

## Portuguese as Foreign Language — Level A.1

### SYLLABUS

NON-DEGREE GRANTING

<b>1. CURRICULAR UNIT</b>
Portuguese as Foreign Language — Level A.1
<b>2. MAIN SCIENTIFIC AREA, according to Portaria nº 256/2005, of March 16<sup>th</sup> (CNAEF)</b>
222 – FOREIGN LANGUAGES AND LITERATURES
<b>3. DESCRIPTION OF THE CURRICULAR UNIT</b>
<b>3.1. SUMMARY</b>
<p>The curricular unit of Portuguese Language for Foreigners is systematized according to the the Council of Europe's Common European Framework of Reference for language learning, teaching and assessment (CEFR), namely to the level A1. It is structured semi-intensively, throughout four hours a day, five days a week, during six weeks, corresponding to 9 ECTS (European Credit Transfer and Accumulation System). Actually, the students will have 120 contact hours (laboratorial classes) and 123 hours of individual work. The students will integrate the work of the following skills: understanding (listening and reading), speaking (spoken interaction and spoken production) and writing. The curricular unit is structured in two modules (level A.1.1 and level A.1.2)</p>
<b>3.2. Aims and objectives</b>
<p>The aim of the course is to provide students with beginner competence in the Portuguese Language, becoming familiar with the main grammar issues and lexicology, thus being provided with the basic communication skills of this Latin-based language. Our main language instruction objective is to establish a language classroom context, which is similar to real communication contexts. This aim is achieved by following closely the principles of accessibility, consistency, careful selection of teaching units, gradual transition from simple to more complex linguistic structures, as well as the application of the communicative situation as a means of acquiring the peculiarities of speech pragmatics. The learning process will be eased by real visits to the market, train/bus station, supermarkets and cafés, where students will be encouraged to use their newly acquired knowledge and originate dialogues and ask questions to passers-by and tourist guides. Thus they will learn how to elicit information from a real-life conversation.</p> <p>Foreign students will learn the basic Portuguese language structure, focusing on comprehension, speaking and writing skills. Interactive methods with communication purposes will be used, such as group work, brainstorming, games, as well as traditional pedagogic methods (discussion, individual work, work with textbooks, namely the student book and the exercise book, etc.), all of which will contribute to the quicker learning of the language and the development of effective linguistic and communication competences of the students. Thus, the communicative competence in this narrower sense has the following components: linguistic competences; sociolinguistic and (inter) cultural competences; and, whenever possible, pragmatic competences.</p>

### 3.2.1. GENERAL OBJECTIVES

The student will be able to understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type; to introduce himself/herself and others and ask and answer questions about personal details, such as where he/she lives, people he/she knows and things he/she has; to interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

### 3.2.2. SPECIFIC OBJECTIVES

#### UNDERSTANDING:

- LISTENING: The student will be able to: recognize familiar words and very basic phrases concerning himself/herself, his/her family and immediate concrete surroundings when people speak slowly and clearly; understand everyday expressions dealing with simple and concrete everyday needs, in clear, slow and repeated speech; follow speech which is very slow and carefully articulated, with long pauses for him/her to get the meaning; understand questions and instructions and follow short, simple directions; and understand numbers, prices and times.

- READING: The student will be able to: understand the general idea of simple informational texts and short simple descriptions, especially if they contain pictures which help to explain the text; understand very short, simple texts, putting together familiar names, words and basic phrases, by for example rereading parts of the text; follow short, simple written instructions, especially if they contain pictures; recognize familiar names, words and very simple phrases on simple notices in the most common everyday situations; and understand short, simple messages, e.g. on postcards.

#### SPEAKING:

- SPOKEN INTERACTION: The student will be able to: interact in a simple way, provided the other person is prepared to repeat or rephrase things at a slower rate of speech and help him/her formulate what he/she is trying to say; ask and answer simple questions in areas of immediate need or on very familiar topics.

- SPOKEN PRODUCTION: The student will be able to: use simple phrases and sentences to describe where he/she lives and people he/she knows.

#### WRITING:

- WRITING: The student will be able to: write simple notes to friends and relatives; describe where he/she lives; fill in forms with personal details, for example entering his/her name, nationality and address on a hotel registration form; write simple isolated phrases and sentences; write a short simple postcard; and write short letters and messages with the help of a dictionary.

## 4. SYLLABUS

In summary, the main themes to be approached are: Greeting other people, answering greetings/saying goodbye, introduction of oneself, family, nationality, calendar, weather, the time, shopping and making telephone calls, among others. A stimulating part of the education process will be the presentation of vocabulary used in typical everyday communication (internet chats, e-mails).

### Module 1: Level A.1.1

#### Sociolinguistic, Cultural and Communicational Competences:

- Advise and give instructions
- Agree / disagree

- Apologize
- Ask and tell the time (hours, minutes, etc.)
- Ask prices
- Book a hotel room
- Compare countries and habits
- Describe locations and people
- Express preferences
- Give information of personal description
- Go shopping
- Go to the doctor
- Greeting
- Invite / accept / decline
- Localize
- Make plans
- Place orders in the cafe / restaurant and in other shops
- Present himself/herself
- Request information about places
- Request items in shops
- Say goodbye
- Suggest
- Talk about actions of everyday life
- Talk about current events
- Talk about free time activities
- Talk about hobbies and vacations
- Talk about the weather
- Write a letter

**Lexical Areas / Vocabulary:**

- Actions of day-to-day
- Address
- Adjectives
- At the Doctor
- At the Post Office / in the Bank / in the Pharmacy
- Cardinal Numbers (up to 20; up to 100; from 101-1000)
- Clothing
- Colors
- Countries / Cities / Towns / villages
- Days of the week and months
- Food and beverages
- Furniture
- Hobbies
- Holiday Seasons
- Vacations, leisure and hobbies
- Hotel
- Hours
- House
- Invitations
- Jobs
- Meals

- Means of transportation
- Medical specialties and symptoms
- Name
- Nationalities
- On the phone
- Ordinal numbers
- Parts of the day
- Physical and psychological descriptions
- Prices
- Relationship Status
- School
- Seasons
- The family
- The menu
- Weather

**Grammar:**

- Phonetics: alphabet, vowels and consonants, diphthongs and other specific sounds of the Portuguese language
- “Estar a” + Infinitive
- Adjectives
- Affirmative / negative / interrogative sentences
- Comparatives and Superlatives
- Definite and indefinite articles
- Demonstrative pronouns: “isto” / “isso” / “aquilo”
- Expression “Como está? / Como estás?”
- Expressions of time: “há”, “desde”, “sempre”, “nunca”, “às vezes”
- Imperative
- Indirect object pronouns
- Interrogative pronouns and adverbs
- Irregular verbs (present tense): “ser”, “estar”, “ter”, “haver”, “ir”, “poder”, “querer”, “saber”, “ver”, “ler”, “vir”, “fazer”, “dizer”, “trazer”, “sair”, “cair”, “pedir”, “ouvir”, “dormir”, “pôr”, “dar” and “doer”
- Modal verbs: “Precisar de”, “ter de”, “dever”...
- Personal pronouns - subject pronouns
- Polite expressions: “Podia...?”, “Queria...”
- Possessives
- Preposition “com” + personal pronoun
- Prepositional Expressions of place
- Prepositions of time
- Prepositions: “de”, “em”, “com”, “para”, “a”, “por”
- Reflexive Verbs
- Regular verbs (present tense) in -ar, -er and -ir
- Verb “ir” + Infinitive

**Module 2: Level A.1.2**

**Sociolinguistic, Cultural and Communicational Competences:**

- Advise
- Analyze the difficulties of adapting to a new country or culture
- Argue and defend viewpoints
- Define appropriate professional profiles
- Describe a city
- Develop listening comprehension
- Express pleasure or displeasure
- Face an interview
- Follow a map
- Indicate directions
- Make and answer inquiries on the street
- Plan a party
- Present professional features
- Recognize instructions
- Report past and present events
- Send invitations
- Talk about of personal experiences
- Talk about past events
- Talk about professional experience, objectives and concerns
- Talk about the usual actions in the past
- Talk of popular parties and traditions
- Use appropriate polite expressions
- Write a letter

**Lexical Areas / Vocabulary:**

- Actions related to the past
- Advertising
- Biographical Stories
- Bullfighting
- Curriculum Vitae
- Directions
- Events
- Festivals and traditions
- Formulas of politeness
- Habits
- Household items
- An interview
- Inquiries
- Instructions
- Invitations
- Life Experiences
- Opinions
- Problems of adaptation to a new country or culture
- Professional characteristics
- Professional Profile
- Travels

- Usual actions in the past

**Grammar:**

- “andar a” + infinitive
- “Costumar” + infinitive
- “haver de” + Infinitive
- Adverbs in “-mente”
- Adverbs of time: “antigamente” and “antes”
- Customary actions in the past
- Direct object pronouns (with exceptions)
- Expressions of time: “já”, “ainda não”, “nunca” ...
- Imperative (regular verbs)
- Indefinite pronouns and adjectives
- Paronym words
- Passivating Particle: “se”
- Imperfect Tense: regular verbs in –ar, -er and –ir and some irregular verbs
- Prepositions + Pronouns
- Relative Pronouns
- Perfect tense (PPS): regular verbs in –ar, -er and -ir
- Perfect tense (PPS): some irregular verbs “ser”, “estar”, “ter”, “haver”, “trazer”, “fazer”, “dizer”, “ver”, “ir”, “vir”, “pôr”, “dar”, “conseguir”, “saber”, “poder”, “querer” ...

**5. ASSESSMENT**

The assessment will be substantiated in accordance with the provisions of the Common European Framework of Reference (CEFR) for the level A1 and the Pedagogical Rules of UTAD, integrating the following components:

- Formative assessment (weekly) to measure and monitor the gradual progress of the students;
- Periodic summative evaluation (formal), which includes the skills listed above and can take the form of (oral and written) tests, various records, among other factors considered pertinent;
- Self-assessment questionnaires (during the lessons).

**6. ADDRESSEES**

**6.1. TARGET GROUP:**

Students outside the UTAD, without any previous knowledge of the Portuguese language.

**6.2. PREREQUISITES / ACCESS CONDITIONS (if applicable):**

**7. ENTITIES INVOLVED**

**7.1. The Former Entity:** Universidade de Trás-os-Montes e Alto Douro (UTAD)

**7.2. Scientific Coordinator:** Prof. Gonçalo Fernandes

**7.3. Expected Teacher:** Prof. Rolf Kemmler

**7.4. Other entities:** None

**8. FUNCTIONAL STRUCTURE OF THE COURSE**

**8.1. Total Hours: 243**

**8.1.1. Contact hours: 120**

**8.1.2. Individual working hours: 123**

<b>9. ECTS (EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM)</b>
9 CREDITS (ECTS)
<b>10. PLACE OF THE COURSE</b>
Department of Letters, Arts and Communication of UTAD
<b>11. FREQUENCY AND EVALUATION CONDITIONS</b>
In accordance with the requests of the Pedagogical Rules of UTAD.
<b>12. REFERENCES</b>
Tavares, Ana (2012): <i>Português XXI: Livro do aluno 1. Nível A1</i> . Lisboa: Lidel – Edições Técnicas. Tavares, Ana (2012): <i>Português XXI: Caderno de Exercícios 1. Nível A1</i> . Lisboa: Lidel – Edições Técnicas.