

## Syllabus of PFL – Summer Course

<b>Level:</b>	A1 – Beginner
<b>Workload:</b>	80h00

### Learning goals:

- To take part in conversations about everyday life
- To read and understand basic texts that refer to situations of everyday life
- To understand some oral texts from the media
- To understand some written texts from the press (news, interviews, reports)
- To fill in documents related with some aspects of public and professional life
- To write practical texts
- To use essential grammatical structures
- To discuss about aspects of the Portuguese sociocultural reality

### Curriculum contents:

#### Topics

1. Personal identification (name, age, address, marital status, cities / countries, nationalities and professions, physical and psychological descriptions)
2. Places and transport (location and orientation in space, school, home, furniture, shopping establishments and monuments; transportation)
3. Time (hours, times of day, days of the week, months, seasons, festive seasons)
4. Food (meals, food, menu)
5. Family (degrees of kinship)
6. Human body
7. Clothing (clothes, footwear and accessories, colors, money)
8. Leisure (vacation, activities and places of recreation, hobbies, parties, invitations and courtesy formulas)

#### 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. Letters
    - 1.2.2. Invitations
    - 1.2.3. Notes, messages
    - 1.2.4. Cartoons
    - 1.2.5. Menus
    - 1.2.6. Holiday cards
2. Orality - comprehension and production
  - 2.1. To develop listening strategies (recognition, anticipation of possible textual proceedings,

etc.) to understand audio and audiovisual documents

2.2. To communicate in basic everyday situations

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 basic syntactic structures

2.2.4. To adapt production to different situations of everyday communication

3. Grammar

3.1. European Portuguese consonant and vowel system

3.1.1. Vowels (oral and nasal)

3.1.2. Consonants

3.1.3. Diphthongs (oral and nasal)

3.2. Syllable structure

3.3. Word stress

3.3.1. Prosodic

3.3.2. Graphic

3.4. Relations between sound and spelling

3.4.1. Stable cases

3.4.2. Special cases

3.4.3. Homonyms and homophonic words

3.5. Formal relations between words

3.5.1. Synonymy and antonymy

3.5.2. Word families

3.5.3. Lexical nets

3.6. Nominal, adjectival and verbal inflection

3.6.1. Noun

3.6.2. Determiners (definite and indefinite articles, possessives, demonstratives and interrogative 'que')

3.6.3. Adjective (degree: superlative analytical absolute and comparative)

3.6.4. Pronouns (personal subject, direct and indirect object, demonstratives, possessives and reflexes)

3.6.5. Quantifiers (numerals and interrogatives)

3.6.6. Verb

3.6.6.1. Conjugation

- Regular (*falar, morar, adorar, detestar, gostar, achar, chegar, entrar, ficar, chamar-se, viver, ler, dever, partir...*)

- Irregular (*estar, ser, ter e ter de/que, haver, fazer, querer, pôr, poder, dizer, saber, ver, ouvir, sair, ir, vir, dar, saber, poder, querer, trazer*)

3.6.6.2. Moods and tenses (Indicative: present tense and past perfect; imperative)

3.6.6.3. Periphrastic construction

3.6.7. Adverb (amount, time and manner ending in '-mente')

3.6.8. Preposition (movement, place, time, medium and contractions with articles)

3.6.9. Conjunctions (coordination: copulative 'e' and adversative 'mas'; subordination: causal 'porque' and temporal 'quando')

3.7. Sentences

3.7.1. Word order

3.7.2. Subject-verb agreement

3.7.3. Types (declarative, interrogative and exclamative) and forms (affirmative and

negative) sentences

### 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.

#### CVC:

[http://cvc.instituto-camoes.pt/a-ler/pequenos-textos.html#.VWcTIM\\_BzRY](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/a-ouvir/tem-bom-ouvido.html#.VWbIS8_BzRY)

(listening)

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

(speaking)

<http://www.instituto-camoes.pt/activity/centro-virtual/referencial-camoes-ple>

(Referential Camões PLE)

### Assessment criteria:

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

Permanent assessment (60%):

Direct observation - 30%:

- participation in relevant tasks and fulfillment of the tasks in class - 20%
- fulfillment of extra-class tasks - 5%
- attendance and punctuality (15 minutes tolerance)- 5%.

Written test - 30%.

Final evaluation (40%)\*:

Final written test.

\* Compulsory in order to obtain the certificate.