

PORTUGUESE

BASIC COURSE

VOLUME I

LESSONS 1 - 10

SEPTEMBER 1968

**DEFENSE LANGUAGE INSTITUTE
FOREIGN LANGUAGE CENTER**

PREFACE

The Portuguese (Brazilian) Course, consisting of 75 lessons in 6 volumes, is one of the Defense Language Institute's Basic Course Series. The material was developed at the Defense Language Institute and approved for publication by the Institute's Curriculum Development Board.

The course is designed to train native English language speakers to Level 3 proficiency in comprehension and speaking and Level 3 proficiency in reading and writing Portuguese. The texts are intended for classroom use in the Defense Language Institute's intensive programs employing the audio-lingual methodology. Tapes accompany the texts.

PREFACE

This volume is a pedagogical text for students of the Defense Language Institute. Its lessons are designed to teach them to understand and speak Brazilian Portuguese. Instructions on a recommended approach to the teaching-learning process are contained in a separate teacher's manual.

Each lesson is normally divided into the following sections:

1. Introduction of new language features in audio-visual perception drill.
2. Reduction of the same into a closed repertory:
 - a. A short dialogue which is built around a real-life situation and which the student must be able to recite.
 - b. An adjunct to the dialogue in which additional features are presented in isolated sentences or word families.
3. Pattern drill based on the above, authentic and contextually oriented, leading gradually from model sentences to open repertory performance.
4. Grammar notes: brief, self-explanatory comments on the language features of the lesson--for reference.
5. Cultural notes: a summary of the cultural content of each lesson.

6. Assignment of study and drill at home of materials covered in the lesson, including tape-recorded listening and speaking drill. Students are expected to spend three hours each day on homework.

7. List of newly introduced vocabulary and idioms--for reference and control.

Later in the course, sections on Reading and Writing will be introduced. But now as well as later, the dialogue and pattern drills are the most important features of each lesson and, hence, especially recommended to the student's attention.

The approach to learning is audio-visual-lingual. The use of English is consciously reduced to a minimum in all phases of instruction. English appears in the text on three occasions only: (1) The translation of the basic dialogue, to set the stage by providing a semantic framework. The student reads it once for quick orientation; the instructor makes no reference to it. (2) Grammar notes and some drill instructions, whenever it is felt the student is not ready to deal with them in the target language. (3) The glossary, for reference and control, as stated before.

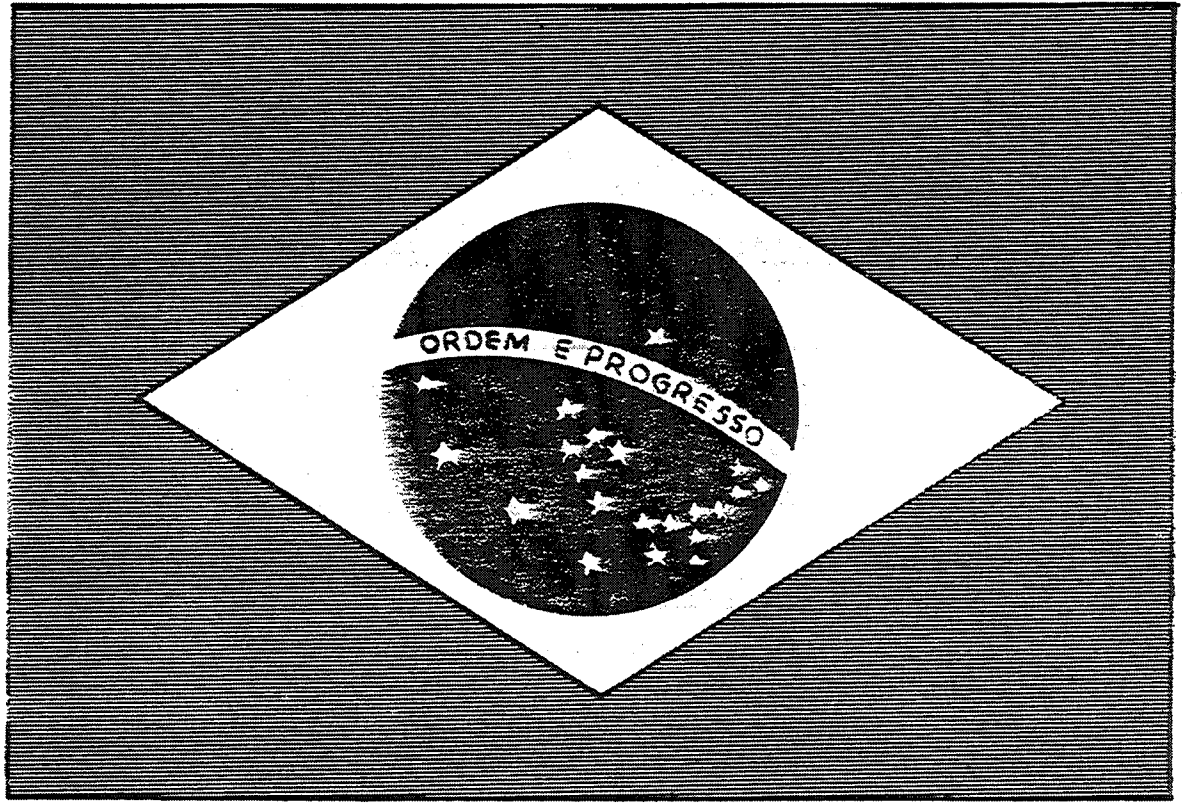
The present text is based on an earlier version. It includes all improvements that experience and research have taught.

CONTENTS

	<u>Page</u>
Introduction	1
Lesson	
1. <u>Introductions</u>	19
Nouns: gender and number	
Adjectives: agreement and number	
Definite Articles	
Subject Pronouns and the Verb "Ser" (To be)	
2. <u>On the Way to Class</u>	37
Basic Pattern of Negation	
Indefinite Articles	
Demonstrative Pronouns	
The Use of "que" and "o que"	
Combination of "de" with Definite Articles	
Combination of "em" with Definite Articles	
Possessive "de"	
Plural of Nouns Ending in <u>-el</u> and <u>-s</u> after Unstressed Vowel	
"Ir" with Infinitive and with "para"	
3. <u>Going Downtown</u>	57
Present of "Poder"	
Contraction of Preposition "a" with Definite Articles	
"Ir" + "a"	
"Ir" + "de"	
"Onde" with "A" and "Para"	
Interrogative Words: "Por que...?" "Como...?"	

Lesson	<u>Page</u>
<p>4. <u>At a Real Estate Agency</u></p> <p> Demonstrative Adjectives and Pronouns Present Tense of "Ter" Interrogative Words: "E...?" "Que tal...?" "Qual...?" "Quantos...?" Cardinal Numerals 1 - 10 Omission of the Third Person Direct Object Pronoun</p>	75
<p>5. <u>Making an Appointment</u></p> <p> Regular Verbs Present Tense of Regular -AR Verbs Command Form of Regular -AR Verbs Present Tense of Regular -ER Verbs Present Tense of "Querer"</p>	95
<p>6. <u>Asking for Information</u></p> <p> Present Tense of "Ver" Present Tense of "Saber" Present Tense of "Conhecer" Present Tense of "Ficar" Impersonal Form</p>	113
<p>7. <u>At the Bus Stop</u></p> <p> Cardinal Numerals 11 - 100 Time Present Tense of "Vir" Present Tense of "Estar" "Estar para" + Infinitive "Estar" with a Past Participle "Nem" as a Single Negative</p>	133

Lesson	<u>Page</u>
8. <u>A Holiday</u>	153
Dates	
Ordinal Numerals 1 ^o - 10 ^o	
Verb "Gostar"	
Verb "Haver"	
"Nada" in a Double Negative	
9. <u>In a Men's Store</u>	171
Possessive Pronouns and Adjectives	
Definite Article in place of	
Possessive Adjective	
Present Tense of "Pôr"	
Present Tense of "Vestir" and "Preferir"	
10. <u>On a Hot Day</u>	193
Using the Main Verb as Contracted	
Answer	
Interrogative Words: "Quem...?",	
"De quem...?", "De que...?"	
Present Tense of "Fazer"	
Tag Questions	
Masculine Nouns Ending in -a	
Adjectives Ending in -e	
 Glossary	
Portuguese-English	215
English-Portuguese	227
 Maps, Charts, Pictures	
Flag of Brazil	viii
Map of the Portuguese World	18
Map of Brazil	36
Comparative Education Chart	44
Brasília	112
Rio	152



I N T R O D U C T I O N

GUIDE TO PRONUNCIATION

AND

ELEMENTS OF BRAZILIAN PORTUGUESE ORTHOGRAPHY

I.	THE ALPHABET	2
	A. Consonants	
	B. Vowels	
	Accent Marks	
II.	LETTER COMBINATIONS	12
	A. Digraphs	
	B. Diphthongs	
	C. Triphthongs	
III.	SYLLABIFICATION	15
IV.	PUNCTUATION	17

I

THE ALPHABET

The Portuguese alphabet has twenty-three letters: five vowels and eighteen consonants.

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

NOTE: The names of all letters are masculine.

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

A. CONSONANTS

1. Note that k (ká), w (dabliu) and y (i grego or ípsilon) do not appear in the Portuguese alphabet. They are only used in international abbreviations, symbols and foreign proper nouns: Km, Kg, Cury, Darwinismo, Kubitschek.
2. Eight consonants have only one application or value. With the exception of some prepositions and proper names, they are not used at the end of words. Note their use in words:

b banco, bonde, ônibus

d dia, idéia, todo

f favor, francês, professor

j janela, hoje, laranja

p porta, português, departamento

q que, aquilo, quadro

(This letter is always followed by u, which in many cases is silent.)

t teto, noite, contar

v verde, avião, cavalo

3. c, g, h, n have more than one value, but they also occur rarely or never at the end of a word:

C before a, o, u is pronounced like English k:

casa, escudo, americano, escola

before e, i and also when marked with a cedilla is like English s:

certo, você, cidade, civil

traço, praça, maçã, raça

is written qu, whenever the hard sound k occurs before e or i. The u is silent, unless it bears a dieresis, ü:

quente, queijo, quero, querido

quisto, cinquenta, frequente

G before a, o, u or any consonant is hard:

apagador, agora, grave, inglês

before e and i is soft:

gêlo, general, giz, frágil

is written gu, whenever the hard sound g occurs before e or i. The u is silent, unless it bears a dieresis ü:

guerra, freguês, guia, seguinte

agüentar, agüeiro, argüir

H is silent except in the combinations (digraphs) ch, lh, nh:

hoje, há, história, homem, hora

hotel, chão, chá, achar

telha, trabalho, velho

vinho, lenha, tenho, venho

N before and between vowels, and after consonants is pronounced n, as in English:

não, nôvo, navio, cáderno, aluno
étnico, pneu, agnóstico

before consonants is silent and serves merely to nasalize the preceding vowel:

banco, laranja, bonde, junto

4. l, m, r, s, x, z are consonants with one or more value which occur at the beginning, in the middle and at the end of a word, as in English:

L lâmpada, luz, lápis, livro
luva, aluno, amarelo, êle, aquilo
papel, civil

M before and between vowels is pronounced m, as in English:

mesa, mapa, mais, meu, muito
amarelo, vermelho, americano

before b or p and at the end of a word it is silent, merely serving to nasalize the preceding vowel:

lembrar, embora, sombra, penumbra
sempre, tempo, limpar, comprar
sim, bom, com, vem, tem, bem

R at the beginning of a word and also when preceded by l n r s is pronounced as a deep, rolled h:

rapaz, rato, régua, relógio, rico
rio, rosa, roxo, rua, rusga
guelra, melro, honra, carro, israelista

before and after other consonants, between vowels and at the end of words is pronounced as a single r:

carta, corpo, porta, forte, tarde
trem, três, quadro, quatro, preto
senhor, professor, apagador, escolar
ir, ser, para, barato, americano

S is pronounced s as in English:

sala, sem, sim, só, ser, senhor
falso, farsa, manso, tenso
as salas, os segredos, os sábios

is pronounced similar to sh in English before a consonant, except s and z, and at the end of a word in a pause:

escala, esfera, espera, esquentar
as casas, os fios, os papéis
Há muitos papéis nas gavetas.

is pronounced z:

between vowels:

casa, rosa, Brasil, José

in the word obséquio and derivatives:

obsequiador, obsequiar, obséquias
obsequioso

in the prefix trans followed by a vowel other than u:

transação, transatlântico, transato
transe, transeunte, trânsito

but not in:

transubstanciação, transudação
transumância, transunto

at the end of a word when followed immediately by another word beginning with a vowel or z:

muitos americanos, os zeros

X This letter has five different values, but there are no set rules by which they can be learned.

is pronounced sh as in English

at the beginning of a word:

xadrez, xale, xícara, xilofone

at the middle of a word:

lixo, feixe, rixa, roxo, taxa, enxôfre

is also pronounced ks:

at the middle of a word:

complexo, afixo, prefixo, crucifixo

ortodoxo, fluxo, sexo, táxi, léxico
óxido, tóxico

at the end of the word:

sílex, tórax, bórax, látex

is pronounced z at the beginning of a word that starts with e:

exagêro, exame, exato, exemplo
exército, exílio

is pronounced as double ss in the middle of words like:

máximo, próximo, auxílio
sintaxe, trouxe

is pronounced like a single s before c p t:

exceto, exceção, excelência, excelso
excesso, exclamar, excitar, excursão
experimental, expresso, texto, sexta

Z It occurs at the beginning, in the middle and at the end of a word. It is pronounced z before vowels and slightly like sh before consonants and at the end of a word in a pause:

zanga, zêbra, zebu, zona, zoologia
zurro, prazer, fazer, dizer, trazer
onze, doze, treze, capaz, rapaz, paz
giz, diz, fêz, vez
O rapaz traz livros.

B. VOWELS

1. There are five graphic vowels in Portuguese:

A E I O U

A casa, para, sala, pasta, nada

E ser, ler, escrever, beber, perceber

I ir, vir, rir, dirigir, dividir

O todo, nôvo, como, modo, ovos

U nu, cru, uru, urubu, urutu

2. These words are given different qualities through the use of diacritical marks:

acento agudo	'
acento grave	`
acento circunflexo	^
til	~
trema	..

- a. The "acento agudo" (acute accent) has a dual purpose: to indicate the syllable which bears the primary stress in the word and to indicate that the vowel bearing the primary stress is open.

The vowels which can be both primarily stressed and open are: á é ó.

The other two can only be stressed: *í ú*.

*á*gua, *l*ápis, *ca*fé, *p*é, *s*ó

*ó*timo, *es*critório, *dif*ícil

*ex*ercício, *ú*ltimo, *ú*nico, *p*úblico

- b. The "acento grave" (grave accent) indicates three things: first, the secondary stress in a syllable which originally had a primary stress; the "open" quality of the vowel bearing the secondary stress; third, the contraction of the preposition *a* with the feminine articles *a*, *as* or the initial *a* of the demonstratives *a*quilo, *a*quêle, *a*quela, *a*quêles, *a*quelas, e. g., *à*, *às*, *à*quilo, *à*quêle, etc.

The three vowels which can be both secondarily stressed and open are: *â ê ò*.

â, *à*quilo, *tr*àgicamente, *ca*fêzinho

*s*èriamente, *s*òzinho, *l*ògicamente

The other two only can be secondarily stressed but not open: *í ú*.

*dif*ícilmente, *rec*ìprocamente

*ú*nicamente

- c. The "acento circunflexo" (circumflex accent) occurs on *â*, *ê*, and *ô*. It indicates the primary stress in a word and that the vowel bearing the primary stress is closed.

*â*ngulo, *l*âmpada, *â*nimo, *ê*le

*port*uguês, *refr*êsko, *f*ôlha, *c*ôr

*prof*essôres

- d. The "til" (tilde) on the letters ã and õ indicates nasalization and, if the word does not bear also one of the other "accents," the primary stress.

rã, lâ, manhã, cão, pão, capitão

mãe, pães, cães, capitães

põe, lições, corações, limões

Note: sótão, bênção

- e. The "trema" (dieresis) indicates that the unstressed u is pronounced after g, q and before e, i:

agüentar, argüição, eloqüente

tranqüilo, cinqüenta

As the following combinations show, the u can be either silent, unstressed (with "trema") or stressed with "acento agudo."

aquí, cinqüenta, argüem

II

LETTER COMBINATIONS

A. DIGRAPHS

Digraphs are combinations of two different letters forming actually one consonant: ch lh nh.

ch occurs at the beginning and in the middle of a word:

chá, chãõ, chave, chegar, chuva
acha, achego, fechar, ficha

lh has a high frequency in the middle of a word, seldom occurs at the beginning and never occurs at the end of a word:

alho, galho, velho, ilha, filho,
milho, lhama, lhaneza, lhano,
lhanura, lhe

nh has a high frequency in the middle of a word, seldom occurs at the beginning and never at the end of a word:

ganho, lenha, senha, tenho, vinho
nhambu, nhamburana, nhandi, nhandu

rr and the double consonant ss occurs only in the middle of a word:

carro, ferro, terra, garrafa, serra
êsse, isso, osso, passo, fôssõ,
fóssil

B. DIPHTHONGS

Diphthongs are two-vowel combinations of which the last vowel is the weaker.

There are six diphthongs in i, five in u and four that are nasalized.

ai pai, vai, sai, mais, sais

éi papéis, coronéis, farnéis, fiéis

ei lei, sei, carreira, ligeira, terceira

ói dói, lençóis, faróis girassóis

oi boi, foi, dois, pois, noivo

ui fui, azuis, uivo, ruivo, intuito

au mau, pau, vau, aula, audaz

éu réu, céu, chapéu, véu, léu

eu eu, meu, teu, seu, museu

ou ou, sou, vou, pouco, louco

iu viu, partiu, faliu, riu, subiu

ão cão, pão, são, vão, capitão

ãe mãe, pães, cães, capitães

õe põe, corações, limões, lições

ui muito, muita, muitíssimo, muitíssima

Semi-diphthongs are two-vowel combinations in which the u and i are not the second vowel. They are: ea eo ia ie io oa ua ue uo.

Other two-vowel combinations are usually pronounced with a hiatus.

C. TRIPHTHONGS

These are three-vowel combinations or, more precisely, a diphthong-vowel combination.

Examples of these are: aia eia iou uai.

III

SYLLABIFICATION

1. Single medial consonants belong to the following syllable:

ca-sa, ci-da-de, de-sor-dem, de-sar-mar
a-ca-bar, fa-lar, pa-rar

2. A medial consonant immediately followed by another consonant remains with the preceding syllable:

ab-di-car, ac-ne, Daf-ne, drac-ma
des-fa-vo-rá-vel, a-do-les-cen-te
ins-tan-te, pres-cre-ver, op-ção, obturar
óbvio, pers-pi-caz, ex-ces-so

--unless the following consonant is l or r or ch,
lh, or nh.

3. The clusters formed of b c d f g p t plus l or r are not divided:

a-blu-ção, a-bra-sar, a-cla-mar, a-dro

4. Prefixes are separate syllables:

in-frin-gir, in-gre-di-ente, im-pra-ti-cá-vel
ins-tru-ir, des-cre-ver, sub-li-nhar
sub-trair, sub-ra-mi-fi-car

5. An initial consonant followed by another consonant remains in the same syllable, and it is not silent as in English, but is always pronounced:

pneu-mo-nia, pneu-má-ti-co, pseu-dô-ni-mo
psi-co-lo-gia, gnô-mo, mneu-mô-ni-co
cni-do-se

6. The consonants s and x remain in the preceding syllable when followed by a consonant:

bis-ne-to, ex-tra-ção, des-res-pei-to
dis-pa-ra-te, ex-pri-mir, ex-pur-gar
des-cas-car

7. All double letters are divided:

is-so, os-so, clas-se, cor-rer, car-ro
mas-sa, pas-so

8. Vowels in hiatus, whether different or alike, are divided when occurring in initial or middle positions:

co-o-pe-rar, ve-e-men-te, du-e-lo,
fri-ís-si-mo, co-a-bi-tar, co-a-gir
vi-á-vel

9. Vowels in final position are normally not separated:

his-tó-ria or his-tó-ria, sé-rie or sé-ri-e
pá-tio or pá-ti-o

10. Diphthongs and the combination qu and gu always remain together:

o-fi-ci-ais, cin-quên-ta, fre-quên-te

IV

PUNCTUATION

1. The punctuation marks are:

vírgula	,	comma
ponto e vírgula	;	semicolon
dois pontos	:	colon
ponto final	.	period
ponto de interrogação	?	question mark
ponto de exclamação	!	exclamation point
reticências	...	breaks
parênteses	()	parentheses
aspas	" "	quotation marks
hífen or traço de união	-	hyphen
travessão	—	dash
apóstrofo	'	apostrophe
asterisco	*	asterisk
parágrafo	§	paragraph
colchêtes	[]	brackets

2. The rules governing them are almost the same as in English. Notably different are the following:

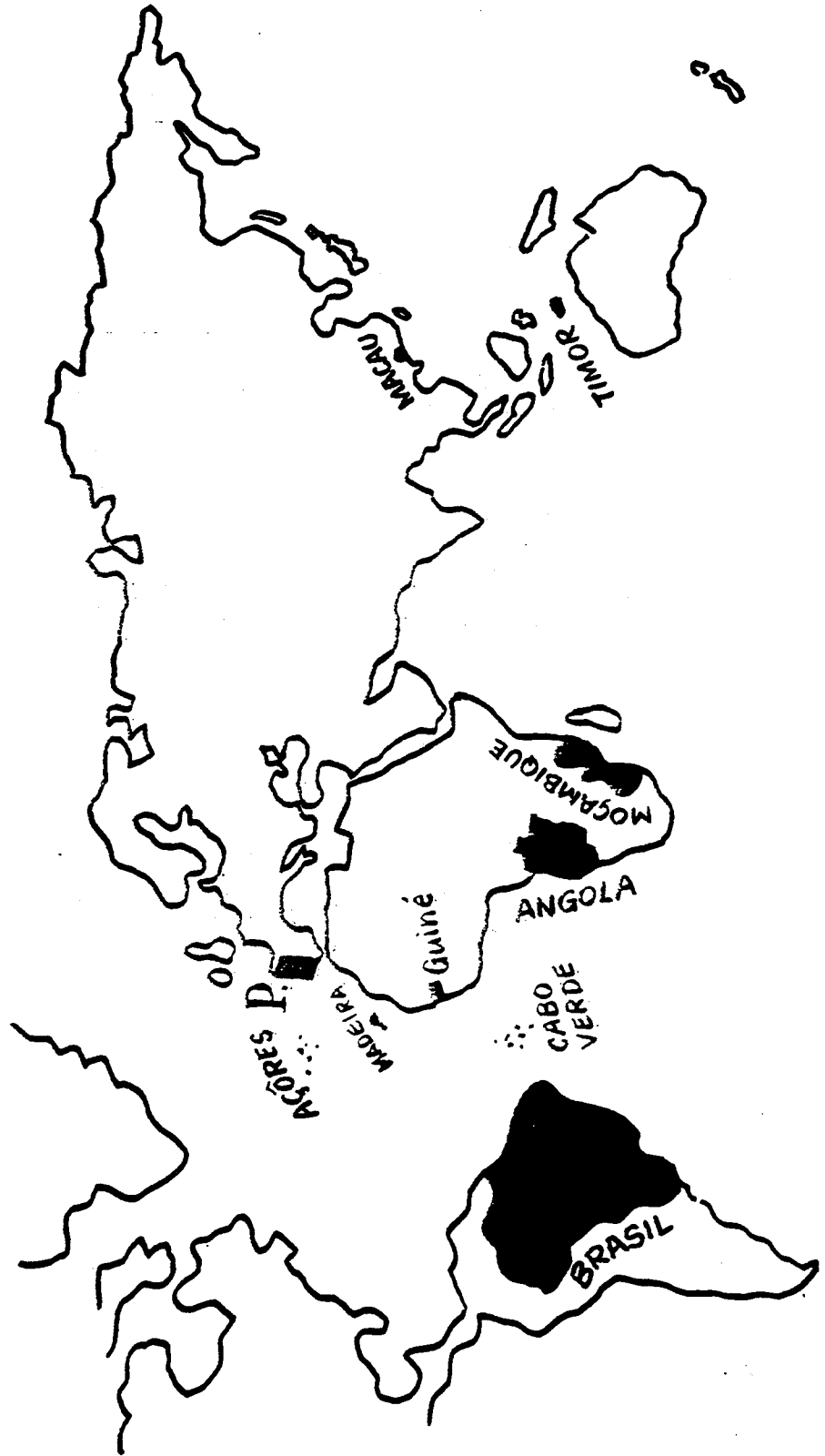
Portuguese makes use of the comma where English would use a decimal point. Examples:

2,5 for 2.5 or 0,5 for 1/2.

Portuguese always use the colon before a quotation..

Ninguém pode dizer: "Dêste pão não comerei
nem desta agua beberei."

O MUNDO PORTUGUÊS



LESSON 1

Introductions

Situation:

Professor Pereira greets some students who are about to start a course in Portuguese.

1. Good morning!
2. Good morning!

3. How are you?
4. I'm fine, thank you.

5. I'm Professor Pereira.
6. Alberto Lima.

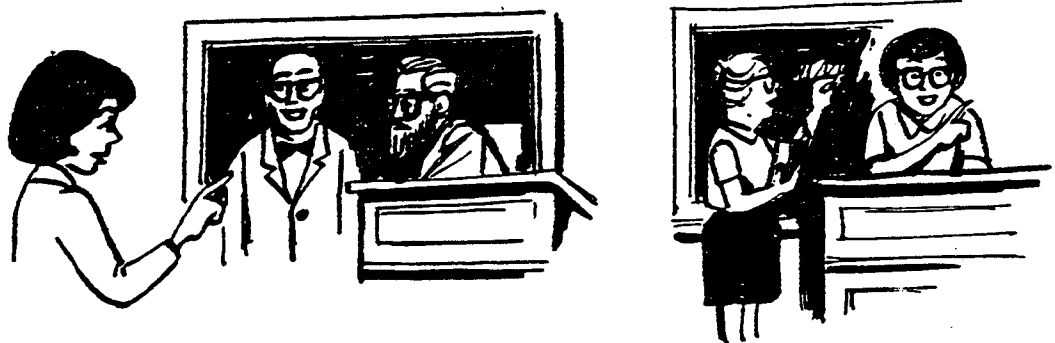
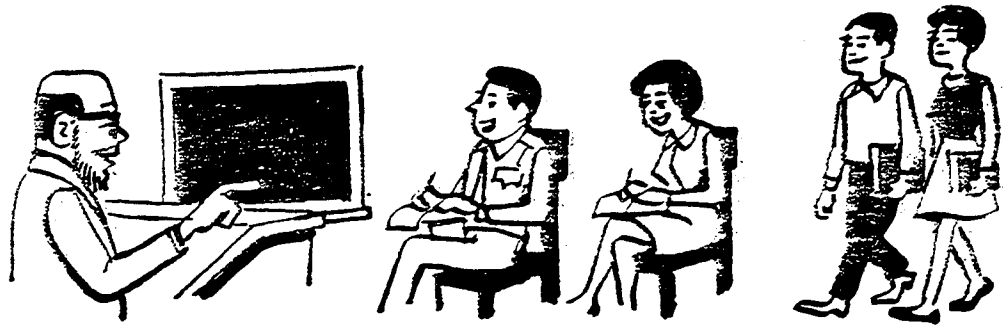
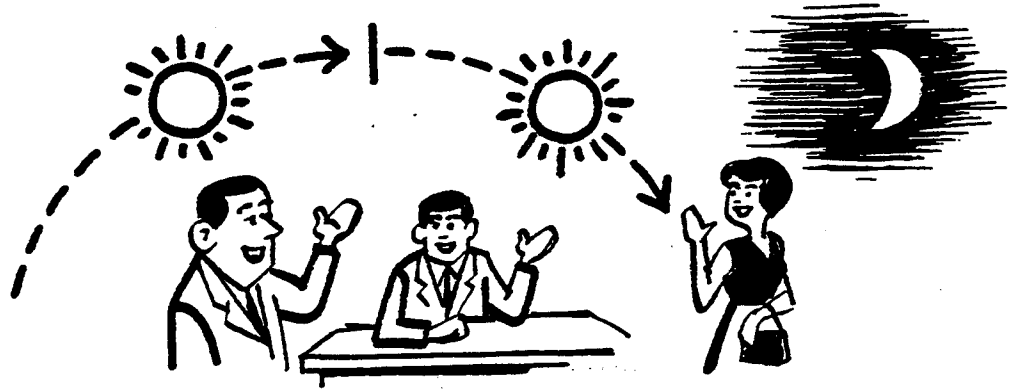
7. Pleased to meet you, Mr. Lima.
8. Pleased to meet you, Professor Pereira.

9. Are you a student of Portuguese?
10. Yes, I am.

11. Are they also students of Portuguese?
12. Yes, they are.

13. Nice meeting you!
14. Glad to know you, too!

L. 1



PERCEPTION DRILL

1. Bom dia!
Boa tarde!
Boa noite!
2. Como vai o senhor?
Como vai a senhora?
Como vão os senhores?
3. Sou americano, -na.
Sou brasileiro, -ra.
Sou português, -guêsa.
Sou aluno, -na.
Sou professor, -sôra.
4. Somos professores de português.
Somos professoras de português.

COMPREHENSION DRILL

- | | | |
|----|---|--|
| 1. | Bom dia!
Boa tarde!
Boa noite! | Bom dia!
Boa tarde!
Boa noite! |
| 2. | Como vai o senhor?
Como vão os senhores?
Como vai a senhora?
Como vão os senhores? | Vou bem, obrigado.
Vamos bem, obrigado.
Vou bem, obrigada.
Vamos bem, obrigada. |
| 3. | Você é aluno?
Ele também é aluno?
Vocês são alunos de
português?
Você também é aluna
de português?
Eles também são
alunos? | Sou, sim senhor.
É, sim senhor.
Somos, sim senhor.
Sou, sim senhor.
São, sim senhor. |
| 4. | Você é americano?
Eles também são
americanos?
Ela é americana?
Vocês são americanas? | Sou, sim senhor.
São, sim senhor.
É, sim senhor.
Somos, sim senhor. |
| 5. | Você é americano?
Sou brasileiro.
Eu sou professor. E
você? | Sou, sim senhor. E o senhor?
(Eu) sou aluno. |

DIALOGUE

Apresentações

1. Bom dia.
2. Bom dia.

3. Como vai o senhor?
4. Vou bem, obrigado.

5. Sou o Professor Pereira.
6. Alberto Lima.

7. Muito prazer, Senhor Lima.
8. Igualmente, Professor Pereira.

9. O senhor é aluno de português?
10. Sou, sim senhor.

11. Eles também são alunos de português?
12. São, sim senhor.

13. Muito prazer.
14. Igualmente.

DIALOGUE ADJUNCT

1. Boa tarde. Good afternoon!
Boa noite. Good evening! Good night!

2. Dona (D.) See Cultural Notes

3. Senhora (Sra.) Mrs.; Miss
Senhorita (Srta.) Miss
Senhorinha (Srnha.) Miss

CULTURAL NOTES

1. Bom dia is used before lunch time, Boa tarde from noon until dark, and Boa noite from then on, both for arriving and leaving.

2. Senhor (Sr.) is commonly used before a man's first name and often before his last name.

3. Senhora (Sra.) is used before a lady's family name in a society column or when her given name is not known or used. It is a respectful way of addressing an unmarried lady. The title Senhorita on the other hand is intended to be flattering. A very ceremonious form and rarely used in Brazilian Portuguese is Senhorinha (Miss).

4. Dona (D.) is a title used only with a lady's first name. It has no equivalent in English.

5. People in Brazil shake hands when they meet and when they part. Ladies always shake hands when they are introduced to a gentleman. Lady friends will frequently kiss each other. Their children are also kissed on the same occasions. Close friends and relatives of both sexes may greet with a handshake and a hug (abraço) before or after a considerable absence.

PATTERN DRILLS

A. Repetition: In repetition drills, the student repeats exactly after the instructor.

- | | | | |
|----|---|---|-------------|
| 1. | Bom dia, | Sr. Pereira.
Sr. Professor.
Sra. Professôra.
Srs. Professôres.
Sras. Professôras.
Senhores e Senhoras. | (formal) |
| 2. | Boa tarde, | Alberto.
Maria Teresa.
Lima.
Professor.
Professôra.
Professôres.
Professôras. | (informal) |
| 3. | Boa noite, | D. Maria.
Srta. Lima.
Prof. Pereira.
D. Maria Teresa.
Sr. Alberto.
Sra. Lima. | (formal) |
| 4. | Como vai | o senhor?
a senhora?
você? | (question) |
| | Como vão | as senhoras?
os senhores?
vocês? | |
| 5. | *(Eu) vou
Ele vai
Ela vai
Eles vão
*(Nós) vamos
Elas vão | bem, obrigado. | (statement) |

*Throughout these lessons, where a word is shown in parenthesis it means that its use is optional.

L. 1

6. (Eu) vou | (emphatic)
Ela vai |
Eles vão | muito bem, obrigado.
(Nós) vamos |

(Recombination of patterns 4-6)

Como vai o senhor?
(Vou) bem, obrigado.

Como vai a senhora?
(Vou) bem, obrigada.

Como vão os senhores?
(Vamos) bem, obrigado.

7. (Eu) sou brasileiro. (person and number)
Você é americano.
Ela é portuguesa.
Eles são brasileiros.
Vocês são portugueses.
(Nós) somos americanos.

8. (O) Alberto Lima é aluno (use of de)
(A) Maria Lima é aluna
(O) Alberto Lima é aluno
(A) Maria Lima é aluna
(O) Sr. Pereira é pro-
fessor | de português.
(A) D. Maria Teresa é
professora
(Nós) somos alunos
Elas são alunas
(Eu) sou aluno

B. Substitution

	Instructor	Student
1.	aluno Eu sou <u>aluno</u> .	
	professor Eu sou <u>professor</u> .	
	aluno professor americano brasileiro português	Eu sou aluno. professor. americano. brasileiro. português.
2.	professor Ele é <u>professor</u> .	
	aluno Ele é <u>aluno</u> .	
	professor aluno americano brasileiro português	Ele é professor. aluno. americano. brasileiro. português.
3.	americanos (Nós) somos <u>americanos</u> .	
	professôres (Nós) somos <u>professôres</u> .	
	americanos professôres alunos brasileiros portuguêses	(Nós) somos americanos. professôres. alunos. brasileiros. portuguêses.

