

Syllabus of PFL – Summer Course

Level:	A2 – elementar level
Workload:	80h00

Learning goals:

- To give personal information about oneself
- To take part in communicative interactions in different social contexts
- To understand oral texts from the media
- To understand written texts from the press (news, interviews, reports)
- To take part in conversations about everyday life
- To write practical texts
- To properly use essential grammatical structures
- To identify and discuss aspects of the Portuguese sociocultural reality

Curriculum contents:

Topics

1. Holidays (travel: bookings, complaints)
2. Sports
3. Health (balanced diet, social habits harmful to health, doctor's appointments, alternative medicines)
4. Shopping facilities (obtaining goods and services, habits and consumer rights)
5. Press (daily and weekly newspapers and magazines)
6. Portuguese culture (shows, music, cinema, dance, theater, Portuguese historical characters and legends)
7. Other Portuguese-speaking countries (Cape Verde, Guinea-Bissau and Sao Tome and Principe)

Contents

1. Writing - comprehension and production
 - 1.1. Prototypical textual sequences (dialogue, descriptive and narrative)
 - 1.2. Writing texts for appropriation of techniques and models of different types
 - 1.2.1. Diary
 - 1.2.2. Biographies
 - 1.2.3. Forms
 - 1.2.4. Correspondence (informal letters and e-mail)
 - 1.2.5. News
 - 1.2.6. Stories
2. Orality - comprehension and production
 - 2.1. To develop listening strategies (recognition, anticipation of possible textual pro-

ceedings, etc.) to understand audio and audiovisual documents.

2.2. To communicate in basic everyday situations (conversations, brief discussions and short interviews)

2.2.1. To train pronunciation and prosody

2.2.2. To use known vocabulary and search for new lexicon

2.2.3. To use simple syntactic structures

2.2.4. To adapt production to different situations of everyday communication

3. Grammar

3.1. Relations between sound and spelling

3.1.1. General rules of graphical accentuation (syllable stress)

3.1.2. Homographic words

3.2. Formal relations between words

3.2.1. Polysemy

3.2.2. Denotative and connotative use

3.3. Nominal, adjectival and verbal inflection

3.3.1. Noun (prefixes and suffixes, subclasses)

3.3.2. Determiners (definite and indefinite articles, demonstratives, possessives and interrogatives)

3.3.3. Adjective (synthetic absolute superlative degree)

3.3.4. Pronouns (personal indirect and direct objects, demonstratives, possessives and reflexes)

3.3.5. Quantifiers (numerals, interrogatives and relatives)

3.3.6. Verb

3.3.6.1. Conjugation (regular and irregular)

3.3.6.2. Moods and tense (Indicative: present, past perfect, imperfect and compound past perfect; imperative; infinitive; past participle; gerund)

3.3.6.3. Periphrastic construction

3.3.7. Adverb (affirmation, doubt, exclusion, inclusion, intensification, interrogation, place, manner, denial and time)

3.3.8. Preposition (movement, place, time, medium and causes)

3.3.9. Conjunctions (coordination: adversative, explanatory and conclusive; subordination: causal, temporal, completive and relative)

3.4. Sentences

3.4.1. Word order

3.4.2. Types and forms

3.4.3. Passive (with auxiliary and with -se particle)

3.5. Reported speech

Resources:

1. Support material:

The visual and audiovisual material to be used in classes will be made available by the teacher throughout the course.

2. Complementary support material:

ARRUDA, Lígia. (2014). *Gramática de Português Língua Não Materna*. Porto: Porto Editora.

COIMBRA, Olga & COIMBRA, Isabel. (2011). *Gramática Ativa 1*. Lisboa: Lidel.

COELHO, Luísa & OLIVEIRA, Carla (2008). *Aprender Português 1 - Compreensão Oral*. Porto: Texto Editores.

DIAS, Helena Marques & CALADO, Pedro Salinas (2011). *Vamos contar histórias*. Lisboa: Lidel.

LEMONS, Helena (2013). *Dialogar em Português*. Lisboa: Lidel.

MALCATA, Hermínia. (2011). *Guia Prático de Fonética - Acentuação e Pontuação*. Lisboa: Lidel.

ROSA, Leonel. (2011). *Vamos Lá Começar! - Explicações e Exercícios de Gramática*. Lisboa: Lidel.

____ (2004). *Vamos Lá Começar! – Exercícios de Vocabulário*. Lisboa: Lidel.

RUELA, Isabel. (2015). *Vocabulário Temático*. Lisboa: Lidel.

SILVA, Marta (2011). *Português Atual 1*. Lisboa: Lidel.

VENTURA, Helena. & CASEIRO, Manuela. (2011). *Guia Prático de Verbos com Preposições*. Lisboa: Lidel.

3. CVC:

http://cvc.instituto-camoes.pt/a-ler/pequenos-textos.html#VWcTIM_BzRY

(written comprehension)

<http://cvc.instituto-camoes.pt/aprender-portugues/a-falar/guia-de-conversacao.html>

(written production)

http://cvc.instituto-camoes.pt/a-ouvir/tem-bom-ouvido.html#VWbIS8_BzRY

<http://cvc.instituto-camoes.pt/aprender-portugues/a-ler/era-uma-vez-um-rei.html>

(listening)

<http://cvc.instituto-camoes.pt/aprender-portugues/a-falar/guia-de-conversacao.html>

(speaking)

Assessment criteria:

Attendance is required at least in 75% of the classes.

Permanent assessment (60%):

Direct observation - 30%:

- participation in relevant tasks - 5%
- fulfillment of the tasks in class - 10%
- autonomy - 5%
- fulfillment of extra-class tasks - 5%
- attendance and punctuality - 5%.

Written test - 30%.

Final evaluation (40%)*:

Final written test.

* Compulsory in order to obtain the certificate.