calvo
anel	fácil	azul
filme	calmo	Anselmo

5.17 [ʎ] voiced palatal lateral, spelled **lh**. Similar to English **ll** in *million*.

velho	olho
bilhete	toalha
filho	valho

5.18 [r] voiced dental flap, spelled **r**. Similar to English **d** in *heeding* or the **t** in *heating*. R is pronounced this way between vowels or as part of a consonant cluster (**cr**, **tr**, **gr**, etc.).

agora	criança
caro	escreve
embora	frente
geral	obrigado
treze	gravata

7.19 [h] voiceless glottal fricative* spelled **r**, **rr**. **R** is pronounced this way when it is **rr** between vowels, or word initial.

rio	bairro
rapaz	sorriso
rua	honra
Raquel	correr
arroz	forró

*** When syllable or word final, either [r] or [h] are possible pronunciations, depending on dialect. Portuguese allows for still other dialect variants.

aberto	mulher	correr
dorme	melhor	morar
irmão	dançar	morrer

Summary of the consonants of the Portuguese alphabet and their sound values in Brazilian Portuguese- Resumo das consoantes do alfabeto português e seus valores sonoros em português brasileiro

b	[b]		bobo
c	1) [s]	Before e, i .	cinema
	2) [k]	Before a, o, u ; Before another consonant.	cada; classe
ç	[s]	Found only before a, o, u .	faço
ch	[ʃ]		cheio
d	[dʒ]	Before [i] .	dia, tarde
	[d]	Elsewhere.	dado
f	[f]		fofo
g	1) [ʒ]	Before e, i .	gente
	2) [g]	Elsewhere.	gato, glória
gu	[g]	Before e, i .	águia
	[gw]	Before a, o, u .	guardar
h	[∅]	Found only at beginning of words and represents no sound	hora
j	[ʒ]		jardim
l	1) [l]	Word, syllable initial.	lado
	2) [w]	Syllable final.	fel
lh	[ʎ]		bilhete
m	1) [m]	At beginning of syllable.	mimoso
	2) [̃]	At end of syllable indicates nasalization of preceding vowel.	gim, samba
n	1) [n]	At beginning of syllable.	nono
	2) [̃]	At end of syllable indicates nasalization of preceding vowel.	onze
nh	[ɲ]		tenho
p	[p]		pipa
qu	1) [k]	Before e, i .	quem
	2) [kw]	Before a, o .	quatro

r	1) [r]	Between vowels; Following another consonant at the beginning of a syllable; Final.	agora, pronto
	2) [h]	Word initial; After n, l ; Preceding another consonant; Final.	rio; honra, melro; aberto; falar
rr	[h]		arroz
s	[s]	Word initial; After another consonant; Final.	sala; cansa; flores
	[z]	Between two vowels; Before voiced consonants.	casa; desde
sc	[s]	Before e, i .	desce
sç	[s]	Before a, o, u .	desço
ss	[s]	Found only between vowels.	professor
t	[tʃ]	Before [i] .	titio
	[t]	Elsewhere.	tanto
v	[v]		vaca
x	1) [χ]	Initial; Before voiceless consonants*; After another consonant; Often between vowels (This is the most common pronunciation of x between vowels).	xícara; sexto; enxuga; roxo
	2) [s]	Between two vowels in a few words; Before voiceless consonants.*	próximo, máximo; sexto

3) [z]	In initial ex plus vowels.	ex ame, ex ército
4) [ks]	Between two vowels, mainly in words of foreign or Greek origin.	tá x i, tóra x , comple x o
xc [s]		ex cesso
z [z]		zanga, azul, voz

*Either of these pronunciations of **x** are appropriate in this particular context, either as a palatal sibilant or an alveolar sibilant. Individual Brazilian use either or both in their speech.

Practice i.1- Prática i.1

Pronounce the following words:

- adeus
- bom
- Brasil
- caro
- carro
- casa
- cinema
- chapéu
- dente
- dia
- disse
- é
- feira
- fui
- grande
- gelo
- herói
- igreja
- jardim
- lã
- mãe
- maio
- muito
- não
- olho
- pau

- pão
- pediu
- Portugal
- quem
- Rio
- roxo
- sim
- tigre
- tudo
- um
- você
- xícara
- zanga

Second Preliminary Lesson

Lesson Objectives- Objetivos da Lição

- This lesson presents the general rules of syllable division and stress in Portuguese.
- After completing this lesson, the student will be able to better recognize syllables and pronounce words according to the correct stress.

Syllabification and Stress- Silabificação e acentuação

In English we frequently hesitate when we have to divide a word into syllables. We are not sure whether to write me-dal or med-al, glimps-sing, glimps-ing, pos-sible or poss-ible. In Portuguese the rules are simpler and more mechanical. Syllable division works according to the following rules:

1. Syllabification- Silabificação

1.1 A single consonant between vowels always belongs with the following syllable:

bagagem ba-ga-gem
amazonas a-ma-zo-nas
sotaque so-ta-que

A group of consonants begins a syllable provided it can also begin a word; combinations of consonant plus **l** and **r** are not split even though some of these combinations do not occur at the beginnings of words:

acredito a-cre-di-to
obrigado o-bri-ga-do
palavra pa-la-vra
aclamar a-cla-mar

Note that **s** is always separated from a group of consonants:

espada es-pa-da
prescindir pres-cin-dir

1.2 Two successive consonants between vowels other than the groups just mentioned accordingly belong to different syllables:

confortante con-for-tan-te
conforme con-for-me
português por-tu-guês

1.3 When there are more than two consonants between vowels, generally only the last one goes with the following syllable unless it is **l** or **r**:

transporta trans-por-ta
inspetor ins-pe-tor
sempre sem-pre
abstrair abs-tra-ir
inclemente in-cle-men-te

1.4 The syllable division falls between **rr** and **ss**:

sorriso sor-ri-so
passar pas-sar

1.5 The written combinations **ch**, **lh** and **nh** represent single sounds and hence are not divided:

achar	a-char
mulher	mu-lher
senhor	se-nhor

1.6 Diphthongs are never divided. A diphthong is a combination of any vowel with **i** or **u** (but not **ii** or **ui**):

caixeiro	cai-xei-ro
animais	a-ni-mais
aurora	au-ro-ra

But diphthongs do not occur before **nd**, **nh**, or **mb**, or before final **l**, **r**, **z**, **m**, **ns** (see further paragraph 2.3 below). Diphthong-like combinations in these positions and all other combinations of vowels belong to different syllables:

ainda	a-in-da
rainha	ra-i-nha
voar	vo-ar
coordenar	co-or-de-nar
raíz	ra-iz

2. Stress- Acentuação

Portuguese words are stressed on the last syllable, the second-last syllable, or, less commonly, the third-last syllable. Usually the place of the stress can be determined from the form of the word, according to the rules given below; when this is not the case, the place of the stress must be marked (see further the rules for use of diacritical signs, **paragraph 3** below). Following are a few rules for determining the place of the stress from the written form of the word. The first step is to divide the word into syllables, following the rules given in **paragraph 1** above. The principal rules for unmarked stress can then be:

2.1 When the last syllable ends in **a, e, o,** or **am, em** with or without **s,** the stress falls on the second-last syllable:

mesa	me -sa
contente	con- ten -te
baixos	bai -xos
aborrecem	a-bor- re -cem
arranjam	ar- ran -jam
homens	ho -mens
simples	sim -ples

2.2 When the last syllable has any other form it receives the stress:

abacaxi	a-ba-ca- xi	animais	a-ni- mais
hotel	ho- tel	ruins	ru- ins
camarim	ca-ma- rim	bombom	bom- bom
comum	co- mum	estudar	es-tu- dar
dizer	di- zer	abrir	a- brir
assaz	as- saz	pururu	pu-ru- ru
falou	fa- lou	dizei	di- zei
mingau	min- gau	museu	mu- seu

2.3 The treatment of two or more successive vowels:

Penultimate (Second-to-last) syllable- Penúltima Sílaba

Recall that a diphthong is any vowel followed by **i** or **u** not standing before **nd, nh,** or **mb.** A diphthong is always stressed on its first member:

caia	cai -a
aulas	au -las
feira	fei -ra
caixeiro	cai- xei -ro
flibusteiro	fli-bus- tei -ro

But if the **i** or **u** is stressed, this combination is no longer a diphthong and the stress must be marked:

saía	sa- i -a
viúvo	vi- u -vo
heroína	he-ro- i -na

A diphthong-like combination before **mb**, **nd**, and **nh** belongs to two separate syllables, and thus the second of the two (standing in the second-last syllable) is stressed:

Coimbra	Co- im -bra
ainda	a- in -da
rainha	ra- i -nha

All other combinations are treated as two separate syllables, just as if there were a consonant between them:

diabo	di- a -bo
baeta	ba- e -ta

When the words with **i** or **u** plus vowel require the stress on the **i** or **u**, i.e., on the third-to-last syllable, the place of the stress must be marked:

fazíamos fa-**zi**-a-mos
período pe-**ri**-o-do

At the end of the word- No final de uma palavra

A combination which forms a diphthong is stressed on its first member and comprises the vowel of the final syllable:

chamou cha-**mou**
alemão a-le-**mão**
falai fa-**lai**
comeu co-**meu**
mau **mau**
escrevei es-cre-**vei**

If the last member of such a combination is stressed, that is, if it alone forms the final syllable, it must be marked:

saí sa-**i**
baú ba-**u**

In the infrequent instances in which two diphthong combinations are possible within a succession of three vowels, the last two form the diphthong:

saiu sa-**iu**
contribuiu con-tri-bu-**iu**

Recall that since diphthongs do not occur before the final **l**, **r**, **m**, **ns**, or **z**, a combination resembling a diphthong in this position actually belongs to two different syllables, the last of which (by rule 2.2) is stressed:

paul pa-**ul**
cair ca-**ir**
pium pi-**um**
ruins ru-**ins**
juíz ju-**iz**

All other combinations of vowels belong to different syllables, and the word follows the general rule in stressing the second-last syllable:

dia **di**-a
boa **bo**-a
continuo con-ti-**nu**-o
arredio ar-re-**di**-o
existia e-xis-**ti**-a
principio prin-ci-**pi**-o

When the stress falls on another syllable, it must be marked:

férias	fe -ri-as
Bíblia	Bi -bli-a
aliás	a-li- as
princípio	prin- ci -pio
contínuo	con- ti -nuo

Words ending in **-iu** or **-ui** combination are stressed on the first vowel unless a written accent indicates otherwise:

contribui	con-tri- bu -i
existiu	e-xis- ti -u

3. Diacritical signs- Os sinais diacríticos

The place of the stress is marked in Portuguese only when it is not in accord with the basic rules given above (paragraphs 2.1 and 2.2). When an a, e, or o is marked for stress, its quality is also indicated at the same time, in the following ways:

3.1 The acute accent (´) is the primary indicator of stress, and can be used on all vowel letters.

When it occurs on e, o, or a it simultaneously indicates open [ɛ] and [ɔ], and front [a]. It is used in monosyllabic words ending in -a, -e, or -o with or without -s which normally receive stress in the sentence:

má	dás
más	só
pá	sós
pás	pé
dá	pés

In the diphthongs éi [ɛi], éu [ɛu], ói [ɔi], to distinguish them from the identically spelled diphthongs with closed [e] or [o]

papéis céu dói
hotéis véu lençóis
anéis chapéu sóis

In a few words, to distinguish them from identically spelled words:

pára [he stops] para [for]
péla [he peels] pela [for/by the]

3.2 The circumflex accent (^) is used before nasal consonants only over **e**, **o**, and **a** to indicate stressed closed [ẽ] and [õ] and stressed central [ẽ]:

bênção lâmpada
cômodo ângulo

The circumflex is also used:

over the oral stressed closed [e] and [o] of monosyllabic words ending in -e, -es, or -os which normally receive stress in the sentence:

lé vê pôs
lês vês mês

over the stressed vowel followed immediately by the same vowel:

crêem perdôo
lêem abençoôo

in some plural verb forms to distinguish them from identically spelled (and often identically pronounced) verb forms:

vêm [they come] vem [he, she, you come(s)]
têm [they have] tem [he, she, you have/has]

on the third person singular of the preterite tense of **poder**:

pôde [he, she, you could] pode [he, she, you can]

3.3 The grave accent (`) indicates contractions between two **as**:

à = a + a [at the]
àquele = a + aquele [at that]

3.4 The til (~) indicates nasalization and stress, unless there is another written accent mark:

irmã impõe
botões balangandã
alemão alemães

BUT:

bênção **ben**-ção
órfão **or**-não

or unless a syllable follows:

irmãzinha **rã**zinha

3.5 The cedilla (ç) under c indicates pronunciation as [s]:

içar

açúcar desço
faço

EXERCISE: Pronounce the following words, stressing the proper syllable in accord with the preceding rules for pronunciation:

- contribuí
- dobradiço
- gaudério
- indiferente
- galã
- útil
- honestidade
- Brasil
- campo
- fuzil
- dízimo
- fuzuê
- divisão

- armezim
- bonança
- arnica
- cafeteria
- polícia
- arranchar
- barururu
- azedume
- indômito
- gogó
- Cleópatra
- hidráulica
- traduzem
- carmim
- nabal
- inteiram
- pândega
- nácar
- continuo
- contíguo
- constitui
- contribui

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Annotate	Highlight
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Annotate	Highlight
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Third Preliminary Lesson

Lesson Objectives- Objetivos da Lição

- This lesson presents how to pluralize nouns and adjectives in Portuguese. In Portuguese there are many ways to pluralize a word, dependent on how the word ends. It is perhaps necessary to explain that it is impossible to pluralize adverbs, conjunctions and others parts of speech.
- After completing this lesson, the student will be able to recognize and produce forms of both singular and plural nouns and adjectives.

Formation of Plurals of Nouns and Adjectives- Formação de plurais de substantivos e adjetivos

1. For words ending with a vowel (other than ão), add a final -s:

mesa, mesas [table, tables]
contente, contentes [content]

Practice iii.1- Prática iii.1



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2. Words ending in -ão form their plural by adding a -s or by changing -ão to -ães or -ões.

mão, mãos [hand, hands]
sermão, sermões [sermon, sermons]
pão, pães [bread, breads]

*It will necessary to learn these plural individually. They will be indicated in the vocabulary lists immediately after the singular form.

**For those speakers of Spanish, a trick that generally will give the plural in Portuguese is to pluralize the equivalent in Spanish and then take out the -n-.

mano, manos	mão, mãos	[hand, hands]
sermón, sermões	sermão, sermões	[sermon, sermons]
pan, panes	pão, pães	[bread, breads]
alemán, alemanes	alemão, alemães	[German, Germans]
león, leones	leão, leões	[lion, lions]

2.1 All words ending in -ção form their plural by substituting -ções.

coração, corações	[heart, hearts]
situação, situações	[situations, situations]

Practice iii.2- Prática iii.2



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3. For words ending in -r, -s, -z, add -es.

cor, cores	[color, colors]
mês, meses*	[months, months]
inglês, ingleses*	[English(man), English(men)]
rapaz, rapazes	[boy, boys]

*Notice that if the accentuation falls on the last (ultimate) syllable in the singular form, accentuation in is unnecessary in the plural form as the word then follows general stress rules (emphasis on the penultimate, second-to-last, syllable).

3.1 Words ending in -s with stress in penultimate (second to last) syllable are the same in both singular and plural forms:

o lápis, os lápis	[the pencil, the pencils]
o ônibus, os ônibus	[the bus, the buses]
o tórax, os tórax	[the thorax, the thoraxes]

Practice iii.3- Prática iii.3



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4. For words ending in -m, change the -m to -n and add -s.

bom, bons	[good]
homem, homens	[man, men]
um, uns	[one, ones; some; a few]
viagem, viagens	[trip; voyage, trips; voyages]

Practice iii.4- Prática iii.4



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5. For words ending in -al, drop the -l and add -is.

animal, animais	[animal, animals]
tal, tais	[such]
pardal, pardais	[sparrow, sparrows]

Practice iii.5- Prática iii.5



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6. For words ending in stressed *-el*, change the *-el* to *-eis* and write an acute accent (´) over the *-é*.

papel, pap**éis** [paper; role, papers; roles]
hotel, hot**éis** [hotel, hotels]

6.1 For words ending in unstressed *-el*, change the *-el* to *-eis*. Accentuation is maintained on the same syllable.

possível, possí**veis** [possible]
amável, amá**veis** [lovable]

Practice iii.6- Prática iii.6



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7. For words ending in stressed *-il*, drop the final *-l* and add *-s*.

funil, funis [funnel, funnels]
barril, barris [barrel, barrels]

7.1 For words ending in an unstressed *-i*, drop the *-il* and add *-eis*. Accentuation is maintained on the same syllable.

fácil, fáceis [easy]
fóssil, fósseis [fossil, fossils]
difícil, difíceis [difficult]

Practice iii.7- Prática iii.7



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8. For words ending in *-ol*, change the *-ol* to *-ois* and write an acute accent (´) over the *-ó*.

sol, sóis [sun, suns]
farol, faróis [lighthouse; headlight, lighthouses; headlights]

Practice iii.8- Prática iii.8



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9. For words ending in **-ul**, change the **-ul** to **-uis**.

azul, azuis [blue]

Practice iii.9- Prática iii.9



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10. A word ending in unstressed **-ul** adds **-es** to the complete form:

cônsul, cônsoles [consul, consuls]

*Some words are nearly always plural and they're conjugated with a plural verb.

Common examples include:

as férias	[vacation]
as costas	[back – body part]
os óculos	[(eye)glasses]
os parabéns	[congratulations]

Practice iii.10- Prática iii.10



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Fourth Preliminary Lesson

Lesson Objectives- Objetivos da Lição

- This lesson presents the intricacies of how to express “you” in Portuguese. Like many other European languages, in Portuguese there exist both formal and informal ways to express “you” according to the degree of formality or familiarity between the speaker and the person being addressed. Usage is complicated and varies regionally.
- After completing this lesson, the student will be able to recognize and produce forms of “you” in different contexts.

To express “you” in Brazilian Portuguese:

1. In Brazil the word **você** is the one most widely used among friends, among family members, by older persons when speaking to younger ones, by those in higher positions speaking to their subordinates. The word **você**, (a corruption of **Vossa Mercê**, or “your grace”) and the plural **vocês**, is a third person pronoun.
2. The more formal manner of saying “you” is **o senhor** (masculine) and **a senhora** (feminine) and their respective plural forms (**os senhores/as senhoras**). This expression is used when addressing a person older than the speaker, one whose position or profession may be ranked higher than the speaker’s, or when speaking to someone recently introduced to the speaker, unless it is a case of two teenagers meeting. It is a sign of courtesy, and the student should be sure to learn and to practice using this mode of address. When introduced to a Brazilian who appears to be older than the speaker, the speaker would be safe in using **o senhor** or **a senhora** until told to use **você**.
3. The word “you” (singular) in Portuguese which denotes greatest familiarity is **tu**. However, in Brazil its use is limited and often ungrammatical (used with the wrong verb conjugation). Due to this restricted use, this text will not include it or its corresponding plural form (**vós**) in the various verb conjugations. Such forms will be found in the verb appendix in the back of the book. The student should learn to recognize them. The plural form **vós** is seldom used except in sermons or flowery orations.
4. In informal conversation, it is common to use **dona** preceding a married woman’s or older single woman’s first name, and **seu** preceding an older man’s first name.

The following dialogues illustrate the different usages of “you” in Brazilian Portuguese:

Bom dia, Teresa. [Good morning, Teresa.]
– Bom dia, Paulo. [-Good morning, Paulo.]
Como vai? [How are **you**?]
– Vou bem, obrigada. E **você**? [-Fine, thank you. And **you**?]
Vou bem, obrigado. [Fine, thank you.]

Boa tarde, dona Cristina. [Good afternoon, dona Cristina.]
– Boa tarde, seu Antônio. [-Good afternoon, seu Antônio.]
Como **a senhora** tem passado? [How have **you** been?]
– Muito bem, obrigada, e **o senhor**? [-Fine, thank you, and **you**?]
Mais ou menos. [So-so.]

Oi, Beto. Tudo bem? [Hi Beto. How are **you** doing?]
– Tudo certo, Cláudia. Como é que vão as coisas? [-Fine, Cláudia. How is it going?]
Iii, menino, hoje não estou muito bem. [Gosh, things aren't so good today.]
– Que pena! Sinto muito. [-That's too bad! I'm sorry.]
Para onde **você** vai agora? [Where are **you** going now?]
– Vou para casa. Até amanhã. [-I'm going home. See **you** tomorrow.]
Até logo! [See you later!]
– Tchau! [-Bye!]

Lição 1

Learning Objectives – Objetivos da Lição

Lição 1 presents:

- the verbs **SER and ESTAR**,
- **gender**
- **definite and indefinite articles**,
- how to provide **affirmative and negative responses to questions**,
- and basic vocabulary that includes **countries and nationalities, professions, cardinal numbers from 1 to 10**, and other relevant words.

After completing this lesson, the student will be able to:

- recognize and produce forms of both **ser** and **estar** in the present indicative tense.
- answer simple questions with short affirmative and negative replies.
- give more detailed responses that include pertinent information such as country of origin, nationality, and profession.

Grammar – Gramática

Subject Pronouns – Os pronomes subjetivos

The subject pronouns in Brazilian Portuguese are as follows. For a discussion of how to express “you” in Portuguese, see the Fourth Preliminary Lesson.

Singular	Plural
Eu [I]	Nós [we]
Você [you]	Vocês [you plural]
Ele/ela [he/she]	Eles/elas [they]

The verbs *ser* and *estar* in the present indicative – Os verbos *ser* e *estar* no presente do indicativo

SER

Eu sou	[I am]	Nós somos	[We are]
Você é	[You are]	Vocês são	[You are]
Ele, ela é	[He, she is]	Eles, elas são	[He, she is]

ESTAR

Eu estou	[I am]	Nós estamos	[We are]
Você está	[You are]	Vocês estão	[You are]
Ele, ela está	[He, she is]	Eles, elas estão	[He, she is]

Both of the verbs given above in the present tense mean “to be” and have special uses in Portuguese. In general terms:

SER**A. Equating**

Dois e dois **são** quatro. [Two and two **are** four.]

São quatro e meia. [It **is** four-thirty.]

Ele **é** médico. [He **is** a doctor.]

Cláudia **é** portuguesa. [Cláudia **is** Portuguese.]

Geografia **é** o estudo da Terra. [Geography **is** the study of the Earth.]

Madri **é** a capital da Espanha. [Madrid **is** the capital of Spain.]

B. With 'de' to indicate:**(1) Origin:**

De onde você **é**? [Where **are** you from?]

–Sou de Portugal. [I'm from Portugal.]

(2) Possession:

De quem **é** aquela casa? [Whose house **is** that?]

–É da família Silva. [It's the Silva family's house.]

(3) Material:

De que **é** a porta? [What's the door made of?]

–É de madeira. [It's made of wood.]

C. For locating**(1) non-moveable entities:**

Luanda **é** em Angola. [Luanda **is** in Angola.]

O correio **é** na esquina. [The post office **is** on the corner.]

(2) Events in time/ space:

O jogo **é** amanhã de tarde. [The game **is** tomorrow afternoon.]

A festa não **é** aqui. [The party **is** not here.]

ESTAR**A. Health**

Nós **estamos** bem. [We **are** well.]

A senhora Pontes **está** mal. [Senhora Pontes **is** ill.]

B. With 'de' to describe temporary situations:

Todos **estão** de férias. [Everyone **is** on vacation.]

Você **está** de acordo? [Do you agree?]

O garçom **está** de pé. [The waiter **is** standing.]

C. For locating**(1) moveable entities:**

As chaves **estão** na mesa. [The keys **are** on the table.]

Onde **estão** as moças? [Where **are** the girls?]

Isabel **está** na Europa. [Isabel **is** in Europe.]

D. With adjectives that describe a norm:

O João é alto.	[John is tall.]
Meu carro é branco.	[My car is white.]
A Marisa é bonita.	[Marisa is pretty.]
Ele é doente.	[He is sickly.]
O Pedro é muito ocupado.	[Pedro is very busy.]

D. With adjectives that describe a change from the norm to a temporary, accidental, or variable condition:

João, como você está alto!	[John, how tall you are !]
Puxa, meu carro está branco!	[Gosh, my car is white!]
A Marisa está bonita hoje!	[Marisa is pretty today!]
Ele está doente esta semana.	[He is sick this week.]
O Pedro está muito ocupado agora.	[Pedro is very busy now.]

***NOTE: ESTAR is used if there is no norm:**

O café está quente (frio).	[The coffee is hot (cold).]
Como está o tempo?	[How is the weather?]
- Está bom (frio, fresco).	[It's good (cold, cool).]

E. In impersonal expressions:

É necessário chegar cedo.	[It's necessary to arrive early.]
É impossível parar agora.	[It's impossible to stop now.]
É ótimo ter muito dinheiro.	[It's wonderful to have a lot of money.]

E. With ESTAR COM... idioms.

Eu estou com sede.	[I'm thirsty.]
Vocês estão com fome?	[Are you hungry?]
Lélia está com frio.	[Lélia is cold.]

*The subject pronoun "it" is generally not expressed in Portuguese. The third person singular form of the verb is used alone.

1.1 Practice – Prática

1.1 A. Click on the verb that correctly expresses these sentences in Portuguese. Observe in the following example:

My cousin **is** a doctor. **SER** / **ESTAR**



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1.1 B.



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1.1 C.



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Gender- Gênero

In Portuguese, nouns (persons, places, and things) are gendered. This means that nouns are designated one of two grammatical genders, masculine or feminine. Masculine nouns use the masculine definite (**o** and **os**) and indefinite articles (**um** and **uns**), while feminine nouns use the feminine definite (**a** and **as**) and indefinite articles (**uma** and **umas**). In English, all nouns use the same definite article “the” while the indefinite article varies depending on whether the noun begins with a noun “a” or a vowel “an”.

In general there are a few rules when deciding the gender of a given noun in Portuguese.

- Nouns that end in **-o** are generally masculine, while nouns that end in **-a** are generally feminine

o dinheiro	[the money]	a porta	[the door]
o lago	[the lake]	a aula	[the class]
o amigo	[the friend]	a amiga	[the (female) friend]
o tio	[the uncle]	a tia	[the aunt]

- Nouns that end in **-agem**, **-ção**, **-dade** are generally feminine.

a tatuagem [the tattoo]
a população [the population]
a cidade [the city]

- Some nouns referring to people have only a single form, and therefore only vary in the article used with them.

o dentista [the (male) dentist]	a dentista [the (female) dentist]
o colega [the (male) colleague]	a colega [the (female) colleague]
o artista [the (male) artist]	a artista [the (female) artist]
o estudante [the (male) student]	a estudante [the (female) student]

- There are some nouns that end in **-a**, mainly of Greek origin, that are masculine. These should be memorized.

o mapa [the map]	o sistema [the system]
o problema [the problem]	o aroma [the aroma]
o programa [the program]	o tema [the theme]
o dia [the day]	o clima [the climate]

In other cases the definite article must be learned with each individual noun as given in the vocabulary lists.

1.2 Practice – Prática

1.2 A.



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Definite and Indefinite Articles – Os artigos definidos e indefinidos

In Portuguese, the definite article must agree with the noun in both gender (masculine or feminine) and number (singular or plural).

Plural

Singular

Masculine	o aluno	[the student]	os alunos	[the students]
	o nome	[the name]	os nomes	[the names]
Feminine	a mãe	[the mother]	as mães	[the mothers]
	a aluna	[the (female) student]	as alunas	[the (female) students]

The definite article is used before names of continents, countries, cities with geographical names, and rivers, mountains, etc. The definite article is not used before some countries, Portugal being the most notable exception.

O Brasil é um país enorme.	[Brazil is an enormous country.]
O Rio de Janeiro é uma cidade.	[Rio de Janeiro is a city.]
O Amazonas atravessa o Brasil.	[The Amazon River crosses Brazil.]

The definite article is used before titles, except when speaking directly to a person.

A doutora Juliana está preocupada.	[Dr. Juliana is worried.]
O General Gomes é feio.	[General Gomes is ugly.]
BUT Como tem passado, senhor Magalhães?	[How have you been, Mr. Magalhães?]

It is common in Portuguese to use the definite article with the first name of a person when speaking about, but not to, him or her.

Ouvi dizer que **a** Maria está doente. [I heard that Maria is sick.]
Por que **o** João não está aqui? [Why isn't João here?]
BUT Paulo, você sabe que horas são? [Paulo, do you know what time it is?]

The indefinite article (“a” or “an”) in Portuguese has both a masculine and a feminine form.

<i>Masculine:</i>	<i>Feminine:</i>
um professor [a (male) teacher]	uma janela [a window]
um exercício [an exercise]	uma cor [a color]

When the words **um** and **uma** are made plural, the translation into English is “some.”

<i>Masculine:</i>	<i>Feminine:</i>
uns professores [some teachers]	umas frases [some sentences]
uns exercícios [some exercises]	umas cadeiras [some chairs]

The indefinite article (“a” or “an”) is omitted after the verb **ser** when mentioning a nationality, profession, or religion.

Catarina é aluna. [Catarina is a student.]

Pedro é americano. [Pedro is an American.]

Answering Questions – Respondendo a perguntas

Unless the question is very short, the word order is generally not inverted in Brazilian Portuguese. Voice inflection will indicate whether the sentence is interrogative or declarative.

Como vai você? [How are you?]

O senhor Mendes vai ser o nosso professor? [Is Mr. Mendes going to be our teacher?]

Raimundo está na aula? [Is Raimundo in class?]

In Portuguese an affirmative response is indicated by the use of the same verb of the question:

Speaker 1: Hoje **está** quente? [Is it hot today?]

Speaker 2: **Está.** [Yes it is.]

Você **é** brasileiro? [Are you Brazilian?]

- **Sou.** [- Yes I am.]

For emphasis, the simple verb form is followed by “**sim.**”

Você está com fome? [Are you hungry?]

- Estou, **sim**. [- **Yes**, I am.]

Ela é médica? [Is she a doctor?]

- É, **sim** [- **Yes**, she is.]

1.3 Practice – Prática

1.3 A.



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Negative Responses- Respostas negativas

In Portuguese a negative response is indicated by: **Não** + (appropriate person of verb used in the question).

Você vai ao cinema? [Are you going to the movies?]

- **Não** vou. [- **No**, I'm **not**.]

For emphasis, the verb form is also followed by “**não**”:

Todos estão aqui? [Is everyone here?]

- **Não** estão, **não**. [-**No**, they're **not**.]

The negative word **não** can mean both “no” and “not.” When the meaning is “no,” the word **não** stands alone and is separated from the rest of the sentence by a comma; when the meaning is “not,” the word **não** is placed immediately before the verb.

Você fala português? [Do you speak Portuguese?]

- **Não**, mas Maria fala. [- **No**, but Maria does (speak).]

Ele **não** está aqui hoje. [He's **not** here today.]

Countries – Países

- a Alemanha [Germany]
- o Brasil [Brazil]
- o Canadá [Canada]
- a Espanha [Spain]
- os Estados Unidos [United States]
- a França [France]
- a Inglaterra [England]
- o México [Mexico]
- Portugal [Portugal]
- a Rússia [Russia]

Nationalities – Nacionalidades

- o/a americano, -a [American]
- o/a brasileiro, -a [Brazilian]
- o/a mexicano, -a [Mexican]
- o francês, a francesa [French]
- o inglês, a inglesa [English]
- o português, a portuguesa [Portuguese]
- o/a espanhol, + a [Spanish, Spaniard]
- o/a canadense [Canadian]

- o alemão, a alemã [German]

Professions – Profissões

- o/a advogado, -a [lawyer]
- o/a aluno, -a [student]
- o/a arquiteto, -a [architect]
- o/a atleta [athlete]
- o/a cantor, +a [singer]
- o/a comerciante [businessperson]
- o/a dentista [dentist]
- o/a engenheiro, -a [engineer]
- o/a escritor, + a [writer, author]
- o/a estudante [student]
- o/a funcionário, -a [employee, civil servant]
- o garçom / a garçonete [waitperson]
- o/a gerente [manager]
- o/a jornalista [journalist]
- o/a médico, -a [doctor]
- o/a professor, +a [teacher, professor]
- o/a psicólogo, -a [psychologist]

1.4 Practice – Prática

1.4 A. Answer the following questions using the cues given in parentheses. Make all necessary changes. Observe in the following example:

Você é médico? (psicólogo)

– **Não**, sou psicólogo/a.

1. Você é engenheiro? (dentista)
2. A Marisa Monte é escritora? (cantor)
3. Vocês são comerciantes? (economista)
4. A jornalista é espanhola? (alemão)
5. O Neymar é advogado? (atleta)
6. A Ângela é mexicana? (brasileiro)
7. Elas são americanas? (francês)

Cardinal numbers from 1 to 10 – Números cardinais de 1 a 10

- zero [zero]



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- um (masc.), uma (fem.) [one]



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- dois (masc.), duas (fem.) [two]



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- três [three]



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- quatro [four]



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- cinco [five]



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- seis [six]



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- sete [seven]



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- oito [eight]



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- nove [nine]



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- dez [ten]



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Additional Vocabulary – Vocabulário adicional

- agora [now]



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- amanhã [tomorrow]



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- o/a amigo, -a [friend]



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- aqui [here]



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- a aula [class]



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- bem [well]



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- bom (masc.), boa (fem.) [good]



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- bonito, -a [handsome/pretty]



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- o carro [car]



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- a casa [house]



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- cedo [early]



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- a cerveja [beer]



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- contente [happy, content]



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- depressa [quickly]



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- devagar [slowly]



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- o dia [day]



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- o dinheiro [money]



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- doente [sick]



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- e [and]



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- o exercício [exercise]



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- feio, -a [ugly]



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- frio, -a [cold]



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- hoje [today]



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- o homem [man]



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- a irmã [sister]



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- o irmão [brother]



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- os irmãos [brothers; brother(s) and sister(s)]



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- o lago [lake]



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- a mãe [mother]



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- mal [ailing; badly]



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- mas [but]



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- a mesa [table, desk]



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- a moça [girl]



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- muito (adv.) [very]



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- muito, -a (adj.) [much]



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- a mulher [woman]



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- não [no, not]



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- a noite [night]



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- o nome [name]



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- obrigado, -a [thank you]



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- ótimo, -a [wonderful, fine]



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- ou [or]



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- o pai [father]



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- os pais [parents]



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- o/a parente [relative]



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- a porta [door]



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- quente [hot]



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- o rapaz [boy]



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- a sala de aula [classroom]



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- sim [yes]



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- simpático, -a [nice]



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- também [too, also]



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- tarde [late]



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- a tarde [afternoon]



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- o tempo [time; weather]



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- os tios [aunt(s) and uncle(s)]



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- triste [sad]



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Verbs – Verbos

- chegar [to arrive]



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- estar [to be]



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- ir [to go]



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- parar [to stop]



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- ser [to be]



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- ter [to have]



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- tomar [to take; have; drink; eat]



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- visitar [to visit]



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Interrogatives – Interrogativos

- Como ? [How ...?]



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- Onde ? [Where ...?]



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- Por que ? [Why ...?]



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- O que ? [What ...?]



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- Quem ? [Who ...?]



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- Quando ? [When ...?]



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Expressions – Expressões

- Bom dia [good morning]



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- Boa tarde [good afternoon]



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- Boa noite [good evening/night]



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- Como é seu nome? [What's your name?]



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- De onde você é? [Where are you from?]



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- Faça o favor de (+ inf.) [Please ...]



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1.5 Practice – Prática

1.5 A.



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1.5 B. After studying the vocabulary list above answer the following questions using the correct form of **estar**. Remember that it is not necessary to use subject pronouns with first person verbs. Observe in the following example:
Onde você **está** agora?

– **Estou** em casa.

1. O Roberto está na sala de aula?
2. Como estão os seus pais?
3. Vocês estão em Portugal agora?
4. O café está frio?
5. Você está doente?
6. Os seus amigos estão aqui hoje?

1.5 C. After studying the vocabulary list above answer the following questions using the correct form of **ser**. Observe in the following example:

Onde **é** o correio?

– O correio **é** aqui perto.

1. Quando é o jogo?
2. Quem são eles?
3. O que são vocês?
4. O seu carro é bonito?
5. De onde você é?
6. É necessário parar agora?

// [Annotate](#) [Highlight](#)

Diálogo 1

Dialogue – Diálogo

Listen and follow along with the dialogue. Then, answer the questions below.



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Luísa: Como é o seu nome?

Pedro: O meu nome é Pedro, e o seu?

Luísa: O meu nome é Luísa. Muito prazer.

Pedro: Muito prazer.

Luísa: De onde você é, de Portugal ou do Brasil?

Pedro: Sou do Brasil. Mas meus pais são de Portugal.

Luísa: E por que você está aqui? Você está de férias?

Pedro: Estou aqui para visitar meus parentes. Eles são dos Estados Unidos.

Luísa: Eles estão muito contentes com a sua visita, não estão?

Pedro: Estão, sim. Eles são todos muito simpáticos.

Luísa: Você está na casa deles, não é?

Pedro: É. A casa é perto do lago. Sabe, meus tios são arquitetos, então a casa é muito bonita e confortável.

Luísa: Você está com vontade de tomar uma cerveja agora?

Pedro: Estou, sim. Vamos.

1.1 Dialogue Practice – Prática de Diálogo

1.1 A.

Click on the answer that correctly responds to the information given in the dialogue.



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1.1 B.



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1.1 C.



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Lição 2

Learning Objectives – Objetivos da Lição

Lição 2 presents:

- the **neuter demonstratives**,
- **regular verbs in the present indicative tense**,
- **some basic contractions of definite articles and common prepositions**,
- **the days of the week**,
- **colors**, and
- introduces basic vocabulary that includes **places, events**, and other relevant words.

After completing this lesson, the student will be able to:

- identify objects and their colors.
- produce regular present tense verbs.
- give more detailed responses to questions using prepositions.

Grammar – Gramática

Neuter Demonstratives – Os demonstrativos neutros

The neuter demonstratives are used when referring to some thing or idea not yet defined. They are pronouns, invariable in form, and do not modify nouns.

isto O que é isto ?	[this (near the speaker)] [What is this?]
isso Você sabe o que é isso ?	[that (near the person being addressed)] [Do you know what that is?]
aquilo Aquilo não é bom.	[that (far from speaker and one addressed)] [That is not good.]

2.1 A. Answer each question in the affirmative as in the example given. First, use the verb form alone to mean “yes,” then give the complete answer. Assume that your teacher is speaking to you. Observe in the following example:

Isto é uma mesa?

– É. **Isso** é uma mesa.

1. Isto é um lápis?
2. Aquilo é uma cadeira?
3. Isso é um cinzeiro?
4. Isto é um pedaço de giz?
5. Isso é uma caneta?
6. Aquilo é um quadro?

The present indicative – O presente do indicativo

By now you are aware that verb endings change when the subject of the verb varies. Given below are the endings for the regular verbs of the three Portuguese conjugations.

Infinitives which end in **-AR** are first conjugation. Those ending in **-ER** are second conjugation; and those ending in **-IR** are third conjugation. Before conjugating a verb, it is necessary to remove the infinitive ending. (As indicated in the preliminary lessons, the forms **tu** and **vós** will not be given except in the appendix of this book).

Study the following model verbs. Notice the endings put on the verb stem and the subject pronoun that goes with each particular form. Pay special attention to the three possible English translations.

-AR fal/ar

Singular

Plural

Eu falo [I speak, I do speak, I am speaking]

Nós falamos [We speak, We do speak, We are speaking]

Você fala [You speak, You do speak, You are speaking]

Vocês falam [You speak, You do speak, You are speaking]

Ele, ela fala [He/she speaks, He/she does speak, He/she is speaking]

Eles, elas falam [They speak, they do speak, they are speaking]

-ER com/er

Singular		Plural	
Eu como	[I eat, I do eat, I am eating]	Nós comemos	[We eat, We do eat, We are eating]
Você come	[You eat, You do eat, You are eating]	Vocês comem	[You eat, You do eat, You are eating]
Ele, ela come	[He/she eats, He/she does eat, He/she is eating]	Eles, elas comem	[They eat, they do eat, they are eating]

-IR abr/ir

Singular		Plural	
Eu abro	[I open, I do open, I am opening]	Nós abrimos	[We open, We do open, We are opening]
Você abre	[You open, You do open, You are opening]	Vocês abrem	[You open, You do open, You are opening]
Ele, ela abre	[He/she opens, He/she does open, He/she is opening]	Eles, elas abrem	[They open, they do open, they are opening]

*There are verbs in Portuguese which do not follow the pattern given above. These are called **Irregular Verbs**. The student must learn each person of such verbs. They will be conjugated either in the body of the lesson or in the vocabulary lists. Moreover, there are many verbs which are **Irregular** only in the first person singular of the present indicative. These irregular forms must be learned. They will be found in parentheses immediately after the infinitive in your vocabulary lists. Example: **ouvir (ouço)** – to hear; **repetir (repito)** – to repeat.

Some common prepositions – Algumas preposições comuns

- a [to, at]
- de [of, from]
- em [in, on, at]
- para [to, for]
- com [with]
- sem [without]
- antes de [before]
- depois de [after]

- dentro de [*inside*]
- fora de [*outside*]
- longe de [*far from*]
- perto de [*near*]

Contractions of common prepositions – Contrações de preposições comuns

The prepositions **a**, **de**, and **em** must combine with the definite articles as follows:

a + o = ao	[<i>to the</i>]
ao amigo	[<i>to the friend</i>]
a + os = aos	[<i>to the</i>]
aos bares	[<i>to the bars</i>]
a + a = à	[<i>to the</i>]
à padaria	[<i>to the bakery</i>]
a + as = às	[<i>to the</i>]
às médicas	[<i>to the (female) doctors</i>]

de + o = do	[<i>of the, from the</i>]
longe do lago	[<i>far from the lake</i>]
de + os = dos	[<i>of the, from the</i>]
longe dos carros	[<i>far from the cars</i>]
de + a = da	[<i>of the, from the</i>]
a cor da gata	[<i>the color of the cat</i>]
de + as = das	[<i>of the, from the</i>]
a cor das paredes	[<i>the color of the walls</i>]

em + o = no [in the, on the, at the]
no cinema [at the movies]

em + os = nos [in the, on the, at the]
nos exercícios [in the exercises]

em + a = na [in the, on the, at the]
na cadeira [on the chair]

em + as = nas [in the, on the, at the]
nas caixas [in the boxes]

2.2. Practice – Prática

2.2 A.



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The prepositions **de** and **em** may, but need not always, combine with the indefinite articles as follows:

de + um = dum [of, from a]
dum amigo [from a friend]

de + uma = duma [of, from a]
duma cidade [of a city]

de + uns = duns [of, from some]
duns lugares [from some places]

de + umas = dumas [of, from some]
dumas cores [of some colors]

em + um = num	[in, on, at a]
num segundo	[in a second]
em + uma = numa	[in, on, at a]
numa loja	[at a store]
em + uns = nuns	[in, on, at some]
nuns jornais	[in some newspapers]
em + umas = numas	[in, on, at some]
numas frases	[in some sentences]

*The preposition **a** does not contract with **um** or **uma**.

Some verbs that require prepositions – Alguns verbos que requerem preposições

There are numerous verbs in Portuguese which demand the use of a preposition after them. These verbs plus the prepositions they require are given in the vocabulary lists. In this lesson, for example, we find **aprender a**, **gostar de**, **perguntar a**, **responder a**, and **apontar para**.

The student must bear in mind that the prepositions **a**, **em**, and **de** must contract with definite and indefinite articles. Study the following:

Não pergunto nada à cantora.	[I don't ask the singer anything.]
Gosto dos meses de verão.	[I like the summer months.]
O aluno responde ao professor.	[The student answers the teacher.]
Ela aponta para umas estrelas.	[She points at some stars.]

A verb following a preposition must be in the infinitive form.

Faça o favor de repetir.	[Please repeat.]
Estou aqui para ensinar.	[I'm here to teach.]
Gosto de ir ao cinema.	[I like going (to go) to the movies.]
O aluno aprende a falar português.	[The student learns to speak Portuguese.]

2.3 Practice – Prática

2.3 A. Answer each question in the affirmative, replacing the subject with a subject pronoun. Observe in the following example:

O arquiteto está perto da porta?

– Sim, **ele** está perto da porta.

1. O presidente está perto da janela?
2. A moça responde ao professor?
3. Você e eu estamos na praia?
4. Paulo e Maria gostam da camiseta amarela?
5. João e Elias são dentistas?
6. Alice e Marta escrevem no quadro?
7. As blusas são bonitas?
8. Os lápis estão dentro da caixa?

2.3 B. Answer each question in the negative, beginning with **Não**, and then giving the entire sentence in the negative. Observe in the following example:

Você está na sala de aula?

– **Não**, eu **não** estou na sala de aula.

1. Eu estou perto da parede?
2. Você gosta de ir ao clube?
3. Eu sou português?
4. O professor prepara a lição todos os dias?
5. A jornalista pronuncia bem a palavra?

6. Raimundo está na igreja?
7. Nós somos alunos de inglês?
8. Vocês visitam os parentes?
9. Nós estamos longe da farmácia?
10. Teresa e Cristina vão à loja?
11. Eduardo e Sérgio são bons alunos?
12. Os rapazes repetem o vocabulário com satisfação?

2.3 C. Repeat each sentence in the negative. Observe in the following example:

Ele fala com os amigos.

Ele **não** fala com os amigos.

1. O vendedor aponta para o carro azul.
2. Os rapazes respondem em português.
3. Manuel estuda em casa.
4. Fábio e eu estamos na praia.
5. Eu chego cedo aqui.
6. Você para perto do correio.
7. Eles são bonitos.
8. Você e eu gostamos de tomar cerveja de manhã.

The days of the week – Os dias da semana

- o domingo [*Sunday*]
- a segunda-feira [*Monday*]
- a terça-feira [*Tuesday*]
- a quarta-feira [*Wednesday*]
- a quinta-feira [*Thursday*]
- a sexta-feira [*Friday*]
- o sábado [*Saturday*]

The definite article is not used with the days of the week when they come after the verb **ser**.

Hoje é segunda-feira. [Today is Monday]

Amanhã é sábado. [Tomorrow is Saturday]

Os dias da semana são: segunda, terça, quarta, etc. [The days of the week are: Monday, Tuesday, Wednesday, etc.]

In giving the names of several days of the week in a series, the word **-feira** is used only with the last one mentioned.

Temos aula de português na segunda, terça, quarta e quinta-**feira**. [We have Portuguese class on Monday, Tuesday, Wednesday, and Thursday.]

To express “on” with days of the week:

Use **em + a** or **em + as** with feminine days

na segunda-feira [on Monday]

nas quartas-feiras [on Wednesdays]

Use **em + o** or **em + os** with masculine days

no sábado [on Saturday]

nos domingos [on Sundays]

As an alternative construction, we may use: **a + os** or **a + as**, but only in the plural

aos sábados [on Saturdays]

às terças [on Tuesdays]

Colors – As cores

- amarelo, -a [yellow]
- branco, -a [white]
- preto, -a [black]
- roxo, -a [purple]
- vermelho, -a [red]
- azul [blue]
- marrom [brown]
- verde [green]
- *bege [beige]
- *cinza [gray]
- *(cor de) laranja [orange]
- *(cor de) rosa [pink]

When used, most colors will agree in gender and number with the nouns that they modify. However, the four colors marked by asterisks are always used in the singular form indicated above.

O livro é verde .	[The book is green .]
*Os sapatos são rosa (cor de rosa) .	[The shoes are pink .]
A bandeira brasileira é verde e amarela .	[The Brazilian flag is green and yellow .]
*As calças são cinza .	[The pants are gray .]
Os olhos dela são azuis .	[Her eyes are blue .]
As carteiras são marrons .	[The desks are brown .]

2.4 Practice – Prática

2.4 A.



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Places – Lugares

- o banco [*bank*]



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- o bar [*bar*]



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- o cinema [*movie theater*]



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- o clube [*club*]



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- o correio [*post office*]



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- a farmácia [*pharmacy*]



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- a igreja [church]



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- a lavanderia [laundromat]



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- a loja [store]



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- a padaria [bakery]



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- a piscina [swimming pool]



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- a praia [beach]



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- o restaurante [restaurante]



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- o supermercado [supermarket]



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Events – Eventos

- o concerto [concert]



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- a festa [party]



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- o filme [movie, film]



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- o jogo [game]



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- a reunião [meeting]



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Additional Vocabulary- Vocabulário adicional

- a bandeira [flag]



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- a blusa [blouse]



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- a cadeira [chair]



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- o caderno [notebook]



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- a(s) calça(s)[pants, trousers]



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- a camisa[shirt]



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- a camiseta [T-shirt]



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- a caneta [pen]



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- o cinzeiro [ashtray]



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- a cor[color]



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- depois [then, afterwards]



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- então [then, afterwards; so]



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- a flor [flower]



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- o giz [chalk]



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- a gravata [necktie]



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- imediatamente [immediately]



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- a janela [window]



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- lá [there]



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- o lápis (os lápis) [pencil]



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- a lição [lesson]



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- as meias [socks]



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- a palavra [word]



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- o papel [paper]



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- a parede [wall]



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- a pergunta [question]



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- o quadro [blackboard]



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- os sapatos [shoes]



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- a semana [week]



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- sempre [*always*]



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- só [*only; alone*]



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- o/a vendedor, -a [*salesperson*]



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- o vestido [*dress*]



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Verbs – Verbos

- apontar (para)[*to point (to/at)*]



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- aprender (a) [to learn (to)]



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- escrever [to write]



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- estudar [to study]



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- falar [to speak]



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- gostar (de) [to like, enjoy]



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- mostrar [to show, indicate, point out]



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- pegar [to pick up]



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- perguntar (a) [to ask]



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- preparar [to prepare]



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- pronunciar [to pronounce]



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- repetir (repito) [to repeat]



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- responder (a) [to answer, reply]



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- voltar (para) [to return]



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Expressions – Expressões

- Ah, é.[Right.]



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- De que cor é...? [What color is...?]



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- É preciso (+ inf) [It's necessary to]



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- em casa [at home]



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- mais tarde [later]



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- todos os dias [every day]



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2.5 Practice – Prática

2.5 A. Translate the following into Portuguese taking care to use the correct prepositions and contractions.

1. We learn to speak Portuguese in class.
2. Today is Saturday. On Saturdays we go to the beach.
3. Beto is at the bank. He'll be home later.
4. Anita likes to study by the lake.
5. What color is the flag of the United States?

Diálogo 2

Dialogue – Diálogo

Listen and follow along with the dialogue. Then, answer the questions below.



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-
- Jorge:** Oi, Chico! A Kátia e o Beto estão em casa?
- Chico:** Não estão, não. Estão na praia. Hoje é sábado.
- Jorge:** Ah, é. Eu não vou à praia hoje. Você vai no domingo?
- Chico:** Vou, sim. Sempre vou à praia aos domingos.
- Jorge:** O que é isso perto de você?
- Chico:** É uma camisa do Beto. É bonita, não é?
- Jorge:** É. De que cor é? É azul ou preta?
- Chico:** É preta. Você também vai gostar dos sapatos.
- Jorge:** Onde estão?
- Chico:** Estão lá, perto da cadeira.
- Jorge:** O Beto vai estar em casa mais tarde?
- Chico:** Vai, sim. E a Kátia também.
- Jorge:** Então volto mais tarde.
-

2.1 Dialogue Practice – 2.1 Prática de Diálogo

2.1 A. Answer the following questions with information from the dialogue.

1. Onde estão a Kátia e o Beto?
2. Quando o Chico vai à praia?
3. De que cor é a camisa do Beto?
4. Onde estão os sapatos?
5. Quando o Jorge volta?

2.1 B.



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2.1 C.



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Lição 3

Learning Objectives – Objetivos da Lição

Lição 3 presents:

- the **demonstrative adjectives**,
- **some irregular verbs** in the present tense,
- the verb phrase **é que**, and
- basic vocabulary that includes **languages** and other relevant words.

After completing this lesson, the student will be able to:

- recognize and describe objects using **demonstrative adjectives**.
- provide more detailed responses using the **demonstrative adjectives** with their contractions.

Grammar- Gramática

Demonstrative Adjectives – Os adjetivos demonstrativos

In Portuguese, the demonstrative adjectives must agree in gender and number with the noun they modify. Given below are the demonstrative adjectives in all their forms:

	Masculine	Feminine	Translation
Singular	este	esta	[this (near speaker)]
	esse	essa	[that (near one addressed)]
	aquele	aquela	[that (far away)]
Plural	estes	estas	[these (near speaker)]
	esses	essas	[those (near one addressed)]
	aqueles	aquelas	[those (far away)]

Contractions of common prepositions with demonstrative adjectives – Contrações de preposições comuns e

adjetivos demonstrativos

The contractions **em**, **de**, and **a** contract with the demonstrative adjectives as follows:

em + este, -a, -es, -as = neste, nesta, nestes, nestas	[in these, on these, at these]
em + esse, -a, -es, -as = nesse, nessa, nesses, nessas	[in those, on those, at those]
em + aquele, -a, -es, -as = naquele, naquela, naqueles, naquelas	[in that/those (far away), on that/those (far away), at that/those (far away)]

de + este, -a, -es, -as = deste, desta, destes, destas	[of this/these, from this/these]
de + esse, -a, -es, -as = desse, dessa, desses, dessas	[of that/those, from that/those]
de + aquele, -a, -es, -as = daquele, daquela, daqueles, daquelas	[of that/those (far away), from that/those (far away)]

a + aquele, -a, -es, -as = àquele, àquela, àqueles, àquelas [to that/those (far away), at that/those (far away)]

*Note: The preposition **a** does not combine with the demonstrative adjectives **este(s), esta(s), esse(s), essa(s)**.

3.1 Practice – Prática

3.1 A.



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Irregular Verbs in the Present Indicative – Verbos irregulares no presente do indicativo

There are a number of irregular verbs in the present indicative tense which do not follow the pattern for regular verb conjugation. The student must learn each person of such verbs. Some of the most common irregular verbs are conjugated below.

CRER (em) [to believe]

Eu **creio** Nós **cremos**
Você, ele, ela **crê** Vocês, eles, elas **crêem**

DAR [to give]

Eu **dou** Nós **damos**
Você, ele, ela **dá** Vocês, eles, elas **dão**

DIZER [to say, tell]

Eu **digo** Nós **dizemos**
Você, ele, ela **diz** Vocês, eles, elas **dizem**

FAZER [to make, do]

Eu **faço** Nós **fazemos**
Você, ele, ela **faz** Vocês, eles, elas **fazem**

IR (a) [to go]

Eu **vou** Nós **vamos**
Você, ele, ela **vai** Vocês, eles, elas **vão**

LER [to read]

Eu **leio** Nós **lemos**
Você, ele, ela **lê** Vocês, eles, elas **lêem**

PASSEAR [to take a walk, to go for a stroll]

Eu **passeio** Nós **passeamos**
Você, ele, ela **passeia** Vocês, eles, elas **passeiam**

*Other verbs that follow this conjugation are **BARBEAR-SE, BRONZEAR-SE, CEAR, CHATEAR, ESPERNEAR, PENTEAR, RECEAR, RODEAR, and SABOREAR**. These verbs are discussed further in Lição 29.

PÔR [to place, put]

Eu **ponho** Nós **pomos**
Você, ele, ela **põe** Vocês, eles, elas **põem**

QUERER [to want, wish]

Eu **quero** Nós **queremos**
Você, ele, ela **quer** Vocês, eles, elas **querem**

SAIR (de) [to leave, go out]

Eu **saio** Nós **saímos**
Você, ele, ela **sai** Vocês, eles, elas **saem**

*Other verbs that follow this conjugation include **CAIR**.

SORRIR [to smile]

Eu **sorrio** Nós **sorrimos**
Você, ele, ela **sorri** Vocês, eles, elas **sorriem**

*The verb **RIR [to laugh]** also follows this conjugation.

SUBIR [to go up, to climb]

Eu **subo** Nós **subimos**
Você, ele, ela **sobe** Vocês, eles, elas **sobem**

*Other verbs that follow this conjugation include **CONSUMIR** and **SUMIR**.

TER [to have]; TER QUE [to have to]

Eu **tenho** Nós **temos**

Você, ele, ela **tem** Vocês, eles, elas **têm**

TRADUZIR [to translate]

Eu **traduzo** Nós **traduzimos**

Você, ele, ela **traduz** Vocês, eles, elas **traduzem**

VER [to see]

Eu **vejo** Nós **vemos**

Você, ele, ela **vê** Vocês, eles, elas **vêm**

VIR [to come]

Eu **venho** Nós **vimos**

Você, ele, ela **vem** Vocês, eles, elas **vêm**

3.2 Practice – Prática

3.2 A.



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3.2 B.



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The verb phrase “**é que**” – a frase verbal “**é que**”

In colloquial Portuguese, the verb phrase **é que** is frequently used with interrogatives in a question for emphasis. The meaning of the question is not altered in any way.

O que **é que** você vê no quadro? [What do you see on the blackboard?]

Onde **é que** você mora? [Where do you live?]

Quando **é que** vocês vão para a praia? [When are you going to the beach?]

Vocabulary – Vocabulário

Languages – As línguas

- árabe [Arabic]



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- alemão [German]



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- chinês [Chinese]



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- espanhol [Spanish]



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- francês [French]



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- holandês [Dutch]



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- inglês [English]



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- italiano [Italian]



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- japonês [Japanese]



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- português [Portuguese]



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- russo [Russian]



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Additional Vocabulary – Vocabulário Adicional

- ainda [still, yet; even]



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- ali [there]



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- assim [thus, in that way, so]



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- o campo [countryside; field]



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- a carta [letter; playing card]



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- o centro [downtown]



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- a cidade [city]



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- a coisa [thing]



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- o convite [*invitation*]



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- difícil [*difficult*]



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- fácil [*easy*]



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- a hora [*hour*]



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- o jornal [*newspaper*]



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- a manhã [*morning*]



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- novamente [again, once more]



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- novo, -a [new, young]



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- outro, -a [other, another]



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- o país [country]



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- o parque [park]



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- porque [because]



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- o presente [present, gift]



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- o problema [problem]



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- o recado [message]



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- a revista [magazine]



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- tanto -a [so much]



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- o telefonema [telephone call]



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- velho, -a [old]



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- o/a vizinho, -a [neighbor]



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- a voz [voice]



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Verbs – Verbos

- abrir [to open]



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- comer [to eat]



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- compreender [to understand]



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- conhecer (conheço) [to know, meet, be acquainted with]



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- convidar (para) [to invite]



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- ensinar (a) [to teach]



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- entrar (em) [to go in, come in, enter]



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- escolher [to choose]



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- fechar [to close]



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- morar [to live, reside]



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- ouvir (ouço) [to hear, listen]



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- partir[to leave]



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- receber [to receive]



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- telefonar[to telephone]



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- trabalhar [to work]



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- viver [to live, to exist]



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Expressions- Expressões

- ainda não [not yet]



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- Como se diz ...? [How do you say ...?]



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- Como se escreve ...? [How do you spell ...?]



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- Diga-me, ... [Tell me, ...]



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- estar de pé [to be standing]



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- estar sentado, -a [to be sitting, seated]



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- fazer compras [to go shopping]



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- fazer perguntas [to ask questions]



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- Já está na hora [Time's up, it's time]



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- O que quer dizer ...? [What does ... mean?]



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- Puxa! [Well! What do you know?!]



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- um pouco de ...[a little bit of ...]



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3.3 Practice – Prática

3.3 A.



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3.3 B. Translate.

1. inside this room
2. near those cars
3. on that table
4. these boys' shoes
5. We leave home early.
6. Who lives in that house?
7. Do you believe this man?

3.3 C. Answer each question with a complete sentence, using in your reply the expression found opposite it. Observe in the following example:

O que é que você fala? **português**

-Eu falo **português**.

1. O que é que você vê? **aquele carro**
2. O que é que você é? **estudante**

3. O que é que você repete? **o que você diz**
4. O que é que você lê? **as revistas**
5. Onde é que Paulo mora? **naquela casa amarela**
6. Onde é que a Ana faz compras? **nesta cidade**
7. Onde é que vocês estão? **perto da praia**
8. Quando é que vocês vão ao cinema? **nas quartas-feiras**
9. Como é que vocês traduzem isto? **sem problemas**
10. Quando é que Eduardo e Tânia partem? **neste sábado**
11. Como é que eles estão agora? **bem**
12. Quem é que pode abrir esta janela? **Ricardo**

Diálogo 3

Listen and follow along with the dialogue. Then, answer the questions below.

-
- Ricardo:** Onde é que você mora?
- Anita:** Moro longe do centro, e você?
- Ricardo:** Moro ali, perto daquele parque, onde aquelas moças estão sentadas, você vê?
- Anita:** Vejo, sim. E onde é que você trabalha?
- Ricardo:** Trabalho nesta loja. Faço um pouco de tudo aqui.
- Anita:** Você gosta de ir a festas?
- Ricardo:** Puxa! Por que é que você faz tantas perguntas? Você não crê nas coisas que eu digo?
- Anita:** Creio, sim. Faço tantas perguntas porque quero conhecer você melhor.
- Ricardo:** Então, quando é que vamos sair?
- Anita:** Amanhã, depois do jogo, está bem?
- Ricardo:** Está, sim.
-

3.1 Dialogue Practice – 3.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

3.1 A.

1. Onde é que a Anita mora?
2. Onde é que o Ricardo mora?
3. O Ricardo trabalha numa padaria?
4. Por que a Anita faz tantas perguntas para o Ricardo?
5. Quando é que o Ricardo e a Anita vão sair?

3.1 B.



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Lição 4

Learning Objectives – Objetivos da Lição

Lição 4 presents:

- the **possessive adjectives**
- **adjectives and adjective use**
- **numbers from 10 to 50**
- **how to tell time**
- **reflexive verbs** and **placement of reflexive pronouns**,
- the **immediate future tense (ir + infinitive)**
- additional vocabulary.

After completing this lesson, the student will be able to:

- use **adjectives** to indicate possession and to describe nouns.
- use **reflexive verbs** in the present tense.
- **tell time.**
- use the construction **ir + infinitive** to express future actions.

Grammar- Gramática

Possessive Adjectives – Os adjetivos possessivos

The possessive adjectives in Portuguese must agree in gender and number with the noun they modify. Learn the following forms, and study the examples given of the use of the possessive adjectives.

Masculine	Feminine	Translation
meu, -s	minha, -s	[my]
seu, -s	sua, -s	[your, his, her]
nosso, -s	nossa, -s	[our]
seu, -s	sua, -s	[your, their]

The definite article is generally used before the possessive adjective.

o meu amigo [my friend]	os meus amigos [my friends]
a nossa casa [our house]	as nossas lições [our lessons]
o seu relógio [his, her, your or their watch]	as suas meias [his, her, your or their socks]

The forms **dele, dela, deles, delas** are used instead of **seu, sua, seus, suas** to clarify possession. The noun is followed by these forms and is preceded by a definite article.

o vestido dela	[her dress]
a camisa dele	[his shirt]
os sapatos dela	[her shoes]
as meias dele	[his socks]
a casa deles	[their house]
o pai delas	[their father]
os irmãos deles	[their brothers]
as blusas delas	[their blouses]

4.1 Practice – Prática

4.1 A. Answer affirmatively with complete sentences. Use the proper form of the possessive adjective, when appropriate. Observe in the following example:

Você tem o seu jornal?

– **Tenho**, sim. Tenho o **meu** jornal.

1. Você tem a sua revista?
2. Você gosta do seu quarto?
3. O Paulo conversa com a sua amiga?
4. A Marisa telefona para o seu médico?
5. Você e eu temos camisas novas?
6. A Ângela mora com o seu primo?
7. Você sempre vem de ônibus?
8. Vocês almoçam com a sua tia todos os dias?

4.1 B.



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Adjectives – Os adjetivos

As you have already noticed, adjectives must agree in gender and number with the noun(s) they modify:

o ônibus amarelo	[the yellow bus]
as cantoras bonitas	[the pretty singers]
os atores famosos	[the famous actors]
as crianças felizes	[the happy children]
a família espanhola	[the Spanish family]
os filmes encantadores	[the charming films]

Descriptive adjectives generally follow the noun they modify. Descriptive adjectives provide information concerning size, shape, color, appearance, etc.

a cidade grande	[the big city]
esse rapaz alto	[that tall boy]
umas perguntas díficeis	[some difficult questions]
os nossos amigos elegantes	[our elegant friends]

Definite and indefinite articles, demonstrative, interrogative and possessive adjectives, numerals, and adjectives which express an intrinsic characteristic of the noun precede the noun they modify.

um restaurante italiano	[an Italian restaurant]
três homens	[three men]
Que dia é hoje?	[What day is it?]
aquela noite	[that night]
a sua linda cara	[your lovely face]

In English a noun is often used as an adjective. To render such ideas in Portuguese, it is necessary to use an adjectival phrase: **de** + noun.

um copo de papel	[a paper cup]
um relógio de pulso	[a wrist watch]
uma aula de francês	[a French class]

The word **muito** can be both an adjective and an adverb in Portuguese.

As an adverb, it is invariable and has only the form **muito**.

Nós trabalhamos **muito** . [We work **a lot** .]
Ela fala **muito** bem. [She speaks **very** well.]
Ele está **muito** doente. [He is **very** sick.]

As an adjective, it must agree in gender and number with the noun it modifies. In the singular, it is translated as *much*; in the plural, as *many*.

muito dinheiro [**much** or **a lot** of money]
 muitos amigos [**many** friends]
 muita curiosidade [**much** or **a lot** of curiosity]
 muitas noites [**many** nights]

4.2 Practice – Prática

4.2 A.



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Numbers from 10 to 50 – Os números de 10 a 50

- dez [ten]
- onze [eleven]
- doze [twelve]
- treze [thirteen]
- quatorze [fourteen]
- quinze [fifteen]
- dezesseis [sixteen]
- dezessete [seventeen]
- dezoito [eighteen]
- dezenove [nineteen]

- vinte [twenty]
- vinte e um, etc. [twenty-one]
- trinta [thirty]
- quarenta [forty]
- cinquenta [fifty]

Telling time in Portuguese – As horas

Que horas são?	[What time is it?]
É uma (hora).	[It's one o'clock.]
É meio-dia.	[It's noon.]
São duas (horas), etc.	[It's two o'clock.]
São três e dez.	[It's 3:10.]
São oito e quinze.	[It's 8:15 (or a quarter after eight.)]
São nove e meia.	[It's 9:30 (or half past nine.)]
São dez e trinta.	[It's 10:30 (or half past ten.)]
São vinte para as quatro.	[It's twenty to four.]
São quinze para as cinco.	[It's a quarter to five.]

The following expressions are used to indicate **A.M.** and **P.M.:** **da manhã, da tarde, da noite.**

São oito horas da manhã.	[It's 8:00 A.M.]
São duas horas da tarde.	[It's 2:00 P.M.]
São nove horas da noite.	[It's 9:00 P.M.]

To express the word “at” in time expressions, when the definite hour is mentioned, it is necessary to use the preposition **a** combines with the definite article **a, o** and **as.**

O filme começa **à** uma hora. [The movie begins **at** one o'clock.]

Ela janta **às** sete horas. [She dines **at** seven o'clock.]

Ele almoça **ao** meio-dia. [He has lunch **at** noon.]

Ele se deita **à** meia-noite. [He goes to bed **at** midnight.]

4.3 Practice – Prática

4.3 A.



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4.3 B. Answer each question with a complete sentence. Use the cues to the right in your reply. Observe in the following example:

A que horas o filme começa? **7:30 PM**

– O filme começa às sete e meia da noite.

1. Que horas são agora? **10:45 AM**
2. A que horas o jogo começa? **1:00 PM**
3. A que horas a aula termina? **12:50 PM**
4. Quando você vai fazer compras? **After 3 PM**
5. Quando você vai telefonar para a Ana? **In the evening**
6. A que horas almoçamos? **Noon**
7. A que horas jantamos? **Between 6 and 7 PM**
8. A que horas você vai levantar-se amanhã? **After 8 AM**
9. A que horas você vai deitar-se? **After midnight**
10. Quando eles vão partir? **Tomorrow afternoon**

Reflexive Verbs – Os verbos reflexivos

A verb is called **reflexive** when its subject and object are the same. These verbs are always accompanied by a reflexive pronoun which corresponds to the subject of the verb. Examples are:

acordar-se	to wake up
banhar-se	to bathe, take a bath/shower
chamar-se	to be named/called
deitar-se	to go to bed; to lie down
despir-se (dispo)	to get undressed
levantar-se	to get up; to rise
sentar-se	to sit down
sentir-se (sinto)	to feel
vestir-se (visto)	to get dressed

The reflexive pronoun precedes the conjugated verb form when the subject is expressed.

eu me levanto	[I get up, I do get up, I am getting up]	nós nos levantamos	[We get up, we do get up, we are getting up]
você se levanta	[You get up, you do get up, you are getting up]	vocês se levantam	[You get up, you do get up, you are getting up]
ele/ela se levanta	[He/she gets up, he/she does get up, he/she is getting up]	eles/elas se levantam	[They get up, they do get up, they are getting up]

Placement of the reflexive pronoun – A colocação do pronome reflexivo

The reflexive pronoun **always precedes** the conjugated verb in the negative, interrogative, and in dependent clauses as well.

Nós não nos levantamos cedo.	[We don't get up early.]
Vocês se sentem cansados?	[Do you feel tired?]
Ele pensa que se veste bem.	[He thinks that he dresses well.]

When the reflexive verb is used in the infinitive form after another conjugated verb, the reflexive pronoun can be attached to the infinitive or placed immediately before it.

Ele pode sentar-**se** ali. [He can sit down there.]

Ele pode **se** sentar ali.

Vamos levantar-**nos** cedo. [We are going to get up early.]

Vamos **nos** levantar cedo.

4.4 Practice – Prática

4.4 A. Use the proper reflexive pronoun in each answer. Observe in the following example:

Você **se** levanta cedo?

– Eu **me** levanto cedo.

1. O Pedro se deita tarde?
2. A que horas você se deita?
3. E a que horas você se levanta?
4. Como vocês se sentem agora?
5. Nós podemos sentar-nos aqui?
6. Elas pretendem acordar-se cedo?
7. Por que você se veste depressa?
8. Quem vai sentar-se perto dele?
9. Você vai levantar-se às sete e meia?
10. Aquela moça se chama Ana?

4.4 B. Answer each question negatively. Observe in the following example:

Paulo se senta perto da janela?

– **Não**, ele **não** se senta perto da janela.

1. Vocês se preparam para partir?
2. A Anita e a Cristina se sentem bem?
3. Você se vê no espelho?
4. Nós temos que deitar-nos cedo todos os dias?
5. Eu tenho que sentar-me aqui?
6. Você gosta de levantar-se cedo aos domingos?
7. Você e esse rapaz se conhecem?
8. A Anita e seu namorado se telefonam muito?

9. Os seus parentes se visitam frequentemente?
10. Os democratas e os republicanos se compreendem?

Expressing future action with “ir” and present tense verbs – Expressando ação futura com ir e verbos no presente do indicativo

As you may have noticed, it is very common to use the verb **ir** with infinitive verbs (**ir + infinitive**) to express future action. It is the equivalent of the English “going to”.

Eu vou falar com o professor mais tarde.	[I'm going to speak with the professor later.]
Eles vão dançar ?	[Are they going to dance ?]
Vamos dizer a verdade.	[We are going to tell truth.]
O que você vai fazer ?	[What are you going to do ?]

It is also possible to express future action with the present tense of the verb. The context will show that the action is future rather than present or habitual.

Eu falo com você mais tarde.	[I'll speak to you later.]
Eles viajam amanhã.	[They will travel tomorrow.]
A minha mãe vem às oito.	[My mother is coming at eight.]

To express “to go” in a future context (i.e. “I’m going to go”), use the verb **ir** in the present tense.

Eu **vou** à biblioteca amanhã. [I'm **going to go** to the library tomorrow.]

*Eu **vou ir** à biblioteca amanhã. [Isn't gramatically acceptable.]

4.5 A.



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4.5 B. Determine whether the following sentences that utilize the present tense, are expressing Future or Habitual actions.



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Vocabulary – Vocabulário

- o almoço [lunch]



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- até [until; even]



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- até a [as far as]



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- o ator [actor]



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- a atriz [actress]



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- a biblioteca [library]



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- a bicicleta [bicycle]



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- o café da manhã [breakfast]



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- cansado, -a [tired]



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- castanho, -a [brown (eyes and hair)]



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- o/a companheiro, -a [companion]



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- companheiro/a de quarto [roommate]



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- a criança [child]



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- elegante [elegant, fine]



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- encantador, -a [enchanted, charming, delightful]



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- o espelho [mirror]



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- a família [*family*]



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- feliz [*happy*]



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- geralmente [*generally*]



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- grande [*large, great*]



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- importante [*important*]



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- juntos, -as [*together*]



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- lindo, -a [gorgeous]



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- louro, -a [blond]



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- mais [more]



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- a meia-hora [half-hour]



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- a meia-noite [midnight]



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- o meio-dia [noon]



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- menos [less, except, minus]



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- moreno, -a [dark-complexioned]



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- o/a namorado/a [boy/girlfriend]



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- o/a noivo, -a [fiancé, fiancée]



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- o ônibus (os ônibus) [bus]



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- pequeno, -a [little, small]



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- o/a político, -a [politician]



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- o/a primo, -a [cousin]



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- pronto, -a [ready]



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- o quarto [bedroom]



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- a residência [dormitory]



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- o relógio [watch, clock]



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- o/a tio, -a [uncle, aunt]



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- a televisão (-ões) [television]



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- a universidade [university]



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- o/a universitário, -a [university student]



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- a verdade [truth]



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Verbs – Verbos

- acordar [to wake up]



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- almoçar [to eat lunch, have lunch]



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- assistir (a) [to watch, to attend]



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- assistir televisão [to watch television]



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- começar (a) [to begin]



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- conversar [to talk, converse]



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- jantar [to have dinner, supper]



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- poder (posso) [can/may, to be able to]



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- pretender [to intend]



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- sentir (sinto) [to feel]



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- sentir muito [to be sorry]
- terminar [to finish, to end]



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- vestir (visto) [to dress]



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Expressions- Expressões

- A que horas... [(At) what time...?]



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- Está certo! [Fine!; OK!]



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- Está na hora de (+ inf.) [It's time to...]



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Diálogo 4

Listen and follow along with the dialogue. Then, answer the questions below.



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Beto: Zé, são onze horas. Você tem que levantar-se agora.

Zé: Está bem, Beto. A que horas nós temos que sair?

Beto: Vamos almoçar com Tânia e Patrícia à uma hora. Tenho meu carro novo e assim só temos que sair às doze e trinta.

Zé: Onde é que vamos almoçar?

Beto: Você conhece aquele restaurante italiano perto da praia?

Zé: Conheço, sim. É um restaurante muito bom. Vamos lá.

Beto: Então, eu me sento aqui para assistir televisão enquanto você se veste.

Zé: Está certo. Às onze e quinze eu estou pronto.

4.1 Dialogue Practice – 4.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

4.1 A.

1. Que horas são?
2. A que horas é que Zé e Beto vão almoçar?
3. Com quem é que eles vão almoçar?
4. Quem tem um carro novo?
5. Eles vão almoçar em um restaurante russo?
6. O que o Beto vai fazer enquanto o Zé se veste?
7. Quando é que o Zé vai estar pronto?

4.1 B.



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*Proceed to **Leitura I 'O único animal'** for reading practice.

Lição 5

Learning Objectives – Objetivos da Lição

Lição 5 presents:

- the **preterite** or simple past tense and **spelling changes** and **irregular verbs** that occur in it,
- **ter/estar com expressions**, and
- relevant vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce forms of both regular and irregular verbs in the **preterite tense**.
- describe general situations using **ter/estar com expressions**.

Grammar- Gramática

Preterite Perfect – O Pretérito perfeito

The preterite, or simple past tense, is used to express a simple, completed past action. The bold letters in the examples given below are the preterite endings for the different conjugations. The **-ar**, **-er**, or **-ir** must be removed from the infinitive before the preterite endings are attached.

-AR: FAL/AR

Eu falei

Nós falamos

Você, ele, ela falou Vocês, eles, elas falaram

-ER: COM/ER

Eu comi Nós comemos
Você, ele, ela comeu Vocês, eles, elas comeram

-IR: ABR/IR

Eu abri Nós abrimos
Você, ele, ela abriu Vocês, eles, elas abriram

It will be noted that the first person plural (the **nós** form) of regular verbs is the same in the present and in the preterite tenses. The context in which the verb is used will be your guide as to its meaning.

Falamos com o professor ontem. We **spoke** to the teacher yesterday.
Falamos com o professor quando ele entra na aula. We **speak** to the teacher when he enters the classroom.

Spelling changes in the preterite tense – Mudanças ortográficas no pretérito

Verbs of the first conjugation ending in **-çar** do not use the cedilla under the “c” in the first person singular.

começar – eu comecei but, você começou, nós começamos, vocês começaram, etc.
dançar – eu dancei but, você dançou, etc.

Verbs of the first conjugation (the **eu** form) ending in **-çar** must change the “c” to “qu” before adding the first person singular ending, in order to keep the hard sound [k].

tocar – eu **toquei** but, você **tocou**, nós **tocamos**, vocês, **tocaram** etc.

ficar – eu **fiquei** but, vocês **ficou**, etc.

Verbs of the first conjugation (the **eu** form) ending in **-gar** must change the “**g**” to “**gu**” before adding the first person singular ending, in order to maintain the hard sound [g].

ligar – eu **liguei** but, você **ligou**, nós **ligamos**, vocês **ligaram** etc.

pagar – eu **paguei** but, você **pagou**, etc.

Irregular Verbs in the Preterite – Verbos irregulares no pretérito

There are a number of verbs which have irregular preterite forms. These must be learned when given in the lesson. Preterite tense of irregular verbs studied thus far:

DAR

Eu **dei** Nós **demos**

Você, ele, ela **deu** Vocês, eles, elas **deram**

DIZER

Eu **disse** Nós **dissemos**

Você, ele, ela **disse** Vocês, eles, elas **disseram**

ESTAR

Eu **estive** Nós **estivemos**
Você, ele, ela **esteve** Vocês, eles, elas **estiveram**

FAZER

Eu **fiz** Nós **fizemos**
Você, ele, ela **fez** Vocês, eles, elas **fizeram**

PÔR

Eu **pus** Nós **pusemos**
Você, ele, ela **pôs** Vocês, eles, elas **puseram**

PODER

Eu **pude** Nós **pudemos**
Você, ele, ela **pôde** Vocês, eles, elas **puderam**

QUERER

Eu **quis** Nós **quisemos**
Você, ele, ela **quis** Vocês, eles, elas **quiseram**

SER/IR

Eu **fui** Nós **fomos**
Você, ele, ela **foi** Vocês, eles, elas **foram**

? Notice that the verbs **ir** and **ser** are exactly the same in the preterite tense. Their meaning will be clear in the context of the sentences in which they appear.

Fui ao cinema com Alice. (**IR**) [*I **went** to the movie with Alice.*]
Fomos visitar os nossos amigos. (**IR**) [*We **went** to visit our friends.*]
Ontem **foi** domingo. (**SER**) [*Yesterday **was** Sunday.*]
Ele **foi** professor durante muitos anos. (**SER**) [*He **was** a teacher for many years.*]

TER

Eu **tive** Nós **tivemos**
Você, ele, ela **teve** Vocês, eles, elas **tiveram**

VER

Eu **vi** Nós **vimos**
Você, ele, ela **viu** Vocês, eles, elas **viram**

VIR

Eu **vim**

Nós **viemos**

Você, ele, ela **veio** Vocês, eles, elas **vieram**

To refresh your memory, we repeat: in Portuguese an infinitive is always used after a preposition. Notice the possible translations into English.

Ele começou **a falar**. [He began **speaking**. (or: He began **to speak**.)]

Não tive vontade **de levantar-me**. [I didn't feel like **getting up**.]

Ela estudou **para aprender**. [She studied in order **to learn**.]

5.1 Practice – Prática

5.1 A.



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5.1 B.



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5.1 C.



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5.1 D. Answer with complete sentences. Use the expression opposite each question in your answer. Observe in the following example:

O que vocês compraram? **umas revistas**

– Compramos **umas revistas**.

1. O que é que você pagou ontem? **o aluguel**
2. Onde é que Leo tomou o café da manhã? **em casa**
3. Quando é que você jantou no restaurante? **ontem à noite**
4. Com quem é que Ana saiu? **com uns amigos**
5. A que horas você almoçou? **às onze e meia**
6. Quando é que Rui e Andrea se deitaram? **à meia-noite**
7. O que você leu? **um jornal**
8. A que horas Isabel se levantou? **às seis e quinze**
9. A que horas você se levantou? **às oito e vinte**
10. Aonde vocês foram ontem? **ao cinema**

Expressions with TER/ESTAR com – Expressões com TER/ESTAR com

Many common physical and mental states are frequently described by use of **TER / ESTAR COM + noun**. **TER** is used when describing a general situation whereas **ESTAR com** emphasizes the more immediate situations:

Sempre **tenho frio** nesta sala mas hoje **estou com calor**. [*I'm always cold in this room but today I'm hot.*]

TER / ESTAR COM:

(o) calor	[to be hot]
(o) frio	[to be cold]
(a) fome	[to be hungry]
(a) sede	[to be thirsty]
(a) pressa	[to be in a hurry]
(a) raiva (de)	[to be angry]
(o) sono	[to be sleepy]
(o) medo (de)	[to be afraid]
(a) febre	[to have a fever]
(o/os) ciúme(s) (de)	[to be jealous]
(a) vergonha	[to be embarrassed]
(a/as) saudade(s) (de) + noun	[to miss]
(a) vontade (de) + inf.	[to feel like]
(a) dor de (cabeça, etc)	[to have a (head)ache, etc.]

Você **está com pressa**? [Are you in a hurry?]
Estou com sono agora. [I'm sleepy now.]

The Portuguese equivalent of very in these verb phrases is expressed by the appropriate form of the adjective **muito**.

Temos **muito** medo da polícia. [We're **very** afraid of the police.]
Lígia tem **muitas** saudades de casa. [Lígia is **very** homesick.]

The expressions above can be emphasized by substituting **estar morrendo de** for **ter / estar com**:

Estou morrendo de frio! [I'm freezing!]
André **está** morrendo de vergonha! [André is mortified!]

Note that **estar** (and not **ter** or **estar com**) is used with adjectives:

Hoje nós **estamos** tristes. [We're sad today.]
A água **está** quente. [The water is warm.]
Por que você **está** tão alegre? [Why are you in such a good mood?]

5.2 Practice – Prática

5.2 A.



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5.2 B. Translate into Portuguese:

1. I have a headache now because I'm very hungry.
2. Tânia is sad because Luísa and Sandra are angry.
3. When we are thirsty, we don't feel like drinking coffee.
4. I am freezing. Do I have a fever?
5. When José is homesick, he feels like going back to Brazil.

Vocabulary – Vocabulário

- alegre [happy; in a good mood]



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- o aluguel [rent]



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- o ano [year]



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- barato, -a [cheap]



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- o basquete [basketball]



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- a cama [bed]



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- caro, -a [expensive]



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- o cheque[check]



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- o curso[course]



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- o erro [mistake]



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- a farra[wild party, binge]



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- o futebol [soccer]



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- já [already]



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- o mês [month]



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- ontem [yesterday]



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- quase [almost]



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- o sorvete [ice cream]



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- tão (adv.) [so, as]



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- a vez [time; turn]



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- em vez de [instead of]



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- o vôlei [volleyball]



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Verbs – Verbos

- acabar [to finish, end, terminate]



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- achar [to find, think, believe]



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- adormecer (adormeço) [to fall asleep]



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- alugar [to rent]



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- beber [to drink]



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- buscar [to call for, pick up, get]



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- comprar [to buy]



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- custar [to cost]



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- dançar [to dance]



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- dever [must, ought; owe]



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- dormir (durmo)[to sleep]



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- esperar [to wait for, hope, expect]



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- ficar [to be located; become; stay or remain]



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- gastar [to spend]



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- haver (há) [there is]



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- jogar [to play (a sport or cards); throw]



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- ligar [to call; connect]



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- mandar [to send, order]



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- pagar [to pay]



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- precisar (de)[to need]



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- receber [to receive]



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- sobrar [to be left over]



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- tocar [to touch; play (an instrument, record, tape)]



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Expressions – Expressões

- O que (é que) há com você? [What's the matter with you?]



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- O que (é que) você tem? [What's the matter with you?]



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- Se você quiser, ... [If you want, ...]



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- Acho bom (+ inf.) ... [I think it's a good idea to ...]



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5.3 A. Answer these questions:

1. Você recebe dinheiro dos pais todos os meses?
2. O que é que você fez com o cheque que recebeu do seu pai?
3. Você comprou as flores para ela?
4. Vocês adormeceram durante o filme?
5. Aonde você foi ontem depois de almoçar?
6. Você gosta de farras?
7. Você tem vontade de voltar para a cama agora?
8. Vocês dormiram bem ontem à noite?
9. O que é que você faz quando tem dor de cabeça?
10. Como é que você se sente agora?
11. Quando nós não nos sentimos bem, vamos ao médico?
12. Em vez de estudar todas as tardes, o que seus amigos fazem?
13. O que vocês viram hoje quando entraram no supermercado?

5.3 B. Translate the following:

1. The child got sleepy.
2. I stayed home.
3. Your parents came to visit.
4. You and I went home.
5. I arrived late.
6. He made a mistake.
7. We paid the bills.
8. I danced a lot.
9. We got up at noon.
10. I spoke to John.
11. They had problems.
12. I began to understand.
13. I could not go to the post office.
14. She fell asleep in class.

// Annotate Highlight

Diálogo 5

Listen and follow along with the dialogue. Then, answer the questions below.



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Marina: O que é que há com você, Ricardo?

Ricardo: Eu estou com muito sono e também tenho dor de cabeça.

Marina: O que você fez ontem à noite?

Ricardo: Eu saí com amigos e nós bebemos muita cerveja. Gastei muito, mas foi uma farra boa.

Marina: Você foi para suas aulas hoje?

Ricardo: Fui, sim. Mas quase adormeci.

Marina: Você viu a Ângela? Ela quis falar com você.

Ricardo: Não falei com ela, não. Devo dinheiro para ela, mas vou pagar amanhã. Agora vou para casa.

Marina: Não quer almoçar comigo?

Ricardo: Eu não tenho vontade de comer nada. Só quero dormir. Até mais tarde.

5.1 Dialogue Practice – 5.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

5.1 A.

1. O que é que há com Ricardo?
2. O que ele fez ontem à noite?
3. Como foi a farra?
4. Ricardo foi para suas aulas?
5. Quem quis falar com Ricardo?
6. Por que é que esta pessoa quer falar com ele?
7. O que Ricardo quer fazer?

5.1 B.



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Lição 6

Learning Objectives – Objetivos da Lição

Lição 6 presents:

- the **imperfect tense** and **irregular verbs** that occur in it,
- the **progressive tenses**,
- how to describe **weather phenomena** and
- relevant vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce forms of both regular and irregular verbs in the **imperfect** and **progressive tenses**.
- describe general **weather situations** using *fazer* and *estar*.

Grammar – Gramática

The imperfect tense – O pretérito imperfeito

Regular verbs following the following conjugation patterns:

FAL/AR

Eu falava

Nós falávamos

Você, ele, ela falava Vocês, eles, elas falavam

COM/ER

Eu **comia** Nós **comíamos**
Você, ele, ela **comia** Vocês, eles, elas **comiam**

ABR/IR

Eu **abria** Nós **abríamos**
Você, ele, ela **abria** Vocês, eles, elas **abriam**

Irregular Verbs in the Imperfect – Verbos irregulares no imperfeito

The imperfect tense is irregular in only 4 verbs. The following are the irregular imperfect forms of verbs studied thus far.

SER

Eu **era** Nós **éramos**
Você, ele, ela **era** Vocês, eles, elas **eram**

PÔR

Eu **punha** Nós **púnhamos**
Você, ele, ela **punha** Vocês, eles, elas **punham**

TER

Eu **tinha** Nós **tínhamos**
Você, ele, ela **tinha** Vocês, eles, elas **tinham**

VIR

Eu **vinha** Nós **vínhamos**
Você, ele, ela **vinha** Vocês, eles, elas **vinham**

6.1 Practice – Prática

6.1 A.



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6.1 B.



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Use of the imperfect tense – O uso do imperfeito

In general terms the imperfect is a tense used to describe what was going on in the past. In more specific terms:

The imperfect is used to express the idea that the action or state of being in the past was habitual or that it continued over a period of time. In such instances the translation may be “used to,” “would,” or the simple past tense of the verb.

Quando eu **era** pequeno, **íamos** à praia todos os domingos. [When I **was** little, we **used to go** (or **would go**, or **went**) to the beach every Sunday.]

Quando os meus pais ainda **viviam**, sempre **jantávamos** juntos. [When my parents **were still living**, we always **used to have** (**would have** or **had**) dinner together.]

The imperfect is used to describe actions that were going on in the past and not completed at any definite time.

Ele **lia** enquanto eu **ouvia** o rádio. [He **was reading** while I **was listening** to the radio. (or: He **read** while I **listened** to the radio.)]

The imperfect is used to describe an action which was going on in the past when another event occurred.

Chovia quando ela **saiu**. [It **was raining** when she **went out**.]

Íamos jantar quando eles **chegaram**. [We **were going** to dine when they **arrived**.]

It is often difficult to decide whether to use the imperfect or the preterite tense in your translation into Portuguese when the English sentence uses the simple past tense.

If the action is definitely completed, use the preterite.

Saltaram para dentro da água. [They **jumped** into the lake.]

Fomos ao cinema ontem. [We **went** to the movies yesterday.]

If a verb is describing a past situation, use the imperfect.

O mar **estava** calmo. [The sea **was** calm.]

Fazia muito calor naquela tarde. [It **was** very hot that afternoon.]

A number of verbs and expressions are generally used in the imperfect tense because it is difficult to tell exactly when the action began and ended. Among these are **poder**, **saber**, **querer**, **sentir**, **ter/estar com vontade de**, etc.

Note the following examples and translations:

Ele **sabia** que não **podia** fazê-lo e por isso **desistiu**. [He **knew** he **couldn't** do it, so he **gave up**.]

- **Sabia** and **podia** are not limited by a definite time, so they are expressed in the **imperfect**; **desistiu** is a completed action, and therefore is expressed in the **preterite**.

Eu **queria** falar com ele porque ele **parecia** ter tanto medo. [I **wanted** to speak with him because he **seemed** to be so afraid.]

- No definite time limit is expressed, but a description in past time is being made so the **imperfect** tense is used.

Always use the imperfect when **telling time** or **age** in a past context.

Era uma hora quando saímos da farmácia. [It **was** one o'clock when we left the drugstore.]

Quando começou a chover **eram** nove e meia. [When it began to rain it **was** 9:30.]

João **tinha** só 9 anos quando seu pai morreu. [John **was** only 9 years old when his father died.]

6.2 A. Answer these questions:

1. Que horas eram quando você se deitou ontem à noite?
2. Fazia muito calor no seu quarto enquanto vocês estavam dormindo?
3. O Fábio tinha medo da água quando era pequeno?
4. O que a Sônia fazia quando a Teresa chegou?
5. Fazia muito calor quando eles resolveram pular na água?
6. Quantos anos você tinha quando viajou de avião pela primeira vez?
7. Onde os seus pais moravam quando eles se casaram?

6.2 B.



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6.2 C.



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Formation of the present participle/gerund – A formação do particípio presente/gerúndio

(The present participle in English is the **-ing** form of the verb). To form the present participle in Portuguese, drop the final **-r** of the infinitive and add **-ndo**. There are no exceptions.

falar: falando	[speaking]
comer: comendo	[eating]
abrir: abrindo	[opening]
pôr: pondo	[placing, setting]

6.3 A.



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The progressive tenses – Os progressivos

These tenses are used to describe **more emphatically** and **vividly** an action that **is** or **was in progress** at a given moment. They are formed by using the correct tense of the auxiliary verb **estar** followed by the **present participle/gerund** of the main verb.

The present progressive – O presente do progressivo

Eu estou estudando	Nós estamos estudando
Você, ele, ela está estudando	Vocês, eles, elas estão estudando

(1) O que vocês estudam na universidade?	(1) [What are you studying at the university?]
- Estudamos francês e português.	[- We are studying French and Portuguese.]
(2) O que vocês estão fazendo agora?	(2) [What are you doing now?]
- Estamos ouvindo música.	[- We are listening to music.]

*Notice that the verbs in the examples given above can be translated into English by using the same tense. However, in example (1) we have a general statement; whereas the use of the progressive tense in example (2) emphasizes and more vividly describes the action that is taking place.

The past progressive – O passado do progressivo

Eu **estava estudando** Nós **estávamos estudando**
Você, ele, ela **estava estudando** Vocês, eles, elas **estavam estudando**

(1) Eu **preparava** o jantar quando me chamaram. (1) [I **was preparing** dinner when they called me.]
(2) Eu **estava preparando** o jantar quando me chamaram. (2) [I **was preparing** dinner when they called me.]

6.4 Practice – Prática

6.4 A.



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6.4 B.



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An Alternate Construction for the Progressive Tenses – Uma construção alternativa para os tempos progressivos

An alternate construction that substitutes for the present participle is formed by using the

preposition **a + infinitive**. This form is used almost exclusively in continental Portuguese in the progressive tenses.

falando = a falar	[speaking]
ouvindo = a ouvir	[hearing, listening]
Ela estava a falar comigo.	[She was speaking with me.]
Você está a ouvir ?	[Are you listening ?]

Expressing weather – Para expressar o tempo

To express certain weather phenomena in Portuguese the verbs **fazer** and **estar** are used. **Fazer** is followed by a noun and **estar** by an adjective.

Faz calor. / Está quente.	[It is hot.]
Fazia tempo bom. / O tempo estava bom.	[The weather is fine.]
Faz um dia lindo. / O dia está lindo.	[It's a beautiful day.]

Vocabulary – Vocabulário

- a água [water]



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- algum, -a [some]



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- assado, -a [baked, roasted]



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- o avião [airplane]



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- a azeitona [olive]



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- a banana [banana]



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- o banho [bath]



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- bastante [enough]



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- a batata [potato]



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- batatinhas fritas [potato chips or french fries]



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- a beira [edge]



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- à beira de [at the edge of]



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- o cachorro [dog]



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- calmo, -a [calm]



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- a canção [song]



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- o/a carioca [(native) of Rio de Janeiro]



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- a comida [food]



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- a conta [bill]



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- o copo [water glass]



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- cozido, -a [cooked, boiled]



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- demais (adv.) [too, excessively]



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- o estádio [*stadium*]



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- a fábrica [*factory*]



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- a farofa [*manioc flour toasted in butter or olive oil*]



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- a fazenda [*farm*]



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- frequentemente [*frequently*]



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- frito, -a [*fried*]



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- a galinha [chicken]



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- a garrafa [bottle]



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- a gente [people; one, we]



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- a goiabada [guava jelly]



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- o inverno [winter]



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- o jantar [dinner, supper]



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- o lanche [snack]



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- o mar [ocean]



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- maravilhoso, -a [marvelous]



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- a melancia [watermelon]



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- o passeio [walk, stroll]



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- a pessoa [person]



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- o piquenique [picnic]



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- por [by, for, through]



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- por isso [therefore, for that reason]



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- o pôr-do-sol [sunset]



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- o prato [plate, dish]



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- o presunto [ham]



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- quanto, -a [how much]



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- o queijo [cheese]



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- realmente [really]



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- o sanduíche [sandwich]



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- o terraço [terrace]



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- o verão (-ões) [summer]



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- o violão (-ões) [guitar]



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Verbs – Verbos

- brincar [to play, joke]



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- casar-se [to get married]



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- chover [to rain]



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- correr [to run]



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- dar um passeio [to go for a walk, stroll, ride]



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- deixar [to leave, abandon; let, allow]



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- desejar [to want, desire]



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- desistir [to desist, give up]



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- discutir [to discuss; argue]



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- divertir-se (divirto-me) [to have a good time, to enjoy oneself]



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- esquecer-se (de) (esqueço-me) [to forget]



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- fazer um piquenique [to have a picnic]



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- morrer [to die]



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- mudar [to change, move]



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- nadar [to swim]



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- nascer [to be born]



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- observar [to observe, watch, notice]



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- olhar (para) [to look (at)]



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- passar [to pass, go by; to spend time]



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- pedir (peço) [to ask for, request]



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- pedir desculpas [to apologize]



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- pedir licença [to excuse oneself]



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- pensar [to think]



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- pular [to jump, leap]



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- resolver [to decide, resolve]



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- saber (sei) [to know, know how]



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- tomar banho [to take a bath or shower]



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- tomar banho de mar [swim in the ocean]



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- viajar [to travel]



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Expressions – Expressões

- além disso [*besides*]



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- de repente [*suddenly*]



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- de vez em quando [*once in a while*]



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- mais um(a) (cerveja) [*one more (beer)*]



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- Nossa! [*Good Heavens!*]



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- outra vez [*again, once more*]



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- Desculpe! [*Oops!; Sorry!*]



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- Com/Dá licença! [*Excuse me!*]



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- pouco a pouco [*little by little*]



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6.5 Practice – Prática

6.5 A. Write in Portuguese:

1. Paul was thirsty and we were hungry.
2. It was a beautiful day. The weather was fine.
3. I am freezing! Let's go home.
4. He used to know how to do that.
5. They forgot to make the sandwiches.
6. Where did your brother go?
7. It was only 6:00 PM and already they were sleepy.
8. John got hungry while he was swimming.
9. We used to go for a bike ride every Sunday.

10. I was watching TV when you called.
11. Peter was running in the park when he saw Lúcia.
12. It was very hot and suddenly I felt like going to the beach.

6.5 B. Answer the following questions:

1. Você pretende fazer um piquenique com os seus amigos no sábado?
2. O que você faz quando quer beber cerveja e não tem copo?
3. Que tempo fez ontem?
4. O que você fazia hoje quando o professor entrou na sala?
5. O café que você tomou hoje de manhã estava frio?
6. Vocês estão com calor agora?

// [Annotate](#) [Highlight](#)

Diálogo 6

Listen and follow along with the dialogue. Then, answer the questions below.



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- Sílvia:** Oi, Mário! Passei lá na sua casa ontem mas você não estava.
- Mário:** Vamos ver ... O que foi que eu fiz ontem? Ah, sim. Ontem foi domingo e fazia um tempo lindo. Fui passear de bicicleta com uns amigos cariocas.
- Sílvia:** Ah, é? Foi por isso que fui à sua casa. O tempo estava realmente maravilhoso e eu queria convidar você para um passeio de carro pelas praias.
- Mário:** Sinto muito. Eu não sabia que você ia passar lá em casa...
- Sílvia:** Tudo bem. Para onde vocês foram?
- Mário:** Nós fomos a uma fazenda a uns quinze quilômetros daqui, e fizemos um piquenique à beira dum lago.
- Sílvia:** Vocês levaram um lanche?
- Mário:** Levamos, sim. Na hora do lanche havia tanta comida que não sabíamos o que comer primeiro: sanduíches de queijo e presunto, batatinhas fritas, galinha assada, farofa, azeitonas, bananas, melancia, goiabada...
- Sílvia:** Nossa! Quanta comida! E todos tomaram banho?
- Mário:** Eu tomei. Fazia bastante calor e às quatro e meia resolvi pular na água. Mas algumas pessoas não tomaram banho. Tinham medo de pôr os pés na água porque pensavam que estava fria demais. Além disso, eles diziam que não sabiam nadar.
- Sílvia:** E a que horas vocês voltaram para casa?
- Mário:** Eram sete da noite quando cheguei em casa. Eu estava morrendo de fome, e quando abri o refrigerador, vi que não tinha nada para comer.

6.1 Dialogue Practice – 6.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

6.1 A.

1. Mário estava em casa quando a Sílvia passou lá?
2. O que Mário fez ontem?

3. Que tempo fazia ontem?
4. Por que Sílvia passou na casa dele?
5. O que Mário e os amigos cariocas levaram de comida?
6. Por que algumas pessoas não tomaram banho?
7. A que horas Mário voltou para casa?

6.1 B.



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Lição 7

Learning Objectives – Objetivos da Lição

Lição 7 presents:

- the **human body**,
- **cardinal numbers to several million** and
- relevant vocabulary including the **months of the year**.

After completing this lesson, the student will be able to:

- indicate **parts of the body**.
- use **cardinal numbers above 60**.

Grammar – Gramática

The human body – O corpo humano

- a cabeça [*head*]



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- o cabelo [*hair*]



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- a testa [*forehead*]



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- o rosto [face]



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- as sobrancelhas [eyebrows]



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- as pálpebras [eyelids]



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- as pestanas/os cílios [eyelashes]



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- o olho [eye]



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- o nariz [nose]



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- a orelha [ear (outer)]



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- o ouvido [ear (inner)]



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- a boca [mouth]



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- os lábios [lips]



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- o bigode [moustache]



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- a barba [beard]



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- o queixo [chin]



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- a língua [tongue]



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- os dentes [teeth]



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- o pescoço [neck]



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- o peito [chest]



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- a barriga [belly]



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- as costas [back]



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- o ombro [shoulder]



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- o braço [arm]



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- o cotovelo [elbow]



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- o pulso [wrist]



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- a mão [hand]



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- o dedo [finger]



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- a unha [nail]



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- a coxa [thigh]



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- a perna [leg]



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- o joelho [knee]



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- o tornozelo [ankle]



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- o calcanhar[heel]



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- o pé [foot]



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- o dedo do pé [toe]



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In Portuguese when one speaks about parts of the body and articles of clothing, one generally omits the possessive adjective. For example:

Tenho o livro na mão .	[I have the book in my hand .]
Usamos os olhos para ler.	[We use our eyes to read.]
Ela lava o cabelo todo dia.	[She washes her hair every day.]
O bebê põe o chapéu na cabeça .	[The baby puts his hat on his head .]

7.1 Practice – Prática

7.1 A.



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7.1 B.



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7.1 C. Answer each question with a complete sentence, using in your answer the words in the second column as in the model.

Com que você cheira? **O nariz**

Eu cheiro com o nariz.

1. Com que você vê? **Os olhos**
2. Com que você ouve? **Os ouvidos**
3. Com que você sorri? **Os lábios**
4. Com que vocês falam? **A boca**
5. Com que comemos? **A língua e os dentes**

Numerals: Cardinals (continued) – Números cardinais (continuação)

- 60 sessenta [sixty]
- 70 setenta [seventy]
- 80 oitenta [eighty]
- 90 noventa [ninety]
- 100 cem [one hundred]
- 101, etc. cento e um, cento e uma, etc. [one hundred and one, etc.]
- 200 duzentos, -as [two hundred]
- 201, etc. duzentos e um, etc. [two hundred and one, etc.]
- 300 trezentos, -as [three hundred]
- 400 quatrocentos, -as [four hundred]
- 500 quinhentos, -as [five hundred]
- 600 seiscentos, -as [six hundred]
- 700 setecentos, -as [seven hundred]
- 800 oitocentos, -as [eight hundred]
- 900 novecentos, -as [nine hundred]

- 1000 mil [*one thousand*]
- 1001, etc. mil e um, mil e uma, etc. [*one thousand and one, etc.*]
- 1999 mil novecentos e noventa e nove [*one thousand, nine hundred, and ninety-nine*]
- 2000, etc. dois mil, duas mil, etc. [*two thousand*]
- 1.000.000 um milhão [*one million*]
- 2.000.000 dois milhões [*two million*]

Be sure to learn those numbers that have masculine and feminine forms:

vinte e um alunos	[21 students (masculine)]
vinte e uma alunas	[21 students (feminine)]
duzentos e dois rapazes	[202 boys]
duzentas e duas pessoas	[202 people]
dois mil duzentos e trinta e dois desenhos	[2232 sketches]
duas mil duzentas e trinta e duas palavras	[2232 words]

(Remember that **um** and **uma** mean “one”; **uns** and **umas** mean “some”).

The hundreds are joined to the tens by the word **e**; and the tens are in turn joined to the units by the word **e**.

cento e vinte e um	[121]
trezentos e cinquenta e três	[353]

The hundreds and thousands are also joined to the units by the word **e**.

oitocentos e oito	[808]
mil e dois	[1002]

The thousands are **not** joined to the hundreds by the word **e**.

mil novecentos e sessenta e quatro [1964]

If, however, only zeros follow the hundreds, **it is necessary** to include the word **e** between the thousands and hundreds.

1.200 mil **e** duzentos [1,200]

3.100 três mil **e** cem [3,100]

26.500 vinte e seis mil **e** quinhentos [26,500]

*Notice that in Portuguese, a period is used where in English we use a comma. Similarly, to express decimal points, in Portuguese a comma is used where in English we use a period.

The student should be aware that in Portuguese the invariable word **mil** is an adjective whereas **milhão** is a masculine noun. Therefore, the numbers **um/uma, dois/duas** and the hundreds from 200 to 900 when used before mil must agree with the noun which follows. When used before **milhão/milhões** these numbers are masculine.

dois mil reais [2,000 reais]

cinquenta e **duas** mil pessoas [52,000 people]

duzentos mil soldados [200,000 soldiers]

novecentas mil casas [900,000 houses]

BUT

um milhão **de** dólares [1,000,000 dollars]

dois milhões **de** libras [2,000,000 pounds]

duzentos milhões **de** carros [200,000,000 cars]

novecentos milhões **de** estrelas [900,000,000 stars]

7.2 A. Answer the following questions.

1. Quantas pessoas estão aqui hoje?
2. Quantos alunos estudam nesta universidade?
3. Quantos dias tem este mês?
4. Quantos anos você tem?
5. Como é seu namorado/sua namorada?

7.2 B. Answer each question with a complete sentence, using in your answer the information in the second column.

1. Quantas mãos você tem? **2**
2. Quantas lições já estudamos? **21**
3. Quantos dias tem agosto? **31**
4. Quantos estudantes há na universidade? **13.459**
5. Quantas pessoas falam português? **200.000.000**
6. Quantas palavras vocês já aprenderam? **202**
7. Quantos dias tem o ano? **365**
8. Quantos dólares você gasta por mês? **1.250**
9. Quantas vezes você escova os dentes cada dia? **2**
10. Quantos quilômetros vocês correram? **22**

Vocabulary – Vocabulário

The months of the year – Os meses do ano

- janeiro [*January*]



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- fevereiro [*February*]



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- março [March]



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- abril [April]



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- maio [May]



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- junho [June]



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- julho [July]



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- agosto [August]



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- setembro [September]



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- outubro [October]



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- novembro [November]



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- dezembro [December]



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Additional Vocabulary – Vocabulário Adicional

- algo [something]



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- alguém[someone]



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- alto, -a [tall, high; loud]



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- o aniversário [birthday]



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- o aumento [increase]



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- baixo, -a[short, low]



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- cada [each, every]



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- claro, -a [light]



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- **comprido, -a**[long]



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- **curto, -a**[short (length)]



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- **o desenho** [sketch, drawing]



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- **o dólar** [dollar]



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- **entre**[between, among]



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- **escuro, -a** [dark]



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- o esporte [sport]



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- a estrela [star]



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- o euro [Euro, European and Portuguese monetary unit]



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- a ginástica [exercise]



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- gordo, -a [fat]



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- a ideia [idea]



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- o lado [side]



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- magro, -a [thin]



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- mesmo [same (adj.); even, really (adv.)]



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- o modelo [style, model]



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- redondo, -a [round]



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- ruivo, -a [red-headed]



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- o salário [*salary, wage*]



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- o soldado [*soldier*]



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- o som [*sound; stereo system*]



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- talvez [*maybe, perhaps*]



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- vários, -as [*various, several*]



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Verbs – Verbos

- abraçar [to hug]



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- andar [to walk; ride]



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- beijar [to kiss]



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- caminhar [to walk]



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- cheirar [to smell]



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- desenhar [to draw]



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- escovar [to brush]



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- lavar [to wash]



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- machucar [to hurt, injure]



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- morder [to bite]



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- passar para [to be raised to]



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- pintar [to paint, polish]



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- preferir (preferir) [to prefer]



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- procurar [to look for; attempt]



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- respirar [to breathe]



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- servir (sirvo) [to serve]



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- servir para [to be used for]



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- usar [to use; wear]



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Expressions – Expressões

- abaixo (adv.) [*at the bottom*]



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- acima (adv.) [*at the top*]



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- em cima de [*above; on top of*]



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- embaixo de [*below, under*]



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- mais em (para) baixo [*further down*]



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- mais em (para) cima [*further up*]



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- ter ... anos [to be ... years old]



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- Bem, ... [Well, ...]



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- Por exemplo, ... [For example]



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- É verdade! [That's right; It's true]



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- Já sei! [I know!]



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- Sei lá! [How should I know!]



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- Pois é! [Of course! That's right!]



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- Para que serve(m)? [What is/are ... used for?]



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- Que tal... ? [What about... ?]



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Diálogo 7

Listen and follow along with the dialogue. Then, answer the questions below.



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-
- Marcelo:** Oi, Cristina! O que você está fazendo por aqui?
- Cristina:** Oi, Marcelo. Eu estou procurando um presente de aniversário para meu pai. Você tem alguma ideia?
- Marcelo:** Bem, quanto você quer gastar?
- Cristina:** Entre setenta e oitenta e cinco reais.
- Marcelo:** Então você pode comprar roupa, um relógio esporte ou talvez algo para fazer ginástica.
- Cristina:** Acho que ele prefere roupa. Em agosto, ele entrou num curso de ginástica e logo depois machucou o tornozelo e o joelho. Agora não quer fazer exercício.
- Marcelo:** Já sei! Que tal um calção para usar na praia? Aquela loja tem vários modelos e não custam muito.
- Cristina:** Ótimo! Meu pai vai gostar e eu vou ter uns trinta e cinco reais sobrando para outras coisas. Sabe, mesmo ganhando dois mil reais por mês, nunca tenho dinheiro.
- Marcelo:** Tenho o mesmo problema. Meu salário passou para dois mil e quinhentos reais em maio, mas não noto o aumento.
- Cristina:** Pois é. Tenho que comprar o presente agora. Obrigada pela ideia.
- Marcelo:** Tchau!
-

7.1 Dialogue Practice – 7.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

7.1 A.



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Lição 8

Learning Objectives – Objetivos da Lição

Lição 8 presents:

- **objects of prepositions,**
- **direct object pronouns,** and
- relevant vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce sentences with both **objects of prepositions** and **direct object pronouns**.

Grammar – Gramática

Objects of Prepositions – Objetos de preposições

The following pronouns are used after prepositions:

mim	[me]	nós	[us]
você, o senhor, a senhora	[you]	vocês, os senhores, as senhoras	[you]
ele, ela	[him, her]	eles, elas	[them]

Examples:

quanto a mim ...	[as for me ...]
longe de nós ...	[far from us ...]
É para ele .	[It's for him .]

Recebeu uma carta **de vocês**. [He received a letter **from you**.]

The prepositions **de** and **em** must combine with the **third person pronouns**. They do not, however, combine with the other pronouns:

de + ele = dele	[from him, of him]
de + eles = deles	[from them, of them]
de + ela = dela	[from her, of her]
de + elas = delas	[from them, of them]

BUT

de mim	[of me, from me]
de você	[of you, from you]
de nós	[of us, from us]

em + ele = nele	[in it, at it, on it]
em + eles = neles	[in them, at them, on them]
em + ela = nela	[in it, at it, on it]
em + elas = nelas	[in them, at them, on them]

em mim	[in me, at me, on me]
em vocês	[in you, at you, on you]

The preposition **com** must combine with the **first person pronouns**. While other forms do combine (**contigo**), it doesn't combine with the other pronouns (**você(s), ele(s), ela(s)**).

comigo [with me]

conosco [with us]

BUT

com você [with you]

com elas [with them]

8.1 Practice – Prática

8.1 A.



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8.1 B.



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The direct object pronouns – Os pronomes de objetos diretos

me [me]

nos [us]

***te** [you]

[vos] [you]

o, a [him, it, you] [her, it you] **os, as** [them, you] [them, you]

*It is not uncommon in Brazilian Portuguese to use the informal direct object pronoun **te** when referring to “**you**,” although **o** or **a** may also be used. The direct object pronoun for “**you plural**” **vos**, is not commonly used.

Placement of direct object pronouns – Colocação de pronomes de objeto direto

The object pronoun may be placed before or after the verb. When it follows the verb, it must be attached to it by a hyphen:

Ele me viu.	[He saw me .]
Ele viu- me .	[He saw me .]
Eles nos ouvem.	[They hear us .]
Eles ouvem- nos .	[They hear us .]
Eu os dou a Vânia.	[I give them to Vânia.]
Eu dou- os a Vânia.	[I give them to Vânia.]

When the object pronoun is attached to the conjugated verb form, the use of the subject pronoun is optional. However, when the object pronoun is placed before the conjugated verb form, it is customary to use a subject. **Do not** begin a Portuguese sentence with the object pronouns **o(s)** and **a(s)**.

(In Brazil, popular usage permits the use of the other object pronouns at the beginning of a sentence. Example: **Me** viu. – He saw **me**.)

If used in a **negative** or **interrogative** sentence or in a **dependent clause**, the object pronoun **must precede** the conjugated verb, unless it is logically associated with a following infinitive. In the latter case, it may precede the infinitive or follow and be attached to it by a hyphen.

Maria não nos ouviu.	[Mary didn't hear us .]
Sei que ela nos ouviu.	[I know that she heard us .]
Quando você o perdeu?	[When did you lose it?]
Meus tios querem nos visitar .	[My aunt and uncle want to visit us .]
Meus tios querem visitar-nos .	[My aunt and uncle want to visit us .]

Generally, if an adverb precedes the verb, the object pronoun is also placed before the verb.

Ele **já me** pagou. [He has **already** paid **me**.]

Sempre os damos aos pobres. [We **always** give **them** to the poor.]

The unstressed object pronouns (**o, a, os, as**) may precede a present participle with which it is logically associated or follow and be attached to it by a hyphen. They may also be placed before an auxiliary verb such as **estar**:

João **o** estava preparando. [John was preparing **it**.]

João estava **o** preparando. [John was preparing **it**.]

João estava preparando-**o**. [John was preparing **it**.]

When the third person direct object pronouns (**o, os, a, as**) are attached to infinitives, the **-r** is dropped and an **l** is put before the pronoun:

Vou visitar o meu amigo. [I'm going to visit my friend.]

Vou **visitá-lo**. [I'm going **to visit him**.]

***-ar** verbs must have an **acute** accent on the final **-á** when the **-r** is dropped-.

Queremos comer as maçãs. [We want to eat the apples.]

Queremos **comê-las**. [We want **to eat them**.]

***-er** verbs must have a circumflex on the final **-ê** when the **-r** is dropped.

Não posso abrir o arquivo. [I can't open the file.]

Não posso **abri-lo**. [I can't **open it**.]

*-ir verbs need no written accent when the -r is dropped since the final -i automatically receives the stress.

It is very common in colloquial Brazilian Portuguese to omit the third person object pronouns (**o, os, a, as**) if the meaning of the sentence is readily comprehensible without the object form. This usually occurs when the sentence is in reply to a question or in a two-part sentence in which English requires the repetition of the object:

Quem fez **as lições**?

[Who did the lessons?]

- Eu **fiz**.

[- I did **them**.]

Por que ele comeu **as laranjas**?

[Why did he eat the oranges?]

- **Comeu** porque tinha fome.

[- He ate **them** because he was hungry.]

Onde você viu João?

[Where did you see John?]

- **Vi** no restaurante.

[- I saw **him** in the restaurant.]

Ela foi até **à porta** e **abriu**.

[She went to **the door** and opened **it**.]

Aprendemos **as palavras novas** e depois **usamos** em sentenças.

[We learned **the new words** and then used **them** in sentences.]

The forms **ocê(s), o(s) senhor(es)** and **a(s) senhora(s)** can also be used as direct object pronouns. They must always follow the verb.

Eu **vi vocês** ontem. [I **saw you** yesterday.]

Não **ouvimos o senhor** muito bem. [We didn't **hear you** very well.]

It is also common to hear Brazilian speakers use the forms **ele, eles, ela, elas** which are always placed after the verb. One should be familiar with the correct usage as explained in the preceding paragraphs as well as the everyday Brazilian usage.

Vejo **ela** todos os dias. [I see **her** every day.]

Conhecemos **eles** ontem. [We met **them** yesterday.]

Placement of object pronouns in Continental Portuguese with verb forms ending in -s, -z, and nasals – A colocação de pronomes de objetos em português europeu com as formas verbais que terminam em -s, -z e nasais.

When the third person direct object pronouns (**o, os, a, as**) are attached to verb forms ending in **-s**, the **-s** is dropped and an **l** is placed before the pronoun:

Nós **os** vemos todos os dias. [We see **them** every day.]

Vemo-**los** todos os dias. [We see **them** every day.]

Ela e eu bebemos a cerveja. [She and I drink the beer.]

Bebemo-**la**. [We drink **it**.]

When the third person direct object pronouns (**o, os, a, as**) are attached to verb forms ending in **-z**, the final **-z** is dropped and an **l** is put before the pronoun. When the **-z** is dropped from one syllable verb forms, an acute accent must be placed on the vowel of that form if it is an **-á**; a circumflex if it is an **-ê**:

Maria **o** faz. [Mary does **it**.]

Fá-lo. [She does **it**.]

João **os** traz. [John brings **them**.]

Trá-los. [He brings **them**.]

Fez o exercício. [She did the exercise.]

Fê-lo. [She did **it**.]

Diz a verdade. [He tells the truth.]

Di-la. [He tells **it**.]

When the third person direct object pronouns (**o, os, a, as**) follow and are attached to verb forms ending in a **nasal** sound (**-ão, -õe, -am, -em**), it is necessary to put an **n** before the pronoun:

Eles o vêem.	[They see it .]
Vêem- no .	[They see it .]
Ela os põe em cima da mesa.	[She puts them on the table.]
Põe- nos em cima da mesa.	[She puts them on the table.]
Elas os dão ao professor.	[They give them to the teacher.]
Dão- nos ao professor.	[They give them to the teacher.]
Eles as estudam.	[They study them .]
Estudam- nas .	[They study them .]

*NOTE: The above does not pertain to contemporary Brazilian usage, except in the most formal of situations.

8.2 Practice – Prática

8.2 A. Put the pronoun which is between parentheses in its correct place in the following sentences. Notice the example.

(**me**) João vai buscar.

João vai buscar-**me**.

João vai **me** buscar.

1. (**a**) Eu quero escolher.
2. (**nos**) Vão convidar.
3. (**o**) Eu faço.
4. (**nos**) Eles não viram.
5. (**as**) Alice está tocando.
6. (**me**) Eles ouvem quando eu falo.
7. (**a**) Você põe em cima da mesa.
8. (**me**) Depois de ver.
9. (**o**) Depois de comprar.
10. (**nos**) Estão ajudando.

8.2 B. Substitute the emphasized word(s) with the correct **direct object pronoun** and place it correctly.

1. Eu comprei **o carro**.
2. Nós comemos **as maçãs**.
3. Ela viu **Jorge** no supermercado.
4. **Eu** estava lá. João Carlos _____ viu.
5. Nós compreendemos **Teresa e Diana**.
6. Ela quer aprender **a lição**.
7. Nós vamos comprar **os sapatos**.
8. Você pode ouvir **Chico e eu**?
9. O gatinho queria abrir **as fitas**.
10. Eu estou escrevendo **o exercício**.

Vocabulary – Vocabulário

- a coleção[*collection*]



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- o disco[*record*]



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- o disco laser/CD [*compact disc*]



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- o êxito[*success*]



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- a fita [tape]



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- o gravador [tape recorder]



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- infelizmente [unfortunately]



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- o instrumento [instrument]



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- interessado, -a [interested]



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- a música [music]
- música clássica/popular [classical/pop music]



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- nunca[never]



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- a ópera[opera]



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- o piano [piano]



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- quanto a [as for]



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- o samba[samba]



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- o/a sambista [samba composer]



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- segundo[according to]



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- o show [concert; show]



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- sozinho, -a [alone]



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- o toca-discos [record player]



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- o toca-fitas [tape player]



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- o violino [violin]



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Verbs – Verbos

- aceitar [to accept]



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- apreciar [to appreciate]



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- cantar [to sing]



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- continuar [to continue, go on]



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- desligar [to turn off, disconnect]



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- emprestar [to lend]



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- entender [to understand]



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- gravar [to record]



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- lançar [to release (an album, etc)]



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- perder (perco) [to lose; miss]



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- quebrar [to break]



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- sambar [to do the samba, to dance samba]



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Expressions – Expressões

- agora mesmo [right now]



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- o ano que vem [next year]



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- o ano que passou [last year]



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- melhor ainda / ainda melhor [better yet, even better]



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- horas a fio [hours on end]



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- ter êxito [to be successful]



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8.3 A. Translate the following sentences:

1. I like Anitta. I like her.
2. They are sitting far from us.
3. We are near them.
4. I am going to take Raimundo along with me.
5. As for him, he can't go with us.
6. We know that Mário prepares them every day.
7. Did you see us last night? We saw you.
8. She invited us to visit them.

8.3 B.



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// Annotate Highlight

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Diálogo 8

Listen and follow along with the dialogue. Then, answer the questions below.



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Maria: Meu irmão e eu vamos dar um jantar mas não temos pratos suficientes para todos. Você tem muitos pratos?

Sérgio: Tenho, sim. Mas não posso emprestá-los a vocês.

Maria: Por que não pode?

Sérgio: Porque eram da minha avó. Por isso gosto muito deles e tenho medo de quebrá-los ou perdê-los.

Maria: Tudo bem, entendo. E copos, você tem alguns?

Sérgio: Tenho, sim. Posso levá-los comigo sem problemas. São de plástico. Vocês podem ficar com eles.

Maria: Ótimo!

Sérgio: A minha namorada pode ir comigo ao seu jantar?

Maria: Claro que pode! Você deve convidá-la agora mesmo.

8.1 Dialogue Practice – 8.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

8.1 A.

1. Quem vai dar o jantar com a Maria?
2. Por que Sérgio não quer emprestar os pratos?
3. O que Sérgio vai emprestar à Maria?
4. Por que Sérgio não tem medo deles quebrar?
5. Quem é que Sérgio quer levar ao jantar?

8.1 B.



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Lição 9

Learning Objectives – Objetivos da Lição

Lição 9 presents:

- **indirect object pronouns,**
- **contractions of direct and indirect object pronouns and their placement in European Portuguese,** and
- relevant vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce sentences with **indirect object pronouns.**

Grammar – Gramática

Grammatical usage of the indirect object pronouns – O uso gramatical dos pronomes de objeto indireto

Indirect Object Pronouns	Emphatic Forms	Translation
me	a mim	[to me]
te	a ti	[to you]
lhe	a você, ao senhor, à senhora	[to you]
lhe	a ele, a ela	[to him, her, it]
nos	a nós	[to us]
lhes	a vocês, aos senhores, às senhoras	[to you]
lhes	a eles, a elas	[to them]

Eu lhe disse meu nome.	[I told him my name.]
Ela nos escreveu uma carta.	[She wrote us a letter.]
Nós já lhes explicamos a situação.	[We've already explained the situation to you .]

The placement of the simple forms of the indirect object pronouns in a sentence is the same as that for the direct object pronouns. Verbs terminating with **-r**, **-s**, **-z** or **nasal** sounds suffer no change when the indirect object pronouns are attached to them (see Lição 8).

The emphatic forms, as the name suggests, are used to give more emphasis to the indirect object pronoun.

Ele escreveu a carta **a mim** e não **a você**. [He wrote the letter **to me** and not **to you**.]

Colloquial Brazilian Usage – Uso coloquial brasileiro

When both direct and indirect object pronouns should be present in a sentence, the direct object is omitted and the indirect emphatic form is used. In this situation the Brazilian speaker tends to use **para** rather than **a**:

Para quem ele escreveu a carta?	[To whom did he write the letter?]
- Escreveu para mim .	[- He wrote (it) to me .]
Quem entregou o cheque para Rosane?	[Who gave the check to Rosane?]
- Leopoldo entregou para ela .	[- Leopoldo gave (it) to her .]
Para quem ela mandou o recado?	[To whom did she send the message?]
- Ela mandou para nós .	[- She sent (it) to us .]

9.1 Practice – Prática

9.1 A.



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9.1 B. Substitute the emphasized words with the correct **indirect object pronoun** and place it correctly.

1. Meu vizinho deu a melancia **para mim**.
2. Eu expliquei **para as primas**.
3. Rogério contou **para nós**.
4. Vocês responderam **à secretária**.
5. Ela vai entregar **para Júlio**.
6. Ele disse isto **para você?**
7. Meu filho vai dizer a verdade **para mim**.
8. Faça o favor de dar o recado **a sua amiga**.
9. A senhora estava explicando a razão **a Roberto**.
10. Ele dava presentes **para mim e para Joana**.

9.1 C. Rewrite the following sentences using **indirect object pronouns**:

1. Josias dá as chaves do carro **para a irmã**.
2. A Lúcia vai entregar as composições **a vocês**.
3. O Eduardo está mostrando o edifício **ao visitante**.
4. O Zé vai apresentar o Mariano **à colega**.
5. Preparo o jantar **para você e para mim**.
6. Eles estão entregando os convites **aos parentes**.
7. O preço parece alto **para você e eu**.

Contractions of direct and indirect object pronouns and their placement in Continental Portuguese – As contrações de pronomes de objeto direto e indireto e a sua colocação em português europeu

The indirect object pronouns and the third person direct object pronouns make the following contractions. (Notice that the indirect object pronoun always precedes).

me + o = mo [it to me]	nos + o = no-lo [it to us]
me + a = ma [it to me]	nos + a = no-la [it to us]
me + os = mos [them to me]	nos + os = no-los [them to us]
me + as = mas [them to me]	nos + as = no-las [them to us]
te + o = to [it to you]	vos + o = vo-lo [it to you (plural)]
te + a = ta [it to you]	vos + a = vo-la [it to you (plural)]
te + os = tos [them to you]	vos + os = vo-los [them to you (plural)]
te + as = tas [them to you]	vos + as = vo-las [them to you (plural)]
lhe + o = lho [it to you, him, her]	lhes + o = lhos [it to you, them]
lhe + a = lha [it to you, him, her]	lhes + a = lhas [it to you, them]
lhe + os = lhos [them to you, him, her]	lhes + os = lhos [them to you, them]
lhe + as = lhas [them to you, him, her]	lhes + as = lhas [them to you, them]

Study the following examples and note where the object pronouns can be placed.

When subject is used:

O homem **no-lo** deu. [The man gave **it to us**.]

O homem deu **no-lo**. [The man gave **it to us**.]

When subject is not used:

Deu-**me** o livro. [He gave **me** the book.]

Deu-**mo**. [He gave **it to me**.]

When sentence is negative or interrogative:

Ele **não me** deu o livro. [He didn't give **me** the book.]

Não mo deu. [He didn't give **it to me**.]

When the object pronoun is used in a dependent clause:

Ela disse **que no-la** mandou. [She said **that she sent it to us.**]

Because of the number of possible translations for the contractions of the third person direct and indirect object pronouns, it is common practice to substitute the emphatic forms of the indirect object pronouns to avoid ambiguity.

Eu lho dei ontem.	[I gave it to him, it to her, it to you, it to them, it to you (plural) yesterday.]
Eu o dei a ele ontem.	[I gave it to him yesterday.]
Eu o dei a ela ontem.	[I gave it to her yesterday.]
Eu o dei a você ontem.	[I gave it to you yesterday.]
Eu o dei a eles (a elas) ontem.	[I gave it to them yesterday.]
Eu o dei a vocês (aos senhores) ontem.	[I gave it to you (plural) yesterday.]

Vocabulary – Vocabulário

- o chão [floor, ground]



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- a chave[key]



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- o/a colega [classmate, colleague]



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- a composição [composition]



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- o/os dever(es)[homework]



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- o ditado [dictation; saying]



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- o edifício [building]



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- o/a empregado, -a [employee; maid]



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- o emprego [job]



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- o espaço [space]



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- o favor [favor]



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- o/a filho, -a [son, daughter]



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- o/a jovem [youth]



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- o preço [price]



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- a prova [test, exam]



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- a química [chemistry]



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- a redação [composition]



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- a situação [situation]



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- o teste [test, quiz]



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- o trabalho [homework, paper, written work]



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- a turma [group, class]



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- o/a visitante [visitor]



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Verbs – Verbos

- afirmar [to affirm, state]



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- analisar [to analyze]



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- apresentar (a) [to present, introduce (to)]



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- botar [to put, place]



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- contar [to tell, relate; count]



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- empregar [to employ, use]



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- entregar [to hand in, give]



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- explicar [to explain]



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- oferecer (ofereço)[to offer]



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- pesar [to weigh]



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- vender [to sell]



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Expressions – Expressões

- antontem [*the day before yesterday*]



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- depois de amanhã [*the day after tomorrow*]



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- sair-se bem/mal [*to do well/poorly*]



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- mesmo assim (or assim mesmo)[*even so*]



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- Eu lhe disse! [*I told you so!*]



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- Claro! [Of course!]



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- Claro que sim! [Of course!]



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- Claro que não! [Of course not!]



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- Claro que pode! [Of course you can!]



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9.2 Practice – Prática

9.2 A.



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9.2 B. Translate these sentences:

1. They did it.
2. John bought them.

3. They are going to write them in their notebooks.
4. I explained it to her.
5. I translate it for them.
6. He sold me the radio.
7. Where did she put them?
8. She gave him the flowers the day before yesterday.

9.2 C.



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9.2 D. Rewrite the following sentences using **direct object pronouns**:

1. Você vai comprar **aquela camiseta amarela**.
2. Pedro e você vão colocar **as fitas** no gravador.
3. Ela vai vender **o apartamento**.
4. Vamos pedir **as batatinhas fritas**.
5. A gente vai analisar **os resultados**.

Diálogo 9

Listen and follow along with the dialogue. Then, answer the questions below.



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- Márcia:** Rodrigo, quero lhe pedir um favor. Você pode me explicar o que temos que fazer para a aula de geografia de depois de amanhã?
- Rodrigo:** Claro. Temos que escrever um trabalho de três páginas sobre a Amazônia.
- Márcia:** Quando foi que o professor nos deu este dever?
- Rodrigo:** Anteontem, quando você não foi à aula. Eu posso lhe emprestar meu caderno para olhar. Quer?
- Márcia:** Quero, sim. Eu entrego para você amanhã.
- Rodrigo:** Está bem. Eu vou sair com a turma agora para fazer um lanche. Você vem?
- Márcia:** Não, vou ficar aqui estudando. A professora de química me entregou a prova que fiz na semana passada. Não me saí bem. Quero me preparar bem para a prova de amanhã.
- Rodrigo:** Então, até amanhã.

9.1 Dialogue Practice – 9.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

9.1 A.

1. O que Márcia quer saber de Rodrigo?
2. Quando foi que o professor deu o dever?
3. O que Rodrigo vai emprestar à Márcia?
4. Márcia vai fazer um lanche com a turma?
5. Márcia se saiu bem na prova de química?

9.1 B.



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Lição 10

Learning Objectives – Objetivos da Lição

Lição 10 presents:

- the **preposition ‘por’** and its **contractions with definite articles**,
- **interrogatives**,
- **possessive pronouns**,
- **idiomatic uses of ‘ter’ and ‘haver’**,
- **the verbs ‘trazer’ and ‘saber’**, and
- relevant vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce sentences with the **preposition *por*** and its contractions.
- use **possessive pronouns** to indicate possession.
- employ **idiomatic usages of the verbs *ter* and *haver***.

Grammar – Gramática

Contractions of ‘por’ – Contrações de por

The preposition *por* combines with the definite articles as follows:

por + o = pelo	[for the, by the, through the]
por + os = pelos	[for the, by the, through the]
por + a = pela	[for the, by the, through the]
por + as = pelas	[for the, by the, through the]

10.1 Practice – Prática

10.1 A.



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Interrogatives – Interrogativos

Quem? [Who? / Whom?]
De quem? [Whose?]
Qual? Quais? [What? / Which?]

Quem is invariable in form, and refers only to persons.

Quem viu o meu casaco? [Who has seen my coat?]
Quem são aqueles rapazes? [Who are those young men?]

De quem is always followed by some form of the verb **ser** when it indicates possession:

De quem é aquela bicicleta? [Whose bicycle is that?]
De quem são aqueles sapatos? [Whose shoes are those?]

Qual/Quais can be either a pronoun or an adjective and must agree in number with its referent:

Quais são os meses do verão? [What are the summer months?]
Qual dos candidatos você prefere? [Which candidate do you prefer?]
Quais camisas ele perdeu? [Which shirts did he lose?]

Possessive pronouns – Os pronomes possessivos

The possessive pronoun in Portuguese is formed by using the definite article plus the possessive adjective.

o meu, os meus	[mine]	o nosso, os nossos	[ours]
a minha, as minhas	[mine]	a nossa, as nossas	[ours]
o seu, os seus	[yours, his, hers, its]	o seu, os seus	[yours, theirs]
a sua, as suas	[yours, his, hers, its]	a sua, as suas	[yours, theirs]

Você tem os seus amigos e eu tenho **os meus**. *[You have your friends and I have **mine**.]*
Eu telefono para minha irmã e Ricardo telefona para **a sua**. *[I call my sister and Ricardo calls **his**.]*

Notice that to form the possessive pronoun, one merely drops the noun from the phrase.

Because the third person singular and plural forms are the same and may have multiple referents, the following forms are employed to avoid confusion:

o dele, a dele, os dele, as dele	[his]	o deles, a deles, os deles, as deles	[theirs]
o dela, a dela, os dela, as dela	[hers]	o delas, a delas, os delas, as delas	[theirs (group of females)]

Faço os meus trabalhos e a Lúcia faz **os dela**. *[I do my assignments and Lucia does **hers**.]*
A Cristina traz a bicicleta dela e o Roberto traz **a dele**. *[Cristina brings her bike and Roberto brings **his**.]*
Eu lavei o meu carro hoje, Jorge. Quando você vai lavar **o seu**? *[I washed my car today, Jorge. When are you going to wash **yours**?]*

* The possessive phrase **de você** is not used in standard speech.

After the verb **ser**, the definite article is omitted from the possessive:

De quem é o violão? [Whose guitar is it?]
- É **meu**. [- It's **mine**.]
De quem **são** essas meias? [Whose socks are those?]
- Essas meias **são dele**. [- Those socks are **his**.]

10.2 Practice – Prática

10.2 A.



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10.2 B.



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10.2 C. Repeat each sentence, omitting the noun in the second clause and substituting the **possessive pronoun**. Use the **most explicit form** of the pronoun.

Eu entrego a minha prova e João entrega **a prova dele**.

Eu entrego a minha prova e João entrega **a dele**.

1. Se você não tem mais café, tome o meu café.
2. A minha camisa é branca, mas a camisa de João é azul.
3. Os nossos exercícios estão na mesa, mas não sei onde estão os exercícios dos rapazes.
4. Eu fiz a minha parte e Marisa fez a parte dela.
5. O nosso toca-discos não funciona, mas o toca-discos de Marta funciona.

Idiomatic use of *ter* for *haver* – Uso idiomático de *ter* em vez de *haver*

As you have already learned, **há** means ‘there is’ or ‘there are’. The third person singular forms of the verb *haver* in the other tenses will project the impersonal expression into those time periods:

Há oito pessoas nesta sala. [There are eight people in this room.]

Havia só uma pessoa quando cheguei. [There was only one person when I arrived.]

In Brazil in popular speech the third person singular forms of **ter** are regularly used instead of those of **haver**:

Tem oito pessoas nesta sala. [There are eight people in this room.]

Tinha só uma pessoa quando eu cheguei. [There was only one person when I arrived.]

The verb *trazer* – O verbo *trazer*

The verb **trazer** which means “to bring” is irregular in the following already studied verb tenses.

TRAZER [to bring] in the Present Indicative

Eu **trago** Nós **trazemos**

Você, ele, ela **traz** Vocês, eles, elas **trazem**

TRAZER [to bring] in the Preterite Perfect

Eu **trouxe** Nós **trouxemos**

Você, ele, ela **trouxe** Vocês, eles, elas **trouxeram**

The verb *saber* – O verbo *saber*

The verb **saber** is irregular in the following already studied verb tenses.

SABER [to know] in the Present Indicative

Eu **sei**

Nós **sabemos**

Você, ele, ela **sabe** Vocês, eles, elas **sabem**

SABER [to learn, hear, find out] in the Preterite Perfect

Eu **soube**

Nós **soubemos**

Você, ele, ela **soube** Vocês, eles, elas **souberam**

The preterite of **saber** is translated as “**learned, heard or found out.**”

Eu **soube** ontem que eles iam chegar hoje. [I **found out** yesterday that they were going to arrive today.]

Nós **soubemos** do acidente só hoje de manhã. [We **heard** about the accident just this morning.]

Vocabulary – Vocabulário

- o acidente [accident]



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- o açúcar [sugar]



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- a ajuda [help, assistance]



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- o andar [floor, story (of a building)]



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- andar térreo [ground (first) floor]



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- o armário [wardrobe, closet]



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- o banheiro [bathroom]



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- o colchão (-ões) [mattress]



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- a cozinha [kitchen]



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- curioso, -a [curious]



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- duro, -a [hard]



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- elétrico, -a [electric]



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- enorme [large, enormous]



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- as escadas [stairs]



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- excelente [excellent]



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- o fim [end]



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- o fim de semana [weekend]



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- fofo, -a [soft; cute]



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- a frente [front]



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- a geladeira [refrigerator]



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- liso, -a [smooth]



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- mobiliado, -a [furnished]



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- a paciência [patience]



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- o porão (-ões) [basement]



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- a sala [room (in a general sense)]



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- sala de estar/jantar [living/dining room]



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- último, -a [last, latest]



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- a viagem [trip, voyage]



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- a xícara [cup]



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Verbos – Verbos

- ajudar [to help, assist]



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- descer (desço)[to go down, descend]



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- desculpar (-se) [to excuse (oneself), to apologize]



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- fazer uma viagem [to take a trip]



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- fumar [to smoke]



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- funcionar [to work, function]



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Expressions – Expressões

- Qual o quê! [No way!]



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- Quem diria! [I never would have thought ...]



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- Quem sabe! [Who knows?!]



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- logo antes (de) [right before]



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- logo depois (de)[right after]



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- pouco antes (de)[right before]



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- pouco depois (de) [right after]



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10.3 Practice – Prática

10.3 A.



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10.3 B.



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10.3 C. Translate:

1. There were two mattresses on the floor.
2. My dad used to smoke.
3. They left right after the meeting.
4. My kitchen is small but theirs is huge.
5. Last weekend we climbed Pão de Açúcar.
6. Whose T-shirt is that?
7. Who brought the cups?
8. What is the capital of Brazil?
9. Armando found out about the rock concert last night.
10. No way! You're not going to leave without me.

//

Diálogo 10

Listen and follow along with the dialogue. Then, answer the questions below.



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Pedro: Marcos, o que você está fazendo aqui em Curitiba?

Marcos: Vim visitar umas amigas.

Pedro: E você está no apartamento delas?

Marcos: Não estou, não. Alguns parentes delas moram lá, então não há lugar para mim.

Pedro: Você quer ficar comigo? Estou morando numa casa enorme: nela há cinco quartos, três banheiros, e duas cozinhas.

Marcos: E os seus pais, o que vão dizer?

Pedro: Não vão dizer nada. Eu não moro mais com eles. Agora eu tenho a minha casa e eles têm a deles.

Marcos: Então não há problema! Obrigado pela ajuda!

10.1 Dialogue Practice – 10.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

10.1 A.

1. Onde está Marcos?
2. O que ele está fazendo ali?
3. Onde Marcos vai ficar?
4. Como é a casa de Pedro?
5. Pedro mora com os seus pais?

10.1 B. Decide whether the following statements are True (Verdadeiro) or False (Falso).



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Lição II

Learning Objectives – Objetivos da Lição

Lição 11 presents:

- the **seasons of the year**,
- **expressions of time**,
- **negation**,
- **spelling changes in first person verbs ending in -çar and -gir/-ger**, and
- relevant vocabulary including **meals**.

After completing this lesson, the student will be able to:

- negate sentences
- describe when actions occur using expressions of time.

Grammar – Gramática

The seasons of the year – As estações do ano

- a primavera [*spring*]
- o outono [*autumn, fall*]
- o verão [*summer*]
- o inverno [*winter*]

The definite article is used with the names of the seasons.

Na **primavera** vemos muitas flores [*In **spring** we see many flowers.*]

Faz frio **no inverno**. [*It's cold **in winter**.*]

Expressing times of day – Expressando alturas do dia

The following expressions are used to express **in the morning**, **in the afternoon**, **at night (in the evening)** when no definite hour has been mentioned.

de manhã OU pela manhã	[in the morning]
Sempre estudamos pela manhã .	[We always study in the morning .]
De manhã cedo ele se levantou e foi embora.	[Early in the morning he got up and left.]
de tarde OU à tarde	[in the afternoon]
O que você vai fazer hoje à tarde ?	[What will you do this afternoon ?]
Ele está sempre em casa de tarde .	[He's always at home in the afternoon .]
de noite OU à noite	[at night, in the evening]
Nunca saio à noite .	[I never go out at night .]
De noite sempre tem festa.	[At night there's always a party.]

11.1 Practice – Prática

11.1 A. Complete the following sentences using the seasons of the year and times of the day:

1. Minha mãe sempre se levanta cedo _____.
2. Os meses do outono são: _____.
3. As moças queriam visitar o México _____.
4. Em Wisconsin neva muito _____.
5. Eu prefiro fazer exercício _____.
6. Normalmente nós estamos acordados _____ e dormimos_____.
7. É típico não ter aulas _____.
8. Antes, ele estudava de noite, mas agora _____.

Negation – Negação

Negative adverbs – Advérbios negativos

- não [not]
- ainda não [still not]
- nunca [never]
- nem [nor]

- nem... nem [*neither.. nor*]

Eu **não** cozinho **nunca**. [I **never** cook.]
Nem Gil **nem** Leda querem dirigir. [**Neither** Gil **nor** Leda want to drive.]

Negative adjectives – Adjetivos negativos

- nenhum, nenhuma [*no, any*] *These adjectives are always singular in Brazilian Portuguese.

Não tenho **nenhum** problema. [I don't have **any** problems.]
 Ana não escreveu **nenhuma** carta. [Ana didn't write **any** letters.]

Negative pronouns – Pronomes negativos

- nada [*nothing*]
- ninguém [*no one, nobody, not anyone, not anybody*]
- nenhum, nenhuma [*not one, none, not any*] *These pronouns are always singular in Brazilian Portuguese.

Quantos filmes você viu no fim de semana passado? [How many movies did you see last weekend?]
 -Não vi **nenhum**. [-I didn't see **any**.]

Position of negative words – Posição de palavras negativas

Whenever a negative word follows the verb, another negative word must precede the verb. In other words, Portuguese uses **double negatives** with great frequency.

Ele não estuda nunca . OU Ele nunca estuda.	[He doesn't ever study.] [He never studies.]
Não veio ninguém . OU Ninguém veio.	[No one came.]
Não temos nem garfos nem colheres.	[We have neither forks nor spoons.]
Ela nunca compra nada .	[She never buys anything .]

The affirmative counterparts to the negative expressions- As contrapartidas afirmativas às expressões negativas

não [no]	sim [yes] (though this may not be present)
nunca [never]	sempre [always], às vezes [sometimes], uma vez [once], alguma vez [sometime, ever], algumas vezes [sometimes]
nem [nor, not even]	até [even]
nem ... nem [neither ... nor]	ou ... ou [either or], e [and]
nenhum, nenhuma [no, any, not one, not any, none]	algum, alguns, alguma, algumas [some]
nada [nothing]	tudo [everything], algo [something]
ninguém [no one, nobody]	alguém [someone, somebody], todo mundo [everybody] alguma pessoa [someone], todos, todas [all]
ainda não [still hasn't/haven't, still not]	já [already]

Examples:

Ele não fala português. [He doesn't speak Portuguese.]	Ele fala português. [He (does) speak Portuguese.]
Nós nunca almoçamos antes do meio-dia. [We never have lunch before noon.]	Nós sempre almoçamos antes do meio-dia. [We always have lunch before noon.]
Nem eu sei o que está acontecendo. [I don't even know what is going on.]	Até eu ouvi o que aconteceu. [Even I heard what happened.]
Nem dançamos nem cantamos. [We neither danced nor sang.]	Nós dançamos e cantamos. [We danced and sang.]
Os meninos não viram nenhum filme. [The boys didn't see any film.]	As meninas viram alguns filmes. [The girls saw some films.]
Eu não tenho nada . [I have nothing/I don't have anything.]	Você tem algo para mim? [Do you have something for me?]
Ninguém veio à festa. [No one came to the party.]	Alguém está aí? [Is someone there?]
Ele ainda não leu o livro. [He still hasn't read the book.]	Você já leu o livro? - Já . [Did you already read the book? -I did.]

11.2 A. Answer each question negatively, using in your answer the Portuguese equivalent of the English word in the second column.

Quantos livros você comprou? **Not any book**

– Eu não comprei **nenhum livro**.

1. Quantos sofás você vê na sala de aula? **not any sofa**
2. Quem foi ver a mãe dele? **no one**
3. Quando é que você lava a louça? **never**
4. Ela tem discos e fitas? **neither... nor**
5. O que é que eles vão fazer hoje à tarde? **nothing**
6. Ela nunca faz uma pergunta? **any question at all**

11.2 B. Rewrite these sentences in the negative:

1. Eu vejo alguém.
2. Nós sempre compramos algo para alguém.
3. Ele sempre traz alguma coisa.
4. Vocês ou vão trabalhar ou vão fazer farra?
5. Alguém sempre me dava algo.

Stem changing verbs that change from ‘e’ to ‘i’ – Verbos que mudam de radical ‘e’ a ‘i’

Third conjugation verbs (those ending in **-ir**) with a stressed **e** in the stem, change the **e** to **i** only in the first person singular of the present tense.

serv**ir** – sirvo, serve, etc.

repet**ir** – repito, repete, etc.

prefer**ir** – prefiro, prefere, etc.

divert**ir**-se – divirto-me, diverte-se, etc.

Other verbs that follow this conjugation include **CONSEGUIR, DESPIR, MENTIR, SEGUIR, SENTIR, SUGERIR, and VESTIR.**

Spelling changes in the first person singular of the present tense – Mudanças de ortografia na primeira pessoa (eu) do presente do indicativo

Verbs of the second conjugation ending in **-cer** must use a cedilla under the **ç** in the first person singular to maintain the soft sound of that letter [s].

apare**cer** – apare**ço** – *but* apare**ce**, etc.

conhec**er** – conhec**ço** – *but* conhec**e**, etc.

Other verbs that follow this conjugation include **ADORMECER**, **CONVENCER**, **DESCER**, **ESQUECER-SE**, **MERECER**, **NASCER**, **OBEDECER**, **RECONHECER** and **VENCER**

Verbs of the third conjugation ending in **-gir** and **-ger** must change the **g** to **j** in the first person singular to maintain the soft sound of the **g** [ʒ].

dirig**ir** – dirij**o** – *but* dirig**e**, etc.

fin**gir** – finj**o** – *but* fing**e**, etc.

eleg**er** – elej**o** – *but* ele**ge**, etc.

Other verbs that follow this conjugation include **CORRIGIR** and **FUGIR**.

11.3 Practice – Prática

11.3 A.



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Vocabulary – Vocabulário

Meals – As Refeições

- o café da manhã [*breakfast*]



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- o pão [bread]



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- a manteiga [butter]



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- o leite [milk]



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- os ovos (fritos, mexidos) [eggs (fried, scrambled)]



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- o suco (de laranja) [orange juice]



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- o almoço [lunch]



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- o arroz [rice]



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- o feijão [beans]



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- o bife [steak]



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- a salada [salad]



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- as frutas [fruit]



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- o jantar [dinner, supper]



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- a sopa [soup]



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- o macarrão [spaghetti, pasta]



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- a galinha assada [roast chicken, baked chicken]



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- o peixe [fish]



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- o camarão [shrimp]



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Additional Vocabulary – Vocabulário adicional

- o colégio [high school]



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- a colher [spoon]



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- cômodo, -a [comfortable]



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- diante (de)[in front (of), before]



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- o espetáculo [spectacle, show]



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- a estação [season; station]



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- a faca [knife]



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- o ferro [iron]



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- o fogão (-ões) [kitchen stove, burner]



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- o garfo [fork]



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- o guardanapo [napkin]



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- o gosto [taste]



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- lindíssimo, -a [very beautiful]



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- o liquidificador [*blender*]



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- a louça [*china(ware), dishes*]



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- a mobília [*furniture*]



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- os móveis [*furniture*]



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- a ocasião (-ões) [*chance, occasion*]



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- o pires (os pires) [*saucer*]



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- a poltrona [*easy chair*]



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- provavelmente [*probably*]



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- o sofá [*sofa, couch*]



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- os talheres [*silverware*]



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- o tamanho [*size*]



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- o tapete [*rug*]



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- a torradeira [toaster]



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- a travessa [platter]



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Verbs – Verbos

- aparecer (apareço)[to appear; show up]



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- arrumar[to straighten up, tidy]



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- cortar [to cut]



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- cozinhar [to cook]



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- descrever [to describe]



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- dirigir (dirijo) [to drive]



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- fingir (finjo)[to pretend]



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- impressionar [to impress]



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- informar[to inform]



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- limpar [to clean]



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- passar a ferro [to iron]



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- pôr/tirar a mesa [set/clear the table]



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- praticar [to practice]



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- secar[to dry]



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- ter ocasião de [to have a chance, have an opportunity]



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Expressions – Expressões

- Que bom! [Great!]



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- Que chato! [How boring!; How unpleasant!]



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- E como! [And how!]



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- em fins de [around the end of]



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- em princípios de [around the beginning of]



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- no momento [at the moment]



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11.4 A. Translate:

1. I had a good time at your party last summer.
2. The furniture that Lúcia bought isn't very comfortable.
3. I iron while I watch TV at night.
4. My brother never has any money.
5. No one ever has the time to straighten up their room.
6. He and I are going to take a trip to Canada around the beginning of February.
7. Haroldo went away without saying anything to me.
8. Great! We're having shrimp for dinner.
9. I drive two hundred kilometers every week.
10. My grandmother doesn't like butter or milk.

11.4 B. Write in Portuguese:

1. No one ever understands anything when I speak French.
2. You can't buy anything in any store with fifty cruzeiros.
3. Why don't you ever say anything to anybody?
4. We neither straighten the bedroom nor wash the dishes.
5. There are no chairs in the dining room.

Diálogo II

Listen and follow along with the dialogue. Then, answer the questions below.



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Jorge: Susana, quando é que você e o Alfredo pretendem casar-se?

Susana: Ainda não resolvemos, mas provavelmente vai ser em fins de dezembro.

Jorge: Vocês já compraram tudo para o apartamento novo?

Susana: Não, nós ainda não compramos nada. E no momento não temos nem tempo nem dinheiro para procurar móveis.

Jorge: Seus pais não deram nada para vocês?

Susana: Deram, sim. Compraram um fogão e uma geladeira para nós.

Jorge: Que bom! Isso ajuda muito.

Susana: E como!

11.1 Dialogue Practice – 11.1 Prática de Diálogo

11.1 A.

Answer the following questions with information from the dialogue.

1. Quando é que Susana e Alfredo provavelmente vão se casar?
2. O que os pais de Susana deram para ela e Alfredo?
3. O que Susana e Alfredo não têm tempo nem dinheiro para procurar?
4. Com quem é que a Susana está conversando?
5. Susana e Alfredo vão morar numa casa?

11.1 B.



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Lição 12

Learning Objectives – Objetivos da Lição

Lição 12 presents:

- the **future** and **conditional tenses**,
- **ordinal numbers**,
- use of the pronoun phrase **a gente**, and
- relevant vocabulary

After completing this lesson, the student will be able to:

- recognize and produce verbs in future and conditional context.
- use the adjective ordinal numbers in relevant context.
- use the idiomatic noun phrase *a gente* in place of the more formal *nós*.

Grammar – Gramática

The Future Tense – O futuro do indicativo

The following endings are attached to the infinitives of verbs of all three conjugations to form the future tense in Portuguese.

-ei -emos

-á -ão

-AR

estudarei estudare**mos**

estudará estudar**ão**

-ER

comerei **comeremos**

comerá **comerão**

-IR

abrierei **abriremos**

abrirá **abrirão**

The conditional tense – O condicional

The following endings are attached to infinitives of verbs of all three conjugations to form the conditional tense.

-ia **-íamos**

-ia **-iam**

-AR

estudaria **estudariamos**

estudaria **estudariam**

-ER

comeria **comeríamos**

comeria **comeriam**

-IR

abriria **abriríamos**

abriria **abririam**

Irregular Verbs in the Future and Conditional – Os verbos irregulares no futuro e no condicional

There are only three verbs (all ending in -ZER) which are irregular in the future and conditional tenses. These verbs have shortened stems to which the endings are attached.

DIZER = **dir** + endings

direi **diremos**

dirá **dirão**

diria **diríamos**

diria **dirão**

FAZER = **far** + endings

farei **faremos**

fará **farão**

faria **faríamos**

faria **fariam**

TRAZER = **trar** + endings

trarei **traremos**

trará **trarão**

traria **traríamos**

traria **trariam**

12.1 Practice – Prática

12.1 A.



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12.1 B.



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12.1 C. Write in the **future** and in the **conditional**:

1. ela vai
2. nós pomos
3. eu toco
4. gosto de lê-lo
5. ela se levanta
6. eles o têm

Placement of object and reflexive pronouns with future and conditional tenses – Colocação de pronomes com o futuro e o condicional

Object and reflexive pronoun precede the conjugated verb:

Eu os daria para você.	[I'd give them to you.]
Nós nos levantaremos cedo amanhã.	[We'll get up early tomorrow morning.]

The object and reflexive pronouns **can never** be attached to these forms, so be sure to start sentences in the future or conditional with a subject or some other introductory word:

Trouxe- as para você. BUT	[I brought them for you.]
Amanhã as trarei para você.	[Tomorrow I will bring them for you.]
Escrevia- lhe toda semana. BUT	[I wrote to him every week.]
Eu lhe escreveria toda semana se possível.	[I would write to him every week if possible.]
Vestem- se antes de tomar café. BUT	[They get dressed before eating breakfast.]
Eles se vestirão antes de tomar café.	[They will get dressed before eating breakfast.]

12.2 Practice – Prática

12.2 A. Read each sentence, substituting an object pronoun for the direct object. Place the pronoun before the verb.

José ensinará **o curso**.
José **o** ensinará.

1. A Camila encontrará **os cheques** em cima da mesa.
2. Nós visitaremos **a avó**.
3. Eu verei **o filme** amanhã.
4. Eles trarão **o café**.
5. Eu poria **as flores** aqui.
6. Maria Alice tomaria **o café**.
7. O senhor Mendes abriria **a porta**.
8. Eu deixaria **o gato** lá fora.

The ordinal numbers – Os números ordinais

- primeiro, -a [*first*]



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- segundo, -a [*second*]



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- terceiro, -a [*third*]



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- quarto, -a [*fourth*]



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- quinto, -a [fifth]



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- sexto, -a [sixth]



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- sétimo, -a [seventh]



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- oitavo, -a [eighth]



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- nono, -a [ninth]



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- décimo, -a [tenth]



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- décimo-primeiro, décima-primeira [eleventh]



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- décimo-segundo, décima-segunda, etc. [twelfth, etc.]



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- vigésimo,-a [twentieth]



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- vigésimo-primeiro, vigesima-primeira, etc. [twenty-first, etc.]



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- trigésimo, -a [thirtieth]



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The ordinals precede the noun they modify, and agree with it in gender and number.

a **sexta** sinfonia [the **sixth** symphony]
as **primeiras** lições [the **first** lessons]
o **quinto** ano [the **fifth** year]

Note that when using the ordinals above 10th, the number is composed of two words.

décimo-sétimo, vigésimo-nono, etc. [seventeenth, twenty-ninth, etc.]

Each of the two words must be made either masculine or feminine depending on the gender of the word being modified.

a décima-segunda lição [the twelfth lesson]
no vigésimo-terceiro dia [on the twenty-third day]

Above **décimo [tenth]** it is common practice to use the **cardinal numbers** rather than **ordinal numbers**. In this case, the cardinal number follows the noun and is always in the masculine form.

a vigésima-primeira zona eleitoral OR [the twenty-first precinct]
a zona eleitoral (número) **vinte e um**
o décimo-nono exercício OR [the nineteenth exercise]
o exercício (número) **dezenove**
na página (número) **duzentos e dois** [on page two hundred and two]

Cardinals, not ordinals, are used with **centuries**:

Estamos no **século vinte**. [We are in the **twentieth century**.]
Bach nasceu no **século dezessete**. [Bach was born in the **seventeenth century**.]

A gente

In Portuguese (and especially in Brazilian Portuguese) it is very common to use **a gente** as a substitute for other subject or object pronouns (especially **nós**) as well as to denote an indefinite subject. Literally translating as “the people,” it is used to express “we” “one” or “those”. The context in which it is used will make clear its meaning. **A gente** is always conjugated as a third person singular pronoun (the *você, ele, ela* form).

O que é que a gente fala no Brasil?	[What do they (what does one) speak in Brazil?]
Está chovendo. O que é que a gente vai fazer durante o dia todo?	[It's raining. What are we going to do all day?]
A gente que não estuda, não aprende.	[Those who don't study, don't learn.]
Durante a aula, a gente tem que fazer muita coisa.	[During class, we have to do a lot.]
Onde foi que você viu a gente ?	[Where did you see us ?]

12.3 Practice – Prática

12.3 A.



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Vocabulary – Vocabulário

- a administração (de empresas) [*business administration*]



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- a arquitetura [*architecture*]



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- a avenida [avenue]



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- a avó [grandmother]



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- o avô [grandfather]



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- a cultura [culture]



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- o direito [Law]



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- a engenharia [Engineering]



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- o escritório [office]



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- a faculdade [school (department of a university)]



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- a história [History]



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- imenso, -a [immense; very much (adv.)]



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- o interesse [interest]



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- o jornalismo [Journalism]



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- a maioria [majority]



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- a matemática [Mathematics]



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- a matéria [material; subject, course]



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- a medicina [Medicine]



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- a pós-graduação [graduate studies]



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- primário, -a [primary]



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- próximo, -a [next]



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- o século [century]



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- secundário, -a [secondary]



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- a sinfonia [symphony]



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- o vestibular [college entrance exam]



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- a vez [time, turn]



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- uma vez [once]



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- duas vezes [twice]



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Verbs – Verbos

- completar [to complete]



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- encontrar [to find]



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- especializar-se (em) [to major, specialize (in)]



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- fazer (Comunicações) [to major in (Communication Arts)]



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- fazer um curso/uma matéria [to take a course]



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- formar-se [to graduate]



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- herdar [to inherit]



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- matricular-se (em)[to register, enroll (in)]



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- melhorar[to better, improve]



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- mencionar [to mention]



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- passar (em)[to pass]



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- ser reprovado (em) [to fail]



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Expressions – Expressões

- daqui a (três anos) [(three years) from now]



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- de primeira mão [first hand]



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- É mesmo! [That's right!]



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- De verdade [really, in fact]



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- nessa(s) altura(s) [by then]



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- sem dúvida [doubtlessly, without a doubt]



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12.4 Practice – Prática

12.4 A. Answer in Portuguese:

1. Em que ano você começou os seus estudos universitários?
2. Quando você se formará?
3. Você pretende fazer estudos de pós-graduação?
4. O que a gente pode fazer depois de completar os quatro anos de estudos universitários?
5. Você se matriculará num curso de português no próximo semestre?
6. Em que você está se especializando?
7. Você já foi reprovado em algum curso?
8. O que você gostaria de estar fazendo daqui a cinco anos?

12.4 B. Write in Portuguese:

1. How old will you be in the year 2030?
2. Will you graduate in January or June?
3. Would you like to continue studying languages?

4. She plans to begin Law School in two years.
5. Ricardo will inherit a lot of money from his grandfather.
6. He will have to work during the summer.

12.4 C. Write in Portuguese:

1. The first month of the year is January.
2. The third day of the week is Tuesday.
3. I don't know anything about 16th century music.
4. We are on the twenty-ninth floor.
5. This is the seventh time that I have seen this film.
6. Varig's office is on Fifth Avenue.

Diálogo 12

Listen and follow along with the dialogue. Then, answer the questions below.



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Paulo: João, quando é que você se formará?

João: Eu me formarei daqui a três anos.

Paulo: Quantos anos você terá então?

João: Terei vinte e cinco anos, e você?

Paulo: Terei vinte e três anos. Será o meu quarto ano aqui. Puxa, o tempo passa tão depressa, não?

João: É mesmo. Eu gostaria de poder estudar mais alguns anos antes de formar-me.

Paulo: Você ainda pretende matricular-se na Faculdade de Direito?

João: Sem dúvida! E você, continuará a estudar arquitetura?

Paulo: Não sei. Na verdade, eu não preciso de uma profissão. Não terei que trabalhar nunca porque vou herdar muito dinheiro do meu avô.

12.1 Dialogue Practice – 12.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

12.1 A.

1. Quando é que João se formará?
2. Quantos anos é que ele terá então?
3. Então, quantos anos tem João agora?
4. João se matriculará em qual faculdade?
5. O que estuda Paulo?
6. De quem é que Paulo vai herdar dinheiro?

12.1 B.



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Lição 13

Learning Objectives – Objetivos da Lição

Lição 13 presents:

- **comparatives of superiority, inferiority and equality,**
- **superlatives,**
- **commands,** and
- relevant vocabulary.

After completing this lesson, the student will be able to:

- compare objects in terms of superiority, inferiority, and equality.
- give commands.

Grammar – Gramática

Comparatives – Os comparativos

To form the comparative in Portuguese it is necessary to place the words **mais** or **menos** before the adjective, or adverb or noun:

Ele é alto; eles são mais altos .	[He is tall; they are taller .]
Esta lição é difícil; aquela é menos difícil .	[This lesson is difficult; that one is less difficult .]
Eu me levanto cedo; ele se levanta mais cedo .	[I get up early; he gets up earlier .]
Nós íamos ao cinema toda semana; agora vou menos frequentemente .	[We used to go to the movies every week; now I go less frequently .]
Tenho pouco dinheiro; Paulo tem menos dinheiro .	[I have little money; Paul has less .]
Elsa tem muitas blusas; Teresa tem mais blusas.	[Elsa has a lot of shirts; Teresa has more .]

To express the word than in a comparative sentence, one uses either **do que** or **que**.

Ela é mais alta **(do) que** Maria. [She is taller **than** Mary.]

Estas lições têm menos exercícios **(do) que** as outras. [These lessons have fewer exercises **than** the others.]

Formation of the superlative – A formação do superlativo

To form the superlative in Portuguese it is necessary to use the definite article before the comparative form of the adjective or adverb:

André, Pedro e Mário são altos. André é **o mais alto**. [André, Pedro and Mário are tall. André is **the tallest**.]

Ela leu **o romance mais interessante**. [She read **the most interesting** novel.]

Estas ilhas são **as menos conhecidas**. [These islands are **the least known**.]

To express **in** or **of** after a superlative, use the word **de**.

Ela é a mais alta **das** três. [She is the tallest **of** the three.]

É o país menos desenvolvido **do** mundo. [It is the least developed country **in** the world.]

To express **more than** or **less than (fewer than)** before numerals, use **mais de** or **menos de**.

Ele tem **mais de** vinte primos. [He has **more than** twenty cousins.]

Menos de quarenta pessoas apareceram. [**Fewer than** 40 people appeared.]

Comparatives of equality are formed by placing the **adjective** or **adverb** between the invariable words **tão... quanto** or **tão... como**.

Eu sou **tão** inteligente **quanto** ele. [I am **as** intelligent **as** he.]

Eu sou **tão** inteligente **como** ele.

Levanto-me **tão** cedo **quanto** você. [I get up **as** early **as** you.]

Levanto-me **tão** cedo **como** você.

As much (As many)... as expressed by **tanto (tantos)...** **quanto**. **Tanto** is an adjective and must agree in gender and number with the **noun** it modifies.

Edu tem **tanto** dinheiro **quanto** Clóvis. [Edu has **as much** money **as** Clóvis.]

Eu falo **tantas** línguas **quanto** ele. [I speak **as many** languages **as** he.]

Ela faz **tantos** projetos **quanto** eu. [She develops **as many** projects **as** I.]

To express **as much as**, use **tanto quanto**.

O pai fala **tanto quanto** a filha. [The father talks **as much as** the daughter.]

Trabalhamos **tanto quanto** você. [We work **as much as** you.]

Adjectives and adverbs with irregular comparative forms – Adjetivos e advérbios com comparativos irregulares

Adjectives Comparative

bom, boa	[good]	melhor	[better]
mau, má	[bad]	pio	[worse]
grande	[big, large, great, grand]	maior	[bigger, larger, greater, grander]
pequeno, -a	[small, little (size)]	menor	[smaller]
muito, -a	[much, many]	mais	[more]
pouco, -a	[little (amount), few]	menos	[fewer, less]

A sua casa é grande, mas a minha é **maior**. [Your house is big, but mine is **bigger**.]

O vinho francês é bom, mas eu acho que o vinho português é **melhor**. [French wine is good, but I think that Portuguese wine is **better**.]

Adverbs Comparative

muito	[a lot]	mais	[more]
pouco	[little]	menos	[less]
bem	[well]	melhor	[better]
mal	[badly, poorly]	pio	[worse]

Eu falo espanhol muito bem, mas falo inglês **melhor**. [I speak Spanish well, but I speak English **better**.]

Guilherme estuda muito, mas a Gisele estuda **mais**. [Guilherme studies a lot, but Gisele studies **more**.]

13.1 Practice – Prática

13.1 A. Answer each question with a complete sentence, using the **comparative** in each reply.

Raul é inteligente mas Nei não é tão inteligente. Qual dos dois é mais inteligente?

-Raul é **mais inteligente do que** Nei.

1. Celso tem 15 anos mas a irmã tem 12 anos. Qual dos dois é mais velho?
2. A primeira lição é difícil, mas a quinta é difficilima. Qual das duas lições é mais fácil?
3. Eu tenho oitenta discos e o meu amigo só tem sessenta discos. Quem é que tem menos discos?
4. O agente de viagens fala três idiomas e sua mulher também. A mulher do agente fala tantos idiomas quanto ele?
5. Jonas é bom aluno. Francisco é ainda melhor. Quem é melhor aluno?
6. O Sr. Mendes viaja frequentemente e sua filha também viaja frequentemente. A filha viaja tanto quanto o pai?

7. Joaquim ganha vinte mil escudos por mês. Manuel também ganha vinte mil. Manuel é tão pobre como Joaquim?

13.1 B. Modify each sentence using the **comparative** and then the **superlative**.

Marcos é alto. (Rui/José)

(a) Rui é **mais alto do que** Marcos.

(b) José é **o mais alto** de todos.

1. Esta música da fita é bonita. (a próxima/a última)
2. Ele é bom atleta. (Márcia/Clarissa)
3. Marcelo é inteligente. (seu irmão/seu pai)
4. Estas frases são fáceis. (essas/aquelas)
5. Ela é rica. (Lígia/Vera)
6. Aquela casa é grande. (a minha/a sua)
7. Aquele homem é mau. (esse/o criminoso)
8. Paulo é gordo. (seu tio/seu avô)

Absolute Superlative – O superlativo absoluto

The absolute superlative in Portuguese is generally formed with the ending **-íssimo**. This is added to the adjective after the final vowel, if any, has been dropped. The English translation is **very** or **extremely** plus the meaning of the adjective.

lindo - lindíssimo	[very or extremely pretty]
grande - grandíssimo	[very or extremely large (or great)]
rico - riquíssimo	[very or extremely rich]
<hr/>	
pouquíssimas pessoas	[very few people]
as flores caríssimas	[the very expensive flowers]

Note: There are a number of irregularities in the formation of the absolute superlative. The most common are:

fácil - **facilímo** [very easy]

difícil - **difícilímo** [very difficult]

Formal commands – Os imperativos formais

For verbs of the first conjugation (**-ar**), drop the **-o** from the first person singular of the present tense, and add **-e**, **-emos**, **-em**.

fechar- fech/o

Feche a porta! [Close the door!]

*Fechemos a porta! [Let's close the door!]

Fechem a porta! [Close the door!]

For verbs of the second (**-er**) and third (**-ir**) conjugations, drop the **-o** from the first person singular of the present tense and add **-a**, **-amos**, **-am**.

ver - vej/o

Veja! [Look!]

*Vejamos! [Let's look!]

Vejam! [Look!]

abrir - abr/o

Abra a porta! [Open the door!]

*Abramos a porta! [Let's open the door!]

Abram a porta! [Open the door!]

*The English “let’s” is generally expressed in Portuguese by **vamos** plus the infinitive of the verb.

Vamos sair! [Let's leave!]

Vamos comer! [Let's eat!]

Command forms of reflexive verbs – Os imperativos de verbos reflexivos

In the affirmative command, the reflexive pronoun follows the verb.

vestir-se - vist/o-me

Vista-se! [Get dressed!]

***Vistamo-nos!** [Let's get dressed!]

Vistam-se! [Get dressed!]

levantar-se - levant/o-me

Levante-se! [Get up!]

***Levantemo-nos!** [Let's get up!]

Levantem-se! [Get up!]

In a negative command, the reflexive pronoun must be placed before the verb.

Não **se** esqueça de escrever! [Don't forget to write!]

Não **nos** levantemos tão cedo! [Let's not get up so early!]

Verbs with irregular command forms – Verbos com formas irregulares no imperativo

IR

vá!

***vamos!**

vão!

DAR

dê!

***demos!**

dêem!

ESTAR

esteja!

***estejamos!**

estejam!

SER

seja!

***sejamos!**

sejam!

13.2 Practice – Prática

13.2 A.



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13.2 B.



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13.2 C. Repeat each sentence two times: (1) putting the verb in the singular command form; (2) putting the verb in the plural command form.

Levantar-se às sete. (1) **Levante-se** às sete. (2) **Levantem-se** às sete.

1. Vestir-se logo.
2. Não sentar-se perto da janela.
3. Matricular-se logo.
4. Não preocupar-se com isso.
5. Divertir-se na viagem.

Vocabulary – Vocabulário

- a agência de viagens [*travel agency*]



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- o/a agente de viagens [*travel agent*]



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- o cartaz [*poster; billboard*]



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- o céu [sky; Heaven]



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- a chuva [rain]



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- o clima [climate]



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- diferente [different]



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- o estrangeiro [foreigner]



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- europeu, europeia [European]



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- a foto(grafia) [photo(graph)]



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- igual [equal; the same as]



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- o mapa[map]



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- movimentado, -a [full of life, active]



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- a nuvem[cloud]



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- a parte[part]



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- a passagem [ticket (air, train, etc.)]



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- pobre [poor]



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- o povo [people of a nation]



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- a reserva [reservation]



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- rico, -a [rich]



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- o romance [novel]



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- o sol[sun]



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- o turismo[tourism]



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- o/a turista [tourist]



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Verbs – Verbos

- anunciar[to announce]



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- comparar[to compare]



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- desenvolver-se [to develop]



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- fazer reservas [to make reservations]



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- incluir [to include]



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includo includimos
includi includem

- preocupar-se [to worry]



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- reservar [to reserve]



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- significar [to mean, signify]



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- tirar fotos [to take pictures]



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- treinar [to train; to practice]



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- trocar [change; exchange]



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- valer (valho) [to be worth]



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Expressions – Expressões

- Isso é! [It certainly is!]



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- Não dá tempo! [There's not enough time!]



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- Vale a pena... [It's worthwhile...]



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- Vamos! [Let's go!]



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- Vamos embora! [Let's get out of here!]



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- Vamos ver... [Let's see...]



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13.3 Practice – Prática

13.3 A. Write in Portuguese:

1. Cláudia sleeps much more than her roommate.

2. Those boys are as tall as their father.
3. Fernando walks slower than I.
4. Let's talk about more important things.
5. This novel isn't as interesting as you said.
6. What is the largest country in the world?
7. I think that it is Russia. Brazil and the U.S. are smaller than Russia.
8. There are more than ten new countries in Africa.
9. This dinner is worse than yesterday's.
10. There aren't as many people here tonight as there were last night.
11. Do you think his latest CD is better than his others?
12. Athletes train as much in the winter as they do in the summer.

13.3 B. Read the following selection in Portuguese. Then try, with the help of the vocabulary given immediately below, to understand this ad.

Não diga que a comida do restaurante é melhor do que a sua, porque não é. A diferença está no ambiente. Faça uma experiência. Cubra a mesa com a toalha mais bonita da casa. Troque os seus pratos comuns por Termo-Rey, que são lindos e tão resistentes que podem ir ao forno. Agora apague as luzes, acenda uma vela no centro da mesa e espere aquela pessoa cansada, que chega por volta das 7 da noite. Antes dela perguntar a razão dessa loucura, sirva o seu santo arroz com feijão de todos os dias. Você vai encontrar mais satisfação em casa que em qualquer restaurante.

- acender [to light, turn on]
- a loucura [madness]
- apagar [to erase; turn off]
- a razão [reason]
- cubra (from cobrir) [cover]
- a toalha [tablecloth]
- o forno [oven]
- a vela [candle]

Diálogo 13

Listen and follow along with the dialogue. Then, answer the questions below.



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-
- Andrea:** Inês, olhe aquele cartaz de Portugal!
- Inês:** Que lindo! Você sabe que eu vou passar o verão lá, não é?
- Andrea:** Vai custar mais de mil e quinhentos dólares?
- Inês:** Um pouco mais. Mas acho que vale a pena.
- Andrea:** Portugal é muito mais interessante do que o Brasil?
- Inês:** É muito diferente. É menor, mas não posso dizer que é melhor nem pior para passear.
- Andrea:** É mais barato ir lá do que ir ao Brasil?
- Inês:** Isso é. E meus amigos dizem que as praias são tão bonitas quanto as do Brasil.
- Andrea:** Bem, eu estudei e trabalhei tanto quanto você este ano. Posso ir junto?
- Inês:** Claro! Venha a minha casa para conversar mais e depois faça suas reservas.
-

13.1 Dialogue Practice – 13.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

13.1 A.

1. Quem vai passar o verão em Portugal?
2. Quanto vai custar?
3. Portugal é mais interessante do que o Brasil?
4. As praias brasileiras são mais bonitas que as portuguesas?
5. Por que a Andrea quer ir junto com Inês?

13.1 B. According to the information provided in the dialogue, decide whether the following statements are **true (verdadeiro)** or **false (falso)**.



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Lição 14

Learning Objectives – Objetivos da Lição

Lição 14 presents:

- **dates**,
- how to express “**next**” in Portuguese,
- the verb **DOER**,
- **tudo** vs. **todo**, and
- relevant vocabulary.

After completing this lesson, the student will be able to:

- identify and describe dates.
- express “next” in both past and future contexts.
- to express “what hurts” using the verb *doer*.
- use both **tudo** and **todo** in appropriate contexts.

Grammar – Gramática

Dates – As datas

Qual é a data de hoje? [What's today's date?]

Hoje é doze de novembro. [Today is November 12.]

In giving dates, the ordinal number **primeiro** is used for **first**, but only cardinal numbers are used after that.

Hoje é **primeiro** de maio. BUT [Today is the **first** of May].

Hoje é **dois** de maio. [Today is May **2nd**.]

Hoje é **vinte e um** de maio. [Today is May **21st**.]

To express **on** with a date, use **no dia**:

Vamos viajar **no dia três** de junho. [We are going to travel on June 3rd.]

No dia primeiro de setembro estaremos de novo em casa. [On September 1st we will be home again.]

To express **in** with a year use either **em** or **no ano de**:

Em

Ele nasceu **em** 1963. [He was born **in** 1963.]

Em 1877 houve uma enchente. [There was a flood **in** 1877.]

No ano de

No ano de 1822 o Brasil ficou independente. [**In (the year)** 1822 Brazil became an independent nation.]

Onde você estava **no ano de** 1999? [Where were you **in** 1999?]

14.1 Practice – Prática

14.1 A. Answer in Portuguese:

1. Que dia da semana é hoje?
2. Qual é a data de hoje?
3. Onde você estará no dia 25 de dezembro deste ano?

4. Você se preocupa muito com o futuro?
5. Quando você foi ao dentista pela última vez?
6. Em que ano você nasceu?

14.1 B. Answer each question with a complete sentence, using in your reply the word(s) in the second column.

Quando é que ela nasceu? **3 de março**

-Ela nasceu no dia **3 de março**.

1. Que dia é hoje? **Terça-feira**
2. Qual é a data de hoje? **28 de janeiro**
3. Em que mês estamos? **Julho**
4. Que mês do ano é março? **Terceiro**
5. Quantos meses tem o ano? **Doze**
6. Qual é a data da Independência do Brasil? **7 de setembro de 1822**
7. Quando comemoram o Dia do Trabalho no Brasil? **1º de maio**
8. Quando é o Dia dos Namorados no Brasil? **12 de junho**

The use of *próximo*, *que vem* and *seguinte* – O uso de *próximo*, *que vem*, e *seguinte*

To express “next” in future time expressions, use **próximo** or **que vem**. **Próximo** is an adjective and is placed **before** the noun it modifies. The expression **que vem** is always placed **after** the noun.

Nós o veremos no **próximo** mês. [We will see him **next** month.]

Nós o veremos no mês **que vem**.

Ela vai me telefonar na **próxima** semana! [She will call me **next** week!]

Ela vai me telefonar na semana **que vem**!

To express “next” in a past context, use **seguinte** and place it **after** the noun.

Ele não apareceu no sábado passado, mas no dia **seguinte** me telefonou.

[He didn't show up last Saturday, but he called me on the **next** (following) day.]

Houve seca no ano de 1936; mas no ano **seguinte** choveu de novo.

[There was a drought in 1936; but the **next** (following) year it rained again.]

14.2 Practice – Prática

14.2 A. Answer the following questions:

1. Onde nós estaremos na próxima segunda-feira a esta hora?
2. O que você vai fazer na semana que vem?
3. Temos tarefa para a próxima aula?
4. Onde você vai morar no ano que vem?
5. O que você pretende fazer nas próximas horas?

The verb DOER – O verbo DOER

The verb *doer* is used to describe physical (bodily) pain and is only conjugated in the third person singular and plural forms. It is conjugated according to what brings you pain and is frequently accompanied by the indirect object.

Presente do Indicativo

dói doem

Pretérito Perfeito

doeu doeram

Imperfeito Perfeito

doía doíam

Dói-me o pé.	[My foot aches .]
Doeu quando você caiu?	[Did it hurt when you fell?]
Doíam -lhe os olhos.	[His eyes ached .]
Dói? . . . Não, senhor, não dói nada.	[Does it hurt ? . . . No, sir, it doesn't hurt at all.]

It is also common to use the following construction: **estar + present participle**:

Meu joelho está doendo .	[My knee hurts .]
Minhas costas estavam doendo .	[My back was hurting .]

Tudo and Todo- Tudo e Todo

Tudo is a pronoun which translates as **everything**. Its form is invariable. It is never used with a noun. However, at times it is followed by one of the demonstrative pronouns, **isto, isso, aquilo**.

Ele pensa que sabe tudo .	[He thinks he knows everything .]
Comemos tudo!	[We ate everything!]
Tudo isto é muito grave.	[All this is very serious.]

Tudo que or **Tudo o que** are equivalent expressions meaning “**Everything (that)...**”

Tudo o que temos é velho e feio.	[Everything (that) we own is old and ugly.]
O ladrão roubou tudo que encontrou no meu quarto.	[The thief took everything (that) he found in my bedroom.]

Todo is an adjective. It means **every** or **all**. It must agree with the noun it modifies.

Toda pergunta era difícil. [Every question was hard.]
Bebi **todo** o vinho. [I drank all the wine.]
Você já viu **todas** as fotos? [Have you already seen all the pictures?]

Note that when **todo** is followed by the singular definite article, it means **entire** or **whole**; when it is followed by the plural definite article or directly by the noun, it means **each** or **every**. Units of time best illustrate this contrast:

Choveu **todo o dia**. OU Choveu **o dia todo**. [It rained the entire day.]
Chove **todo dia (todos os dias)** na Amazônia. [It rains every day in the Amazon.]
As crianças finalmente dormiram **toda a noite**. [The children finally slept the whole night.]

Todo mundo is a pronoun which means **everybody**. It is followed by a third person singular verb.

Todo mundo sabe isso! [Everybody knows that!]
Parece que você conhece **todo mundo**. [It seems like you know everyone.]

14.3 Practice – Prática

14.3 A.



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Vocabulary – Vocabulário

- apesar de [in spite of]



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- o assunto [subject, matter]



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- o/a bobo, -a [fool]



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- o caso [case]



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- a consulta [consultation; doctor's appointment]



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- o consultório [doctor's office]



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- a conversa [conversation]



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- a data [date]



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- devido a [due to]



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- a enchente [flood]



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- grátis [free of charge]



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- horrível [horrible]



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- a independência [independence]



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- independente [*independent*]



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- livre [*free, open*]



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- marcado, -a [*marked, set*]



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- hora marcada [*appointment*]



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- o mercado [*market*]



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- a natureza [*nature*]



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- por natureza [by nature]



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- nervoso, -a [nervous]



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- o programa [program]



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- a seca [drought]



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- o telefone [telephone]



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Verbs – Verbos

- aguentar [to bear, tolerate]



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- arrancar [to yank, pull out]



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- atender [to wait on; answer (door, telephone)]



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- consultar [to consult]



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- cuidar (de) [to take care (of), care (for)]



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- deixar (de + inf.) [to quit, stop]



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- *discar* [to dial]



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- *doer*[to ache, hurt]



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- *examinar*[to examine]



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- *gemer* [to moan, groan]



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- *gritar*[to scream, shout, yell]



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- *marcar*[to mark, indicate]



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- *marcar uma hora* [to make an appointment]



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- mexer [to stir, work on]



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- queixar-se (de) [to complain (about)]



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- sofrer [to suffer]



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- sossegar [to calm down]



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Expressions – Expressões

- Ai! Ai![Ouch!]



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- Deixe de bobagem! [Don't be silly!]



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- Esteja à vontade! [Make yourself comfortable!]



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- Puxa vida! [Good grief; My gosh!]



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14.4 Practice – Prática

14.4 A. Write complete sentences in Portuguese using these phrases:

1. horas a fio
2. aqui mesmo
3. em fins de
4. logo depois
5. de repente
6. deixar de
7. pôr a mesa
8. ter . . . anos

14.4 B. Review of Commands – Revisão do Imperativo

Rewrite each sentence as a **singular** and **plural command**:

Falar português.

–**Fale** português!

–**Falem** português!

1. Sentar-se, por favor.
2. Não comer tanto.
3. Ver aquela casa nova.
4. Estar aqui às nove e meia.
5. Abrir a boca e fechar os olhos.
6. Ir embora.
7. Não mexer ali.
8. Não me tocar.
9. Discar o número dele.
10. Atender o telefone.
11. Apagar as luzes.
12. Não ser bobo(s).
13. Pôr as xícaras na mesa.
14. Fazer as reservas agora.
15. Ficar mais um pouquinho.
16. Não se queixar tanto.
17. Calar a boca.
18. Não se esquecer das chaves.
19. Ter a santa paciência.
20. Não perder a cabeça.

Diálogo 14

Listen and follow along with the dialogue. Then, answer the questions below.



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Lula: Não dormi bem ontem à noite devido a uma dor de dente.

Zeca: Ainda está doendo muito?

Lula: Está sim. Tenho que telefonar para o dentista para marcar uma hora, mas não posso. Ai! Ai!

Zeca: Deixe de gemer! Não se queixe tanto! Dê-me o número e vou discá-lo agora mesmo.

Lula: Puxa vida! O que é que vou fazer? Dói-me demais este dente!

Zeca: Não se preocupe! Você estará bem na próxima semana.

14.1 Dialogue Practice – 14.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

14.1 A.

1. Por que a Lula não dormiu bem ontem à noite?
2. Ainda está doendo muito?
3. Para quem é que a Lula não pode telefonar?
4. O que diz Zeca à Lula?
5. Quando a Lula estará melhor?

14.1 B.



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Lição 15

Learning Objectives – Objetivos da Lição

Lição 15 presents:

- **subjunctive tense** and its specific usage in **noun clauses**, and
- relevant vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce the **present subjunctive** in **noun clauses**.

Grammar – Gramática

The presente subjunctive – O presente do subjuntivo

The present subjunctive is formed by adding the following endings to the stem of the first person singular of the present indicative.

-AR	-ER	-IR
fale	come	saia
que eu fale	que eu coma	que eu saia
que você, ele, ela fale	que você, ele, ela coma	que você, ele, ela saia
que nós fale mos	que nós com amos	que nós saia mos
que vocês, eles, elas fale m	que vocês, eles, elas com am	que vocês, eles, elas saia m

It will be noted that the endings for the second and third conjugation verbs are the same.

Remember that many verbs have an irregular first person singular form in the present indicative, and therefore are irregular in the present subjunctive as well. Some of these verbs are:

descer (**desço**) = **desça**, etc. poder (**posso**) = **possa**, etc.
dizer (**digo**) = **diga**, etc. trazer (**trago**) = **traga**, etc.
pedir (**peço**) = **peça**, etc. ver (**vejo**) = **veja**, etc.
perder (**perco**) = **perca**, etc. vir (**venho**) = **venha**, etc.

There are seven verbs of common usage which have irregular forms in the present subjunctive:

dar	estar	haver	ser	ir	querer	saber
dê	esteja	haja	seja	vá	queira	saiba
dê	esteja	haja	seja	vá	queira	saiba
demos	estejamos	hajamos	sejamos	vamos	queiramos	saibamos
dêem	estejam	hajam	sejam	vão	queiram	saibam

Spelling changes are sometimes necessary in the formation of the present subjunctive in order to maintain the hard sound of a consonant before an e.

When forming the present subjunctive of verbs ending in **-car**, it is necessary to change the **c** to **qu** before adding the endings.

ficar > ficæ = **fique**, **fique**, **fiquemos**, **fiquem**
praticar > praticæ = **pratique**, **pratique**, **pratiqueemos**, **pratiqueem**
tocar > tocæ = **toque**, **toque**, **toqueemos**, **toquem**

When forming the present subjunctive of verbs ending in **-gar**, it is necessary to change the **g** to **gu** before adding the endings.

estragar > estragø = **estrague**, etc.

pagar > pagø = **pague**, etc.

ligar > ligø = **ligue**, etc.

Remember that no cedilla is used when a **c** precedes the letter **e**. Thus in verbs which end in **-çar**, no cedilla is used in the subjunctive forms.

começar > começø = **comece**, etc.

dançar > dançø = **dance**, etc.

lançar > lançø = **lance**, etc.

The present subjunctive in noun clauses – O presente do subjuntivo em orações substantivas

The present subjunctive is rarely used in English in noun clauses. Its place is taken either by the (1) **present** or (2) **future** tense, or by (3) an **infinitive** construction. In the following examples the underlined words are those which in English substitute for the subjunctive.

1. I don't believe that he **studies** so hard. 1. We are glad that she **isn't** sick.

2. He hopes that she **will come**. 2. I doubt that they **will prepare** it.

3. I want you **to go**. 3. He tells the students **to study**.

However, there are rare cases in which we still use the present subjunctive in English. In some instances we recognize its presence by the use of the word **may** with the verb.

I prefer that he **do** it now.

He asks that we **give** him the money.

I'm afraid that they **may** not **be able** to come.

In Portuguese the subjunctive is used very frequently in subordinate noun clauses. The noun clause is always introduced by the word **que**. The subjunctive is used in this clause when the verb in the independent clause is one of:

1. Commanding or insisting. Common verbs that express this include: dizer, exigir, fazer, insistir, mandar

O chefe faz **que leiamos** o regulamento. [The boss makes us read the rules.]

Exijo **que** vocês **imprimam** a carta de novo. [I insist that you print the letter again.]

Mandam **que cheguemos** cedo. [They order us to arrive early.]

Diz-lhes **que não falem** tanto. [He tells them not to talk so much.]

2. Wishing, preferring, requesting, permitting, etc. Common verbs that express this include: aconselhar, deixar, desejar, pedir, permitir, preferir, querer, recomendar, sugerir.

Não quero **que** vocês **percam** o ônibus. [I don't want you to miss the bus.]

Aconselham-me **que** não **saia** do país agora. [They advise me not to leave the country now.]

Preferimos **que** ele não **compre** o carro. [We prefer that he not buy the car.]

Ela nos pede **que tragamos** os sanduíches. [She asks us to bring the sandwiches.]

Heloísa não permite **que** eu **faça** isso. [Heloísa doesn't let me do that.]

3. Emotion. Common verbs that express this include: esperar, sentir, temer, ter medo.

Temo **que** ela **fique** zangada. [I'm afraid she is going to get angry.]

Sentimos **que** sua mãe **esteja** doente. [We are sorry that your mother is sick.]

Meus colegas de trabalho esperam **que** eu **aprenda** a usar o computador novo. [My co-workers hope that I will learn to use the new computer.]

4. Doubting, denial, not believing, uncertainty. Common verbs that express this include: duvidar, negar, não achar, não acreditar, não crer, não estar certo, não estar seguro, não pensar, não ter certeza.

Duvidamos que ele vá pagar as contas.	[We doubt he will pay the bills.]
Nego que isto seja verdade.	[I deny that this is true.]
Ninguém acredita que eu saiba dirigir.	[No one believes I can drive.]
Ela não está certa de que tudo saia bem.	[She's not sure that everything will turn out all right.]

The subjunctive is also used in noun clauses after **impersonal expressions** which express necessity, probability, possibility, emotion, etc.

Common impersonal expressions include: é bom que, é impossível que, é necessário que, é pena que, é possível que, é preciso que, é provável que, basta que, pode ser que.

Não é preciso que você se preocupe tanto.	[It's not necessary for you to worry so much.]
É possível que eu o veja mais tarde.	[I might see him later.]
Pode ser que Maria se forme em junho.	[Perhaps Mary will graduate in June.]
Não é bom que vocês durmam tão pouco.	[It's not good for you to sleep so little.]
É triste que não possamos visitá-la.	[It's sad that we can't visit her.]

No subjunctive is used after expressions of truth or certainty:

É certo que ele vai chegar hoje.	[It's certain that he is going to arrive today.]
É verdade que Anita é ótima funcionária.	[It's true that Anita is an outstanding employee.]
Temos certeza que o Rogério terá êxito.	[We are sure Rogério will be successful.]

Não duvidar, however, may be followed by either the indicative or the subjunctive, depending on the intent of the speaker.

Não duvido **que** ele **vem**. [I don't doubt that he will come. (i.e., I'm sure).]

Não duvido **que** ele **seja** honesto. [I don't doubt that he's honest. (i.e., I'm not really sure).]

In some instances, when the subject of both clauses is the same, an **infinitive construction** can be used to substitute for the dependent clause which is introduced by **que**:

Espero **poder** vê-lo amanhã. [I hope that I can see him tomorrow.]

Ele sente não **ter** o dinheiro. [He's sorry that he doesn't have the money.]

The verb **pedir** may be followed by: (1) a subordinate noun clause with the verb in the subjunctive; or (2) the preposition **para** followed by an infinitive. Both constructions have the same meaning.

Ela me **pede que** eu **faça** o trabalho. [She asks me to do the work.]

Ela me **pede para** eu **fazer** o trabalho.

Vocabulary – Vocabulário

- o cartão (-ões) [greeting card]



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- o cartão postal [postcard]



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- o/a chefe [boss]



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- o computador [computer]



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- o endereço [address]



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- o envelope [envelope]



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- fabricado, -a [made, manufactured]



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- a impressora [printer]



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- legível [legible]



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- a letra [*handwriting; words (of a song)*]



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- a máquina [*machine*]



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- a máquina de escrever [*typewriter*]



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- a marca [*make, brand*]



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- péssimo, -a [*horrible, awful*]



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- portátil [*portable*]



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- preciso [necessary]



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- provável [probable, likely]



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- quebrado, -a [broken; out of order]



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- quieto, -a [quiet]



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- o/a secretário, -a [secretary]



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- zangado, -a [angry]



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Verbs – Verbos

- aconselhar (a) [to advise, warn]



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- acreditar (em) [to believe]



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- bastar [to be sufficient, enough]



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- datilografar [to type]



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- duvidar [to doubt]



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- escrever (bater) à maquina[to type]



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- estragar [to harm, ruin, spoil]



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- exigir (exijo) [to demand, insist]



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- imprimir [to print]



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- mandar [to order, make]



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- negar [to deny]



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- sugerir (sugiro) [to suggest]



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- temer [to fear]



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Expressions – Expressões

- com antecedência [in advance, ahead of time]



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- hoje em dia [nowadays]



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- Basta! [Enough!]



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- Chega! [Enough!]



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- Deixe ver... [Let's see...]



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- Não importa! [Never mind!; It doesn't make any difference.]



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- Tenha cuidado! [Be careful!]



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Practice – Prática

15.1 A.



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15.1 B. Complete the following sentences:

1. Minha chefe quer que eu _____ .
2. Eu duvido que aquele filme _____ .
3. É provável que meus tios _____ .
4. Pode ser que amanhã _____ .
5. Permitimos que os empregados _____ .
6. Todos me pedem que eu não _____ .
7. É verdade que _____ .
8. Peço a ele para _____ .
9. Espero _____ .

10. A carta não chegou ontem. Pode ser que _____ .
11. Sentimos muito que ela não _____ .
12. Não é possível que a estas horas a porta _____ .
13. Eles desejam que nós _____ .
14. Não acho que os políticos _____ .
15. Eu não deixo que vocês _____ .

15.1 C. Repeat each of the following sentences, beginning with the expression: **É provável que...**
 Teresa vem à aula. **É provável que** Teresa venha à aula.

1. Ele está no supermercado.
2. Os rapazes perdem o dinheiro.
3. Eu darei o meu endereço a ele.
4. Nós saímos às oito.
5. Paula é presidente.
6. João não quer estudar.
7. Não há jogo hoje.
8. O professor não sabe tudo.
9. As moças têm trabalho demais.
10. Alguém quer fazer reservas com antecedência.

15.1 D. Repeat each of the following sentences, beginning with the expression: **Ele quer que...**
 Ana lhe manda um postal. **Ele quer que** Ana lhe mande um postal.

1. Eu aceito o convite.
2. Nós fazemos muitas perguntas.
3. O teste não é difícil.
4. Os turistas ficam naquele hotel.
5. O jogo começa às oito.
6. Sua irmã toca uma música alegre.
7. Nós estamos à vontade.
8. O companheiro de quarto desliga a televisão.

15.1 E. Repeat each of the following sentences, beginning with the expression: **Diga-lhe que...**
 Faz um café. **Diga-lhe que** faça um café.

1. Compra umas flores.
2. Ouve com cuidado.
3. Vai para casa.
4. Não perde os discos.
5. Ela nos esperará no clube.
6. Estará em casa antes das seis.
7. Traz outra colher.
8. Ela nos dá as instruções.

15.1 F. Answer the questions in the negative. Use a complete sentence.

Você quer que tenhamos um teste amanhã?

-Eu não quero que tenhamos um teste amanhã.

1. É preciso que você assista à aula?
2. Você tem medo que ele estrague o jantar?
3. Elas exigem que nós comecemos cedo?
4. É possível que todos saiam antes das cinco?
5. Vocês esperam que faça mau tempo amanhã?
6. Sua namorada deseja que você volte para casa?
7. É bom que isso aconteça?
8. Antônio deixa que você use a impressora dele?

15.1 G. Write in Portuguese:

1. I want him to be here early.
2. I doubt that he knows where I live.
3. Perhaps they will make dinner tonight.
4. Don't worry, John. I'm not going to ruin your party.
5. Enough! You're making me angry.
6. It's not likely that she will help us.
7. Beto is afraid that his term paper is not good.
8. It's too bad that we never do things ahead of time.
9. He wants me to type his letters.
10. It's true that my handwriting is awful.
11. I tell him not to work so much.
12. We're sorry we can't see you tomorrow.

Diálogo 15

Listen and follow along with the dialogue. Then, answer the questions below.



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Alberto: O que você vai fazer durante as férias de verão, Carlos?

Carlos: Bem, minha namorada quer que eu passe um mês na praia com ela e sua família em Guarujá.

Alberto: Não me diga! Ricardo e eu esperamos que você faça uma viagem à Bahia conosco.

Carlos: Eu gostaria, mas meus pais estão pedindo que eu vá à fazenda do meu avô em janeiro. Só vou ter fevereiro para passear.

Alberto: Então você vai ter que escolher entre a praia e a Bahia, não é?

Carlos: Infelizmente é. Duvido que haja tempo suficiente para fazer tudo.

Alberto: Eu estou vendo que é bem provável que você prefira ir com sua namorada.

Carlos: Não é isso. Eu tenho medo que ela fique zangada comigo. Eu sei que vocês não vão se importar muito.

15.1 Dialogue Practice – 15.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

15.1 A.

1. O que o Carlos vai fazer durante as férias de verão?
2. O que Alberto e Ricardo esperam que Carlos faça?
3. É possível que haja tempo suficiente para ele fazer tudo?
4. Carlos tem medo que a sua namorado fique triste?
5. Alberto e Ricardo vão se importar muito com a decisão de Carlos?

15.1 B.



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Lição 16

Learning Objectives- Objetivos da Lição

Lição 16 presents:

- **past participle**,
- **the passive voice**,
- **exclamations with *como* and *que***,
- the formation of **adverbs of manner** and
- additional vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce the **participle forms** of both regular and irregular verbs and
- employ them in transforming sentences from active to **passive voice**.
- form **adverbs** from adjectives.

Grammar – Gramática

Formation of the past participle – A formação do particípio passado

The past participle in Portuguese is formed by: dropping the **-ar** from the infinitives of the first conjugation and adding **-ado** to the stem or dropping the **-er** from verbs of the second conjugation and the **-ir** from verbs of the third conjugation and adding **-ido** to the stem.

falar = falado	[spoken]
pronunciar = pronunciado	[pronounced]
comer = comido	[eaten]
ler = lido	[read]
sair = saído	[left, gone out]
ir = ido	[gone]

However, there are a number of verbs which have both regular and irregular past participles. The irregular form is used after **ser** and **estar**. Either the regular or the irregular participle can be used with the auxiliary verbs **ter** and **haver**. The following list includes the most commonly used irregular past participles. In the cases where both a regular and irregular forms are given, it is the irregular one which is most often used.

abrir = aberto	[opened]
aceitar = aceitado, aceito	[accepted]
acender = acendido, aceso	[lit, on]
des(cobrir) = (des)coberto	[(dis)covered]
dizer = dito	[said, told]
eleger = elegido, eleito	[elected]
entregar = entregado, entregue	[turned in, handed in, delivered]
escrever = escrito	[written]
fazer = feito	[done]
ganhar = ganhado, ganho	[earned, won, received]
gastar = gastado, gasto	[spent]
pagar = pagado, pago	[paid]
pôr = posto	[put, placed]
prender = prendido, preso	[arrested, captured, pulled back]
soltar = soltado, solto	[freed, let go]
ver = visto	[seen]
vir = vindo	[come]

16.1 Practice – Prática

16.1 A.



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16.1 B.



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Passive voice – A voz passiva

The passive voice in Portuguese is formed by using a form of the verb **ser** followed by the past participle of the principal verb. This past participle acts as an adjective, and as such must agree in gender and number with the subject. In the passive voice the agent is either expressed or understood. When the agent is expressed, it is preceded by the preposition **por**.

The following examples compare active and passive constructions:

Active Voice	Passive Voice		
Os pais amam o filho.	[The parents love their son.]	O filho é amado pelos pais.	[The son is loved by his parents.]
O carpinteiro fez a mesa.	[The carpenter made the table.]	A mesa foi feita pelo carpinteiro.	[The table was made by the carpenter.]
Eles escreverão os exercícios	[They will write the exercises.]	Os exercícios serão escritos por eles.	[The exercises will be written by them.]

16.2 Practice – Prática

16.2 A. Repita as seguintes orações **no plural** de acordo com o modelo:

A casa foi vendida pelo dono.

As casas foram vendidas pelo dono.

1. A batalha foi ganha pelo exército português.
2. A conta será paga pela gerente.
3. A porta é feita pelo carpinteiro.
4. A janela será aberta por mim.
5. O aniversário foi comemorado em junho.

16.2 B. Escreva na **voz passiva**:

O garçom acende as velas.
As velas **são acesas** pelo garçom.

1. A moça não recebeu a carta.
2. Nosso time ganhou o jogo.
3. Meu pai pagará todas as contas.
4. A menina pôs as frutas na mesa.
5. Nós lemos os postais com muito cuidado.
6. Eu trago o lanche todos os dias.
7. A médica corrigirá o problema.
8. Mariana tirou muitas fotos na Europa.

16.2 C. Passe para a **voz ativa** de acordo com o exemplo:

O livro foi lido por Paulo.
Paulo **leu** o livro.

1. As flores são entregues pelo empregado.
2. A refeição foi preparada por meu namorado.
3. As melhores sugestões sempre são dadas por você.
4. A obra será apresentada ao presidente pelo diretor do museu.
5. Os endereços foram escritos por mim.
6. Os senadores são eleitos pelo povo.
7. O criminoso foi preso pela polícia.
8. A idade do professor foi descoberta pelos alunos.

Passive constructions with *se*- Construções passivas com *se*

When the subject of the passive voice is present, and the agent is not identifiable, the impersonal form of the verb is used. Although the subject follows the verb in this construction, the verb must agree in number with the subject:

Fala-se português aqui.	[Portuguese is spoken here.]
Ouvem-se vozes no corredor.	[Voices are heard in the corridor.]
Não se vende cerveja nessa loja.	[Beer is not sold in that store.]
Compram-se livros e discos usados.	[Used books and records are purchased here.]

Impersonal expressions with *se* – Expressões impessoais com *se*

To express the impersonal English subjects **one**, **you** or **they**, the third person singular of the verb is used with **se**.

Pode-se ir por aqui.	[One can go this way.]
Como se vai à biblioteca?	[How does one get to the library?]
Segue-se por esta rua.	[You continue down this street.]
Diz-se que é muito difícil.	[They say that it's very difficult.]

The above construction is equivalent to the use of **a gente** with a third person singular verb.

Come-se bem naquele restaurante.	[One eats well in that restaurant.]
A gente come bem naquele restaurante.	

16.3 Practice – Prática

16.3 A. Responda usando construções com **se**. Use as informações à direita na sua resposta.

O que é que **se vê** ao longe? um navio

Vê-se um navio ao longe.

1. O que é que se fala no Brasil? **português**
2. Onde é que se pode aprender português? **na universidade**
3. O que é que se vê naquela galeria? **obras de arte**
4. O que é que se ouvia lá fora? **muitas vozes**
5. Quando é que se abriram as portas? **às oito da manhã**
6. O que é que se vendia naquela loja? **roupa para homens**
7. Como é que se chega no centro? **por essa avenida**
8. A que horas se toma o café da manhã? **às sete e trinta**

Exclamations with *como* and *que* – Exclamações com *como* e *que*

Both **como** and **que** can be used in an exclamation which begins with an adjective or adverb:

Use **que** with an adjective when no verb is present:

Que maravilhoso! [How marvelous!]

Que interessante! [How interesting!]

Use **como** with standard Portuguese word order when a verb is present:

Como ele canta bem! [How well he sings!]

Como ela corre depressa! [How quickly she runs!]

Como estas aulas são chatas! [How boring these classes are!]

Que can also precede a noun in exclamatory phrases. Notice the use of **tão** or **mais** for emphasis:

Que ideia fantástica!	[What a great idea!]
Que crianças mais precoces!	[What precocious children!]
Que sonho eu tive!	[What a dream I had!]
Que praias tão lindas eu vi!	[What beautiful beaches I saw!]

16.4 Practice – Prática

16.4 A. Traduza:

1. What a big house!
2. How ridiculous those men are!
3. How interesting!
4. What beautiful eyes!
5. What a clean hotel!
6. What a marvelous day!
7. How well they speak Portuguese!
8. How tired you look today!
9. What a hot day!
10. What dirty hands!

Adverbs of Manner ending with *-mente* – Advérbios de modo que terminam em *-mente*

These adverbs are formed by adding the suffix **-mente** to the feminine singular form of the adjective. Notice that no accentuation is needed in the adverbial form.

certa = cert amente	[certainly]
confusa = confus amente	[confusedly]
divina = divin amente	[divinely]
rápida = rapid amente	[rapidly]

The adverbial ending **-mente** is added directly to those adjectives having no feminine form.

artificial = artificial mente	[artificially]
feliz = feliz mente	[happily]
frequente = frequent emente	[frequently]
simples = simples mente	[simply]

16.5 Practice – Prática

16.5 A.



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Many times the construction **com + noun** substitutes for an adverb ending in **-mente**:

com carinho = carinhosamente	[affectionately]
com frequência = frequentemente	[frequently]
com atenção = atenciosamente	[considerately]

At times a **masculine singular adjective** is used in place of an adverb:

Eliana foi direto para casa.	[Eliana went directly home.]
Eles falam bem claro .	[They speak very clearly .]
Vocês andam rápido mesmo.	[You really walk fast .]

Vocabulary – Vocabulário

- a batalha [battle]



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- o carinho [affection]



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- o/a carpinteiro, -a [carpenter]



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- confuso, -a [confused]



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- contra [against]



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- o/a dono, -a [owner]



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- a escuridão [darkness]



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- exausto, -a [exhausted]



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- O exército [army]



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- a idade [age]



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- o/a invasor, -a [invader]



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- limpo, -a [clean]



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- a luz [light]



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- a obra (de arte) [work (of art)]



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- perfeito, -a [perfect]



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- o pesadelo[nightmare]



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- real[real; royal]



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- ridículo, -a [ridiculous]



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- santo, -a [holy]



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- a secretaria [*bureau (government)*]



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- o soldado [*soldier*]



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- o sonho [*dream*]



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- a sugestão (-ões) [*suggestion*]



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- sujo, -a [*dirty*]



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- o time [*team*]



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- a vitória [victory]



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- o voto [vote]



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Verbs – Verbos

- acender [to light]



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- comemorar [to celebrate, commemorate]



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- cobrir (cubro) [to cover]



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- corrigir (corrijo) [to correct]



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- derrotar [to defeat]



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- eleger (elejo) [to elect]



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- parecer [to seem, look]



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- prender [to arrest]



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- sonhar (com) [to dream]



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- tentar [to try, attempt]



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- tirar férias [to take a vacation]



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- tratar de [to deal with; treat]



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- votar [to vote]



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Expressions – Expressões

- Ao longe [in the distance]



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- Ou seja [or rather]



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- Coitadinho/a! [Poor thing!]



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- Que maravilha! [How wonderful! How beautiful!]



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- Que pena! [What a pity!]



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16.6 Practice – Prática

16.6 A. Escreva em português:

1. Your checks will not be accepted by the owner of the supermarket.
2. One never knows what the weather will be like in April.
3. They really tried to win the game, but they were beaten by a better team.
4. Ana Luísa clearly needs to take a vacation. She is simply exhausted.
5. I dreamt about my boss last night. What a nightmare!

Diálogo 16

Listen and follow along with the dialogue. Then, answer the questions below.



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Carlos: Que dia maravilhoso! Você não acha, Laura?

Laura: Acho, sim. É um dia simplesmente perfeito.

Carlos: A gente tem vontade de tirar férias. Como eu gostaria de sair desta sala agora!

Laura: É mesmo. Você quer dar um passeio?

Carlos: Por que não? Você já foi ao parque novo?

Laura: Não, ainda não fui. Como se chega lá?

Carlos: Não é difícil. Este mapa aqui foi feito pela secretaria de turismo para ajudar. Vamos ver...

Laura: Será que tem muita gente lá?

Carlos: Provavelmente. Fala-se que somente na semana passada o parque foi visitado por mais de duas mil pessoas.

16.1 Dialogue Practice – 16.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

16.1 A.

1. É um dia horrível?
2. O que é que Laura quer fazer com Carlos?
3. Laura já foi ao parque novo?
4. Será que há muita gente no parque?
5. O parque foi visitado por quantas pessoas na semana passada?

16.1 B.



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Lição 17

Lesson Objectives- Objetivos da Lição

Lição 17 presents:

- **time expressions** with **fazer**,
- the verb **haver** and
- new vocabulary.

After completing this lesson, the student will be able to:

- use the verbs **fazer** and **haver** to express how long they have been doing an activity.

Grammar – Gramática

Time expressions with **fazer** or **haver** – Expressões de tempo com **fazer** ou **haver**

In English we use the present perfect tense in either its simple or progressive form to express an action which began in the past and still continues in the present. Thus we say:

They **have lived** here for ten years. OR

They **have been living** here for ten years.

To put this same idea into Portuguese it is necessary to use one of the following two ways:

Faz (or **Há**) + time expression + **que** + **present** or **present progressive tense** of main verb:

Faz um ano **que** ele **mora** aqui. [He has lived (been living) here for a year.]

Há um ano **que** ele **mora** aqui.

Faz dez dias **que estamos estudando** para os exames. [We have been studying ten days for our exams.]

Há dez dias **que estamos estudando** para os exames.

Present or present progressive tense of main verb + faz (or há) + time expression:

Ele **mora** aqui **faz** um ano. [He has lived (been living) here for a year.]

Ele **mora** aqui **há** um ano.

Estou estudando francês **faz** nove meses. [I've been studying French for nine months.]

Estou estudando francês **há** nove meses.

17.1 Practice – Prática

17.1 A. Responda às seguintes perguntas usando as sugestões à direita:

Quantos meses faz que você está nesta cidade? **Três meses**

– Faz três meses que estou nesta cidade.

1. Quanto tempo faz que seu pai está viajando? **15 dias**
2. Quantos anos faz que sua família mora nesta casa? **Oito anos**
3. Quanto tempo faz que ela está no supermercado? **45 minutos**
4. Quanto tempo há que você não vai ao dentista? **6 semanas**
5. Há quantas horas eles estão ensaiando essa canção? **Doas horas**
6. Há quantos meses vocês comem nesse restaurante? **Cinco meses**

Similarly, in English we use the progressive form of the past perfect tense to express an action in the past which was going on when another action occurred. A phrase stating length of time is often included in such constructions.

I **had been waiting** for a long time when they finally arrived.

To express this same idea in Portuguese, the **imperfect tense** is used for the action which was in progress, and the **imperfect** of *haver* or *fazer* is used in the time expression. The example above may be rendered into Portuguese as follows:

Fazia/Havia muito tempo que eu **estava esperando/esperava** quando finalmente chegaram.
Quando finalmente chegaram, eu **estava esperando/esperava fazia/havia** muito tempo.

17.2 Practice – Prática

17.2 A. Reescreva as orações seguintes de acordo com o modelo:

Faz dois dias que ela não **come**. **Fazia** dois dias que ela não **comia**.

1. Faz dois anos que não o vejo.
2. Faz dez minutos que o garçom está esperando.
3. Faz muito tempo que não recebemos notícias dos pais.
4. Há pouco tempo que as visitas descansam.
5. Há oito dias que está fazendo um tempo muito mau.
6. Há mais de um mês que chove todos os dias.

17.2 B. Responda às seguintes perguntas com uma sentença completa, usando o imperfeito dos verbos dados à direita:

O que Josenilton fazia quando eu cheguei? **Ouvir o rádio**

– Josenilton ouvia o rádio quando eu cheguei.

O que ela estava fazendo quando o telefone tocou? **Tomar café**

– Ela estava tomando café quando o telefone tocou.

1. O que ele fazia quando nós entramos? **Falar com sua irmã**

2. O que vocês faziam quando o pai chegou? **Tomar chá**
3. O que Paulo fazia quando o jornalista lhe fez a pergunta? **Ler uma revista**
4. O que a Cecília estava fazendo quando as enfermeiras entraram na sala? **Escrever uma receita**
5. O que você estava fazendo quando o seu amigo apareceu? **Preparar o jantar**
6. O que vocês faziam quando a campainha tocou? **Assistir o jogo na TV**

In all other cases where the action of the main verb is past or completed, one should use the preterite tense in Portuguese to translate the English **present perfect**:

Você já leu o livro?	[Have you already read the book?]
Nunca vimos esse filme.	[We've never seen that film.]
Ainda não paguei o aluguel.	[I haven't paid the rent yet.]

17.3 Practice – Prática

17.3 A. Responda às seguintes perguntas nas formas afirmativa e negativa, de acordo com o modelo:

O professor já explicou a gramática?

- Explicou. O professor já explicou a gramática.
- Não explicou. O professor ainda não explicou a gramática.

1. Você e Paulo já viram aquele filme?
2. Você já levou o livro para a biblioteca?
3. Renan já se acostumou a viver no campo?
4. O senhor Alencar já trouxe o pacote?
5. Todos já ouviram a nova fita?
6. Vocês já ganharam um prêmio de loteria?

The use of **haver** in impersonal constructions – O uso de **haver** em construções impessoais.

As an impersonal verb, **haver** expresses the English **there + to be (there is/there are)**.

H A V E R

Presente do Indicativo	há	[there is, there are]
Pretérito Perfeito	houve	[there was, there were]
Pretérito Imperfeito	havia	[there was, there were]
Futuro do Indicativo	haverá	[there will be]
Condicional do Indicativo	haveria	[there would be]
Presente do Subjuntivo	haja	[there may be, there is/are]
Gerúndio	havendo	[there is, are]

Há uma mosca na minha sopa.	[There is a fly in my soup.]
Há provinhas demais neste curso.	[There are too many quizzes in this course.]
Havia muito para fazer.	[There was much to be done.]
Haverá um concerto amanhã.	[There will be a concert tomorrow.]
Espero que haja um bom filme no centro.	[I hope that there is a good movie downtown.]

Keep in mind that in Brazilian Portuguese it is common to substitute the third person singular forms of **ter** for those of **haver**.

17.4 Practice – Prática

17.4 A.



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When the main verb is in a past tense, the invariable form **há** (or **faz** in Brazilian Portuguese) when placed before an expression of time means **ago**.

Chegamos **há dois dias**. [We arrived **two days ago**.]
Eu o vi **há uma semana**. [I saw him **a week ago**.]
A Guerra Civil foi **há mais de um século**. [The Civil War took place **more than a century ago**.]

17.5 Practice – Prática

17.5 A. Responda às seguintes perguntas usando as sugestões à direita:

Quando é que ele chegou? **Uma semana**

– Ele chegou há uma semana.

1. Quando é que você entregou a pintura? **Três dias**
2. Quando vocês fizeram ginástica? **Duas horas**
3. Quando as crianças ganharam os balões? **25 minutos**
4. Quando foi que ele viu os seus amigos? **Vários dias**
5. Quando é que nós começamos a pintar a casa? **Muito tempo**

Vocabulary – Vocabulário

- a aposta [*bet, wager*]



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- o azar [*bad luck*]



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- o balão (-ões) [*balloon*]



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- o baralho [deck of cards]



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- a bola [ball]



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- a brincadeira [practical joke]



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- o brinquedo [toy]



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- a campainha [bell]



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- a conferência [lecture]



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- consequentemente [consequently]



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- cuidadosamente [carefully]



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- o/a enfermeiro, -a [nurse]



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- estranho, -a [strange]



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- o exame [exam]



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- a figa [talisman, good-luck charm]



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- a guerra [war]



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- a loteria [lottery]



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- a mosca [fly]



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- o pacote [package]



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- a paz [peace]



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- a piada [joke]



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- a pintura [painting]



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- o prêmio [prize]



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- a promessa [promise]



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- a provinha [quiz]



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- o silêncio [silence]



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- a sorte [luck]



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- a vizinhança [neighborhood]



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- o xadrez [chess]



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Verbs – Verbos

- acostumar-se (a) [to get used to]



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- estar acostumado/a a [to be used to]



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- adivinhar [to guess]



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- apostar [to bet]



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- fazer uma aposta [to place a bet]



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- confessar [to confess, admit]



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- ensaiar [to practice, rehearse]



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- esforçar-se (para + inf.) [to make an effort, try]



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- interessar-se (em) [to be interested (in)]



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- prometer [to promise]



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- ter/estar com azar [to be unlucky]



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- ter/estar com sorte [to be lucky]



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Expressions – Expressões

- até agora [by now; so far]



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- ao contrário [on the contrary]



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- de novo [again]



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- acabar de (+ inf.) [to have just ...]



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- Cadê ...? [Where is/are ...?]



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- um pouco de [a little (of)]



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- um montão de [a lot of]



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- um pedaço de [a piece of]



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- uma porção de [a number of]



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17.6 A. Escreva em português:

1. How long has David been studying Portuguese?
– He began four years ago.
2. My parents have lived in that house for ten years.
3. I have never studied a foreign language.
4. Has Gilberto been waiting for a long time?
– Yes, he has been here for more than an hour.
5. Have you ever been to South America?
6. My sister left home three months ago, and we don't know where she is.
7. We haven't played cards in years!
8. I talked to the nurses a little while ago.
9. They have just bought a famous painting.
10. Where are my keys?
– Haven't you found them yet?!

17.7 Review of the Subjunctive and the Preterite versus the Imperfect – Revisão do Subjuntivo e do Pretérito versus o Imperfeito

17.7 A. Reescreva cada sentença, começando com: É preciso que...

João vai embora. **É preciso que** João vá embora.

1. Eu me esforço para aprender a jogar xadrez.
2. Nós nos lembramos do endereço dela.
3. Há silêncio durante o concerto.
4. Nós tentamos compreendê-lo.
5. O professor corrige as provinhas cuidadosamente.

Diálogo 17

Listen and follow along with the dialogue. Then, answer the questions below.



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Eduardo: Tânia, quanto tempo faz que você está lendo?

Tânia: Faz meia hora, mas preciso ler mais.

Eduardo: Você já viu aquele filme italiano?

Tânia: Ainda não. Mas não posso ir hoje à noite. Vou me esforçar para terminar este romance.

Eduardo: Eu terminei há uma semana. Você tem sorte que a professora ainda não fez uma Provinha.

Tânia: Sei. Mas faz dez dias que eu quero ler e nunca acho tempo.

Eduardo: Então, leia agora. Eu tenho uma porção de coisas para fazer e volto mais tarde. Tchau.

Tânia: Está certo. Tchau.

17.1 Dialogue Practice – 17.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

17.1 A.

1. Quanto tempo faz que a Tânia está lendo?
2. A Tânia já viu o filme italiano?
3. Quando Eduardo terminou o romance?
4. O professor já fez uma Provinha?
5. Quanto tempo faz que Tânia quer ler e não acha tempo?

Lição 18

Lesson Objectives- Objetivos da Lição

Lição 18 presents:

- the usage differences between the common prepositions **por** and **para**,
- **idiomatic expressions** with the verb **fazer** and
- **food vocabulary**.

After completing this lesson, the student will be able to:

- recognize the differences between, and produce forms of the prepositions **por** and **para**.
- utilize common idiomatic expressions with the verb **fazer**.

Grammar – Gramática

Por vs. Para

The multiple meanings of the prepositions **por** and **para** and the many expressions in which they appear warrant a more detailed presentation than has been given to other prepositions. The most common uses of these prepositions are given below. Some of the more important expressions with **por** and **para** are included in the vocabulary section of this lesson.

PARA

[to, in order to, for the purpose of]

Estudamos **para** aprender. *[We study **to** learn.]*

Ele trabalha **para** ganhar dinheiro. *[He works **in order to** earn money.]*

[to (destination)]

Ele foi **para** o Brasil. [He went **to** Brazil.]

Vamos **para** a biblioteca. [Let's go **to** the library.]

[for, destined for, for the benefit of]

Este presente é **para** minha mãe. [This present is **for** my mother.]

Nós fizemos isso **para** eles. [We did this **for** them.]

[for (deadline)]

Este trabalho é **para** amanhã. [This paper is **for/due** tomorrow.]

Quero tudo pronto **para** sábado. [I want everything ready **for/by** Saturday.]

[about to (to express idea of imminence)]

O concerto estava **para** começar. [The concert was **about to** begin.]

[to express viewpoint or implicit comparison]

Para eles, tudo era difícil demais. [For them, everything was too difficult.]

Para um jogador de basquete, ele não é muito alto. [For a basketball player, he isn't very tall.]

POR

[for, in exchange for]

Troquei a camisa **por** outra menor. [I exchanged the shirt **for** a smaller one.]

Paguei oitenta dólares **pelos** sapatos. [I paid \$80.00 **for** the shoes.]

Muito obrigada **pelo** presente. [Thanks a lot **for** the present.]

[for (in expressions indicating duration of time)]

Digo-lhe isto **pela** última vez. [I'm telling you this **for** the last time.]

Por duas horas ficamos à espera deles. [For two hours we waited for them.]

[for, on account of, because of]

Não o fiz **por** falta de tempo. [I didn't do it **for** lack of time.]

Por isso, eu não fui. [**For** that reason, I didn't go.]

Por causa dela, nós não fomos. [**Because** of her, we didn't go.]

[for (in place of)]

[Eu pagarei **por** você porque você está sem dinheiro.] [I'll pay **for** you because you have no money.]

[at about, around (with expressions of time)]

Chegamos lá **pelas** sete horas. [We arrived **at about** seven o'clock.]

[around, by, through, along (with expressions of direction, location, or manner)]

Não vejo ninguém **por** aqui. [I don't see anyone **around** here.]

Caminhava **pela** praia sozinho. [He walked **along** the beach alone.]

O ladrão entrou **pela** janela. [The thief entered **through** the window.]

Vou mandar o pacote **por** via aérea. [I'll send the package **via** airmail.]

[per, every, a, by (in expressions of distribution)]

Tome seis pílulas **por** dia. [Take six pills **a/per** day.]

Conta as moedas uma **por** uma. [He counts the coins **one by** one.]

[by (in passive voice constructions)]

A carta foi escrita **pelo** Roberto. [The letter was written **by** Robert.]

[because (of), for]

Por nevar tanto, a calçada estava escorregadia. [**Because** it snowed so much, the sidewalk was slippery.]

Por beber tanto vinho, eu tenho ressaca. [**For** having drunk so much wine, I have a hangover.]

Expressions with por and para – Expressões com por e para

- Para já [now; right away]
- Para sempre [always; forever]

- Estar para [to be about to]
- Fica para depois (amanhã, sábado, etc.) [Let it go until later (tomorrow, Saturday, etc.)]
- Por acaso [by chance]
- Por enquanto [for now]
- Por exemplo [for example]
- Por favor [please]
- Por fim [finally]
- Por isso [for that reason; therefore]
- Pelo/ao menos [at least]

18.1 Practice- Prática

18.1 A.



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18.1 B. Responda às perguntas usando *por* ou *para* segundo o modelo:

Você mandou a carta? Sim, eu mandei por mensageiro.

1. Você já treinou muito? (duas horas)
2. Gilberto levou a cerveja? (casa)
3. O menino vai andar? (a praia)
4. Sílvio sempre comprava presentes? (sua mãe)
5. Todo mundo vai? (o Rio)
6. Seus primos estiveram no Brasil? (um ano)
7. O trabalho será terminado? (João Alberto)
8. Tudo tem que estar pronto? (domingo)

Idiomatic expressions with *fazer* – Expressões idiomáticas com *fazer*

- fazer anos [to have a birthday]
- fazer... anos [to be... years old]
- fazer perguntas [to ask questions]
- fazer uma viagem [to take a trip]
- fazer caso (de) [to pay attention, show, regard]
- fazer a chamada [to call roll]
- fazer a(s) mala(s) [to pack]
- fazer a barba [to shave]

- fazer de conta que [to pretend, make believe that]
- fazer compras [to go shopping]
- fazer troça de [to make fun of]
- fazer pouco de [to belittle]
- fazer dieta/regime [to diet]
- fazer frio/calor [to be cold/hot (weather)]
- fazer as pazes [to make peace, make up]
- Não faz mal [Never mind; It doesn't matter]
- Tanto faz [Either one is fine]

Quando é que ele faz anos? -Vai fazer vinte anos no dia 12.	[When is his birthday?] [-He's going to be twenty on the 12th of this month.]
Ninguém faz caso disso.	[No one pays attention to that.]
Eles fazem pouco caso do que o político diz.	[They show little regard for what the politician says.]
Antes de começar a aula, o professor fez a chamada.	[Before beginning the class, the teacher called the roll.]
Quando eu era pequena, fazia de conta que era a Mulher Maravilha.	[When I was little, I used to pretend I was Wonder Woman.]
Neste show fazem troça do vice-presidente.	[They make fun of the vice-president on this show.]
Não faça pouco dele!	[Don't belittle him!]
Ele sofre do fígado e tem que fazer dieta.	[He has liver trouble and has to diet.]
Ela quer perder 5 kilos e está fazendo regime.	[She wants to lose 10 lbs. and is on a diet.]
Não tive tempo para fazer as compras. -Não faz mal. Pode fazer amanhã.	[I didn't have time to go shopping.] [-Never mind. You can do it tomorrow.]
Você quer vinho branco ou vinho tinto? -Tanto faz.	[Do you want white wine or red wine?] [-Either one is fine.]

18.2 Practice – Prática

18.2 A. Substitua a expressão em inglês pela forma correta em português:



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18.2 B. Responda em português, segundo o modelo:

O jornalista sempre faz perguntas indiscretas?

- Faz, o jornalista sempre faz perguntas indiscretas.

1. Você vai fazer as malas hoje de noite?
2. Seu namorado fez a barba antes de sair?
3. Cristina faz uma viagem todo verão?
4. O Eduardo vai fazer 24 anos em abril?
5. Vocês fizeram compras ontem à tarde?
6. Você gosta de ficar em casa quando faz frio lá fora?

18.2 C. Responda às perguntas usando as sugestões dadas à direita:

Por que ela está chorando? **Because I made fun of her**

– Ela está chorando **porque eu fiz troça dela.**

Você quer café ou chá? **Either one is fine**

Não tem mais leite. Quer que eu vá comprar? **Never mind.**

Que tempo fez ontem? **It was very hot.**

O que é preciso fazer antes de viajar? **To pack.**

O que a Elisete fez para ficar tão magra? **She went on a diet.**

Por que Ana está furiosa? **Her boss showed no regard for her ideas.**

In Portuguese, **cantar os parabéns** means to sing the song “Happy Birthday.” The lyrics are as follows.

“Parabéns a você” – Happy Birthday to You

Parabéns a você

Nesta data querida

Muitas felicidades

Muitos anos de vida

Comidas – Food

Frutas- Fruit

- o abacate [*avocado*]



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- o abacaxi [*pineapple*]



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- a amora [*blackberry*]



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- a banana [*banana*]



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- o caju [*cashew fruit*]



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- o coco [*coconut*]



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- a goiaba [guava]



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- a laranja [orange]



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- o limão [lemon, lime]



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- a maçã [apple]



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- o mamão [papaya]



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- a manga [mango]



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- o melão [melon]



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- a melancia [watermelon]



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- o morango [strawberry]



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- o pêssego [peach]



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- a uva [grape]



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Vegetables – Legumes e verduras

- a abóbora [pumpkin, squash]



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- o aipo [celery]



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- a alface [lettuce]



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- o alho [garlic]



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- a batata (doce) [(sweet) potato]



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- os brócolis [brocoli]



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- a cebola [onion]



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- a cenoura [carrot]



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- o chuchu [chayote squash]



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- o cogumelo [mushroom]



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- a couve [kale, cabbage]



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- a couve-de-bruxelas [brussel sprouts]



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- a couve-flor [cauliflower]



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- as ervilhas [peas]



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- o palmito [hearts of palm]



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- o pepino [cucumber]



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- o tomate [tomato]



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Sobremesas- Desserts

- o arroz doce [rice pudding]



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- o biscoito [cookie]



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- o bolo [cake]



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- o brigadeiro [Brazilian chocolate truffle]



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- o doce de leite [dulce de leche, sweet caramel paste]



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- goiabada e queijo, “Romeu e Julieta” [guava jelly and cheese]



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- o pudim [pudding]



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- a torta [pie]



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Additional Vocabulary – Vocabulário adicional

- azedo, -a [sour]



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- o brinde [toast]



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- o chá [tea]



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- o/a convidado, -a [guest]



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- doce [sweet]
- a fatia [slice]
- forte
- fraco, -a [weak]
- maduro, -a [ripe, mature]
- a mala [suitcase]

- a moeda [coin, currency]
- a nota [bill; note; grade]
- a pimenta [pepper]
- os parabéns [congratulations]
- a receita [recipe; prescription]
- o refrigerante [soft drink]
- o sal [salt]
- salgado, -a [salty]
- a surpresa [surprise]
- a vela [candle]
- a velinha [birthday candle]
- verde [green; not ripe]
- o vinho [wine]
- o vinho branco [white wine]
- o vinho tinto [red wine]

Verbs – Verbos

- cantar parabéns [to sing “Happy Birthday”]
- festejar [to celebrate]
- planejar [to plan]
- reunir-se [to get together]
- sofrer (de) [to suffer (from)]
- soprar [to blow]
- surpreender [to surprise]
- surpreender-se [to be surprised]
- temperar [to season]

18.3 Practice- Prática

18.3 D. Reescreva as seguintes orações, começando com **a gente duvida que**:

Marta virá amanhã. **A gente duvida que** Marta venha amanhã.

1. O exame é fácil.
2. Há morangos suficientes para a torta.
3. O Luís pode encontrar chuchu naquele mercado.
4. Todos se reúnem para o aniversário da avó.
5. Eles se amam para sempre.
6. As frutas estão maduras.

18.3 E. Escreva em português:

1. Let's go shopping Thursday night!
2. Don't pay attention to that sign.
3. When I make kale, I season it with garlic, salt and pepper.
4. Do you prefer red wine or white wine with Italian food?
6. Give me another piece of birthday cake please.
7. Would you like a slice of melon or pudding for dessert?
8. I was about to leave when you called.
9. Is this going to go on forever?

Diálogo 18

Listen and follow along with the dialogue. Then, answer the questions below.



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Lucinha: Você sabe que dia é amanhã?

Mário: Sei, sim. É o dia do aniversário da Aninha.

Lucinha: Quantos anos ela vai fazer?

Mário: Vai fazer quinze anos.

Lucinha: Você já comprou um presente para ela?

Mário: Ainda não. Eu estava para sair para fazer compras quando você chegou.

Lucinha: Por acaso, você sabe o que vai comprar para ela?

Mário: Por favor, não faça tantas perguntas! Estou lhe pedindo isto pela última vez.

Lucinha: Tudo bem. Não faça caso. Até amanhã, então, na festa da Aninha.

Mário: Acho que vou chegar tarde, lá pelas oito e meia. E não poderei ficar por muito tempo.

Lucinha: Não faz mal. Mas pelo menos tente chegar antes de Aninha cortar o bolo. Vamos cantar parabéns às nove.

18.1 Dialogue Practice – 18.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

18.1 A.

1. Que dia é amanhã?
2. Mário já comprou um presente para Aninha?
3. O que Mário estava para fazer quando Lucinha chegou?
4. Quando é que Mário acha que vai chegar à festa?
5. Mário poderá ficar por muito tempo?
6. O que vai acontecer às nove horas?

Lição 19

Lesson Objectives- Objetivos da Lição

Lição 19 presents:

- the formation and usage of the **past perfect tense (o mais-que-perfeito)**,
- **prepositions used with modes of travel and transportation**,
- uses of **mesmo**,
- the verb **ficar**, and
- **family**.

After completing this lesson, the student will be able to:

- recognize and produce forms of verbs in the **past perfect tense**.
- juxtapose two past events in time.
- to explain **modes of travel**.
- introduce **family** members.

Grammar- Gramática

Past perfect (pluperfect) tense – O mais-que-perfeito

This tense has two forms, the **compound** and the **simple**.

The **compound** form is used in conversational Portuguese. It is composed of the **imperfect tense** of the auxiliary verb **ter** plus the **invariable past participle** of the **principal verb**.

falar

eu **tinha falado**

nós **tínhamos falado**

[I had spoken]

[We had spoken]

você, ele, ela **tinha falado**

vocês, eles, elas **tinham falado**

[You, he, she had spoken]

[You (plural), they had spoken]

ver

eu tinha visto	nós tínhamos visto	[I had seen]	[We had seen]
você, ele, ela tinha visto	vocês, eles, elas tinham visto	[You, he, she had seen]	[You (plural), they had seen]

The imperfect tense of the auxiliary verb **haver** is also used, but primarily in written Portuguese. Bear in mind that this is seldom used in conversational Portuguese.

eu havia falado	nós havíamos falado	[I had spoken]	[We had spoken]
você, ele, ela havia falado	vocês, eles, elas haviam falado	[You, he, she had spoken]	[You (plural), they had spoken]

The **simple form** of the past perfect is used in literary Portuguese, very seldom in conversation. Its stem is the **third person plural of the preterite**, from which the ending **-ram** has been removed. The following endings are then attached to the stem:

falar = falaram

eu falara	nós faláramos	[I had spoken]	[We had spoken]
você, ele, ela falara	vocês, eles, elas falaram	[You, he, she had spoken]	[You (plural), they had spoken]

trazer = trouxeram

eu trouxera	nós trouxéramos	[I had brought]	[We had brought]
você, ele, ela, trouxera	vocês, eles, elas trouxeram	[You, he, she had brought]	[You (plural), they had brought]

The first person plural of the simple past perfect bears an acute accent (´) on

(1) verbs of the **first (-AR)** and **third conjugations (-IR)**, and (2) on all **irregular verbs** of the second conjugation:

-
1. telefonáramos; abríramos; etc.
 2. disséramos; tivéramos; etc.
-

The first person plural of regular verbs of the **second conjugation (-ER)** and of **ser** and **ir** bears a circumflex accent (^):

comêramos; fôramos; etc.

The **past perfect tense** is used to describe an action that was already completed when another past action took place.

Ivan já **tinha partido** quando eu cheguei. [Ivan **had** already **left** when I arrived.]
Quando vocês apareceram, nós ainda não **tínhamos jantado**. [When you showed up, we still **hadn't had dinner**.]

Object and reflexive pronouns **precede** the auxiliary verb of the past perfect tense in negative and interrogative sentences, dependent clauses, and when an adverb is present.

Ninguém **me** tinha dito nada. [No one had told **me** anything.]
Eu não sabia que ela **os** tinha visto. [I didn't know that she had seen **them**.]
Quem **lhe** tinha dado a notícia? [Who had told **you** the news?]
Nós **a** tínhamos visitado antes. [We had visited **her** before.]

In colloquial Brazilian Portuguese these pronouns are often placed between the auxiliary verb and the past participle.

Eu ainda não tinha **me** deitado. [I hadn't gone to bed yet.]

19.1 Praticar- Prática

19.1 A.



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19.1 B.



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Prepositions used with modes of travel and transportation – Preposições com modos de viajar e de transporte

The preposition **de** is used with mechanical and motorized means of transportation:

ir/vir/andar/viajar

de carro [by car]

de avião [by airplane]

de navio [by boat]

de ônibus [by bus]

de trem [by train]

de bicicleta [by bicycle]

The preposition **a** is used when expressing locomotion by other means:

ir/vir/andar/passear

a pé [on foot]

a cavalo [by horse, on horseback]

19.2 Prática- Prática

19.2 A.



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Uses of *mesmo* – Usos de mesmo

As an adjective **mesmo** means **same** and agrees in number and gender with the noun it modifies:

Ele está usando **a mesma** camisa outra vez! [He is wearing the **same** shirt again!]

Tinham **os mesmos** problemas que nós. [They had the **same** problems we did.]

As a noun or personal pronoun intensifier, **mesmo** means **oneself**, **by oneself**, or **all alone**, and agrees with its antecedent.

Aninha **mesma** fez o bolo! [Aninha made the cake **all by herself**.]

O pedido foi feito por eles **mesmos**. [The order was placed by **them and them alone**.]

Eu **mesmo** paguei o aluguel. [I **myself** paid the rent.]

As an adverb, **mesmo** means **really** and is invariable.

Você quer **mesmo** casar-se com esse rapaz? [Do you **really** want to marry that young man?]

Telma fez um regime e agora está magra **mesmo**. [Telma went on a diet and now she is **really** thin.]

Mesmo que is a conjunction that means **even if/even though**, and it is always followed by a form of the subjunctive (present or past, depending on context).

Vamos fazer um piquenique **mesmo que** chova. [We are going to have a picnic **even if** it rains.]

Meanings of *ficar* – Significados de ficar

You have no doubt noticed that *ficar* is one of the more common verbs in Portuguese. The diverse meanings of this verb are:

[To stay, to remain]

No verão passado, **fiquei** no Hotel Nacional do Rio. [Last year, I **stayed** at the Rio National Hotel.]

Não **ficou** nada no refrigerador. [There wasn't anything **left** in the refrigerator.]

[to get, to become]

Ele **ficou** com frio enquanto assistia o jogo. [He **got** cold while he was watching the game.]

Eles vão **ficar** ricos em pouco tempo. [They are going **to get** rich in a short time.]

[to be (permanent location)]

O estádio **fica** perto da lagoa. [The stadium **is** near the lagoon.]

Onde **fica** Uberaba? [Where **is** Uberaba?]

19.3 A. Responda às seguintes perguntas usando em suas respostas o verbo **FICAR**:

1. Onde é o Hotel Glória?
2. O banco é longe do centro?
3. Onde é o Pão de Açúcar?
4. Onde é Luanda?
5. O jogo é hoje?
6. O que acontece ao professor quando vocês respondem em espanhol?
7. O que acontece quando você não come por doze horas?
8. Você comprou aquela calça preta?
9. O que aconteceu em 1776? E em 1822?
10. Você acha que um convidado deve chegar duas horas atrasado?

Vocabulary – Vocabulário

A família – Family

- o pai [*father*]



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- a mãe [*mother*]



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- os pais [*parents*]



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- o/a filho, -a [*child; son, daughter*]



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- o irmão [brother]



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- a irmã [sister]



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- o/a tio, -a [uncle, aunt]



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- o avô [grandfather]



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- a avó [grandmother]



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- os avós [grandparents]



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- o/a neto, -a [grandchild; grandson, granddaughter]



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- o/a primo, -a [cousin]



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- o/a sobrinho, -a [nephew, niece]



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- o marido [husband]



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- a esposa, a mulher [wife]



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- o/a sogro, -a [father-in-law, mother-in-law]



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- o genro [son-in-law]



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- a nora [daughter-in-law]



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- o/a cunhado, -a [brother-in-law, sister-in-law]



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- o/a parente [relative]



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19.4 Pratices- Prática

19.4 A.



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Additional Vocabulary – Vocabulário adicional

- o apelido[nickname]



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- atrasado, -a [late, delayed]



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- a avenida[avenue]



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- o barulho[noise]



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- a calçada [sidewalk]



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- o cruzamento [intersection]



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- a direita[*right*]



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- o engarrafamento [*traffic jam*]



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- a esquerda [*left*]



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- a esquina[*corner*]



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- o estacionamento[*parking lot*]



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- a estrada [*road, highway*]



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- frustrado, -a [*frustrated*]



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- 0 guarda [traffic officer; security guard]



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- incrível [incredible]



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- irritado, -a [irritated]



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- a multa [fine; traffic ticket]



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- a oportunidade [opportunity]



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- a parada de ônibus/táxi [bus stop/taxi stand]



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- 0 ponto de ônibus/táxi [*bus stop/taxi stand*]



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- a poluição [*pollution*]



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- a quadra [*block*]



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- a rua [*street*]



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- o sinal [*traffic signal*]



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- o sinal aberto [*green light*]



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- o sinal fechado [red light]



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- o sobrenome [last name, surname]



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- o tráfego [traffic]



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- o trânsito [transit, traffic]



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- urbano, -a [urban]



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Verbs – Verbos

- atravessar [to cross]



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- conseguir (conseguir) [to manage, get]



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- dobrar [to turn; fold]



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- empurrar [to push]



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- estacionar [to park]



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- mudar [to move; change]



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- parar [to stop]



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- puxar[to pull]



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- seguir (sigo) [to follow]



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- virar [to turn]



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Expressions – Expressões

- Ficar por conta[to get very angry]



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- Fica por isso mesmo! [Let it go at that!]



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- Fico com (esta camiseta). [*I'll take (this T-shirt).*]



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- Não fica bem. [*This is not proper. That's not cool. That's not right.*]



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- Agora mesmo [*right now*]



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- Aqui mesmo [*right here*]



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- Isso mesmo! [*That's it!*]



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- Siga em frente! [*Go straight ahead!*]



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- Vire/dobre à direita (esquerda)! [*Go/turn to the right (left)!*]



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19.5 Practice – Prática

19.5 A. Escreva em português:

1. Do you really think this is proper?
2. Did you do that all by yourself, Zezinho?
3. We went by bus but came back on foot.
4. He gave me the same answer last week.
5. The same relatives always do the work when we get together.
6. Alberto got very angry when he got a ticket.
7. Turn left right here.
8. The bus stop is right before the next corner.
9. They had never heard that samba before.
10. When I got to the theater, the movie had already started.

19.5 B. Responda às seguintes perguntas usando as expressões sugeridas. Nas suas respostas você deve escolher entre o indicativo e o subjuntivo.

- Teresa vai ao cinema mais tarde. O que é provável?
– É provável que Teresa vá ao cinema mais tarde.

1. Vocês sabem nadar. O que é preciso?
2. O Mário diz a verdade. O que você acha?
3. A Cleide traz a comida para a mesa. O que a mãe dela pede?
4. Nós temos que trabalhar muito. O que é pena?
5. Eles estão doentes. O que não é certo?
6. Todos nós vamos embora agora mesmo. O que não é possível?
7. O garçom serve a salada depois do prato principal. O que é preferível?
8. Eu ainda sei o nome delas. O que é interessante?
9. Vocês querem ganhar um dinheirão. O que é bom?
10. Nós chegamos cedo. O que é necessário?
11. Você segue um caminho diferente. O que é curioso?
12. Você é inteligente e tem notas ruins neste curso. O que é totalmente impossível?
13. Eu dou os cheques para o general. O que é absolutamente desnecessário?

14. Tudo está certo. O que você crê? O que você não crê?
15. O apelido dele é Tuca. O que você sabe?

Diálogo 19

Listen and follow along with the dialogue. Then, answer the questions below.



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Alfredo: Por que você veio de ônibus hoje?

Carlos: Quando eu me acordei, o pai já tinha saído e eu não queria me preocupar com carro hoje.

Alfredo: O que é que houve? Não é você que sempre diz que fica louco sem carro?

Carlos: Olhe, ontem eu levei meia hora para chegar no centro porque havia um engarrafamento incrível. Depois, não conseguia achar um lugar para estacionar.

Alfredo: Não vejo nada demais nisso, Carlos. O trânsito é assim mesmo.

Carlos: Pois é, mas quando eu finalmente achei um lugar, um guarda apareceu.

Alfredo: O que é que você tinha feito?

Carlos: Ele disse que eu tinha passado por um sinal fechado e por isso me deu uma multa. Para completar, quando eu finalmente cheguei no escritório, a reunião com os diretores já tinha começado.

Alfredo: Que chato! Mas, a mesma coisa já aconteceu com muita gente. Sabe, mesmo que você fique irritado às vezes, é muito melhor andar de carro do que andar de ônibus ou a pé por aqui.

Carlos: Não sei, não. Às vezes eu acho que o bom mesmo seria ficar em casa.

19.1 Dialogue Practice – 19.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

19.1 A.

1. Por que Carlos veio de ônibus?
2. Por que Carlos levou tanto tempo chegando ao centro ontem?
3. Por que o guarda deu uma multa para Carlos?
4. Quando Carlos chegou no escritório o que já tinha começado?

19.1 B.



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Lição 20

Lesson Objectives- Objetivos da Lição

Lição 20 presents:

- the formation and usage of the **subjunctive** in **adjective clauses**
- the use of the construction **quem... dera** to express fervent wishes and
- new vocabulary.

After completing this lesson, the student will be able to:

- use the subjunctive tense in adjective clauses.
- use **quem... dera** to express desires.

Grammar – Gramática

The subjunctive in adjective clauses – O subjuntivo em orações adjetivas

The subjunctive is used in adjective clauses following an indefinite antecedent (one not identified in the speaker's mind).

Procuro um homem que saiba falar chinês.	[I'm looking for a man (any man) who knows how to speak Chinese.]
Queremos visitar um zoológico que seja interessante.	[We want to visit a zoo (any zoo) that is interesting.]
BUT	
Conheço um homem que sabe falar chinês.	[I know a man (a certain man) who knows how to speak English.]
Visitei um zoológico que era interessante.	[I visited a zoo (a certain zoo) that was interesting.]

The subjunctive is used in adjective clauses following a negative or non-existent antecedent.

Não conheço ninguém que queira fazer isso.	[I don't know anyone who wants to do that.]
Não vemos nada que custe menos de dez dólares.	[We don't see anything that costs less than ten dollars.]
BUT	
Conheço alguém que quer fazer isso.	[I know someone who wants to do that.]
Vejo alguma coisa que custa menos de dez dólares.	[I see something that costs less than ten dollars.]

The subjunctive is used in adjective clauses introduced by whoever, whatever, however (no matter how) much, however (no matter how) little.

Quem quer que seja , diga-lhe que espere.	[Whoever it is, tell him/her to wait.]
Qualquer coisa que façam , fazem bem.	[Whatever they do, they do it well.]
Por muito que tenha que fazer, sempre faz sem queixar-se.	[No matter how much he/she has to do, he/she always does it without complaining.]
Por menos que ela trabalhe , sempre tem dinheiro.	[No matter how little she works, she always has money.]

20.1 Practice- Prática

20.1 A. Responda às seguintes perguntas, usando **nenhum**, **-a** ou **ninguém** na sua resposta.
Há alguma pessoa aqui que dirija bem? Não. Não há **nenhuma** pessoa aqui que dirija bem.

1. Você vê alguma pessoa que possa ajudá-lo?
2. Vocês conhecem alguém que queira comprar um violão?
3. Há alguém aqui que saiba escrever em francês?
4. Sua irmã quer encontrar um apartamento que fique no centro?
5. Você quer escolher um presente que custe muito?
6. Marina procura um emprego que dê dor de cabeça?

The more/less... the more/less – Quanto mais/menos... mais/menos

These correlatives require a change in word order in Portuguese just as they do in English. The examples below illustrate the correct sequences:

Quanto mais você dorme, mais quer dormir.	[The more you sleep, the more you want to sleep.]
Quanto menos exercício faz, mais irritado fica.	[The less exercise you get, the more irritated you become.]
Quanto melhor o vinho, mais caro custa.	[The better the wine, the more expensive it is.]
Quanto mais rápido você dirige, mais perigo corre.	[The faster you drive, the greater the danger.]

20.2 Practice- Prática

20.2 A. Junte as orações seguintes usando a construção **quanto mais... menos**.

Eu falo. Ele presta atenção.

Quanto mais eu falo, **menos** atenção ele presta.

1. Você toma café. Você tem sono.
2. As lições são fáceis. André tem dificuldade.
3. Elói se esforça. Ele consegue lembrar.
4. Eliane viaja. Gosta de ficar em casa.
5. Temos trabalho para fazer. Podemos ver televisão.
6. Há feriados. Ganhamos dinheiro.

Quem... dera!

To express a fervent wish, it is very common in Portuguese to use the following construction:

Quem + indirect object pronoun + **dera** + infinitive!

Quem me dera não ter tantas dívidas!	[How I wish I wasn't so in debt.]
Quem me dera poder passar um ano viajando!	[Oh, how I'd love to be able to spend a year traveling!]
Quem nos dera ter menos provinhas!	[We sure would like to have fewer quizzes.]

20.3 Practice- Prática

20.3 A. Reescreva orações do tipo **quem... dera!** para expressar as seguintes ideias.

Não ganho bastante para poder comprar um Mercedes.
Quem me dera ganhar bastante para poder comprar um Mercedes!

1. Não festejamos muitos êxitos hoje em dia.
2. Não posso viajar frequentemente.
3. Não consigo entender isto.
4. Não estou na praia agora.
5. Não sabemos falar português.

Vocabulary – Vocabulário

- a bacalhoadada [*codfish dinner*]



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- a batida [*alcoholic fruit drink*]



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- o bife [*steak*]



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- bem passado [*well done*]



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- mal passado [*rare*]



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- no ponto [medium]



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- a cachaça [sugar cane liquor]



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- o caldo verde [potato and kale soup]



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- a canja [chicken soup with rice]



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- o cardápio [menu]



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- o chope [tap beer]



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- o churrasco [*barbecue*]



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- diverso, -a [*diverse, various*]



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- a escolha [*choice*]



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- a feijoada [*black bean stew*]



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- a gorjeta [*tip, gratuity*]



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- o menu [*menu*]



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- *picante* [*hot and spicy*]



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- *o prato* [*dish, plate*]



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- *razoavelmente* [*reasonably*]



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- *ruim* [*bad*]



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- *típico, -a* [*typical*]



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Verbs – Verbos

- adoecer [to become ill]



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- demorar [to take a long time]



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- despedir-se (de) (despeço-me) [to say goodbye]



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- escolher [to choose]



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- experimentar [to try, taste; try on; experiment]



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- festejar [to celebrate]



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- provar [to try, taste; try on; prove]



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- tentar [to try, attempt]



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Expressions – Expressões

- por mais/menos que (+ subj.) [no matter how much/little]



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- por muito/pouco que (+ subj.) [no matter how much/little]



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- O que há de novo? [What's new?]



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- Quais são as novidades? [What's new?]



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- Tudo bem! [Everything's great!]



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- Tudo velho! [Not much!]



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20.4 Practice – Prática

20.4 A.



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20.4 B. Escreva em português.

1. There is no language that I don't understand.
2. Don't you see anything that you like?
3. I don't have any friends who like to party.
4. We are looking for someone who has a lot of patience.
5. I know a restaurant that serves typical Brazilian dishes.
6. We don't know anybody who doesn't like barbecue.

Diálogo 20

Listen and follow along with the dialogue. Then, answer the questions below.



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-
- Miguel:** A última vez que nós viemos a este restaurante, você demorou demais para escolher um prato. Fazia meia hora que eu esperava quando você finalmente escolheu um. Será que você vai fazer a mesma coisa hoje?
- Mônica:** Não fique com raiva! Quanto mais pratos há, mais difícil fica a escolha.
- Miguel:** Pode ser! Mas eu já sei o que vou pedir. Quero experimentar o caldo verde e a bacalhoadá.
- Mônica:** Tenho inveja de você! Quem me dera poder experimentar um pouco de tudo
- Miguel:** Mas nós ainda não escolhemos o vinho. Vamos escolher agora mesmo. Você prefere vinho branco ou vinho tinto?
- Mônica:** Tanto faz! Talvez seja melhor rever o menu, e escolher com a ajuda do garçom.
-

20.1 Dialogue Practice – 17.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

20.1 A.

1. O que aconteceu a última vez que eles vieram ao restaurante?
2. Quanto tempo fazia que Miguel esperava quando Mônica finalmente escolheu o que comer?
3. Quem já sabe o que vai pedir?
4. O que vai pedir?
5. Que tipo de vinho é que Mônica prefere?

Lição 21

Lesson Objectives- Objetivos da Lição

Lição 21 presents:

- the formation and usage of the **future subjunctive** and
- new vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce forms of verbs in the **future subjunctive**.
- differentiate between contexts that require the **future subjunctive** versus the **future indicative tense**.

Grammar- Gramática

The future subjunctive – O futuro do subjuntivo

This tense is formed by dropping the **-ram** from the third person plural of the preterite and adding the following endings:

falar = falaram	beber = beberam	repetir = repetiram
falar	beber	repetir
falar	beber	repetir
falamos	bebermos	repetirmos
falarem	beberem	repetirem

Note that every verb that is irregular in the preterite will also be irregular in the future subjunctive. For example:

ser/ir = foram	dizer = disserem	saber = souber	pôr = puseram	querer = quiser
for	disser	souber	puser	quiser
for	disser	souber	puser	quiser
formos	dissermos	soubermos	pusermos	quisermos
forem	disserem	souberem	puserem	quiserem

21.1 Practice – Prática

21.1 A.



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21.1 B.



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Uses of the future subjunctive – Usos do futuro do subjuntivo

The future subjunctive is used in a dependent temporal adverbial clause to express a hypothetical future action or state introduced by:

QUANDO [when]

Falaremos com eles **quando** chegarem. [We'll talk to them **when** they arrive.]

ASSIM QUE / LOGO QUE [as soon as]

Abriremos as janelas **assim que** parar de chover. [*We'll open the windows **as soon as** it stops raining.*]

Logo que ele me der as passagens farei as malas. [***As soon as** he gives me the tickets, I'll pack.*]

ENQUANTO [*while, as long as*]

Não poderemos trabalhar muito **enquanto** eles estiverem aqui. [*We won't be able to get a lot done **while** they are here.*]

DEPOIS QUE [*after*]

Depois que eu escrever a carta, levarei ao correio. [***After** I write the letter, I'll take it to the post office.*]

SEMPRE QUE [*whenever, every time that*]

Sempre que você quiser, eu sairei com você. [*I'll go out with you **whenever** you want.*]

*Notice that English uses the **present tense** in these dependent adverbial clauses whereas Portuguese requires the **future subjunctive**.

The future subjunctive is used in conditional clauses introduced by **se [if]** when the action of the sentence is projected into the future.

Se formos em junho, João nos acompanhará. [***If** we go in June, João will accompany us.*]

Se houver tempo, vamos fazer compras. [***If** there is time, we are going to go shopping.*]

When the result (or independent) clause indicates **habitual action**, no subjunctive is used in the if clause, since no condition is implied. In this case, the word **se** can be translated as **whenever** or **if**.

Se temos pressa, tomamos um táxi. [***Whenever** we are in a hurry, we take a cab.*]

Se chove, levo um guarda-chuva. [***If** it rains, I take an umbrella along with me.*]

*It is important to remember that in Portuguese **if** is never followed by the present subjunctive.

If the main verb of the sentence refers to future time, the future subjunctive is used in dependent clauses introduced by one of the following:

como [*however, as*]

Faça **como** você quiser. [*Do as/however you wish.*]

o que [*whatever*]

Comprarei **o que** encontrar. [*I'll buy whatever I can find.*]

(a)onde [*wherever*]

Irei **aonde** vocês mandarem. [*I'll go wherever you send me.*]

quanto [*whatever, however much; many*]

Vamos pagar **quanto** nos cobrarem. [*We'll pay whatever/however much they charge.*]

quem [*whoever, whomever*]

Você pode entregar o pacote a **quem** atender a porta. [*You can give the package to whoever answers the door.*]

21.2 Practice – Prática

21.2 A. Complete as orações abaixo usando as sugestões dadas à direita.

Eu irei ao clube, **if she goes with me.**

Eu irei ao clube, **se ela for comigo.**

1. Farei uma viagem no mês que vem, **if I can.**
2. Ari não irá ao Recife amanhã, **if he doesn't receive his check.**
3. Eu comprarei o vinho, **if you give me the money.**
4. O ladrão roubará tudo, **if you leave the car doors open.**
5. Não terei que levantar-me cedo, **if I do everything tonight.**
6. Não poderemos ver a exposição, **if the museum is closed.**

21.2 B. De acordo com o modelo, junte as duas orações, começando com **logo que...**:

O telefone toca. Eu vou atender.

Logo que o telefone tocar, eu vou atender.

1. O advogado me pergunta. Eu direi a verdade.
2. Nós chegamos do supermercado. Eu vou começar a cozinhar.
3. Nós sabemos o horário do museu. Vamos planejar o passeio.
4. Tenho tempo. Eu lhe farei uma visita.
5. Ouço a campainha. Sairei da sala.
6. O assaltante exige o dinheiro. Vou entregá-lo.

21.2 C. Responda às seguintes perguntas, usando nas suas respostas o que está sugerido à direita:

O que você fará enquanto eles estiverem aqui? **Ficar com eles.**

– Eu ficarei com eles, enquanto eles estiverem aqui.

1. Com quem irá se você for ao cinema hoje à noite? **Com Marisa**
2. O que ele comprará se tiver dinheiro? **Um novo paletó**
3. O que você fará assim que se formar? **Procurar um emprego**
4. O que o Lula fará quando souber disso? **Ficar por conta**
5. Aonde nós iremos se elas nos convidarem? **A um restaurante**
6. O que farão depois que o jogo terminar? **Jogar cartas**

Vocabulary – Vocabulário

- o/a assaltante [*robber*]



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- o assalto [*robbery, mugging*]



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- a arte [*art*]



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- a cobra [snake]



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- a diária [daily rate]



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- o guichê [box office, window]



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- o horário [schedule]



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- o horário de atendimento [office hours]



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- o jardim [garden]



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- o jardim zoológico [zoo]



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- o ladrão, a ladra [thief]



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- o/a milionário, -a [millionaire]



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- o museu [museum]



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- a opinião [opinion]



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- a pesquisa [research]



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- a variedade[*variety*]



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Verbs – Verbos

- adorar [*to like very much*]



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- aproveitar [*to enjoy, take advantage of*]



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- aproveitar-se (de)[*to take advantage of, exploit*]



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- assaltar [*to rob, mug*]



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- estar certo/a [to be right]



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- cobrar[to charge]



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- manter[to maintain, keep]



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mantenho mantemos
mantém mantêm

- pedir emprestado [to borrow]



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- pesquisar[to research]



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- roubar [to steal]



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- supor (suponha) [to suppose]



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- ter/estar com inveja [to envy]



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- ter/estar com preguiça [to be or feel lazy]



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- ter/estar com razão [to be right]



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Expressions – Expressões

- não só... como [not only... but]



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- estar duro/liso/sem grana [to be broke]



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- Não deixe de (+ inf.)[Be sure to...]



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- Deixe de (+ inf. or noun) [Stop, quit...]



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- Imagine só! [Just imagine!]



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21.3 Practice- Prática

21.3 A. Drag phrases from the left to make logical sentences.



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21.3 B. Traduza:

1. Do as I say!

2. Just imagine! It's Monday and I'm broke already.
3. Give what you can!
4. No matter how hard I try, I'm always wrong.
5. Be sure to take advantage of this opportunity.
6. Call me as soon as you get home.

Diálogo 21

Listen and follow along with the dialogue. Then, answer the questions below.



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- Ana:** Isabel, você conhece um hotel em São Paulo que tenha diárias relativamente baratas e fique perto do centro?
- Isabel:** Conheço vários. Se você me telefonar hoje à noite, eu posso lhe dar nomes e endereços.
- Ana:** Que bom! Eu vou passar uns dias lá e quero aproveitar quanto puder.
- Isabel:** Quando você for, vai ter que passear nos “shoppings” e visitar o Museu de Arte Moderna.
- Ana:** Claro que vou. Por acaso, há algum restaurante que você recomende?
- Isabel:** Os restaurantes de São Paulo são fantásticos. Mas, na minha opinião, os restaurantes italianos são os melhores, especialmente o Dom Fabrizio. Você vai adorar.
- Ana:** Se eu tiver tempo para uns passeios turísticos, o que você sugere?
- Isabel:** Vale a pena visitar o jardim zoológico. Também é interessantíssimo conhecer o Butantã, o maior e mais importante instituto de pesquisas sobre cobras do mundo.
- Ana:** Eu não fico em nenhum lugar onde haja cobras! Imagine só!
- Isabel:** Deixe de bobagem! As cobras são tão interessantes quanto os outros animais.
- Ana:** Você tem toda a razão, mas por mais que eu tente, não consigo nem pensar em cobras. Vou a São Paulo para divertir-me, não para passar mal.
- Isabel:** Está bem. Faça uma boa viagem.
- Ana:** Obrigada. Telefono assim que eu chegar em casa para saber dos hotéis.

21.1 Dialogue Practice – 21.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

21.1 A.

1. Isabel conhece uns hotéis em São Paulo que fiquem no centro?

2. Onde é que Ana tem que passear em São Paulo quando ela for lá?
3. Quais restaurantes são os melhores em São Paulo?
4. O que é o Butantã?
5. Ana tem medo de qual animal?

21.1 B.



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Lição 22

Lesson Objectives- Objetivos da Lição

Lição 22 presents:

- the formation and usage of the **past subjunctive** and
- new vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce forms of verbs in the **past subjunctive**.
- differentiate between the different contextual uses of **if clauses**.

Grammar – Gramática

The Imperfect or Past Subjunctive – O passado do subjuntivo

The past subjunctive is formed by dropping the **-ram** from the third person plural of the preterite and adding the following endings:

Verbos Regulares

falar = falaram	comer = comeram	abrir = abriram
falasse	comesse	abrisse
falasse	comesse	abrisse
falássemos	comêssemos	abrissemos
falassem	comessem	abrissem

Verbos Irregulares

fazer = fizeram	vir = vieram	ver = viram	ser/ir = foram
fizesse	viesse	visse	fosse
fizesse	viesse	visse	fosse
fizéssemos	viéssemos	vissemos	fôssemos
fizessem	viessem	vissem	fossem

An acute accent (´) must be written on the first person plural form of:

All regular verbs of the first (-AR) and third conjugations (-IR).

falássemos abríssemos praticássemos dormíssemos

All irregular verbs except ser and ir.

disséssemos quiséssemos déssemos estivéssemos

A circumflex (^) must be written on the first person plural form of all regular verbs of the second conjugation (-ER) and of **ser** and **ir**.

comêssemos aprendêssemos fôssemos conhecêssemos

22.1 Practice – Prática

22.1 A.



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22.1 B.



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Uses of the Imperfect or Past Subjunctive – Usos do passado do subjuntivo

The imperfect subjunctive is used in dependent noun clauses after verbs of commanding, wishing, emotion, doubting, etc., when the main verb of the sentence is in a past tense or in the conditional tense. (See Lição 15 for use of subjunctive in dependent noun clauses).

Ele mandou que eu me sentasse .	[He told me to sit down.]
Pedi -lhes que me dessem seu número de telefone.	[I asked them to give me their telephone number.]
Duvidávamos que ela viesse de ônibus.	[We doubted that she would come by bus.]
Queriam que nós escolhêssemos por eles.	[They wanted us to order for them.]

The imperfect subjunctive is used in **dependent adjective clauses** (1) when the antecedent is negative, nonexistent, or indefinite, and (2) when the main verb of the sentence is past or conditional. (Compare with Lição 20).

Não conhecíamos ninguém que pudesse informar-nos.	[We didn't know anyone who could inform us.]
Ela gostaria de morar num apartamento que ficasse perto da faculdade.	[She would like to live in an apartment that is near campus.]

The imperfect subjunctive is used in a **conditional “if” clause** when the idea is contrary to fact or when uncertainty is implied.

Se tivesse dinheiro, ele **iria** ao Brasil. [If he **had** the money, he **would go** to Brazil.]

Se a casa fosse maior, nós a **comprariamos**. [If the house **were** larger, we **would buy** it.]

22.1 Practice – Prática

22.1 A.



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22.1 B.



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22.1 C.



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22.1 D. Escreva orações originais usando a sequência dos tempos verbais sugerida no modelo:
Se eu não tivesse problemas, eu seria muito feliz.

1. ter tempo / fazer
2. ter dinheiro / não deixar de
3. poder / sair com
4. ser / ter ciúmes
5. estar contente / sorrir
6. ser o presidente / sugerir
7. ser verão / não ir

8. ir ao médico / dar uma receita
9. conhecer um senador / arranjar um emprego
10. querer / sair sem pagar
11. ler / não acreditar
12. saber tudo / deixar de

When **se** means “**whether**,” no subjunctive is used in the dependent clause.

 Não sabíamos **se** eles **iam** viajar juntos. [*We didn't know **whether** they **were going** to be traveling together.*]

When the result (or independent) clause indicates habitual action in the past, no subjunctive is used in the if clause since no condition is implied. The verb in each clause must be in the imperfect tense. The word **se** in these sentences can be translated as *whenever* or *if*.

Se eu não **sabia** a resposta, **perguntava** a um colega. [***Whenever** I didn't **know** the answer, I **would ask** an office mate.*]
Se a gente **demorava**, Ana **se preocupava**. [***If** we **were** late, Ana **would worry**.*]

Como se is always followed by the imperfect subjunctive regardless of the tense of the main verb:

 Você fala **como se soubesse** tudo. [*You talk **as if** you **knew** everything.*]
 Eles gastavam **como se fossem** milionários. [*They used to spend money **as if** they **were** millionaires.*]

Vocabulary – Vocabulário

- o ano letivo [*school year*]



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- a atividade [activity]



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- a bolsa de estudos [scholarship; grant]



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- o costume [custom]



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- as despesas [expenses]



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- doido, -a [crazy]



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- o empréstimo [loan]



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- a finança [finance]



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- o formulário [form]



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- os gastos [expenses]



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- inteiro, -a [entire, whole]



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- louco, -a [crazy]



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- o orçamento [budget]



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- o pedido [request]



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- a questão (-ões) [issue]



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- o resultado [result]



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- a verba [government funds]



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Verbs – Verbos

- aprovar [to approve]



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- arranj^{ar} [to arrange for, get]



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- assin^{ar} [to sign; subscribe]



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- conced^{er} [to grant, give]



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- limit^{ar} [to limit]



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- preencher [to fill out (a form)]



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- reembols^{ar} [reimburse]



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- renovar [to renew, renovate]



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- solicitar[request]



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Expressions – Expressões

- à espera de [hoping to, in the hope of, waiting for]



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- a não ser (+ noun or inf.)[besides, except]



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- de qualquer jeito/modo [anyway; at any rate]



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- estar doído, -a para (+ inf.) [to be dying to]



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- ser doido, -a por (+ noun or pronoun) [to be crazy about]



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- Não há outro remédio... [There's no other way...]



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22.2 Practice- Prática

22.2 A. Traduza:

1. Whenever I was really tired, I would sleep late.
2. They didn't know we were so crazy about soccer.
3. They treated him as if he were family.
4. There is nothing in the refrigerator except beer.
5. We were dying to find out who won the lottery.
6. If I were you, I wouldn't do that.

Diálogo 22

Listen and follow along with the dialogue. Then, answer the questions below.



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Roberto: Eu soube hoje que ganhei uma bolsa de estudos.

Paulo: Que sorte, rapaz! Há uns meses eu preenchi e assinei um montão de formulários. Mas até agora estou à espera de uma resposta. Para onde você vai?

Roberto: Vou passar um ano inteiro pesquisando em Portugal, tudo pago. E se ainda tiver dinheiro ao terminar o ano letivo, irei à Espanha também.

Paulo: Se eu pudesse escolher, pediria para ir ao Brasil. Mas não sei se vou conseguir a bolsa.

Roberto: Aposto que você está doido para saber o resultado.

Paulo: Sem dúvida! Mas não há outro remédio a não ser esperar.

Roberto: Que chato!

Paulo: Mas se eu não conseguir a bolsa, irei de qualquer modo.

Roberto: Você vai pedir um empréstimo aos seus pais?

Paulo: Vou, sim. Se papai me emprestasse o dinheiro, eu partiria hoje mesmo. Mas é claro que seria muito melhor se eu ganhasse a bolsa.

Roberto: Tenha paciência! Se Deus quiser tudo se arranjará.

22.1 Dialogue Practice – 22.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

22.1 A.

1. O que soube o Roberto hoje?
2. Aonde vai viajar o Roberto?
3. O que Roberto vai fazer enquanto estiver lá?
4. Se Roberto tiver dinheiro, vai conhecer outro país? Qual?
5. Se Paulo pudesse escolher aonde viajar, qual país escolheria?

22.1 B.



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Lição 23

Lesson Objectives- Objetivos da Lição

Lição 23 presents:

- the formation and usage of the **subjunctive** in **adverbial clauses**,
- how to express **conjecture** and
- new vocabulary.

After completing this lesson, the student will be able to:

- use the **subjunctive** in **adverbial clauses**.
- express **conjecture**.

Grammar – Gramática

The subjunctive in adverbial clauses – O subjuntivo em orações adverbiais

The following adverbial conjunctions are always followed by the **present** or **imperfect subjunctive**. When the verb of the independent clause is in a present or future tense of the indicative, or in the imperative mode, the verb of the dependent clause will be in the present subjunctive; and when the verb of the independent clause is in a past or conditional tense of the indicative, the verb of the dependent clause will be in the imperfect subjunctive.

Conjunções de condição [Conjunctions of condition]

a menos que/ a não ser que	[unless]
caso	[in case]
contanto que	[provided that, as long as]

Ele disse que iria contanto que não tivesse que dirigir.	[He said that he would go provided that he didn't have to drive.]
Caso eu veja a Marta, darei o recado a ela.	[In case I see Martha, I will give her the message.]
Vamos partir no dia 15 a não ser que surja algum imprevisto.	[We'll leave on the 15th unless something unexpected happens .]
A menos que fosse totalmente impossível, sempre contribuíamos para as despesas da casa da praia.	[Unless it was truly impossible, we'd always help with the expenses of the beach house.]

Conjunções de concessão [Conjunctions of concession]

ainda que	[although, even though, even if, even]
embora	[although, even though, even if, even]
mesmo que	[although, even though, even if, even]
apesar de que	[in spite of, even though]

Ainda que você tenha uma boa desculpa, vai ser muito difícil sair dessa.	[Even though you may have a good excuse, it'll be very difficult to talk your way out of this.]
Embora se esforçasse tanto, ele nunca tinha êxito nos negócios.	[Although he tried very hard, he never had any success in business.]
Eu não sairia com você mesmo que você me pedisse de joelhos.	[I wouldn't go out with you even if you begged me.]
Apesar de que o pedido seja razoável, será negado.	[Even though the request is reasonable, it will be denied.]

23.1 Practice- Prática

23.1 A.



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23.1 B.



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23.1 C.



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Use of the future and conditional tenses to express probability or conjecture – Uso do futuro e do condicional para expressar probabilidade ou conjectura

The **future tense** is used to express probability or conjecture in present time. It is often necessary to paraphrase the sentence or question when translating into English, using expressions such as: **I wonder...; Do you suppose...; Probably**; etc.

Que horas serão ?	[I wonder what time it is?]
Onde estará o Zé?	[Where do you suppose Zé is?]
Ele diz que vai nos pagar. Será ?	[He says he's going to pay us back. Can it be?]
Luísa já estará em casa a estas horas.	[Luísa is probably at home by this time.]

Probability or conjecture in a **question** is often expressed by beginning the sentence with **será que**. Note that the verb following the conjecture may be in any indicative tense except the simple future:

Será que o Marcos vai ser reprovado em química?	[Do you suppose Marcos will fail chemistry?]
Será que o avião já chegou?	[I wonder if the plane has landed?]
Será que eles sabiam as respostas?	[Do you suppose they knew the answers?]

The **conditional tense** is used to express probability or conjecture in a **past context**.

Que horas **seriam** quando ela chegou? [What time do you suppose it was when she arrived?]

Quem **seria** que me telefonou? [I wonder who could have called me?]

23.2 Practice – Prática

23.2 A. Escreva uma conjectura para cada afirmativa, seguindo o exemplo:

Luís fará compras em Belém amanhã.

Será que Luís **vai** fazer compras em Belém amanhã?

1. Todos ficarão zangados conosco.
2. Paulo tem um montão de problemas.
3. Sílvia queria fazer parte do time.
4. Eles já terminaram os trabalhos.
5. Ninguém prestará atenção a este detalhe.

Vocabulary – Vocabulário

- apaixonado, -a [in love]



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- o barzinho [bar]



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- a boate [night club]



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- a briga [fight, argument]



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- o catálogo telefônico [phone book]



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- a chamada [telephone call]



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- o compromisso [commitment; engagement]



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- O detalhe [detail]



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- engraçado, -a [funny, amusing]



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- entusiasmo, -a [*enthusiastic*]



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- a ficha[token]



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- gozado, -a [*funny, amusing*]



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- o interurbano [*long-distance call*]



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- a ligação[*telephone call*]



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- a lista telefônica [*phone book*]



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- lotado, -a [crowded]



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- o lugar [place]



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- o orelhão [outdoor public phone]



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- o/a telefonista [operator]



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Verbs – Verbos

- apaixonar-se [to fall in love]



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- aproximar-se (de) [to approach, draw near]



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- avisar [to advise, warn]



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- brigar [to fight, argue]
- comprometer-se (a) [to make a commitment to]



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- dirigir-se (a) [to address, speak to]



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- resolver [to resolve, decide]



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- garantir [to guarantee]



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- reconhecer (reconheço)[to recognize]



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- sair (juntos) [to go out (on a date)]



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- ter culpa [to be to blame, to have guilt]



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- zangar-se [to get angry]



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Expressions – Expressões

- É engano! [Wrong number!]



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- Preste(m) atenção! [Pay attention!]



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- Não vejo nada demais nisso! [*I don't see anything wrong with that!*]



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23.3 Practice- Prática

23.3 A. Escreva em português:

1. In case Miguel isn't here at 6:30, we will go with Pedro.
2. My cousin said she would call the travel agent unless you decided to do it.
3. I wonder what time it is?
4. Do you suppose that they had a fight?
5. Someone called about 20 minutes ago, but when I answered, they hung up. Could it have been your boyfriend?

Diálogo 23

Listen and follow along with the dialogue. Then, answer the questions below.



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Edu: Alô? De onde fala?

Camila: 241-9683. Com quem é que você quer falar?

Edu: A Camila está?

Camila: É ela mesma.

Edu: Olha, é o Edu, da turma do Nelson. Tou ligando pra convidar você e sua prima pra sair no sábado. Será que vocês podem?

Camila: Acho que sim, contanto que a gente esteja em casa antes das duas. Pra onde vamos?

Edu: Que tal aquele barzinho novo na Beira-Mar?

Camila: Seria ótimo. Se estiver muito lotado, a gente pode ir pra outro lugar ali perto. A que horas você vem buscar a gente?

Edu: Passo na sua casa lá pelas dez, tá?

Camila: Tá bem. Até lá.

23.1 Dialogue Practice – 23.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

23.1 A.

1. Com quem é que Edu quer falar?
2. Por que ele está ligando?
3. As meninas podem vir?
4. Pra onde é que eles vão?
5. Pra onde vão se o bar estiver lotado?
6. A que horas é que vão sair?

Lição 24

Lesson Objectives- Objetivos da Lição

Lição 24 presents:

- the formation and usage of the **subjunctive** in more **adverbial clauses**,
- how to express **possibility** with **talvez** and
- new vocabulary.

After completing this lesson, the student will be able to:

- further recognize and produce the **subjunctive** in adverbial clauses.
- express **possibility**.

Grammar – Gramática

The subjunctive in adverbial clauses – O subjuntivo em orações adverbiais

In addition to the conjunctions listed in Lição 23, the following conjunctions are also followed by the **present** or **imperfect** subjunctive. When the verb of the independent clause is in a present or future tense of the indicative, or in the imperative mode, the verb of the dependent clause will be in the present subjunctive; and when the verb of the independent clause is in a past or conditional tense of the indicative, the verb of the dependent clause will be in the imperfect subjunctive.

Conjunções de propósito [Conjunctions of purpose]

para que/ a fim de que [so that, in order that/to]

sem que [without]

Vamos falar baixo **para que** ela não **ouça**. [Let's speak softly **so that** she won't **hear** us.]

Nós conseguimos sair **sem que** ela nos **ouvisse**. [We managed to leave **without** her **hearing** us.]

Conjunções de tempo [Conjunctions of time]

antes que [before]

Vou reservar as passagens **antes que seja** tarde demais. [I'm going to make flight reservations **before it is** too late.]

Não conseguimos chegar à Seção de Passaportes **antes que fechasse**. [We weren't able to get to the Passport Office **before they closed**.]

até que [until]

When the main verb anticipates the fulfillment of an action, **até que** is followed by the **present or imperfect subjunctive**:

Ficaremos aqui **até que** os outros **cheguem**. [We will stay here **until** the others **arrive**.]

Íamos ficar em Lisboa **até que** os documentos **estivessem** prontos. [We were going to stay in Lisbon **until** our documents **were** ready.]

When the main verb indicates an accomplished or habitual action, **até que** is followed by the **indicative**:

Ele sempre dorme **até que** eu o **acordo**. [He always sleeps **until** I **wake** him up.]

Fiquei na festa **até que** todos **foram** embora. I stayed at the party **until** everyone **left**.]

24.1 Practice – Prática

24.1 A.



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24.1 B. Responda às seguintes perguntas usando nas suas repostas as sugestões dadas à direita:

1. Até quando você ficará aqui? **Until I see her**
2. Quando ela vai comprar as passagens? **Before the prices go up**
3. Até quando o professor falou? **Until the students fell asleep**
4. Quando ele embarcou? **Before they asked to see his passport**

5. Até quando teremos que esperar? **Until he clears customs**
 6. Quando você vai para a França? **Before my visa expires**

Subjunctive vs Indicative with *talvez*- Subjuntivo vs. Indicativo com talvez

When a verb is preceded by *talvez*, it must be conjugated in either the **present** or **imperfect subjunctive**.

Talvez ele esteja em casa.	[Perhaps he's at home.]
Se nós adiássemos a viagem para junho, talvez pudéssemos ficar mais tempo.	[If we were to postpone the trip until June, maybe we could stay longer.]
However, when the verb precedes talvez , one of the indicative tenses is used:	
Este será talvez o problema mais grave da nação.	[This may well be the most serious problem of the nation.]
Ela foi talvez o maior amor da minha vida.	[She was, perhaps , the greatest love of my life.]

24.2 Practice- Prática

24.2 A.



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Vocabulary – Vocabulário

- o abraço [*embrace, hug*]



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- o aeroporto [airport]



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- a alfândega [customs]



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- o bairro [neighborhood]



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- o beijo [kiss]



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- o carimbo [rubber stamp]



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- o cartão de embarque [boarding pass]



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- a chegada [arrival]



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- o documento [*document*]



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- a fila [*line, queue*]



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- o folheto [*pamphlet, brochure*]



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- a informação [*information*]



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- o itinerário [*itinerary*]



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- a lembrança [*regards, greetings; a souvenir*]



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- a obrigação [obligation]



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- a partida [departure]



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- o passageiro, – a [passenger]



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- a passagem de ida e volta [round trip ticket]



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- o passaporte [passport]



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- a Seção de Passaportes [Passport Office]



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- o perigo[*danger*]



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- perigoso, -a [*dangerous*]



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- o portão [*gate*]



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- portão de embarque[*departure gate*]



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- portão de desembarque [*arrival gate*]



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- o prazo[*term, given period of time*]



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- prazo final[*deadline*]



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- o/a sequestrador, + a [*kidnapper, hijacker*]



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- a taxa de embarque [*airport tax*]



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- o visto[*visa*]



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- o voo [*flight*]



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Verbs – Verbos

- adiar [to postpone]



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- carimbar [to stamp]



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- desembarcar [to disembark]



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- embarcar [to board]



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- enganar-se [to be mistaken]



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- obter (obtenho) [to obtain]



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- poupar [to save]



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- sequestrar [to kidnap; hijack]



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- tirar (uma) foto [to take a picture]



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- tirar o passaporte [to get a passport]



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- vencer[to expire]



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Expressions – Expressões

- Espero que sim![I hope so!]



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- Espero que não! [I hope not!]



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- Graças a Deus! [Thank God!]



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- Pelo amor de Deus! [For heaven's sake!]



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24.3 Practice- Prática

24.3 A.



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Diálogo 24

Listen and follow along with the dialogue. Then, answer the questions below.



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- Isabel:** Agora que já falo português tão bem, pretendo ir a Portugal para que possa conhecer melhor a cultura portuguesa.
- Ângela:** Que bom! Talvez eu vá com você. Ainda não estou certa mas acho que estarei de férias no próximo verão.
- Isabel:** Espero que sim! Vamos começar a planejar a viagem antes que seja tarde demais.
- Ângela:** Graças a Deus você pensa em tudo com antecedência. Eu sempre adio minhas obrigações até que os prazos terminam. Assim nunca tenho tempo para fazer nada.
- Isabel:** A primeira coisa que devemos fazer é preencher os formulários para tirar os passaportes. Depois vamos escrever para a TAP e a Casa de Portugal* a fim de que eles nos mandem folhetos informativos.
- Ângela:** Ótimo! Vamos estudar os mapas cuidadosamente de maneira que no dia da partida saibamos bem o nosso itinerário.
- Isabel:** Talvez seja uma boa ideia reservar as passagens de ida e volta hoje mesmo. O que é que você acha?
- Ângela:** Por que tanta pressa? Isso fica para a semana que vem!

*Casa de Portugal – Portuguese information agency, with offices in all major cities.

TAP (Transportes Aéreos Portugueses) – Portuguese Airlines, also known as Air Portugal. It offers both domestic and international flights.

24.1 Dialogue Practice – 24.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

24.1 A.

1. Para que Isabel pretende ir a Portugal?
2. Quem talvez queira ir com Isabel?
3. Quando elas estarão de férias?
4. O que elas têm que fazer para tirar os passaportes?

24.1 B.



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Lição 25

Lesson Objectives- Objetivos da Lição

Lição 25 presents:

- the formation and usage of the **causative construction** with **mandar**,
- **future** and **conditional compound tenses** and
- new vocabulary.

After completing this lesson, the student will be able to:

- utilize the verb **mandar** in causative constructions.
- recognize and produce forms of verbs in **compound tenses**.

Grammar – Gramática

Causative construction with **mandar** – Construção causativa com **mandar**

The sequence **mandar + infinitive** is a common way to order another person to do one's bidding:

Vou **mandar consertar** aquela mesa. [I'm going **to have** that table **fixed**.]

Ele **mandou engraxar** os sapatos. [He **had** his shoes **shined**.]

Mande chamar a polícia! [**Have** someone **call** the police!]

In each of the above examples it is clear that the subject of **mandar** is one person and the subject of the infinitive which follows is another who is understood but not mentioned.

*Placement of agent in **mandar** constructions – Colocação do agente em construções com **mandar***

When the **agent** is a common or proper noun it is placed **between **mandar**** and the **infinitive** that follows:

Ele mandou **a empregada** buscar o pão. [He had **the maid** get the bread.]

Cristina vai mandar **o Celso** pintar o quarto. [Cristina is going to have **Celso** paint the room.]

When the **agent** is expressed as a pronoun, the **direct object** form is used:

Vou mandá-**lo** consertar aquele fogão. [I'm going to have **him** fix that stove.]

Mande-**as** chamar a vizinha. [Have **them** call the neighbor.]

As mentioned before, in colloquial Brazilian Portuguese, **ele**, **ela**, etc. are often used in place of direct objects:

Vou mandar **ele** consertar aquele fogão. [I'm going to have **him** fix that stove.]

Mande **elas** chamarem a vizinha. [Have **them** call the neighbor.]

25.1 Practice- Prática

25.1 A. Escreva orações usando **mandar + infinitivo**. Empregue tempos diferentes nas suas respostas:

Eu / o Miguel / entregar as flores.

Eu vou mandar o Miguel entregar as flores.

1. Vocês / o empregado / lavar o carro?
2. Teresa / a gente / desligar a televisão.
3. Dona Ângela / o motorista de táxi / parar na porta da igreja.
4. Os deputados / o jornalista / sair da Assembléia Legislativa.
5. A diretora / eu / gravar a entrevista.
6. O doutor Anselmo / a enfermeira / telefonar para a farmácia.

7. Eu / o garçom / trazer a conta depressa.
8. Quem / você / mexer nas minhas coisas?

Future and Conditional compound tenses – Tempos compostos no futuro e no condicional

The future and conditional progressive tenses use **estar** as the auxiliary verb, and the main verb is in the **present participle** form:

Ela estará trabalhando até o fim da tarde.	[She will be working until late afternoon.]
Se eu não tivesse tanto para fazer eu estaria aproveitando este dia maravilhoso.	[If I didn't have so much to do I would be enjoying this marvelous day.]

25.2 Practice – Prática

25.2 A.



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The future and conditional perfect tenses use **ter** as the auxiliary verb, and the main verb is in the **past participle** form:

The **future perfect tense** is used to indicate what will have occurred by a stipulated future time:

Até dezembro eu terei perdido vinte quilos.	[By December I will have lost twenty kilos.]
No ano que vem, por estas alturas já teremos nos formado .	[By this time next year we will have graduated .]

The **conditional perfect tense** is used to indicate what might have occurred if something else had taken place. Note that in these situations, it is followed by the **pluperfect subjunctive** (tivesse, etc + past participle):

Se você tivesse pedido, eu teria comprado mais vinho.	[If you had asked, I would have bought more wine.]
Se todos eles tivessem solicitado vistos com antecedência, teriam conseguido a tempo.	[If all of them had requested visas well in advance, they would have received them on time.]

Keep in mind that when compound tenses are in the subjunctive mode, it is the **auxiliary verb** which must be put into the subjunctive form, and the **present and past participles** are invariable:

Duvido que ele ainda esteja esperando na fila.	[I doubt he is still waiting in line.]
Sentíamos muito que o doutor Valle estivesse ficando tão fraco.	[We were sorry that Dr. Valle was getting so weak.]
Se eles estiverem descansando , por favor não incomode eles.	[If they are resting , please don't bother them.]
Ela disse que eu podia sair mais cedo contanto que eu já tivesse posto tudo em ordem.	[She said I could leave early as long as I had left everything in order.]
Se a peça já tiver começado , não poderemos entrar.	[If the play has already started , we won't be allowed in.]

25.3 Practice- Prática

25.3 A.



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Vocabulary – Vocabulário

- agradável [*pleasant*]



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- o ataque [*attack, fit*]



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- o bandido [*villain, bad guy*]



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- a bilheteria [*box office*]



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- o canal [*TV channel*]



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- o capítulo [*chapter, episode*]



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- o comercial [*commercial*]



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- a companhia [*company*]



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- o desenho animado [cartoon]



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- o/a diretor, -a [director]



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- a entrada [ticket]



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- a entrevista [interview]



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- o episódio [episode]



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- a estreia [premiere]



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- a galeria [balcony]



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- o ingresso [ticket]



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- o intervalo [intermission]



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- o lugar marcado [reserved seat]



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- o/a mocinho, -a [good guy, damsel]



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- a montagem [staging]



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- o/a motorista [driver]



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- a oficina [repair shop; garage]



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- o palco [stage]



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- o papel [role]



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- a peça [play, drama]



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- a plateia [audience, public]



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- a poltrona [orchestra seat]



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- o programa [program; playbill]



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- a sessão [showing]



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- o teatro [theater]



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- a (tele)novela [TV soap opera]



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- o televisor [television set]



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- vagabundo, -a [*third-rate*]



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Verbs – Verbos

- apressar-se [*to hurry*]



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- aprontar-se [*to get ready*]



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- combinar (para) [*to plan to*]



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- consertar [*to fix, repair*]



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- engraxar [to shine shoes]



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- fazer o papel [to play the role]



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- fazer sucesso [to be a hit]



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- incomodar [to bother, disturb]



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- passar [to show (a film)]



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Expressions – Expressões

- a tempo [in time]



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- na hora [on time]



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- ... está em cartaz! [(name of a play) is now showing.]



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- Só faltava isso! [That does it!]



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25.4 Practice- Prática

25.4 A. Passe as seguintes orações para o passado, fazendo todas as modificações necessárias:

1. Diana fala alto para que eu possa ouvir o que está dizendo.
2. Eu quero assistir uma peça que não seja chata.
3. Não há ninguém lá na bilheteria que possa dar informação.
4. Nelson está dizendo isso para que eu não fique zangado.
5. O motorista vai esperar até que a atriz se apronte.

25.4 B. Escreva em português:

1. The play began on time.
2. I'm going to have my friend buy tickets for the 10 o'clock show.
3. If I had known that, I wouldn't have said anything.
4. My favorite soap will be over by the end of the year.
5. Let's have Joe mail those letters.

Diálogo 25

Listen and follow along with the dialogue. Then, answer the questions below.



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Eduardo: Oi, Glória. O que você está fazendo por aqui?

Glória: Eu acabo de deixar nosso televisor naquela oficina. Se eu tivesse esperado até amanhã para mandar consertar, só teria ficado pronto na semana que vem e preciso dele para o sábado.

Eduardo: Por que há tanta pressa?

Glória: Se minha mãe e meu irmão perdessem o último capítulo da novela das oito, teriam um ataque.

Eduardo: Não sei como podem gostar destes programas vagabundos. Eu prefiro mil vezes uma boa peça ou um bom filme.

Glória: Eu também, mas hoje em dia custa muito ir ao teatro ou mesmo ao cinema. Agora só compro lugar na galeria dos teatros e espero até passarem os filmes nos bairros onde as entradas são mais baratas.

Eduardo: Falando em teatro, você já viu *Gota d'água* com Bibi Ferreira fazendo o papel da Joana ?

Glória: Vi, sim. Se eu tivesse sabido que você estava interessado, eu teria ido com você. Que pena!

Eduardo: Não faz mal. Até o fim do mês eu terei visto a peça. Só teria sido mais agradável na sua companhia.

Glória: Que gentileza! Quando outra peça boa entrar em cartaz, a gente combina para ver juntos.

25.1 Dialogue Practice – 25.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

25.1 A.

1. O que Glória está fazendo por aí?
2. Por que ela tem tanta pressa em consertar o televisor?
3. O que Eduardo prefere às telenovelas?
4. Eduardo já viu a nova montagem de *Gota d'água*?
5. Quando a gente combina ver outra peça juntos?

Lição 26

Lesson Objectives- Objetivos da Lição

Lição 26 presents:

- the formation and usage of the **diminutives**,
- **expressions with DAR** and
- new vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce **diminutives**.
- express several **idiomatic phrases with DAR**.

Grammar – Gramática

Diminutives – Os diminutivos

The diminutive endings are used with great frequency in Brazilian Portuguese. Brazilians tend to load their speech with diminutives, and it is often difficult or impossible to give an adequate English translation of them.

Formation of the diminutive – A formação do diminutivo

The ending **-inho/a** is attached to words ending with unstressed **-o** or **-a**. The final vowel is dropped before the ending is attached. The gender and number of a noun or adjective is then transferred to the diminutive ending.

os carros	os carrinhos
uma criança bonita	uma criancinha bonitinha
Levantou-se cedo hoje.	Levantou-se cedinho hoje.

In some instances it is necessary to make a spelling change before attaching the diminutive ending **inho/a**.

a amiga	a amiguinha
pouco	pouquinho

The diminutive of **pequeno** is an exception: **pequenino**. It is common practice in Brazil to add still another diminutive to the above form, so the word becomes: **pequenininho**.

All other diminutives are formed by adding **-zinho** or **-zinha**:

o pé	o pezinho
a mamãe	a mamãezinha
o vovô	o vovozinho
o amor	o amorzinho
igual	igualzinho

When forming the diminutive of words ending in **-m**, the **-m** is changed to **-n** before adding the ending:

o jardim	o jardinzinho
bom	bonzinho

When forming the diminutive of plurals, the final **-s** is dropped, and **-zinhos** or **-zinhas** is added:

pão	pães	pãezinhos
papel	papéis	papezinhos
flor	flores	florezinhas

Popular speech does not heed this rule in all cases. For example, it is common to hear **florzinhas**, **luzinhas**, etc.

Uses of the diminutive – Usos do diminutivo

The diminutive is used to give the idea of:

Smallness and quaintness

Compramos uma **casinha** na praia. [We bought a **small house** on the beach.]

Eles foram para aquele **barzinho** da esquina. [They went to that **friendly** corner tavern.]

Size differentiation is often expressed by the diminutive in Portuguese when in English it is necessary to use different words:

gato, **gatinho** [cat, **kitten**]

cachorro, **cachorrinho** [dog, **puppy**]

pão, **pãozinho** [bread, **roll**]

café, **cafezinho** [coffee, **Turkish coffee, espresso**]

Affection and tenderness

Venha cá, **filhinha!** [Come here, **honey!**]

Benzinho, telefone para você... [The phone is for you, **dear...**]

Que **bebezinho** mais fofinho! [What a **darling baby!**]

Emphasis

Vamos começar **agorinha** mesmo. [Let's begin **right now**.]
O garotinho comeu **tudinho**. [The little boy ate **every last bit**.]
O apartamento estava **limpinho**. [The apartment was **very clean**.]

Sarcasm

Há algum problema, **queridinho**? [Is there a problem, **dearie**?]
Ele tem um **empreguinho** qualquer. [He has some **insignificant little job**.]

Change in meaning

O Alan é **peixinho** da professora. [Alan is the **teacher's pet**.]
O que é que há, **gatinha**? [What's up, **sweet thing**?]
A Cristina está fazendo **kursinho** este ano. [Cristina is taking the **entrance examination preparatory course** this year.]

26.1 Practice – Prática

26.1 A.



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26.1 B.



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Idiomatic expressions with dar – Expressões idiomáticas com dar

The verb **dar** is used frequently to incorporate the idea of sufficiency:

Duvido que a sala **dê** para tantas pessoas. [I doubt the room **is large enough** for so many people.]

Dá tempo para a gente ir ao supermercado? [**Is there enough time** for us to go to the grocery store?]

The following are common idiomatic expressions with **dar**:

- dar carona a [to give (someone) a ride]



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- dar um jeito/jeitinho [to find a way around a problem, to bend the rules]



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- dar certo/errado [to turn out well/wrong]



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- dar em [to hit, beat]



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- dar em cima de [to hit on (someone)]
- dar para [to face; to have a talent for; to have taken to]



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- dar um passeio [to take a walk, go for a ride]



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- dar-se bem com [to get along with]



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- dar-se conta de [to realize, become aware of]



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- dar uma mãozinha [to lend a hand]



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- Dá para (+ inf)? [Would it be possible to...?]



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- Não dá! [It can't be done.]



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- Não deu em nada! [Nothing came of it.]



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- Deu zebra! [Who'd have thought that things would have turned out like this!]



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- dar uma olhada [to take a look]



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O Felipe vai me **dar uma carona**.

[Felipe will **give me a ride**.]

Apesar dos preparativos, **deu** tudo **errado**.

[In spite of all the planning, everything **went wrong**.]

A mãe **deu no** filho quando soube o que ele tinha feito.

[The mother **spanked** her son when she found out what he had done.]

Dizem que não há mais ingressos para o concerto e eu preciso de um. Será que o senhor pode **dar um jeitinho**?

[They say there are no more tickets for the concert and I need one. Do you suppose you could **get one** for me **somehow**?]

De repente, eu **me dei conta do** meu erro.

[Suddenly, I **became aware of** my mistake.]

Ricardo não **se dá bem** com o sogro.

[Ricardo does not **get along** with his father-in-law.]

Será que você pode me **dar uma mãozinha** agora?

[Do you suppose you could **give me a hand** now?]

O meu apartamento **dá para** o lago.

[My apartment **faces** the lake.]

26.2 A.



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Vocabulary – Vocabulário

- alegre [joyful, happy]



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- a alegria [joy, happiness]



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- o amor [love]



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- a árvore de Natal [Christmas tree]



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- o bebê [baby]



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- o cara [guy]



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- o cartão de Natal [Christmas card]



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- o champanhe [champagne]



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- o coelhinho da Páscoa [Easter Bunny]



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- a comemoração [celebration, commemoration]



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- o discurso [speech, discourse]



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- em pleno/a... [in the middle of, at the height of]



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- férias [vacation, holidays]



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- fogo [fire]



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- fogos de artifício/ fogos artificiais [fireworks]



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- fogueira [bonfire]



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- homenagem [homage]



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- máquina fotográfica [camera]



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- Papai Noel [Santa Claus]



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- pinheiro [pine tree, fir tree, Christmas tree]



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- praça[town square]



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- ressaca [hangover]



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- rolo [roll (of film)]



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- votos [*wish, desire*]



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Verbs – Verbos

- brindar [*to toast*]



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- enfeitar [*to decorate, adorn*]



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- felicitar [*to congratulate*]



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- lutar [*to fight, struggle*]



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- merecer (mereço) [to deserve]



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- prestar homenagem [to honor, pay homage]



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- recuperar-se [to recuperate, get over]



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Expressions – Expressões

- filhinho de papai [spoiled rich kid]



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- novinho, -a em folha [brand new]



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- fazer uma vaquinha [to take a collection]



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Diálogo 26

Listen and follow along with the dialogue. Then, answer the questions below.



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Marília: Você trouxe a sua máquina fotográfica, Jack?
Acho que vai dar tempo para tirar umas fotos do desfile das escolas de samba.

Jack: Trouxe, mas esqueci de trocar o filme.

Marília: Pobrezinho! Vamos tentar dar um jeitinho para conseguir um rolo novo. Talvez a turma queira fazer uma vaquinha.

Jack: Você é um amor! Você sempre me dá uma mãozinha quando eu preciso. Um filhinho de papai como eu não merece a sua amizade.

Marília: Deixe de bobagem, Jack!

Jack: Mas é verdade! Você me deu uma carona no dia da Independência, logo depois do desfile militar. No dia de Ano Novo, você tomou conta de mim até que eu me recuperei daquela terrível ressaca. E agora, em pleno carnaval, você vai me conseguir um rolo de filme novinho em folha.

Marília: Puxa, benzinho! Será que você ainda não se deu conta de que eu morreria por você?

26.1 Dialogue Practice – 26.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

26.1 A.

1. Jack trouxe a sua máquina fotográfica?
2. Marília quer tirar fotos de que?
3. O que Jack esqueceu de fazer?
4. Como eles vão dar um jeitinho para conseguir um novo rolo?
5. Por que Jack acha que ele não merece a amizade da Marília?

6. Quais são algumas coisas que ela já fez para ajudar Jack?

26.1 B.



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26.1 C.

1. Identifique todo uso do diminutivo no diálogo e decida o que quer dizer cada uso. **(Há 7 em total)**

Lição 27

Lesson Objectives- Objetivos da Lição

Lição 27 presents:

- the formation and usage of the **present perfect tense**,
- the formation and usage of the **present perfect subjunctive**,
- the use of **cada vez mais/menos** and
- new vocabulary.

After completing this lesson, the student will be able to:

- use the **present perfect tense** in both **indicative** and **subjunctive modes**.

Grammar – Gramática

The present perfect – O presente composto do indicativo

The present perfect tense in Portuguese is formed by using the present tense of the auxiliary verb **ter** plus the past participle of the main verb. This tense has a special usage in Portuguese and is **not** the equivalent of the present perfect tense in English and in other languages.

Expressions of time such as **recentemente**, **ultimamente**, **estes dias**, etc. often signal the use of this tense.

The idea embodied in the use of the present perfect tense in Portuguese is that of a repeated action begun in the indefinite past, continuing in the present, and likely to occur in the near future.

O César **tem estado** doente estes dias.

[César **has been** sick these last few days.]

Temos lido muito a respeito desse político ultimamente.

[We **have been reading** a lot about that politician lately.]

O que é que vocês **têm feito** desde que voltaram das férias?

[What **have** you **been doing** since you got back from vacation?]

Note that the time reference of the above sentences can be contrasted with the following examples in which the action of the verb was completed in a past time and therefore must use a **preterite** tense in Portuguese.

Você já **viu** esse filme? [Have you already **seen** that film?]
A Célia já **esteve** no Brasil várias vezes. [Célia **has been** to Brazil several times.]

27.1 Practice- Prática

27.1 A.



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The present perfect subjunctive – O presente composto do subjuntivo

The present perfect subjunctive is used in dependent **subjunctive** clauses when the verb in the **main clause** is **present** but refers to a **past** action. When the verb in the main clause is **present** and refers to a **present or future** action, the **simple present subjunctive** is used.

The **present perfect subjunctive** is formed by using the **present subjunctive** of the auxiliary verb plus the **past participle** of the main verb:

Espero que você goste de festas.	[I hope you like parties.]
Espero que você tenha gostado da festa ontem à noite.	[I hope you liked the party last night.]
A menos que você pague suas contas em dia, você vai ter dificuldade para conseguir crédito.	[Unless you pay your bills on time, your credit rating will suffer.]
A menos que você já tenha pago a prestação, a loja vai fechar sua conta.	[Unless you've already sent your monthly payment, the store is going to cancel your account.]
Nós duvidamos que ele seja capaz de dizer algo assim.	[We doubt that he is capable of saying something like that.]
Nós duvidamos que ele tenha dito algo assim.	[We doubt that he said something like that.]

27.2 A.



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27.2 B.



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The intensifiers *cada vez mais/menos* – Os intensificadores *cada vez mais/menos*

Cada vez mais and *cada vez menos* are intensifiers which can be used at the end of a sentence, or before a noun, adjective or adverb.

Você não acha que o Paulo está se isolando cada vez mais ?	[Don't you think that Paulo is isolating himself more and more ?]
Ultimamente ele tem nos dado cada vez menos problemas.	[Lately he has given us fewer and fewer problems.]
Deixei o curso porque as lições estavam ficando cada vez mais difíceis.	[I dropped the course because the lessons were getting harder and harder .]
As listas telefônicas ficam cada vez maiores .	[The telephone books get bigger and bigger .]

Classified Ads – Anúncios

The following are typical examples of classified ads:

PRECISA-SE

Professor particular alemão/inglês, dez horas semanais. Deve ter ótimas referências e bastante experiência. Caixa Postal 121.

[HELP WANTED]

[German/English Tutor, ten hours weekly. Should have excellent references and sufficient experience. Post Office Box 121.]

VENDE-SE

Fusca 85, ótimas condições, baixa quilometragem, sem batidas, pneus quase novos, rádio. Aceita-se melhor oferta. Telefone: 275-1890.

[FOR SALE]

[1985 VW Beetle, excellent condition, low mileage, no dents, almost new tires, radio. Best offer. Telephone: 275-1890]

ALUGA-SE

Apartamento no centro, perto do metrô, dois quartos amplos, sala de estar, copa-cozinha, banheiro, dependência de empregada. Tratar no local.

[FOR RENT]

[Apartment in the city center, close to subway, two spacious bedrooms, living room, eating area, bathroom, service quarters. Inquire at location.]

27.3 Practice- Prática

27.3 A. Escreva um anúncio para o emprego que você gostaria de encontrar.

27.3 B. Escreva um anúncio oferecendo uma gratificação para quem encontrar o seu gato/cachorro/relógio.

Vocabulary – Vocabulário

- amplo, -a [ample]



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- o anúncio [classified ad]



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- a batida [dent; car accident, collision]



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- o conhecimento [*knowledge*]



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- a copa [*family dining area*]



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- a dependência de empregada [*maid's quarters*]



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- diário, -a [*daily*]



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- a entrevista [*interview*]



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- o fusca [*VW Beetle*]



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- o/a guia [guide]



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- meio expediente [part time]



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- mensal [monthly]



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- o metrô [subway]



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- a oferta [offer]



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- o/a operário, -a [worker, laborer]



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- o pneu [tire]



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- a quilometragem [mileage]



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- razoável [reasonable]



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- o rumo [direction, way]



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- o segundo grau [high school]



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- semanal [weekly]



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- tempo integral [*full time*]



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- ultimamente [*lately*]



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Verbs – Verbos

- agradecer [*to please*]



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- aguardar [*to wait for*]



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- chefiar [*to manage, head*]



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- convencer (a + inf.)[to convince]



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- deixar um curso[to drop a course]



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- devolver [to return (something)]



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- mentir (minto) [to lie]



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- retornar[to return (to or from a place)]



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- voltar [to return (to or from a place)]



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- voltar-se[to turn around]



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Expressions – Expressões

- Aluga-se [For Rent]



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- Compra-se [Wanted to Buy]



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- Gratifica-se [Reward]



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- Oferece-se [Situation Wanted]



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- Precisa-se [Help Wanted]



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- Procura-se [Wanted]



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- Vende-se [For Sale]



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- Estar à venda [to be for sale]



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- Pelo jeito [by the looks of it]



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- Tratar no local[inquire at location]



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- Um bocado de [a lot of]



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27.4 A. Traduza:

1. Brazilian movies are getting better all the time. However, they are getting more expensive to make.
2. We have been working very hard since the new boss arrived.
3. I am not sure I want to apply for a part-time job.
4. Dona Dalva is afraid that her grandchildren had an accident on the way to the beach.
5. Don't you think that he has been very nervous lately?
6. It's too bad we haven't been able to go out these last few weeks.

Diálogo 27

Listen and follow along with the dialogue. Then, answer the questions below.



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Carla: O que você tem feito ultimamente, Mário? Faz algum tempinho que ninguém vê você.

Mário: Eu estou procurando emprego e por isso minha vida social tem sofrido nestas últimas semanas.

Carla: Você já achou algo?

Mário: Bem, eu já fui entrevistado por três agências de turismo e agora estou aguardando suas respostas. Mas mesmo assim, leio os anúncios todos os dias caso apareça algo interessante.

Carla: Que tipo de emprego você está procurando? Ouvi dizer que está ficando cada vez mais difícil arrumar um emprego com salário razoável quando a gente só tem curso secundário.

Mário: É mesmo. Mas, como eu sei que vou entrar na faculdade, vou ter que trabalhar tempo integral, e estudar à noite. Quero usar meus conhecimentos de inglês e alemão e também minha experiência com computadores. Por isso decidi procurar algo relacionado ao turismo.

Carla: Espero que você tenha escolhido o rumo certo. Pelo jeito você já pensou em tudo.

Mário: Se Deus quiser, tudo vai dar certo. Eu telefono para você assim que eu souber algo.

27.1 Dialogue Practice – 27.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

27.1 A.

1. O que o Mário tem feito ultimamente?
2. O que tem sofrido nas últimas semanas?
3. Que tipo de emprego Mário está procurando?
4. Quando Mário vai trabalhar e quando vai estudar?
5. Quando Mário telefona para Carla?

Lição 28

Lesson Objectives- Objetivos da Lição

Lição 28 presents:

- the formation and usage of the **personal infinitive**,
- **expressions of time**, and
- new vocabulary.

After completing this lesson, the student will be able to:

- distinguish between **personal** and **impersonal infinitives** and use both.
- use new **expressions of time**.

Grammar – Gramática

The Personal Infinitive – O infinitivo pessoal

In Portuguese the infinitive can be inflected to show the person and number of the subject. Because it can be inflected, the **personal infinitive** frequently is used instead of dependent clauses introduced by **que**.

The first and third persons singular are indistinguishable in form from the **impersonal infinitive**. The endings **-mos** and **-em** are attached to the impersonal infinitive to form the first and third persons plural of the **personal infinitive**. There are **no** irregular forms of the personal infinitive.

falar	dizer	pôr	ser	ir
falar	dizer	pôr	ser	ir
falamos	dizemos	pormos	sermos	irmos
falarem	dizerem	porem	serem	irem

28.1 A.



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The personal infinitive is used:

After prepositions to avoid ambiguity of subject:

Olhei para eles antes de **atravessar** a rua. [I looked at them before crossing the street.]

Olhei para eles antes de **atravessarem** a rua. [I looked at them before **they** crossed the street.]

With impersonal expressions to designate a subject:

É impossível **saber** tudo. [It is impossible to know everything.]

É impossível **sabermos** tudo. [It is impossible **for us** to know everything.]

As a verbal subject:

Ficarmos aqui não vai adiantar nada. [Our **staying** here is not going to help at all.]

Você **pedir** outro aumento pode lhe causar problemas. [Your **asking** for another raise may create problems for you.]

To simplify complex sentences:

Eu fiquei calado **porque** não **tinha** o que dizer. [I kept quiet because I had nothing to say]

Eu fiquei calado **por** não **ter** o que dizer.

O Pedro vai esperar **até que** vocês **terminem**. [Pedro will wait until you are done.]

O Pedro vai esperar **até** vocês **terminarem**.

Sáimos da festa **sem que** ninguém nos **visse**. [We left the party without anyone seeing us.]

Sáimos da festa **sem** ninguém nos **ver**.

Here are a list of simplifications common when using personal infinitive to avoid or simplify complex sentences:

- até que > até
- antes que > antes de
- apesar de que > apesar de
- com a condição de que > com a condição de
- caso > em/no caso de
- depois que > depois de
- dizer que > dizer para
- para que > para
- pedir que > pedir para
- porque > por
- sem que > sem

When the subject of the dependent and independent clauses is the same, the impersonal infinitive is used in the simplification:

Pegamos um táxi para que pudéssemos chegar na hora. [We took a taxi in order to be able to arrive on time.]

Pegamos um táxi para poder(mos) chegar na hora.

The construction **ao + infinitive** (either personal or impersonal) indicates simultaneity and is often used instead of dependent clauses:

Ao embarcar, entregue o cartão ao comissário.

[On/upon boarding the plane, give the flight attendant your ticket stub.]

Fiquei contentíssima **ao saber** o resultado do exame.

[I was delighted when I found out the test scores.]

28.2 Practice – Prática

28.2 A.



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28.2 B. Escreva em português usando o **infinito pessoal**:

1. Here's a good question for you two to answer.
2. It is better that they do the shopping right now.
3. Don't take those pills without eating something first.
4. Your coughing all night really worries me.
5. On entering the emergency room, I saw blood everywhere.

28.2 C.



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Expressions of time – Expressões de tempo

The following are common time expression which have not yet been introduced:

- um dia sim, (mas, etc.) outro não [every other day]



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- dia sim, dia não [*every other day*]



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- de seis em seis horas [*every six hours*]



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- cada seis horas [*every six hours*]



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- daqui a pouco [*in a little while*]



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- daqui em diante [*from now on*]



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- de hoje em diante [*from today on*]



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- daí a três anos [*three years from then*]



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- daí em diante [*from then on*]



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- dia trás dia [*day after day*]



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- entra ano, sai ano [*year in, year out*]



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- ano bissexto [*leap year*]



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- a toda hora [*constantly*]



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- a todo momento [constantly]



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- a todo instante [constantly]



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- mais dia, menos dia [soon or later, someday]



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- mais cedo ou mais tarde [soon or later, someday]



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- para a/próxima semana [next week]



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28.3 B. Responda às seguintes perguntas, incluindo nas suas respostas traduções das frases à direita.

Quando é que ele vai chegar? **Next month**

Ele vai chegar **no próximo mês.**

1. Quando é que vamos fazer o teste? **One week from today**
2. Quantas vezes por ano você vai ao médico? **Every six months**
3. Quando é que eles se casarão? **Five months from now**
4. Quando é que você viu o Rui? **The day before yesterday**
5. Quando é que a Ana começou a faculdade? **Three years ago**
6. Quando é que vocês têm aula de português? **Every morning**
7. Quando é que você vai deitar-se? **In a little while**
8. Quanto tempo ele passará no Brasil? **All year**
9. Quando é que eles vão consertar a televisão? **Tomorrow afternoon**
10. Quando é que você tem que levantar-se cedo? **Every other day**
11. Quando ela vai se dar conta do problema? **Sooner or later**
12. Quando é que tem Jogos Olímpicos? **In leap years**

Vocabulary – Vocabulário

- o comprimido [*pill*]



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- a coceira [*itch*]



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- a diarreia [*diarrhea*]



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- o esparadrapo [*adhesive tape*]



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- o espirro [*sneeze*]



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- o gesso [*orthopedic cast*]



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- a gripe [*flu*]



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- a luxação [*sprain*]



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- a morte [*death*]



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- a mudança [change]



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- o nascimento [birth]



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- o parto [delivery, childbirth]



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- o Pronto Socorro [emergency hospital]



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- a queda [fall]



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- a queimadura [burn]



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- a radiografia[X-ray]



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- o resfriado [cold]



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- o sangue [blood]



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- o susto [fright]



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- a tosse [cough]



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Verbs – Verbos

- afogar-se [to drown]



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- atropelar [to run over]



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- coçar [to itch]



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- concordar (com) [to agree (with)]



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- desmaiar [to faint]



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- discordar (de) [to disagree]



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- engolir (engulo) [to swallow]



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- espirrar [to sneeze]



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- inchar [to swell]



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- levar um susto [to have a scare]



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- levar pontos [to get stitches]



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- queimar [to burn]



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- receitar [to prescribe]



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- sangrar [to bleed]



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- tossir (tusso) [to cough]



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Expressions – Expressões

- à tardinha [in the late afternoon]



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- de madrugada [in the early morning hours]



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28.4 Practice- Prática

28.4 A.



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Diálogo 28

Listen and follow along with the dialogue. Then, answer the questions below.



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Lúcio: Menina, o que foi que houve? Você foi atropelada?

Gabriela: Não, nada disso. Estava jogando vôlei ontem à noite e levei uma queda feia.

Lúcio: Puxa, como seu joelho está inchado! Dói muito?

Gabriela: Agora não, porque estou tomando os comprimidos que o médico do Pronto Socorro me receitou. Se tomo de quatro em quatro horas, não sinto dor.

Lúcio: Você tem certeza que não quebrou nada?

Gabriela: Eles tiraram radiografia e está tudo bem. Mas o médico pediu para eu voltar daqui a uma semana para dar outra olhada.

Lúcio: Você acha que vai poder jogar no campeonato?

Gabriela: Ah, sim. O médico disse para eu me cuidar e assim dentro de poucos dias já posso jogar de novo.

28.1 Dialogue Practice – 28.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

28.1 A.

1. O que aconteceu com Gabriela?
2. O que está inchado?
3. Por que não dói agora?
4. Como Gabriela sabe que não quebrou nada?
5. Ela vai poder jogar no campeonato?

Lição 29

Lesson Objectives- Objetivos da Lição

Lição 29 presents:

- the formation of **irregular verbs** in the **present indicative**,
- how to express **the former, the latter**, and
- new vocabulary.

After completing this lesson, the student will be able to:

- recognize and produce the remaining **irregular verbs** in the **present indicative tense** not previously learned in the book.
- express **the former, the latter**.

Grammar – Gramática

Irregular verb conjugations in the present indicative – Conjugações irregulares de verbos no presente do indicativo

Verbs which end in **-ear** must change the **e** to **ei** in the present indicative and present subjunctive tenses before adding the endings. Note that this irregularity **does not appear** in the **first person plural**. In all other tenses these verbs are regular.

RECEAR CHATEAR BRONZEAR-SE

Present Indicative	Present Subjunctive	Present Indicative	Present Subjunctive	Present Indicative	Present Subjunctive
receio	receie	chateio	chateie	me bronzeio	me bronzeie
receia	receie	chateia	chateie	se bronzeia	se bronzeie
receamos	receemos	chateamos	chateemos	nos bronzeamos	nos bronzeemos
receiam	receiem	chateiam	chateiem	se bronzeiam	se bronzeiem

Odiar, **negociar**, and **incendiar** are conjugated like **-ear** verbs. Note, however, the spelling of the first person plural:

ODIAR NEGOCIAR INCENDIAR					
Present Indicative	Present Subjunctive	Present Indicative	Present Subjunctive	Presente Indicative	Present Subjunctive
odeio	odeie	negoceio	negoceie	incendeio	incendeie
odeia	odeie	negoceia	negoceie	incendeia	incendeie
odiamos	odiamos	negociamos	negociemos	incendiamos	incendiamos
odeiam	odeiem	negoceiam	negoceiem	incendeiam	incendeiem

Most verbs ending in **-uir** are irregular only in the **third person singular** of the **present indicative tense**:

CONCLUIR	DIMINUIR	INFLUIR
concluo	diminuo	influo
conclui	diminui	influi
concluimos	diminuimos	influimos
concluem	diminuem	influem

Two of these verbs, **construir** and **destruir** are irregular in **both third person singular** and **plural** of the **present indicative tense**:

CONSTRUIR	DESTRUIR
construo	destruo
constrói	destrói
construimos	destruimos
constroem	destroem

In the **preterite tense**, the first person singular ending of these verbs must have an acute accent: eu contribuí, eu construí.

Verbs ending in **-zir** are only irregular in the **third person singular** of the **present indicative tense**:

CONDUZIR	DEDUZIR	INTRODUZIR	PRODUZIR	TRADUZIR
conduzo	deduzo	introduzo	produzo	traduzo
conduz	deduz	introduz	produz	traduz
conduzimos	deduzimos	introduzimos	produzimos	traduzimos
conduzem	deduzem	introduzem	produzem	traduzem

29.1 Practice – Prática

29.1 A.



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29.1 B. Mude os sujeitos e os verbos do singular para o plural, ou vice-versa, fazendo todas as modificações necessárias:

1. Receio não poder levantar-me cedo.
2. Não nos penteamos com cuidado.
3. Nós não perdoamos a falta de respeito.
4. Nós nos bronzeamos com facilidade.
5. Eu saboreio as goiabas e as mangas.

29.1 C.



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29.1 D.



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The former, the latter – *aquele(s)/aquela(s), este(s)/esta(s)*

In English, when using **the former** and **the latter** to refer to nouns, we generally mention the former first:

John and Suzanne are lawyers.

The former (i.e. John) handles corporate cases; the latter (i.e. Suzanne), criminal cases.

In Portuguese, the order is reversed when using these expressions. That is, we refer initially to the last name mentioned, i.e. **the latter**, and then to the first, i.e. **the former**. The demonstratives **este(s)/esta(s)** are used to express **the latter**; **aquele(s)/aquela(s)** are used to express **the former**.

Li o romance e a peça.

[I read the novel and the play.]

Esta (i.e. a peça) eu pude compreender mas **aquele** (i.e. o romance) me deixou totalmente confuso.

[The latter I could understand but the former left me completely confused.]

Convidei os meus primos e suas namoradas.

[I invited my cousins and their girlfriends.]

Estas (i.e. suas namoradas) aceitaram o convite e **aqueles** (i.e. meus primos) não.

[The latter accepted the invitation and the former didn't.]

Vocabulary – Vocabulário

- o aparelho de barbear [*electric razor*]



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- o chuveiro [shower]



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- a cômoda [dresser]



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- o condicionador [conditioner]



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- descartável [disposable]



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- a escova [brush]



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- escova de cabelo [hairbrush]



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- escova de dente [toothbrush]



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- a gaveta [drawer]



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- a gilete [razor]



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- a lâmina (de barbear)[razor blade]



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- a maquiagem[makeup]



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- a pasta de dente [toothpaste]



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- o pente [comb]



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- perfumado, -a [perfumed]



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- o perfume [perfume, cologne]



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- o sabonete [toilet soap]



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- o secador de cabelo [hair dryer]



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- a toalha [towel]



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- a torneira [faucet]



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- o xampu [shampoo]



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Verbs – Verbos

- abotoar (abotôo) [to button]



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- barbear-se [to shave]



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- bronzear-se [to tan]



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- calçar [to put on (over feet or hands)]



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- cear [to have supper]



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- chatear [to annoy; bore; tease]



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- concluir [to conclude, end]



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- construir [to build, construct]



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- contribuir [to contribute]



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- deduzir [to deduce]



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- despir-se (dispo-me) [to undress]



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- destruir [to destroy]



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- ensaboar (ensabão)[to soap]



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- enxugar[to dry (with towel)]



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- escovar [to brush]



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- espernear [to kick one's legs]



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- incendiar [to set fire to, to burn (down), to burst into flames]



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- influir [to influence]



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- instruir [to instruct]



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- introduzir [to introduce (something, not someone)]



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- irritar [to irritate]



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- molhar [to wet]



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- negociar [to negotiate]



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- odiar [to hate]



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- pentear [to comb]



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- perdoar (perdôo)[to pardon, forgive]



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- produzir [to produce]



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- recear [to fear]



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- relaxar[to relax]



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- saborear [to savor, taste]



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- voar (voo)[to fly]



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Expressions – Expressões

- a todo o pano [hurriedly]



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- às pressas[in a hurry]



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- em dois tempos [*hastily*]



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- afinal de contas [*after all*]



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- com # minutos de atraso [*# minutes late*]



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29.2 Practice- Prática

29.2 A. Reescreva as orações, colocando o primeiro verbo no imperfeito e fazendo todas as modificações necessárias:

1. Querem que cheguemos antes das 8:00.
2. Duvido que isso influa na minha decisão.
3. Insistimos que eles contribuam para as despesas da casa.
4. É pena que ele não se dê conta das suas obrigações.
5. O que posso fazer para que ela me perdoe?

29.2 B. Complete as seguintes sentenças:

1. Ao me levantar, _____.
2. Eu me chateio facilmente quando _____.
3. Nunca vou perdoar que você _____.

4. A coisa que mais me irrita é _____.

5. Quando quero relaxar, _____.

Diálogo 29

Listen and follow along with the dialogue. Then, answer the questions below.



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- Mónica: Paulo, como é que você pode demorar tanto para se arrumar? Você sabe que eu odeio ficar esperando.
- Paulo: Não chateie, meu anjo. Hoje é sábado e não tenho nenhuma vontade de me apressar.
- Mónica: Você sempre demora de manhã, meu bem. Eu me visto, me penteio e tomo o café no tempo que você leva para tomar banho.
- Paulo: É, mas você tem que lembrar que eu me barbeio no chuveiro. E, afinal de contas, eu nunca chego atrasado no serviço. Então, qual é o problema?
- Mónica: Não há problema, meu bem. É só que me irrita quando tenho que esperar. Você tem razão. É sábado e podemos relaxar.
- Paulo: Isso! Só falta escovar os dentes e estarei pronto. Então podemos sair.
- Mónica: Que dia maravilhoso! Acho que vai dar para a gente se bronzear bastante enquanto jogamos vôlei com a turma na praia.
- Paulo: Espero que sim. O tempo sempre voa quando estamos jogando e por isso vamos ter que cuidar para não nos queimar demais.

29.1 Dialogue Practice – 29.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

29.1 A.

1. Por que Paulo não tem vontade de apressar-se?
2. O que faz Mónica no tempo que Paulo leva para tomar banho?
3. Quando Mónica se irrita?
4. O que eles vão fazer neste dia maravilhoso?

Lição 30

Lesson Objectives- Objetivos da Lição

Lição 30 presents:

- **interrogatives** and **relative conjunctions** and
- new vocabulary.

After completing this lesson, the student will:

- have a deeper understanding of **interrogative** usage.
- learn the differences between the **relative conjunctions** used in Portuguese.

Grammar – Gramática

Interrogatives *o que*, *que* and *qual* – Os interrogativos *o que*, *que*, and *qual*

O que is an interrogative pronoun, and therefore is not followed by a noun:

<u>O que é aquilo?</u>	<u>[What is that?]</u>
<u>O que foi que ela disse?</u>	<u>[What did she say?]</u>

Que is an interrogative adjective, and is followed by a noun:

<u>Que dia é hoje?</u>	<u>[What day is today?]</u>
<u>Que sonhos pode ter um menino de rua?</u>	<u>[What dreams can a street kid have?]</u>

Qual is an interrogative pronoun which implies choice or selection. If the choice is explicitly

stated, **qual** will be followed by the preposition **de**. When the choice is implicit, **qual** will be followed directly by a verb; when this verb is **ser**, it is frequently omitted:

Qual é a data de hoje?	[What is the date today?]
Qual (é) o seu nome?	[What is your name?]
Qual dos dois é mais caro?	[Which of the two is more expensive?]
Quais as vantagens dessa proposta?	[What are the advantages of this proposal?]
Quais dos alunos vão fazer a viagem?	[Which of the students are going to take the trip?]

Relatives *que, quem, onde, cujo* – Os relativos *que, quem, onde, cujo*

As a relative, **que** introduces an adjectival clause or follows a preposition governed by the verb of the dependent clause:

O relógio que eu perdi foi um presente do meu avô.	[The watch (that) I lost was a gift from my grandfather.]
As respostas que você deu não me convenceram.	[The answers that you gave didn't convince me.]
Os princípios em que você crê não são válidos.	[The principles that you believe in are not valid.]

When **quem** is a relative, it is always preceded by a preposition:

Você sabe com quem está falando?	[Do you have any idea who you're talking to?]
O funcionário para quem você tem que telefonar nunca está na repartição.	[The clerk you have to contact is never at work.]

Onde is also used as a relative, and it may or may not be preceded by a preposition:

A fazenda **onde** ele mora fica longe daqui.

[The farm **where** he lives is far from here.]

O endereço para **onde** mandei a encomenda estava errado. [The address **where** I sent the package was incorrect.]

The relative adjective **cujo** introduces a clause which modifies its antecedent. However, **cujo** must agree in number and gender with the noun that follows it, not with its antecedent.

A advogada **cujo** cliente foi preso não conseguiu falar com ele.

[The lawyer **whose** client was arrested was not able to meet with him.]

Aquele bairro **cujas** ruas estão tão esburacadas foi abandonado pela prefeitura.

[That neighborhood **whose** streets have so many potholes has been ignored by City Hall.]

? The construction **preposition + relative** can be substituted by **preposition + definite article + qual/quais**. The definite article must agree with the antecedent.

Estas são as placas **a que** vocês devem prestar muita atenção.

[These are the signs (that) you should pay a lot of attention to.]

Estas são as placas **às quais** vocês devem prestar muita atenção.

[These are the signs (to which) you should pay a lot of attention to.]

Vocabulary – Vocabulário

- o acelerador [accelerator]



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- a bagagem [luggage]



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- o caminho [road; path, way]



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- o caminhão (-ões)[truck]



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- o capô [hood]



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- a carteira [card; billfold; student desk]



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- carteira de identidade[ID card]



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- carteira de motorista [driver's license]



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- o farol [headlight]



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- o freio [brake]



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- a lanterna [flashlight]



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- o macaco [jack]



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- a mão [way, flow of traffic]



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- contramão [wrong way]



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- mão única [one way]



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- a marcha [gear]



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- marcha a ré [reverse]



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- o motor [motor]



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- o/a motorista [driver]



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- o para-brisa [windshield]



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- o limpador de para-brisa [*windshield wiper*]



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- o pedágio [*toll*]



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- o/a piloto, -a [*pilot*]



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- piloto de corridas [*race car driver*]



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- o pisca-pisca [*blinker, turn signal*]



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- o pneu [*tire*]



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- o porta-malas [trunk]



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- o quilômetro [kilometer]



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- o reboque [tow truck]



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- o retrovisor [rear view mirror]



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- o seguro [insurance]



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- a velocidade [velocity, speed]



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- excesso de velocidade [speeding]



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- limite de velocidade [speed limit]



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- o velocímetro [speedometer]



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Verbs – Verbos

- acelerar [to accelerate]



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- caber (caibo) [to fit]



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- cobrar [to charge]



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- diminuir [to diminish, reduce]



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- frear [to brake]



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- furar [to puncture]



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- guiar [to drive]



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- obedecer (obedeço) [to obey]



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- pisar [to step, step on]



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- rebocar [to tow]



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- respeitar [to respect]



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- ultrapassar [to pass (on highway)]



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Expressions – Expressões

- Como? [What did you say?]



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- Ouviu?[Did you hear what I said?]



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- É capaz de + inf [It's likely to...]



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- É proibido + inf [Do not...]



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- Diminua a marcha! [Slow down!]



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- No mais tardar [at the latest]



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- São e salvo [safe and sound]



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- Só um pouquinho [just a little bit]



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30.1 A.



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30.1 B. Junte as duas sentenças usando os relativos aprendidos.

O apartamento não é confortável. Vamos morar no apartamento.

O apartamento onde vamos morar não é confortável.

1. Os documentos são importantes. Encontramos os documentos.
2. O carro é do meu vizinho. Os pneus do carro estão furados.
3. A garagem estava fechada. O Pedro tinha deixado o jipe na garagem.
4. Os tios são chatos. Ela mora com os tios.
5. Aquela é a mãe-de-santo. O terreiro da mãe-de-santo foi fechado pela polícia.
6. A loja recebe muitos pedidos. Os pedidos vêm do exterior.

30.1 C. Responda em português:

1. O que você faz quando seu carro tem um pneu furado?
2. Por que você recebeu uma multa tão alta?
3. Por que um bom motorista deve preocupar-se com a condição da estrada?
4. Por que é necessário pagar pedágio?
5. Para que serve o porta-malas? E o velocímetro?
6. Quando é que se deve diminuir a marcha?

30.1 D. Traduza:

1. What is the capital of Brazil?
2. Which language is the most difficult of all?
3. What is the tallest building in the world?
4. What's that? I didn't hear you.
5. Whose luggage is that?
6. What radio station do you listen to on the way to work?

Diálogo 30

Listen and follow along with the dialogue. Then, answer the questions below.



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Dona Pedro, meu filho, por favor diminua a marcha. Você sabe muito bem que o limite de velocidade nas estradas é 80 quilômetros por hora. Você está indo a mais de cem!

Pedro: Ora, mamãe, assim a senhora destrói os meus sonhos de ser piloto de corridas.

Dona
Marta: Pedro Jorge, eu estou falando sério! Respeite minha vontade!

Pedro: Desculpe, mamãe! Foi sem querer. Que tal esta velocidade agora?

Dona
Marta: Muito melhor. Basta você dirigir assim devagar, e chegaremos todos sãos e salvos em Goiânia.

Pedro: É, mas se eu não ultrapassar esses caminhões, é impossível chegarmos lá antes das seis.

Dona
Marta: Como? Mas nós temos que estar em Goiânia no mais tardar às quatro!

Pedro: Então, posso acelerar?

Dona
Marta: Pode, mas só um pouquinho, ouviu?

30.1 Dialogue Practice – 30.1 Prática de Diálogo

Answer the following questions with information from the dialogue.

30.1 A.

1. O que é o limite de velocidade nas estradas?
2. A qual velocidade está indo Pedro?
3. Aonde estão dirigindo Pedro e a sua mãe, Dona Marta?
4. Quando é que eles têm que chegar?

O único animal

Leitura I- O único animal

Luís Veríssimo

O homem é o único animal que ri dos outros.

O homem é o único animal que passa por outro e finge que não vê.

É o único que fala mais que o papagaio.

É o único que gosta de escargot (fora, claro, o escargot).

É o único que acha que Deus é parecido com ele.

E é o único...

... que se veste

... que veste os outros

... que despe os outros

... que faz o que gosta escondido

... que muda decor quando se envergonha

... que se senta e cruza as pernas

... que sabe que vai morrer

... que pensa que é eterno

... que não tem uma linguagem comum a toda a espécie

... que se tosa voluntariamente

... que lucra com os ovos dos outros

... que pensa que é anfíbio e morre afogado

... que tem bichos

... que joga no bicho

... que aposta nos outros

... que compra antenas

... que se compara com os outros.

O homem não é o único animal que alimenta e cuida das suas crias, mas é o único que depois usa isso para fazer chantagem emocional.

Não é o único que mata, mas é o único que vende a pele.

Não é o único que mata, mas é o único que manda matar.

E não é o único...

... que voa, mas é o único que paga para isso

... que constrói casa, mas é o único que precisa de fechadura

... que constrói casa, mas é o único que passa quinze anos pagando

... que foge dos outros, mas é o único que chama isso de retirada estratégica

... que trai, polui e aterroriza, mas é o único que se justifica

... que engole sapo, mas é o único que não faz isso pelo valor nutritivo

... que faz sexo, mas é o único que faz um boneco infável da fêmea

... que faz sexo, mas é o único que precisa de manual de instrução.

L1 Practice- Prática

L1.1 A.



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//

Annotate

Highlight

O alfaiate João

Leitura II- O alfaiate João

João era um bom alfaiate que morava numa pequena cidade da Noruega. Sabia costurar todos os tipos de roupa para homens: calças, camisas, cuecas, paletós, sobretudoos, ternos – enfim, qualquer roupa de uso comum. E porque João costurava perfeitamente, todos os habitantes da cidade gostavam dele. As mulheres, contudo, não gostavam tanto de João. “Não há dúvida que ele é um bom sujeito e um bom coração. Mas só faz roupas para homens. Nós, mulheres, temos que comprar roupas muito longe daqui, porque João não sabe costurar para nós.” – assim elas falavam sobre João, dia e noite, noite e dia.

Um dia chegou à cidade uma costureira, mulher muito bonita e muito elegante. “Agora vamos ficar felizes,” disseram as mulheres, da cidadezinha. “Essa costureira vai fazer as nossas roupas. Agora vamos ter saias, blusas, vestidos, meias e lenços. Tudo vai ser uma maravilha!”

Dois meses depois João começou a passear com a costureira, todos os sábados e todos os domingos- “Eles vão casar,” diziam uns. “Eles vão ser muito felizes,” diziam outros.

Quando chegou o inverno, João casou mesmo com a costureira. E quando todos pensavam que o casal ia morar na cidade e abrir uma loja de costura, eis que aconteceu o imprevisto – João foi a um jornal e colocou o seguinte anúncio na primeira página:

JOÃO ALFAIATE,
DE BOM CORAÇÃO,
FAZ ESTE AVISO
À POPULAÇÃO:
CANSADO, CANSADO,
DE SÓ COSTURAR
DE AGORA EM DIANTE
VAI SÓ DESCANSAR:
MAS AMA A COSTURA
DE UMA TAL MANEIRA
QUE LEVA CONSIGO
UMA COSTUREIRA.

Vocabulary- Vocabulário

- acontecer [to happen]
- o alfaiate [tailor]
- amar [to love]

- o anúncio [advertisement, announcement]
- o aviso [announcement]
- o casal [couple, married couple]
- a cidadezinha [little city]
- colocar [to put, place]
- comum [common]
- contudo [however]
- o coração [heart]
- a costura [sewing]
- a costureira [seamstress]
- daqui (de + aqui) [from here]
- de agora em diante [from now on]
- descansar [to rest]
- a dúvida [doubt]
- eis que [that's when]
- enfim [in short]
- o habitante [inhabitant]
- o imprevisto [unexpected]
- levar consigo [to take along with him]
- a maneira [manner, way]
- mesmo [really]
- a Noruega [Norway]
- a página [page]
- perfeito, -a [perfect]
- a população [population, people]
- qualquer [any]
- seguinte [following]
- sobre [on; about; over]
- o sujeito [fellow, guy]
- tal [such, such a]
- o tipo [type, kind, sort]
- o uso [use, usage]

Clothing- A roupa

- a blusa [blouse]
- as botas [boots]
- a(s) calça(s) [slacks, trousers]
- o calção [swimming trunks]
- a(s) calcinha(s) [women's underwear]
- a camisa [shirt]
- a camiseta [T-shirt]
- a camisola [nightgown]

- a capa de chuva [raincoat]
- o casaco [coat]
- o chapéu [hat]
- o cinto [belt]
- a cueca [men's underwear]
- a gravata [tie]
- o lenço [handkerchief]
- as luvas [gloves]
- o maiô [women's bathing suit]
- as meias [socks]
- o paletó [sport jacket]
- o pijama [pyjamas, pjs]
- a saia [skirt]
- as sandálias [sandals]
- os sapatos [shoes]
- o sobretudo [overcoat]
- o terno [suit]
- o vestido [dress]

L2 Practice- Prática

L2.1 A. Answer these questions according to the text:

1. O que era o João?
2. Onde ele morava?
3. O que é que ele sabia fazer muito bem?
4. Que tipos de roupa o João sabia fazer?
5. Por que as mulheres não gostavam tanto do João?
6. Aonde iam as mulheres para comprar as suas roupas?
7. O que aconteceu um dia na cidadezinha?
8. Como era a costureira?
9. O que as mulheres disseram quando souberam que a costureira ia ficar na cidade?
10. O que aconteceu dois meses depois da costureira chegar à cidade?
11. Quando foi que o João casou com a costureira?
12. Como foi que o João anunciou que ia casar?
13. Que mais o João avisou a população da cidade?

L2.1 B. Change the verbs of the following sentences to either the **preterite** or **imperfect**:

1. João é um bom alfaiate que mora na Noruega.
2. Sabe muito bem fazer roupa para homens.
3. As mulheres têm que ir a outra cidade onde compram as suas roupas.
4. Elas não gostam tanto de João.
5. Um dia acontece uma coisa.
6. Chega uma costureira à cidade.
7. Ela é bonita e elegante e diz que vai ficar na cidade.
8. Agora as mulheres estão felizes.
9. Mas dentro de pouco tempo Jodo começa a passear com a costureira aos sábados e aos domingos.
10. Todos sabem que vão casar.
11. Quando chega o inverno, João avisa que vai casar mesmo com a costureira.
12. Ele vai ao jornal, onde coloca um anúncio na primeira página.
13. Toda a população pensa que o casal vai abrir uma loja de costura.
14. Mas João diz no anúncio que ele está cansado de costurar.
15. Diz também que ama a costura de tal maneira que leva consigo a costureira.
16. Os dois não ficam na cidadezinha; vão a outro lugar.

L2.1 C.



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L2.1 D.



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O pulo do gato

Leitura III- O Pulo do Gato

Brazilian Folkloric Theme- Tema Folclórico Brasileiro

Faz muito tempo¹, quando os bichos ainda falavam, que esta história aconteceu.

O Gato era famoso entre os animais pela sua agilidade, e um certo dia, estando² à beira de um rio para beber água, lá foi encontrá-lo a Onça.

– Bom dia, mestre Gato; como vai você?

– Vou bem, obrigado, comadre Onça; e você?

– Assim, assim, – disse ela. – Ando tão triste ultimamente.

– Triste por que, comadre? *Será que*³ eu posso ajudá-la?

– Mestre Gato, você é o único bicho que pode ajudar-me. Sinto-me assim porque ouço sempre falar da sua habilidade para pular, e eu não sou capaz de fazer o mesmo. Você não quer me ensinar, amigo Gato?

– Ora, comadre, é só esse o seu problema? Não se aborreça! Vou lhe ensinar, sim. Podemos começar já, quer?

– Claro que sim, disse a Onça muito satisfeita.

Começou então a mais estranha aula deste mundo: o Gato exibia todos os tipos de pulos que podia executar, e a aluna procurava imitá-lo da melhor maneira possível. Saltavam de um lado para outro, subiam às árvores e de lá pulavam para o chão, davam saltos de altura, de extensão, e o Gato mostrava que era de fato um mestre, mas a Onça não *deixava de ser*⁴ uma boa aluna; depois de algum tempo já estava pulando quase *tão bem quanto*⁵ o professor.

Aconteceu, porém, que com todo aquele exercício a Onça ficou com fome, e resolveu satisfazê-la da maneira mais simples: comer o Gato. Saltou sobre ele, disposta a devorá-lo, mas o Gato, com grande agilidade, pulou para trás, escapando assim de ser comido. A Onça, muito desapontada, lhe disse:

– Ora, Mestre Gato, este pulo você não me ensinou...

– Comadre Onça, – respondeu o Gato, muito esperto, – *você não sabe que nem tudo aquilo que o professor aprendeu, ele ensina aos seus alunos?*⁶

E com esta última lição *lá se foi embora*⁷ o Gato, muito alegre e satisfeito, deixando a Onça a ver navios...

¹ Faz... tempo [It was a long time ago.]

² estando [while he was]

³ Será que... [Do you think...; I wonder whether]

⁴ não deixava de ser [was really]

⁵ tão bem quanto [as well as]

⁶ você não sabe... alunos? [Don't you know that the teacher never teaches his students everything he has learned?]

⁷ lá se foi embora [there went]

Vocabulary- Vocabulário

- aborrecer-se [to become annoyed]
- Não se aborreça! [Don't worry!]
- acontecer [to happen]
- a agilidade [agility, alertness]
- altura [height]
- saltos de altura [high jumps, high leaps]
- Ando tão triste [I've been so sad; I'm so sad]
- a árvore [tree]
- assim [thus, so]
- assim, assim [so-so]
- o bicho [animal, creature]
- capaz (de) [capable (of), able (to)]
- certo, -a [certain]
- um certo dia [one day; one fine day]
- a comadre [close friend, comrade: here translate as: my friend]
- comido, -a [eaten]
- desapontado, -a [disappointed]
- devorar [to devour, eat up]
- disposto, -a [ready, prepared, inclined]
- encontrar [to meet, find]
- escapar [to escape]
- esperto, -a [alert, quick, clever]
- estranho, -a [strange, odd]
- executar [to execute, perform]
- exhibir [to exhibit, show off]
- a extensão [extension]
- saltos de extensão [broad jumps]
- o fato [fact]
- de fato [in fact]
- folclórico, -a [folklore (adj.)]
- o/a gato, -a [cat]
- a habilidade [ability]

- a história [story, history]
- imitar [to imitate]
- ir-se embora [to go away]
- o lado [side]
- de um lado para outro [from one side to another]
- a melhor maneira [the best way]
- o mundo [world]
- o navio [ship]
- a ver navios [holding the bag]
- a onça [wildcat, puma]
- Ora! [Come now!; Well, now!]
- ouvir falar de [to hear about]
- porém [however]
- o pulo [jump, leap]
- o rio [river]
- o salto [leap, jump]
- dar saltos [to leap, jump]
- satisfazer [to satisfy]
- satisfeito, -a [satisfied, content]
- simples [simple]
- tão... quanto [as... as]
- o tema [theme, topic]
- atrás [behind, back]
- para trás [backward]
- ultimamente [lately, recently]

L3 Practice- Prática

L3.1 A. Para responder em português:

1. Quando esta história aconteceu?
2. Onde o Gato estava quando a Onça o encontrou?
3. O que a Onça respondeu quando o Gato lhe perguntou como estava?
4. Por que a Onça andava tão triste?
5. O que foi que o Gato resolveu fazer para ajudar a Onça?
6. Como a Onça ficou quando o Gato disse que ia ajudá-la?
7. O que a Onça fez depois de ver os pulos que o Gato deu?
8. Que tipos de pulos os dois executaram?
9. Por que a Onça ficou com fome?
10. Como ela resolveu satisfazer a fome?
11. Ela comeu o Gato? Por que?
12. Como a Onça ficou?

13. Segundo o Gato, o que é que o professor nunca faz?
14. O que foi que o Gato fez depois de dizer isso A Onça?

L3.1 B.



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L3.1 C.



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O homem nu

Leitura IV- O homem nu

Fernando Sabino

Ao acordar, disse para a mulher:

-Escuta, minha filha:¹ hoje é dia de pagar a prestação da televisão; vem aí o sujeito com a conta, na certa. Mas acontece que ontem não trouxe dinheiro da cidade, estou a nenhum.

-Explique isso ao homem – ponderou a mulher.

-Não gosto dessas coisas. Dá um ar de vigarice²; gosto de cumprir rigorosamente as minhas obrigações. Escuta: quando ele vier a gente fica quieto aqui dentro, não faz barulho, para ele pensar que não tem ninguém. Deixa ele bater até cansar – amanhã eu pago.

Pouco depois, tendo despido o pijama, dirigiu-se ao banheiro para tomar um banho, mas a mulher já se trancara³ lá dentro. Enquanto esperava, resolveu fazer um café. Pôs a água a ferver e abriu a porta de serviço para apanhar o pão. Como estivesse⁴ completamente nu, olhou com cautela para um lado e para outro antes de arriscar-se a dar dois passos até o embrulhinho deixado pelo padeiro sobre o mármore do parapeito. Ainda era muito cedo, não poderia aparecer ninguém. Mal seus dedos, porém, tocavam o pão, a porta atrás de si fechou-se com estrondo, impulsionada pelo vento.

Aterrorizado, precipitou-se até a campainha e depois de tocá-la ficou à espera, olhando ansiosamente ao redor. Ouviu lá dentro o ruído da água do chuveiro interromper-se de súbito mas ninguém veio abrir. Na certa a mulher pensava que já era o sujeito da televisão. Bateu com o nó dos dedos.

-Maria! Abre aí, Maria. Sou eu – chamou, em voz baixa.

Quanto mais batia, mais silêncio fazia lá dentro.

Enquanto isso, ouvia lá em baixo a porta do elevador fechar-se, viu o ponteiro subir lentamente os andares... Desta vez *era* o homem da televisão!

Não era. Refugiado no lance de escada entre os andares, esperou que o elevador passasse, e voltou para a porta de seu apartamento, sempre a segurar nas mãos nervosas o embrulho de pão:

-Maria, por favor! Sou eu!

Desta vez não teve tempo de insistir: ouviu passos na escada, lentos, regulares, vindos lá de baixo ... Tornado de pânico, olhou ao redor, fazendo uma pirueta, e assim despido, embrulho na mão, parecia executar um “ballet” grotesco e mal ensaiado. Os passos na escada se aproximavam, e ele sem onde se esconder. Correu para o elevador, apertou o botão. Foi o tempo de abrir a porta e entrar, e a empregada passava, vagarosa, encetando a subida de mais um lance de escada. Ele respirou aliviado, enxugando o suor da testa com o embrulho do pão. Mas eis que a porta interna do elevador se fechou e ele começou a descer.

-Ah, isso é que não!⁵ – fez o homem nu, sobressaltado.

E agora? Alguém lá em baixo abriria a porta do elevador e daria com ele ali, em pêlo; podia mesmo ser

algum vizinho conhecido... Percebeu, desorientado, que estava sendo levado cada vez para mais longe⁶ de seu apartamento; começava a viver um verdadeiro pesadelo de Kafka; instaurava-se naquele momento o mais autêntico e desvairado Regime de Terror!

-Isso é que não – repetiu, furioso.

Agarrou-se à porta do elevador e abriu-a com força entre os andares, obrigando-o a parar.

Respirou fundo, fechando os olhos para ter a momentânea ilusão de que sonhava. Depois experimentou apertar o botão do seu andar. Lá em baixo continuavam a chamar o elevador. Antes de mais nada: “Emergência: parar.” Muito bem. E agora? Iria subir ou descer? Com cautela desligou a parada de emergência, largou a porta, enquanto insistia em fazer o elevador subir. O elevador subiu.

-Maria? Abre esta porta! – gritava, desta vez esmurrando a porta já sem nenhuma cautela.

Ouviu que outra porta se abria atrás de si. Voltou-se, acuado, apoiando o traseiro no batente e tentando inutilmente cobrir-se com o embrulho de pão. Era a velha do apartamento vizinho:

-Bom dia, minha senhora! – disse ele, confuso. – Imagine que eu...

A velha, estarecida, atirou os braços para cima, soltou um grito: “Valha-me Deus! O padeiro está nu!” E correu ao telefone para chamar a rádio-patrolha: Tem um homem pelado aqui na porta!

Outros vizinhos, ouvindo a gritaria, vieram ver o que se passava:

-É um tarado!

-Olha, que horror!

-Não olha, não! Já para dentro⁷, minha filha!

Maria, a esposa do infeliz, finalmente abriu a porta para ver o que era. Ele entrou como um rojão⁸ e vestiu-se precipitadamente, ser nem se lembrar do banho. Poucos minutos depois, restabelecida a calma lá fora⁹, bateram na porta.

-Deve ser a policia – disse ele, ainda ofegante, indo abrir.

Não era: era o cobrador da televisão.

¹ minha filha [*my dear*]

² dá um ar de vigarice [*it will look as though we're trying to put one over*]

³ já se trancara [*had already locked herself*]

⁴ Como estivesse [*Since he was*]

⁵ Ah, isso é que não! [*Oh, no, not that!*]

⁶ cada vez para mais longe [*farther and farther*]

⁷ Já para dentro [*Get inside*]

⁸ entrou... rojão [*he rushed in*]

⁹ restabelecida a calma lá fora [*things having calmed down out there*]

- acuado, -a [trapped]
- agarrar-se a [to seize, grasp]
- aliviado, -a [relieved]
- apanhar [to get; pick up]
- apertar [to tighten; press]
- apoiar [to support, sustain]
- apoiar-se em [to lean on]
- aproximar-se (de) [to come close, draw near]
- o ar [appearance; air]
- arriscar-se [to risk, take a chance]
- aterrorizado, -a [terrified]
- atirar [to throw; shoot]
- atirar os braços para cima [to throw one's arms up]
- atrás de [behind, in back of]
- o barulho [noise]
- o batente [doorpost, jamb]
- bater [to knock; beat]
- o botão [button]
- cansar-se [to become tired, grow tired]
- o cobrador [bill collector]
- com cautela [carefully]
- confuso, -a [confused]
- cumprir [to fulfill, complete]
- dar com [to come upon, see]
- despir (dispo) [to undress]
- desvairado, -a [crazy, wild]
- dirigir-se a [to go to]
- em palo [stark naked]
- o embrulho [package]
- encetar [to start, begin]
- enxugar [to dry, wipe]
- esconder-se [to hide]
- esmurrar [to beat, pound]
- estarrecido, -a [appalled, shocked]
- o estrondo [slam, bang]
- ferver [to boil]
- fundo, -a [deep]
- a gritaria [shouting]
- o grito [shout]
- impulsionado, -a [driven, blown]
- instaurar-se [to be established]
- interromper [to interrupt]
- inutilmente [uselessly, in vain]

- o lance de escada [*flight of stairs*]
- largar [*to release, let go*]
- lento, -a [*slow*]
- mal [*scarcely*]
- o mármore [*marble*]
- na certa [*surely, certainly*]
- o nó do dedo [*knuckle*]
- nu, nua [*naked, nude*]
- ofegante [*panting, out of breath*]
- o padeiro [*baker; bakery delivery person*]
- o parapeito [*window sill*]
- o passo [*step*]
- dar dois passos [*to take a couple of steps*]
- pelado, -a [*bare, naked*]
- o pesadelo [*nightmare*]
- a pirueta [*pirouette*]
- o ponteiro [*pointer, hand (of a dial)*]
- a prestação [*installment, payment*]
- Que horror! [*How horrible!*]
- o ruído [*noise*]
- segurar [*to hold*]
- o serviço [*service*]
- porta de serviço [*service entrance*]
- sobressaltado, -a [*startled*]
- soltar [*to utter; release, let loose*]
- a subida [*ascent*]
- súbito, -a [*sudden, unexpected*]
- de súbito [*suddenly*]
- o suor [*sweat, perspiration*]
- o tarado [*degenerate, pervert*]
- trancar-se [*to lock oneself in*]
- o traseiro [*rear end*]
- vagaroso, -a [*slow*]
- Valha-me Deus! [*Good Heavens!*]
- verdadeiro, -a [*true, real*]

L4 Practice- Prática

L4.1 A. Para responder em português:

1. Por que o marido não queria atender a porta?

2. O que o marido começou a preparar uma vez que não pôde entrar no banheiro?
3. Por que o marido despiu o pijama?
4. Como é que ele ficou fora do apartamento e completamente nu?
5. O que o marido ouviu quando ele bateu na porta para chamar sua mulher?
6. O que aconteceu quando ele se escondeu dentro do elevador?
7. Como é que ele fez parar o elevador?
8. Descreva o que aconteceu quando ele bateu de novo na porta do apartamento.
9. O que ele fez logo depois de entrar no apartamento?
10. Afinal quem veio bater na porta?

L4.1 B. Para ler em voz alta, substituindo o presente pela forma correta do passado dos verbos (imperfeito ou pretérito).

1. Despe o pijama e dirige-se ao banheiro.
2. Põe a água a ferver e vai apanhar o pão lá fora.
3. Ele está completamente despido e olha de um lado para outro antes de sair.
4. Mal seus dedos tocam no pão, fecha-se a porta atrás de si.
5. Chama à porta mas ninguém vem abrir.
6. Quanto mais bate, mais silêncio se faz lá dentro.
7. Mas ele não tem tempo de insistir; é só o tempo de entrar no elevador para se esconder.
8. Sai do elevador, aproxima-se do seu apartamento novamente, e começa a bater na porta e a gritar.
9. A velha do apartamento vizinho olha para ele e vai chamar a polícia.
10. Quando sua mulher abre a porta ele entra precipitadamente e se veste.

L4.1 C.



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Formatted Exercises

[ã] the “back a,” a variety of the same sound which occurs before **l** of the same syllable. Somewhat like the English sound between **a** of *paltry* and **ow** of *cow*.

tal cal
sal qual
mal

Before **l** of the same syllable, this **i** represents a sound like English **ea** in *meal*.

mil abril
vil fácil
Gil ágil
Brasil útil

Before **l** of the same syllable, the **u** represents a sound like English **oo** in *fool*.

sul culpa
paul pulga
azul

Summary of the consonants of the Portuguese alphabet and their sound values in Brazilian Portuguese- Resumo das consoantes do alfabeto português e seus valores sonoros em português brasileiro

b	[b]		bobo
c	1) [s]	Before e, i.	cinema
		a) Before a, o, u.	cada
	2) [k]	b) Before another consonant.	classe
ç	[s]	Found only before a, o, u.	faço
ch	[ʃ]		cheio
d	[dʒ]	Before [i].	dia, tarde
	[d]	Elsewhere.	dado
f	[f]		fofo
g	1) [ʒ]	Before e, i.	gente
	2) [g]	Elsewhere.	gato, glória
gu	[g]	Before e, i.	águia
	[gw]	Before a, o, u.	guardar
h	[∅]	Found only at beginning of words and represents no sound.	hora
j	[ʒ]		jardim
l	1) [l]	Word, syllable initial.	lado
	2) [w]	Syllable final.	fel
lh	[ʎ]		bilhete
m	1) [m]	At beginning of syllable.	mimoso
	2) [̃]	At end of syllable indicates nasalization of preceding vowel.	gim, samba
n	1) [n]	At beginning of syllable.	nono
	2) [̃]	At end of syllable indicates nasalization of preceding vowel.	onze
nh	[ɲ]		tenho
p	[p]		pipa
qu	1) [k]	Before e, i.	quem
	2) [kw]	Before a, o.	quatro
		a) Between vowels.	agora
r	1) [r]	b) Following another consonant at the beginning of a syllable.	pronto
		a) Word initial.	rio
		b) After n, l.	honra, melro
	2) [h]	c) Preceding another consonant.	aberto
		d) Final.	falar
rr	[h]		arroz
		a) Word initial.	sala
s	[s]	b) After another consonant.	cansa
		c) Final.	flores

		a) Between two vowels.	casa
	[z]	b) Before voiced consonants.	desde
sc	[s]	Before e, i.	desce
sç	[s]	Before a, o, u.	desço
ss	[s]	Found only between vowels.	professor
t	[tʃ]	Before [i].	titio
	[t]	Elsewhere.	tanto
v	[v]		vaca
		a) Initial.	xícara
		b) Before voiceless consonants.*	sexto
x	1) [ɣ]	c) After another consonant.	enxuga
		d) Often between vowels (This is the most common pronunciation of x between vowels).	roxo
		a) Between two vowels in a few words.	próximo, máximo
	2) [s]	b) Before voiceless consonants.*	sexto
	3) [z]	In initial ex plus vowels.	exame, exército
	4) [ks]	Between two vowels, mainly in words of foreign or Greek origin.	táxi, tórax, complexo
xc	[s]		excesso
z	[z]		zanga, azul, voz

Answer the following questions with an emphatic affirmative reply. Observe in the following example:

O João está em São Paulo hoje?

– **Está, sim.**

1. A dona Lúcia está bem agora?
2. Vocês são brasileiros?
3. Você está com sede?
4. Eles estão de pé?
5. Lisboa é em Portugal?

Complete the sentences with the country that corresponds to the nationality given. Remember that the majority of countries in Portuguese are accompanied by definite articles. Make the necessary contractions. Observe in the following example:

Kate Middleton é inglesa. Ela é **da** Inglaterra.

1. Os jornalistas são canadenses. Eles são _____.
2. O atleta é alemão. Ele é _____.
3. Michelle Obama é americana. Ela é _____.
4. Elas são espanholas. Elas são _____.
5. O professor é português. Ele é _____.
6. As moças são brasileiras. Elas são _____.

Answer each question affirmatively, using in your answer the word in parentheses. Make all necessary changes. Observe in the following example:

De que cor é a mesa? (**vermelho**)

– A mesa é **vermelha**.

1. De que cor é o livro? (azul)
2. De que cor é o lápis? (amarelo)
3. De que cor são as paredes? (branco)
4. De que cor é a gravata do professor? (preto)
5. De que cor são os papéis? (azul)
6. De que cor é a cadeira? (verde)
7. De que cor são as camisas? (roxo)
8. De que cor são seus sapatos? (cinza)
9. De que cor é a camiseta? (rosa)
10. De que cores é a blusa? (branco, marrom, laranja)

Answer the questions in the affirmative. Observe in the following example:

Você está perto da janela?

–**Estou**. Eu estou perto da janela.

1. Você está na praia?
2. Você vê os carros?
3. Você come em casa?
4. Você lê jornais?
5. A advogada mora aqui?
6. O seu amigo trabalha lá?
7. Você ouve o que eu digo?
8. Elas convidam os rapazes para sair?

9. Vocês estão sentados?
10. Vocês vêem aquela camisa bonita?
11. Vocês repetem as perguntas?

Answer the questions in the negative. Observe in the following example:

Vocês lêem o exercício?

–**Não**, nós **não** lemos o exercício.

1. Você crê neste homem?
2. Você vai sair agora?
3. Você repete o que ouve?
4. Você sempre sai com a amiga dessa moça?
5. Você vai àquele cinema?
6. Ela lê o jornal todos os dias?
7. O Sr. Mendes vai falar com o presidente hoje?
8. A Dona Isabel é de Lisboa?
9. Paulo vai telefonar para Alberto?
10. Vocês gostam desta língua?

Answer the questions in the negative. Observe in the following example:

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8. A Dona Isabel é de Lisboa?
9. Paulo vai telefonar para Alberto?
10. Vocês gostam desta língua?

Answer each question negatively. Observe in the following example:

Nós temos que estudar muito?

– **Não**, nós **não** temos que estudar muito.

1. Você tem que partir agora?
2. Vocês tem que estudar aos sábados?
3. Nós temos que ser simpáticos?
4. Ela tem que voltar para casa cedo?
5. O político tem que dizer a verdade?

Answer affirmatively with a complete sentence. Use a correct form of **dele**, **dela**, **deles**, **delas**. Observe in the following example:

A camisa é do Paulo?

– **É**, a camisa é **dele**.

1. Os sapatos são da Heloísa?
2. O quarto é da Sônia e da Júlia?
3. A televisão é da dona Teresa?
4. O relógio é do seu Joaquim?
5. A piscina é dos rapazes e das moças?
6. As bicicletas são dessas crianças?
7. As meias são do Eduardo?
8. O carro verde é do doutor Anselmo?
9. As revistas são daquela mulher?
10. O problema é do nosso vizinho?

Answer in the negative. Omit the subject. Observe in the following example:

João escreveu a lição?

– **Não**, **não** escreveu.

1. Você tomou o sorvete?
2. Você leu o livro?
3. Maria pôs os jornais na mesa?
4. Alfredo e você escreveram a carta?
5. Os meninos viram o filme?
6. Vocês leram o jornal?
7. Pedro e José foram à praia?

Answer in the affirmative. Use only subject pronouns. Make the necessary substitutions. Observe in the following example:

Paulo dormiu tarde?

- Sim, **ele** dormiu tarde.

1. Você tocou piano ontem?
2. Jonas se sentiu bem ontem?
3. Os engenheiros mandaram o dinheiro?
4. Você e Maria receberam o cheque?
5. As moças compraram o relógio?
6. Você chegou cedo?
7. A Rosa dormiu bem?
8. Vocês foram a uma festa ontem?

Put the verb of each sentence into the **preterite** tense. Observe in the following example:

Ele vai ao cinema.

Ele **foi** ao cinema.

1. Eu digo a verdade.
2. Não temos vontade de dormir.
3. Os amigos vão ao cinema às oito horas.
4. Eu me levanto às sete horas.
5. Nós estamos na farmácia.
6. Alberto não assiste à aula.
7. Eduardo e Simone não querem sair.
8. O médico faz um erro.
9. A dentista abre a porta e entra.
10. Eu não vejo o cheque.
11. Eu durmo bem.
12. Não ouço o que ele diz.
13. Aprendemos a ler.
14. Não leio o jornal.

Repeat each sentence with the verb in the imperfect tense as in the example:

O Pedrinho **teve** muito medo.

O Pedrinho **tinha** muito medo.

1. Marlene **foi** ao cinema com a tia dela.
2. Você **tomou** o café da manhã às oito?
3. O Alberto **chegou** tarde demais?

4. O jornalista **fez** muitas perguntas ao cantor.
5. Por que você **veio** de ônibus?

Change the verbs in the following sentences from the **present** to the **imperfect** tense.

Eu sempre **almoço** ao meio-dia.

Eu sempre **almoçava** ao meio-dia.

1. Todos os verões nós **passamos** duas semanas na praia.
2. Os funcionários geralmente **pagam** as contas antes do fim do mês.
3. Às vezes a Isabel **chega** tarde.
4. De vez em quando o Zé **vem** convidar a gente para uma festa.
5. Frequentemente **damos** um passeio de bicicleta.
6. Por que você **compra** as mesmas comidas todas as semanas?
7. Todo dia primeiro de janeiro nós **dizemos** que **vamos** mudar de vida.
8. Toda segunda-feira eu **tenho** o mesmo problema.
9. Geralmente os meninos **têm** sono depois do jantar.
10. Por que você sempre **está** pedindo desculpas?

Fill in the blanks with the correct form of either the **preterite** or the **imperfect** of the verbs indicated:

1. Quando eu _____ meu irmão _____ quatro anos.(NASCER, TER)
2. No inverno, antes de sair de casa eu sempre _____ um casaco.(PÔR)
3. Todos os anos meus pais _____ visitar minha irmã em Portugal. Mas no ano passado eles não _____ ir. (IR, PODER)
4. Naquele tempo, o Paulo _____ na fábrica de relógios. O irmão dele _____ na mesma fábrica até o verão que passou.(TRABALHAR, TRABALHAR)
5. Eu _____ de sair com ela porque frequentemente nós _____.(DEIXAR, DISCUTIR)

Complete the following sentences according to the example below. Be sure to use the **progressive** form.

Quando o telefone tocou, ela **estava se vestindo**. (VESTIR-SE)

1. Quando começou a chover, nós _____ . (PASSEAR DE BICICLETA)

2. Quando a Valéria chegou, você _____ . (LER NO SEU QUARTO)
3. Quando conheci a Tânia, ela _____ . (MORAR COM OS PAIS DELA)
4. Quando saímos do cinema, _____ . (CHOVER)
5. Quando eu vi as crianças, elas _____ . (BRINCAR LÁ FORA)

6.2 C.

Complete these sentences with the correct form of either the **preterite** or the **imperfect** of the verbs indicated.

Quando nós _____ (SER) crianças, sempre _____ (IR) à praia todos os domingos. Meu pai _____ (GOSTAR) de tomar banho de mar, mas minha mãe _____ (PREFERIR) tomar banho de sol. Meus irmãos _____ (CORRER) na praia e eu _____ (FAZER) castelos de areia. Um domingo, meus irmãos e eu _____ (VER) um cachorro andando à beira do mar. Eu _____ (CHAMAR), mas ele não _____ (VIR). Eu _____ (FICAR) muito triste, mas minha mãe _____ (DIZER) que provavelmente o cachorro _____ (TER) medo das pessoas. Meu irmão _____ (CHEGAR) perto do cachorro e _____ (PÔR) a mão na cabeça dele. O cachorro _____ (MORDER) meu irmão. Que domingo!

Fill in the blanks with appropriate vocabulary.

1. Usamos os pés e as pernas para _____ .
2. Usamos as mãos para _____ .
3. Usamos _____ e _____ para falar.
4. Usamos _____ para comer.
5. Usamos _____ para beijar.
6. Usamos _____ para abraçar.
7. Nós cheiramos com _____ .
8. Você gosta de pintar as _____ ?
9. Ronaldo tem _____ redondo.
10. Seu _____ é ruivo.

Use the translation of the words opposite each question in your answer.

Com quem você foi ao cinema? **With her**

– Fui ao cinema **com ela**.

1. Com quem ele jantou? **With us**
2. Onde é que ela está sentada? **Far from me**
3. Com quem nós falamos? **With her**
4. Com quem eles passearam? **With me**
5. De quem é que recebi uma carta? **From him**
6. Onde é que o cantor está sentado? **Near us**

Substitute the emphasized word(s) with the correct object of preposition pronoun.

1. Eu gosto de **Roberto**.
2. Ele pensava em **Maria**.
3. Você chegou depois de **Ana** e de **mim**.
4. O presente é para **Plínio e Lucélia**.
5. Segundo **minhas tias**, vai chover.
6. **Eu** sei. Ele falou para _____.
7. Berta se sentou perto de **você e Jonas**.
8. Você tem medo de **seu pai**.
9. Raul vai com **você e comigo**.
10. Eles perguntaram à **dona Isabel**.

Substitute the emphasized words with the correct **subject pronoun**.

1. **Elisa e eu** gostamos de nadar.
2. **Os rapazes** jantaram tarde.
3. **A minha mãe** chegou ontem.
4. **Você e Paulo** querem dançar?
5. **O exame** foi difícil?
6. **O médico** tem medo de dentistas.
7. **Liliana e Neide** são alunas boas.
8. **Meus irmãos e minhas irmãs** foram ao cinema.

Repeat each sentence, using the simple form of the **indirect object pronoun**. Place this pronoun before the verb. Observe in the following example:

A professora entrega o trabalho **à moça**.

– A professora **lhe** entrega o trabalho.

1. O tio Alfredo escreve **a nós**.
2. Mário dá o livro **a mim**.
3. Eu pergunto isto **aos meus amigos**.
4. Nós escrevemos **ao presidente**.
5. Os jovens dão a informação **aos visitantes**.
6. Ela diz a verdade **ao advogado**.
7. O pai entregou as chaves do carro **a Luciano e a mim**.
8. Ele oferece o dinheiro a Pedro, **a Alice e a meu irmão**.

Fill in the blanks with **direct** and **indirect object pronouns**:

1. O Sr. Mendes _____ deu o emprego. (**to me**)
2. O Sr. Mendes _____ deu a mim. (**it**)
3. Eles _____ veem todos os dias. (**them, fem.**)
4. A gerente _____ entrega os cheques. (**to us**)
5. A gerente _____ entrega a nós. (**them, masc.**)
6. Trazem- _____ os discos. (**us**)
7. Ela _____ põe em cima da mesa. (**it, masc.**)

Fill in the blanks with the correct **reflexive pronoun**.

1. Eu _____ levantei cedo.
2. Eles _____ sentiram mal.
3. Ana e eu _____ sentamos perto da porta.
4. Você e Paulo _____ divertiram muito?
5. Minha filha _____ esqueceu de fazer a lição.
6. Você _____ deitou tarde ontem?

Fill in the blanks with the correct form of **por**; use the correct combinations when necessary:

1. Obrigado _____ (os) presentes.
2. Você entrou _____ (a) janela?
3. Muito obrigado _____ (a) sua paciência
4. Obrigada _____ (as) fitas.
5. Peço desculpas _____ ser tão curioso.
6. Obrigado _____ não fumar.

7. Você vai passar _____ (a) praia?
8. Temos que sair _____ (a) porta da frente.

Answer each question in the affirmative, using only the verb and the simplest form of the **possessive**. Observe in the following examples:

Esse lápis é **seu**? – Sim, é **meu**.

Esta xícara é **do João**? – Sim, é **sua**.

1. Aquele rádio é da Mariana?
2. Aquele rádio é do Paulo?
3. Essas bicicletas são suas?
4. Estes sapatos são da Ana?
5. Esse quarto é da dona Margarida?

Answer each question in the **affirmative**, using only the verb and the **most explicit form** of the **possessive**.

Aquele lápis é **seu**? – Sim, é **meu**.

Aquela cadeira é **da Patrícia**? – Sim, é **dela**.

1. Estas fitas são do Ricardo?
2. Aquele toca-discos é da Luísa?
3. Esse colchão aí é seu?
4. Estas flores aqui são das suas amigas?
5. Aquela casa era dos meus tios?

Repeat each sentence replacing the direct object with an **object pronoun**. Place the pronoun before the verb.

Dona Matilde vendeu **a casa**. Dona Matilde **a** vendeu.

1. O Norberto subiu **as escadas**.
2. Nós comemos **os sanduíches**.
3. Eles viram **o seu carro**.
4. Eu servi **o café**.
5. Minha mãe pôs **as cartas** na mesa.
6. O diretor explicou **o problema**.

Repeat each sentence giving the alternate simple form for the **indirect object pronoun**. Place the pronoun before the verb.

Ela telefonou **para ele**. Ela **lhe** telefonou.

1. Eu entreguei **a ela**.
2. Ela escreveu **a mim**.
3. João emprestou **a nós**.
4. Nós perguntamos **a eles**.
5. A mãe disse **a elas**.
6. Os rapazes pagaram **a ele**.

11.3 Missing, got deleted

Repeat each sentence, putting the verb in the **future** tense. Observe in the following example:

Alice esteve em casa.

Alice **estará** em casa.

1. João falava português.
2. Eu disse a verdade.
3. Nós fomos ao Brasil.
4. Matricularam-se na universidade.
5. Maria Aparecida era famosa.
6. Eu faço cinco matérias.
7. Paulo traz os jornais para o escritório.
8. José Maria e Júlio César encontraram a solução.

Repeat each sentence, putting the verb in the **conditional** tense.

Ele fazia um curso.

Ele **faria** um curso.

1. Marcos viajará a Portugal.
2. Ela e eu herdamos uma fortuna.
3. Especializam-se em Física.
4. Nós dissemos a verdade.
5. Maria de Lourdes tocou a fita da Quinta Sinfonia.
6. Eu dirijo o carro.
7. Ele deu um beijo no filho.
8. Os amigos foram ao cinema.

Write the sentences replacing **nós** with **a gente**. Observe in the example:

Nós falamos português.

A gente fala português.

1. Queremos comprar um novo tapete.
2. Ontem nós comemos naquele restaurante chinês no centro.
3. Diremos a verdade.
4. Vamos botar o número dele no quadro.
5. Já desligamos a televisão.
6. Gostamos muito de caminhar na praia.

Fill the blanks with **tudo** or **todo/a/os/as**:

1. _____ estes bolos estão ótimos.
2. Ela volta a Campinas _____ inverno.
3. Trouxe _____ as frutas que vi no mercado.
4. Já li _____ isso. Já assisti _____ esses filmes.
5. Ele diz _____ o que pensa.
6. A gente quer aprender _____ sobre o Rio Paraná.
7. Os meninos gostam de _____ os programas da TV.
8. Estamos procurando emprego e já temos _____ os documentos. Nós vamos sair do país e já temos _____.
9. Você achou _____ o que procurava?
10. Para completar _____ o trabalho, o Antônio ficou _____ a manhã no escritório.
11. Você sabe que ele vai ao escritório _____ manhã?

Fill in the blanks with the correct form of the verb in parentheses:

1. Ele duvida que Lúcia _____ (estar) doente.
2. Esperamos que o diretor não nos _____ (dar) mais tarefas.
3. É bem possível que o manual não _____ (ter) todas as páginas.
4. Pode ser que os rapazes _____ (querer) ficar aqui.
5. É preciso que minha irmã _____ (ir) ao dentista amanhã.
6. Quero que vocês _____ (imprimir) o documento.
7. Minha mãe tem medo de que eu _____ (perder) a chave da casa.
8. Espero que a minha amiga me _____ (deixar) o seu endereço.

9. Aconselho-lhes que não _____ (vender) o computador usado.
10. É possível que _____ (chover) no domingo.
11. É certo que a máquina de escrever _____ (estar) quebrada.
12. Não acredito que ela _____ (ser) capaz de tal coisa.
13. Ela espera _____ (poder) partir depois de amanhã.
14. O pai pede que eu _____ (ir) buscar o jornal.
15. O pai me pede para _____ (ir) buscar o jornal.

Complete os espaços em branco com uma forma correta de **haver**:

1. Atualmente na minha vizinhança _____ muitas famílias estrangeiras.
2. No ano 2050 _____ mais de duzentos e trinta milhões de brasileiros.
3. _____ gente demais na festa que a Susana ofereceu.
4. _____ um brinquedo embaixo da cama.
5. Os políticos esperam que não _____ uma investigação.

18.1 A. Preencha as lacunas com *por* ou *para*:

1. Quanto você pagou _____ aquele carro? Seu carro foi vendido _____ Paulo?
2. Nós vamos _____ a biblioteca _____ estudar.
3. O jogo está _____ começar e um dos times ainda não apareceu _____ aqui.
4. O advogado escreveu a carta _____ seu cliente que não sabia nem ler nem escrever.
5. Leiam este artigo _____ terça. Vocês tem que ler cinco _____ mês.
6. Meu primo ficou no Rio _____ quinze dias. _____ ele, é a cidade mais bonita do mundo.
7. Você passa _____ aquele parque quando você está indo _____ minha casa.
8. Este presente é _____ você. Você pode trocar _____ outra coisa se você quiser.
9. Meu irmão chegou em casa _____ meia-noite e _____ isso minha mãe ficou furiosa.

18.2 A. Substitua a expressão em inglês pela forma correta em português:

1. Ele sempre (made fun of) ela.
2. A filha nunca (pays attention to) os conselhos do pai.
3. Quando é que o professor (will call the roll)?
4. (It was very cold) ontem à noite.
5. O médico aconselha que eu (diet) porque sofro do coração.

6. (Pretend) que você não a viu.
7. Você não pagou o que me deve. (It doesn't matter).
8. Depois de (shopping), voltamos para casa.

19.1 A. Repita as orações seguintes, pondo o verbo na **forma composta** de acordo com o modelo:

Rute atravessou a rua.

Rute **tinha atravessado** a rua.

1. Eu vejo o guarda.
2. Dizíamos que não.
3. Veio antes das nove.
4. Ele sai cedo.
5. Eles punham a gasolina no carro.
6. Fomos ver o filme três vezes.

19.1 B. Junte as duas orações, seguindo o modelo:

Eu cheguei. Você saiu com os seus primos.

Quando eu cheguei, você **já** tinha saído com os seus primos.

1. Você telefonou. Nós pagamos as contas.
2. Pedro as convidou. Elas aceitaram outro convite.
3. A atriz ganhou o prêmio. A gente viu o filme duas vezes.
4. Meu avô lhes ofereceu o apartamento. Vocês alugaram outro.
5. Ela começou a atravessar a rua. O sinal mudou.

19.3 A. Complete com o vocabulário apropriado:

1. O pai do meu pai é meu _____.
2. A filha da minha irmã é minha _____.
3. A mulher do meu tio é minha _____.
4. Eu sou a _____ da minha avó.
5. Minha mãe é a _____ do meu pai.
6. Os filhos dos meus tios são meus _____.
7. Minha tia é a _____ do meu pai.

8. Meus tios, sobrinhos e primos são meus _____.
9. O pai do meu marido é meu _____.
10. Eu sou a _____ da mãe do meu marido.

20.4 A. Reescreva as orações seguintes de acordo com o modelo:

João **lê** o cardápio.

João **tinha lido** o cardápio.

1. Ela escolhe o prato.
2. Eles se despedirão dos amigos.
3. Experimentamos o caldo que ele preparou.
4. O garçom traria a conta.
5. Nós não dizíamos nada.
6. Os convidados provam o vinho.

21.2 A. Complete:

1. Prefiro estudar uma língua que _____.
2. Se o computador quebrar, _____.
3. Eu quero um/uma namorado/a que _____.
4. Se fizer muito calor, _____.
5. Estou procurando alguém que _____.
6. Quando ele descobrir o que fizemos, _____.

22.1 Practice – Prática

22.1 A. Repita as seguintes orações, começando com: Ele esperava que...:

Eu ganhei uma bolsa de estudos. **Ele esperava que** eu ganhasse uma bolsa de estudos.

1. Eu fui ao cinema com ele.
2. Não falamos com o advogado por mais de uma hora.
3. Seu pai lhe emprestou o carro.
4. Nós recebemos as verbas.

5. O Roberto conseguiu um empréstimo do banco.
6. As moças trouxeram um presente.

22.1 B. Passe o verbo da oração principal para o **condicional** e faça as outras modificações necessárias:

Eu irei à Espanha se eu tiver dinheiro. Eu **iria** à Espanha se tivesse dinheiro.

1. Eu o convidarei para jantar se ele ainda estiver por aqui.
2. Nós a veremos se ela vier amanhã.
3. Eles partirão se terminarem a pesquisa.
4. As crianças compreenderão se você pronunciar devagar.
5. Iremos a Portugal se recebermos uma bolsa de estudos.
6. Se ela for ao Brasil, viajará por todo o país.
7. Se você abrir a porta, receberemos mais ar.
8. Se houver tempo, faremos uma viagem à Argentina.
9. Se o empréstimo sair, acompanharei meu amigo ao México.
10. Se eu puder escolher, escolherei o livro de Jorge Amado.

22.1 C. Escreva as seguintes orações com o verbo principal no imperfeito do indicativo, e faça todas as modificações necessárias:

1. Ele quer comprar um romance que seja interessante.
2. Não há ninguém na festa que conheçamos.
3. Não vejo ninguém que me possa ajudar.
4. Duvido que haja mais de oitenta pessoas presentes.
5. Quero encontrar alguém que empreste o dinheiro.
6. É preciso que você preencha todos os formulários.
7. Não tenho nenhum amigo que gaste menos de \$1.000 por mês.
8. Queremos que eles aprovem o orçamento.
9. Tenho medo que não me concedam o empréstimo.
10. Não vejo ninguém que possa subir àquela árvore.

23.1 A. De acordo com o exemplo, junte os pares de orações abaixo usando a conjunção *caso*:

Ninguém está lá. Não vou esperar.

Caso ninguém esteja lá, não vou esperar.

1. Você não pode ir. O Nilton irá comigo.
2. Ele virá amanhã. Iremos juntos a um barzinho.
3. Não há ninguém lá. Tentarei ligar mais tarde.
4. Ela não me reconhece. Não terei que falar com ela.
5. Eu me esqueço do número. Vou procurar na lista telefônica.
6. Eles farão as pazes. Podemos convidar os dois.

23.1 B. Passe para o passado as suas respostas do exercício acima:

Caso ninguém esteja lá, não vou esperar.

Caso ninguém estivesse lá, não ia esperar.

23.1 C. Complete os espaços em branco com a forma correta dos verbos em parênteses:

1. Embora ela _____(zangar-se) comigo, vou dizer o que penso.
2. Ainda que eu _____(estar) apaixonada por ele, não perdoaria uma coisa dessas.
3. Faça o que você quiser, contanto que _____(resolver) logo.
4. A não ser que você _____(comprometer-se) a ajudar, não vou participar do projeto.
5. Mesmo que ele _____(dirigir-se) a mim, eu não responderia.
6. Raul disse que estaria lá às 7:30 contanto que o ônibus _____(chegar) na hora.

24.1 Practice – Prática

24.1 A. De acordo com o modelo, junte os pares de orações abaixo, usando **para que** como elemento de ligação:

Ela tem que gritar. Eu ouço.

Ela tem que gritar **para que** eu ouça.

1. Eu insisti muito. Joana pediu os folhetos da Casa de Portugal.
2. É preciso esperar na fila. Você tira o passaporte.
3. Precisamos de mais luz. Podemos ler.
4. Demos-lhes o dinheiro. Trouxeram a cerveja.
5. Ela me escreveu uma carta. Eu sabia a verdade.
6. Eu consegui o visto às pressas. Eu pude ir no dia seguinte.

24. 1 D. Complete os espaços em branco com a forma correta do **presente, pretérito** ou **futuro do subjuntivo**:

1. Logo que _____ problemas, vocês se lembrarão de mim. (haver)
2. Nós falaremos com Jorge contanto que nós o _____. (ver)
3. Era preciso que eles _____ tudo. (ler)
4. É possível que eu _____ \$500 antes do começo do verão. (poupar)
5. A moça procurava um namorado que _____ cozinhar. (saber)
6. Se nós _____ os sanduíches, eles nos darão a cerveja. (trazer)
7. Paulo iria à China se seus pais lhe _____ o dinheiro. (dar)
8. Júlio telefonará assim que ele _____. (querer)
9. Felipe duvida que seus primos _____ amanhã. (chegar)
10. Talvez ela não _____ atender o telefone agora. (poder)
11. Liane falou baixo para que nós não _____. (ouvir)
12. Os meninos vão fazer barulho quando eles _____. (sair)
13. Mariana não queria entrar na cozinha caso João _____ lavando os pratos. (estar)
14. Eu prefiro um voo que _____ depois do meio-dia. (partir)
15. Eliana tinha medo que eu _____ depois do trem ter partido. (vir)

26.1 Practice – Prática

26.1 A. Dê a forma diminutiva das seguintes palavras:

1. a mesa
2. o sapato
3. o hotel
4. a Ana
5. um nariz
6. a fita
7. a Lulu
8. a briga
9. o João
10. branco
11. meu amor
12. a faca
13. o anel
14. o porco
15. o Zé
16. o tatu
17. o coitado
18. querida
19. meu bem
20. fofo
21. a figa

22. a janela
23. o papel
24. o quadro
25. o beijo
26. a irmã

Complete com a forma diminutiva das palavras em parênteses:

1. É preciso dar um _____ nesse problema. (jeito)
2. _____! Ele não tem nenhum amigo. (pobre)
3. Você não quer um _____ de farofa? (pouco)
4. Psiu! Ande _____! (devagar)
5. O Brasil é um país tão _____. (bonito)
6. Vocês podiam dar uma _____? (mão)
7. Você assistiu o filme “_____ Querida”? (mamãe)
8. Volto em um _____, prometo. (minuto)

26.2 A. Escreva em português, usando uma expressão com **dar** para traduzir o que está em itálico:

1. I wonder if *there is going to be enough time?*
2. I need my passport tomorrow. Can't you *figure something out* for me?
3. We *gave Aninha a ride* to the market.
4. He *hit the man* who had taken his picture.
5. I am sure that Chico will *give me a hand* tomorrow.
6. Let's *take a ride* to see the spring flowers.
7. I wanted to go to Salvador for the weekend, but *it didn't work out*.
8. It *can't be done*. It's impossible.
9. Guto *realized* he had lost his camera when Angela asked to borrow it.
10. They *took a walk* around the lake.
11. My neighbor *has a real knack* for foreign languages.
12. What a shame you aren't *getting along with* your new roommate.

27.1 Practice – Prática

27.1 A. Complete os espaços em branco com o presente do subjuntivo ou com o presente composto do subjuntivo:

1. O gerente espera que o candidato ao emprego não _____ atrasado à entrevista amanhã. (chegar)
2. É possível que a diretora já _____ uma decisão. (tomar)
3. Sentimos muito que vocês não _____ ficar mais um pouquinho ontem à noite. (poder)
4. Talvez Otávio _____ no voo de hoje à tarde. (vir)
5. É triste que você não _____ tentar outra vez na semana que vem. (querer)
6. Pode ser que Paulo e Zé _____ lá em casa enquanto nós estávamos no clube. (passar)
7. Duvido que o filme já _____. (começar)
8. É pena que você ainda não _____ a sua área de especialização. (escolher)
9. Não é verdade que eles sempre _____ problemas. (ter)
10. É preciso que você _____ vinho ou cerveja para a festa da próxima sexta. (trazer)

27.1 B. Complete os espaços em branco com o pretérito, presente composto do indicativo ou presente composto do subjuntivo:

1. O advogado _____ o emprego ontem. (perder)
2. Espero que você _____ do curso que fez. (gostar)
3. Ontem Dora _____ de ter tanto trabalho. (queixar-se)
4. Ultimamente nós _____ bastante. (estudar)
5. Não acredito que a Irene _____ assaltada pela quarta vez no fim de semana passado. (ser)
6. É pena que Júlio não _____ a sua parte. (fazer).
7. Você _____ recentemente? (viajar)
8. Pedro _____ o pacote hoje de manhã. (abrir)
9. Estou contente que tudo _____ certo. (dar)
10. O guia não _____ nada a respeito do preço das entradas. (dizer)
11. Vocês _____ muito nele estes dias? (pensar)
12. É triste que a gente não _____ entrar em contato com ele. (conseguir)
13. Eu _____ um anúncio que me chamou a atenção no jornal de anteontem. (ver)
14. Eu espero que meu irmão _____ a conta de luz. (pagar)
15. Zezinho _____ muito doente ultimamente. (estar)

28.1 Practice – Prática

28.1 A. Escreva as orações abaixo, usando o **infinito pessoal**:

É possível que eles venham.

É possível (eles) **virem**.

1. Ela pediu que telefonássemos.
2. Não foram à festa porque estavam cansados.
3. Dou o dinheiro para que vocês possam viajar.
4. Ele mandou que fizéssemos tudo imediatamente.
5. É bom que eles estejam presentes.
6. Depois que disseram tudo, as moças foram embora.

28.1 C. Complete estas orações com a forma correta do presente, imperfeito ou futuro do subjuntivo:

1. Logo que você _____ dinheiro, podemos sair. (receber)
2. Nós faremos tudo contanto que não _____ problemas. (haver)
3. Era provável que Ana _____ tudo. (saber)
4. Ele procurava um carro que _____ econômico. (ser)
5. Se vocês _____ ajudar, ficarei contente. (poder)
6. O Beto iria se nós _____ . (deixar)
7. Eu vou fazer o pagamento quando o advogado _____. (pedir)
8. Meu pai duvida que nós _____ trabalhar. (querer)
9. Não havia nenhum som que ela não _____ repetir. (conseguir)
10. Eu fiz isso para que vocês me _____. (compreender)
11. Há alguém aqui que _____ carona a estranhos? (dar)
12. Tenho medo que eles _____ meu diário. (ler)
13. Ele planeja partir depois que nós _____. (chegar)
14. Você esperava que eu _____ o trabalho? (fazer)
15. Eu quero que você _____ a verdade. (dizer)
16. Não posso ajudar a não ser que vocês _____ os documentos em ordem. (pôr)
17. Eu disse que estaria lá caso eles _____ precisar de mim. (ir)
18. Se vocês _____ a cerveja, eu farei a comida. (trazer)
19. Meu namorado queria que eu _____ essa peça. (ver)
20. Eu ia ficar com a Elsa até que ela _____ melhor. (sentir-se)

28.1 D. Decida se o verbo que completa o sentido das orações abaixo deve ser **Indicativo, **Subjuntivo** ou **Infinitivo**, e depois escreva a forma correta no espaço em branco:**

- Ind/Subj/Inf 1. Se Alice _____ conosco, ela vai divertir-se. (ir)
- Ind/Subj/Inf 2. Nós jantaremos antes de _____ o projeto. (terminar)
- Ind/Subj/Inf 3. Joana disse que Roberto _____ seu melhor aluno. (ser)
- Ind/Subj/Inf 4. Nós não conhecíamos ninguém que _____ ajudar. (poder)

- Ind/Subj/Inf 5. Logo que ele vier, eu lhe _____ a decisão. (comunicar)
- Ind/Subj/Inf 6. Se vocês _____, ele teria lavado a louça. (pedir)
- Ind/Subj/Inf 7. Eles estudam para _____ notas boas. (tirar)
- Ind/Subj/Inf 8. Quando nós soubemos do acidente, ela já _____ do hospital. (sair)
- Ind/Subj/Inf 9. Eu prefiro um namorado que _____ bom senso de humor. (ter)
- Ind/Subj/Inf 10. Ele disse que ficaria lá até que você _____. (chegar)
- Ind/Subj/Inf 11. Era provável que alguém _____ a verdade. (descobrir)
- Ind/Subj/Inf 12. Meu irmão _____ que eu fizesse o trabalho por ele. (querer)
- Ind/Subj/Inf 13. Ela ficará aqui até tudo _____ pronto. (estar)
- Ind/Subj/Inf 14. Desde que ele _____ do interior, somente tem nos dado dor de cabeça. (chegar)
- Ind/Subj/Inf 15. É verdade que o fazendeiro _____ de cachaça. (gostar)
- Ind/Subj/Inf 16. Eu exijo que meus colegas _____ atenção ao que eu digo. (prestar)
- Ind/Subj/Inf 17. Eles iriam a Campinas mesmo que o tempo _____ ruim. (estar)
- Ind/Subj/Inf 18. Talvez eles _____ com Anita amanhã (almoçar)
- Ind/Subj/Inf 19. Ele duvida que eu _____ trombone. (tocar)
- Ind/Subj/Inf 20. Se você tivesse me avisado, eu não _____ a conta. (pagar)

29.1 B. Escreva as seguintes orações no subjuntivo, de acordo com o modelo:

Ele se barbeia toda manhã. (**É necessário**)

É necessário que ele se barbeie toda manhã.

1. Eles se odeiam uns aos outros. (**É pena**)
2. Anita não perdoa a traição da amiga. (**É lamentável**)
3. Nós chateamos meu irmão e seus amigos. (**Não é verdade**)
4. O avião voa baixo sobre a cidade. (**É perigoso**)
5. Eu não me bronzeio rápido demais. (**É bom**)

29.1 C. Reescreva as orações do exercício anterior no imperfeito e depois reescreva as suas respostas no passado, de acordo com o modelo:

Ele se barbeia toda manhã.

Ele **se barbeava** toda manhã.

Era necessário que ele **se barbeasse** toda manhã.

30.1 A. Complete os espaços em branco com a forma correta dos verbos em parênteses:

1. Tenho medo que o Alfredo não _____ (dirigir) tão bem quanto o irmão.
2. Iremos todos juntos contanto que _____ (cabere) no carro dele.

3. É preciso _____ (diminuir) a marcha.
4. Ele não quer que você _____ (perder) as chaves do carro dele.
5. Antes de vocês _____ (sair) de viagem, dêem uma olhada nos pneus.
6. Se o Marcelo _____ (frear) não teria batido no carro da frente.

24. 1 C. Repita as orações seguintes, começando com **talvez**:

1. A sua sogra não quer ficar.
2. O piloto nos convida para visitar a cabine.
3. Fazemos as reservas hoje de tarde.
4. Ela não ia por estar muito cansada.
5. Marta não queria viajar de trem.

Capoeira

Cultural Component- Componente Cultural: Capoeira

Levada por escravos africanos, a capoeira apareceu no Brasil durante o período da escravidão. Inicialmente era uma luta mas depois passou a ter características de jogo ou dança. Os maiores capoeiristas de todos os tempos foram Mestre Besouro, Mestre Pastinha e Mestre Bimba.

O principal instrumento tocado para acompanhar o jogo de capoeira é o berimbau. O berimbau consiste de um arame esticado em um arco, uma cabaça e um chocalho.

Os jogadores formam uma roda e começam a lutar, dando golpes no ar, sem haver contato pessoal. Eles usam as mãos, os braços e os cotovelos como apoio; somente os pés são usados para golpear. Na capoeira é muito importante saber movimentar o corpo, tendo agilidade, flexibilidade, coordenação e destreza.

Vocabulary- Vocabulário

- o apoio [*support*]
- o arame [*wire*]
- o arco [*bow*]
- a cabaça [*dry gourd*]
- o chocalho [*rattle*]
- a dança [*dance*]
- a destreza [*dexterity*]
- a escravidão [*slavery*]
- o/a escravo/a [*slave*]
- esticado [*strung*]
- o golpe [*thrust, blow*]
- o jogo [*game*]
- a luta [*fight, struggle*]
- o maior [*the biggest/greatest*]
- a roda [*circle*]

O samba

Cultural Component- Componente Cultural: O samba

O samba é ao mesmo tempo um ritmo e uma dança que se desenvolveram no Brasil através dos anos. O samba chegou à sua forma atual depois de passar por várias etapas e sofrer diversas influências, principalmente de ritmos africanos. No início do século vinte o samba começou a ser aceito pela burguesia brasileira, em grande parte graças à enorme penetração e influência da rádio.

Há vários tipos de samba, como o samba-de-roda, o batuque, o samba-canção, etc., cada um com seu ritmo e passos diferentes. Os instrumentos usados para tocar o samba são principalmente de percussão havendo vários tipos diferentes de tambores. Entre os sambistas mais famosos, temos os nomes de José Barbosa da Silva (o Sinhô), Noel Rosa, Alfredo Viana (o Pixinguinha), Ari Barroso, Dorival Caymmi, e Chico Buarque.

O samba é tradicionalmente associado ao carnaval e às escolas de samba, cujo desfile constitui o ponto alto do carnaval carioca. Mas na verdade o samba é tocado e dançado o ano todo, no país inteiro, porque é o veículo para os compositores populares expressarem os mais diversos sentimentos e emoções, desde a alegria intensa à tristeza profunda, desde o amor não-correspondido ao protesto político.

Vocabulary- Vocabulário

- a alegria [*joy*]
- o amor não-correspondido [*unrequited love*]
- através de [*along, through*]
- o compositor [*composer*]
- desenvolver-se [*to develop*]
- o desfile [*parade, pageant*]
- em grande parte [*to a large extent*]
- a escola de samba [*samba group*]
- a etapa [*period, phase*]
- a forma [*form, shape*]
- graças a [*thanks to*]
- o início [*beginning*]
- o passo [*step*]
- o ponto alto [*high light*]
- o/a sambista [*samba composer, singer or dancer*]
- o século [*century*]
- o sentimento [*feeling*]
- sofrer [*to undergo*]
- o tambor [*drum*]

- a tristeza [*sadness*]

O futebol

Cultural Component- Componente cultural: O futebol

O futebol é, de longe, o esporte mais popular do Brasil. Foi introduzido no país, em fins do século dezenove, por negociantes ingleses que moravam no Rio de Janeiro. Inicialmente era um esporte de elite, mas aos poucos foi se popularizando, até chegar a ser, como é hoje em dia, a grande festa do povo.

A popularização do futebol foi facilitada pelo aparecimento de times como o Flamengo, no Rio de Janeiro, e o Corinthians, em São Paulo, e também pela construção dos grandes estádios como, por exemplo, o Maracanã, no Rio de Janeiro, o Mineirão, em Belo Horizonte, e o Beira-Rio, em Porto Alegre. Nesses, e em muitos outros estádios, as torcidas dos grandes clubes demonstram seu entusiasmo nas tardes de domingo. Mas o futebol não é jogado somente nos grandes estádios; em qualquer lugar é possível ver crianças, jovens, e adultos jogando uma partida, frequentemente de forma improvisada, com em uma pelada.

O futebol desempenha importante papel na cultural brasileira, não somente como esporte e diversão mas também por ter outras funções, sociais, econômicas, e políticas.

Vocabulary- Vocabulário

- aos poucos [*little by little*]
- de longe [*by far*]
- a diversão [*entertainment*]
- em fins de [*at the end of*]
- hoje em dia [*nowadays*]
- a partida [*game or match*]
- a pelada [*pick-up soccer*]
- o time [*team*]
- torcer [*to cheer, root for*]
- a torcida [*group of fans*]

Portugal

Cultural Component- Componente Cultural: Portugal

Portugal fica na Península Ibérica e é um país pequeno- é um dos menores países do continente europeu. Tem uma população de mais de dez milhões de habitantes- isso inclui os habitantes das ilhas dos Açores e da Madeira que são partes integrais da Metrópole. “A Metrópole” significa Portugal continental. A capital de Portugal é Lisboa, a maior cidade do país e a mais movimentada. Vale a pena visitá-la. As bases da economia portuguesa são a agricultura e a pesca; mas há também indústrias tais como fábricas de cerâmica e louça, indústria têxtil e os estaleiros. Outra indústria a desenvolver-se rapidamente é o turismo. Portugal tem muito para o turista ver: castelos, monumentos históricos, paisagens lindíssimas, e praias. E o clima é clima é dos melhores, muito sol e céu azul, temperaturas amenas e pouca chuva. O povo português é muito simpático e está sempre pronto para ajudar o estrangeiro. É preciso mencionar que a pronúncia portuguesa é bem diferente da brasileira; é mais difícil compreender um português do que um brasileiro. Se a gente já aprendeu a pronúncia brasileira e vai a Portugal, tem que treinar o ouvido durante um ou dois dias antes de poder compreender tudo.

Vocabulary- Vocabulário

- os Açores [*the Azores*]
- a agricultura [*agriculture*]
- ameno, -a [*pleasant*]
- a base [*base, basis*]
- a cerâmica [*ceramics*]
- a economia [*economy*]
- o estaleiro [*shipyard*]
- a ilha [*island*]
- a indústria [*industry*]
- o monumento [*monument*]
- a paisagem [*landscape*]
- a Península Ibérica [*the Iberian Peninsula*]
- a pesca [*fishing*]
- a pronúncia [*pronunciation*]
- a temperatura [*temperature*]
- têxtil – textile

Agora consulte um mapa de Portugal. Veja os nomes das várias províncias. Compare este mapa com o do Brasil.

CC-Portugal.1 A.

Responda em português:

1. Onde fica Portugal e como é?
2. Portugal é maior do que o Brasil?
3. Qual é a população de Portugal?
4. Qual é a base da economia portuguesa?
5. Por que o turista visita Portugal?
6. Por que a gente que estudou o português do Brasil vai ter um pouco de dificuldade durante os primeiros dias de sua visita a Portugal?
7. O que é Lisboa?
8. Qual dos dois países tem mais habitantes, Portugal ou o Brasil?

CC-Portugal.1 B.

Escreva em português:

Portugal is one of the smallest countries in Europe.
Its capital is Lisbon, which is the largest city in the country.
It is as easy to travel in Portugal as in other countries.
The Portuguese people are very kind to foreign tourists.

Candomblé

Cultural Component- Componente Cultural: Candomblé

O candomblé é uma complexa religião levada para o Brasil pelos escravos africanos. Os sacerdotes do candomblé se chamam pais-de-santo ou mães-de-santo, e seus deuses, orixás. O Deus Supremo é Oxalá. Como os senhores proibiam a prática do candomblé, os escravos passaram a identificar cada orixá com um santo católico. Assim, por exemplo, Santa Bárbara é Iansã e a Virgem Maria é Iemanjá. Graças a esta correspondência (chamada sincretismo) entre orixá e santo católico, foi possível não somente a preservação como também a integração da religião africana à cultura brasileira. Apesar da maioria católica, o candomblé tem grande penetração em todas as camadas sociais e raciais da população. É também importante fonte de inspiração para os artistas brasileiros, como Jorge Amado e Carybé.

Vocabulary- Vocabulário

- a camada [*level*]
- o deus [*god*]
- a fonte [*source*]
- passar a [*to begin to*]
- o sacerdote [*priest*]
- o/a santo, -a [*saint*]

A diversidade brasileira

Cultural Component- Componente Cultural: A diversidade brasileira

O Brasil é um país de contrastes, ao mesmo tempo rico e pobre, rural e urbano, liberal e conservador. Sua diversidade pode ser observada no clima, na natureza, na geografia, na população, na música, na religião, e em muitos outros aspectos.

A cultura brasileira recebeu contribuições dos europeus, africanos e asiáticos. Os portugueses chegaram ao Brasil no século dezesseis e prevaleceram sobre os indígenas e também sobre outros europeus, como os franceses e holandeses, que tentavam tomar posse da terra. Assim, podemos dizer que os portugueses colonizaram o Brasil até a Independência, ocorrida no dia 7 de setembro de 1822. Depois disso, a forma de governo foi a Monarquia, até que a República foi proclamada, no dia 15 de novembro de 1889.

Nos séculos dezenove e vinte, outros europeus (principalmente italianos e alemães), e também asiáticos (principalmente japoneses) chegaram ao país como imigrantes, desta forma aumentando ainda mais a diversidade da nossa cultura.

O Brasil é o quinto maior país do mundo em extensão e em população. Com uma população de cerca de duzentos milhões de pessoas em 2013, o país tem vinte e seis estados e um Distrito Federal, onde fica a capital, Brasília. Construída especialmente para ser a capital da nação, Brasília foi inaugurada em 1960, substituindo assim a antiga capital, o Rio de Janeiro.

A economia brasileira é uma das cinco mais fortes do mundo ocidental e o país é um dos maiores exportadores de café, soja, açúcar, minério de ferro, suco de laranja, e produtos manufaturados. Apesar da desigualdade econômica e da gravidade dos seus problemas sociais ecológicos, o Brasil tem imenso potencial de desenvolvimento graças à criatividade do seu povo e a abundância e a diversidade das suas riquezas minerais e biológicas.

Vocabulary- Vocabulário

- antigo, -a [*old, former*]
- cerca de [*about, approximately*]
- conservador [*conservative*]
- o desenvolvimento [*development*]
- a desigualdade [*inequality*]
- desta forma [*thus*]
- forte
- graças a [*thanks to, due to*]
- a gravidade [*seriousness*]
- holandês, holandesa [*Dutch*]
- o minério de ferro [*iron ore*]
- ocidental [*Western*]

- a posse [*possession*]
- prevalecer [*to prevail*]
- a riqueza [*wealth, riches*]
- a soja [*soy (beans)*]

DB Praticice- Prática

CC-DB.1 A. Responda em português:

1. Por que o Brasil é um país de contrastes?
2. Que importância teve a imigração na formação da cultura brasileira?
3. Em que ano o Brasil ficou independente de Portugal?
4. Que tipos de governo o Brasil já conheceu?
5. Qual é a atual capital do Brasil?
6. Quantos estados o Brasil tem?
7. Quais são os principais produtos de exportação do país?
8. Você acha que há motivos de otimismo para o futuro do Brasil?

CC-DB.1 B.



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<https://wisc.pb.unizin.org/portuguese/?p=95>

Jogo do Bicho

Cultural Component- Componente Cultural: Jogo do Bicho

O jogo do bicho é uma loteria diária que usa os nomes de vinte e cinco animais para identificar grupos de números. Foi criado no século dezanove para ajudar a custear a construção do Jardim Zoológico do Rio de Janeiro. Desde a sua criação, este tipo de jogo tem sido muito popular entre as classes menos favorecidas porque não há limite mínimo de aposta e também, é claro, por causa da promessa de ganho fácil. O jogo do bicho também é muito popular entre os analfabetos porque os desenhos dos animais simplificam o processo de aposta. Fazer uma fezinha é, assim, parte da rotina diária de grande número de brasileiros.

O jogo do bicho está fortemente enraizado na cultura brasileira devido às ligações dos animais com o folclore nacional e ao elemento de superstição existente no comportamento das pessoas. Por ser tão popular, o jogo do bicho, tecnicamente ilegal, é tolerado pelas autoridades no país inteiro. Os bicheiros não pagam imposto de renda e chegam a fazer grandes fortunas. Alguns deles se envolvem em causas públicas e outros em espetáculos populares, patrocinado, por exemplo, o desfile das escolas de samba do Rio de Janeiro.

Vocabulary- Vocabulário

- o analfabeto [*illiterate*]
- o bicheiro [*bookie in illegal lottery*]
- a classe menos favorecida [*low-income class*]
- custear [*to fund*]
- desde [*since*]
- o desenho [*drawing*]
- o desfile [*parade*]
- enraizado [*rooted*]
- fazer uma fezinha [*to place a bet (in the jogo do bicho)*]
- o imposto de renda [*income tax*]
- o jogo do bicho [*animal lottery*]
- patrocinar [*to sponsor*]
- a superstição [*superstition*]

A comida

Cultural Component- Componente cultural: A comida

Da mesma forma que outros aspectos da cultura brasileira, a comida também revela influências indígenas, africanas e européias. Entre as contribuições dos primeiros habitantes desta terra, temos o consumo de farinha de mandioca, peixes, palmitos e numerosas frutas tropicais. Da África veio o gosto pelo arroz e pelo feijão, o uso do leite de coco e do óleo de dendê para cozinhar, e a predileção pelo cuscuz. Outra importante contribuição africana foi a grande variedade de pratos associados a cerimônias religiosas dos iorubá. Quase todos esses pratos são conhecidos hoje em dia como “comida baiana”: o acarajé, o caruru, o vatapá, etc. Os portugueses trouxeram o uso do sal, do açúcar, do leite de vaca, da farinha de trigo, e dos ovos de galinha, bem como o gosto pelos doces e sobremesas.

Algumas comidas são encontrados através de todo o país enquanto outras são mais limitadas a uma certa região. Como exemplos do primeiro caso temos o cozido, a dobradinha com feijão branco, e a feijoada completa (que inclui o arroz, farofa, e molho); entre os pratos regionais, podemos citar o churrasco gaúcho, o cuscuz paulista, o tutu à mineira, a carne de sol nordestina, o pato no tucupi do Pará, e o xinxim de galinha da Bahia. Finalmente, em áreas que receberam imigrantes nos fins do século dezanove e começo do século vinte, nota-se influência das culinárias italiana, japonesa, e sírio-libanesa.

Vocabulary- Vocabulário

- o acarajé [*black-eyed pea fritters*]
- a carne de sol [*sun-dried, salted meat; jerky*]
- o caruru [*stew made with okra, greens, shrimp and palm oil*]
- o churrasco [*barbecue*]
- o cozido [*stew using different meats and vegetables*]
- a culinária [*cuisine*]
- a dobradinha [*tripe stew*]
- a farinha de (mandioca, trigo) [*(manioc, wheat) flour*]
- gaúcho [*from Rio Grande do Sul; cowboy*]
- o gosto [*taste*]
- hoje em dia [*nowadays*]
- o leite de coco [*coconut milk*]
- a mandioca [*cassava, manioc, yuca*]
- mineira [*from Minas Gerais; miner*]
- nordestina [*from the Northeast; northeastern*]
- o óleo de dendê [*palm oil*]
- o pato [*duck*]
- a sobremesa [*dessert*]

- o trigo [*wheat*]
- o tucupi [*sauce prepared by mixing pepper and manioc flour with duck meat juices*]
- o tutu [*dish of beans with manioc starch and smoked pork fat*]
- o vatapá [*puree of fresh and dried shrimp, ground peanuts and cashews, ginger, dried bread crumbs and palm oil*]
- o xinxim [*stew made with spices, palm oil, ground peanuts and squash seeds, and dried shrimp*]

As festas e os feriados

Cultural Component- Componente cultural: As festas e os feriados

O calendário brasileiro inclui numerosos feriados e dias santos. Os feriados geralmente comemoram eventos importantes da história nacional, como a Independência ou a Proclamação da República. Os dias santos fazem parte das observações religiosas da Igreja Católica, como o Dia de Todos os Santos ou o Dia de Natal. As festas combinam o motivo religioso e as celebrações folclóricas; as festas juninas, por exemplo, são ao mesmo tempo festejos católicos (em homenagem a Santo Antônio, São João, e São Pedro) e atividades folclóricas relacionadas à colheita do milho. O período mais animado do ano é, sem dúvida, o Carnaval, o qual tem lugar em fevereiro ou março. Comemorado em todo o país, o Carnaval dura quatro dias, desde o Sábado de Carnaval até a Terça-Feira Gorda. A Quarta-Feira das Cinzas marca o início da Quaresma.

Vocabulary- Vocabulário

- o Carnaval [*Carnival*]
- o dia santo [*religious holiday*]
- o feriado [*holiday*]
- o feriado religioso [*religious holiday*]
- as férias [*vacation*]
- as festas [*the holidays*]
- festas juninas [*June holidays*]
- o/a padroeiro, -a [*patron saint*]
- a Páscoa [*Easter*]
- a Quaresma [*Lent*]
- a Quarta-Feira de Cinzas [*Ash Wednesday*]
- a Terça-Feira Gorda [*Mardi Gras, Fat Tuesday*]
- a véspera [*eve*]
- véspera de Natal [*Christmas Eve*]
- véspera de Ano Novo (Ano Bom) [*New Year's Eve*]
- o Dia de Ano Novo (Ano Bom) [*New Year's Day*]
- o Dia do Trabalho [*Labor Day, May Day*]
- o Dia da Independência [*Independence Day*]
- o Dia de Todos os Santos [*All Saints' Day*]
- o Dia de Finados [*All Souls' Day*]
- o Dia de Natal [*Christmas Day*]
- Feliz Páscoa! [*Happy Easter!*]
- Feliz Natal/Boas Festas! [*Merry Christmas!*]
- Próspero Ano Novo! [*Happy New Year!*]

O meio ambiente

Cultural Component- Componente Cultural: O meio-ambiente

Ao longo da década de oitenta, a opinião pública brasileira foi ficando cada vez mais consciente da importância da preservação do meio-ambiente. Numerosos casos alarmantes como, por exemplo, as queimadas da selva amazônica, receberam bastante destaque na imprensa. Como resultado, o público ficou convencido de que os ambientalistas tinham razão de condenar a destruição das nossas riquezas naturais e de enfatizar a relação existente entre um meio-ambiente saudável e o bem-estar geral da população. A geração mais jovem, principalmente, tem tomado uma atitude bastante ativa contra a poluição das nossas cidades e a favor da proteção das riquíssimas flora e fauna do Brasil.

Vocabulary- Vocabulário

- a/o ambientalista [*environmentalist*]
- ao longo [*along*]
- o bem-estar [*well-being*]
- consciente [*aware*]
- a década de oitenta [*the eighties*]
- o destaque [*prominence*]
- a geração [*generation*]
- a imprensa [*the press*]
- o meio-ambiente [*environment*]
- a queimada [*burning-over*]
- a riqueza [*wealth*]
- riquíssimas [*extremely rich or diverse*]
- a selva [*rain forest; jungle*]

Media Examples

Please listen to the following vocabulary terms connected to the body and then practice your own pronunciation:



An audio element has been excluded from this version of the text. You can listen to it online here:
<https://wisc.pb.unizin.org/portuguese/?p=2251>

Telefonema Velho Vizinho Voz Abrir Comer Compreender Conhecer Convidar Ensinar Entrar Escolher Fechar Morar Ouvir Partir Receber Telefonar Trabalhar Viver Ainda não <a

https://wisc.pb.unizin.org/app/uploads/sites/23/2016/08/L03_054_Como-se-diz.mp3>Como se diz Como se escreve Diga-me Estar de pé Estar sentado Fazer compras Fazer perguntas Já está na hora O que quer dizer Puxa Um pouco de L03_032_Tanto L03_031_Revista L03_030_Recado L03_029_Problema L03_028_Presente L03_027_Porque L03_026_Parque L03_025_País L03_024_Outro L03_023_Novo L03_022_Novamente L03_022_Manhã L03_021_Jornal L03_021_Hora L03_021_Fácil L03_020_Difícil L03_019_Convite L03_018_Coisa

uploads/sites/23/2016/08/L03_017_Cidade.mp3">L03_017_Cidade L03_016_Centro L03_015_Carta L03_014_Campo L03_013_Assim L03_012_Ali L03_011_Ainda L03_010_Russo L03_009_Português L03_008_Japonês L03_007_Italiano L03_006_Inglês L03_005_Holandês L03_004_Francês L03_004_Espanhol L03_003_Chinês L03_002_Alemão L03_001_Árabe <p></p>