

**GOA UNIVERSITY**  
**DEPARTMENT OF PORTUGUESE**

**CERTIFICATE OF PROFICIENCY IN PORTUGUESE**  
**Level A1 (Basic User I)**

**2013-2014**

<b><u>Course Title</u></b>	<b>CERTIFICATE OF PROFICIENCY IN PORTUGUESE – level A1 (Basic User I)</b>
<b><u>Course Duration</u></b>	100 class room contact hours, spread over one/two terms or even in reduced time but not never less than a minimum of six weeks.
<b><u>Pre-requisites</u></b>	XII standard
<b><u>Post-requisites</u></b>	<input type="checkbox"/> Students must score at least 50% of the marks, accordingly to the OB-15.11

**Aims and  
Description of the  
Course**

- ❑ This **Course** is compatible the CEF (Common European Framework of reference levels for languages: learning, teaching, assessment) and it is scaled at the broad **level A1** Basic User I (*Breakthrough*).

- ❑ At this level the student:

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

- ❑ Each act of language use is set in the context of a particular situation within one of the *domains* (spheres of action or areas of concern) in which social life is organized:

- Personal domain
- Public domain
- Occupational domain
- Educational domain

The choice of the domains in which learners are being prepared to operate has far reaching implications for the selection of situations, purposes, tasks, themes and texts for teaching and testing materials and activities.

- ❑ This **Course** may be divided in module 1 (A1.1) and module 2 (A1.2). However the end examination will be concluding after completing all the programme of this Course, i.e., module 2 (A.1.2) at a minimum of 100 hours of class room contact hours.
- ❑ This **Course** may be divided in units, specifying the topics and grammar contents of the syllabus in each one, according to the planning of the teacher concerned who will conducted and assess also the continuous evaluation and the end examination.
- ❑ The Department Council may recommend to the approval of the Vice-Chancellor to incorporate and implement minor changes in the Syllabi/Contents/Contact hours and specific vocabulary and themes, etc., to tailor the **Course** contents to the requirements of the corporate sector/industry as necessary from time to time.

## Objectives

At the end of this Course the student will be able to:

- ❑ produce simple mainly isolated phrases about people and places.
- ❑ describe him/herself, what he/she does and where he/she lives.
- ❑ read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.
- ❑ write simple isolated phrases and sentences.
- ❑ write simple phrases and sentences about themselves and imaginary people, where they live and what they do.
- ❑ follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.
- ❑ understand instructions addressed carefully and slowly to him/her and follow short, simple directions.
- ❑ understand very short, simple texts a single phrase at a time, picking up familiar names, word and basic phrases and rereading as required.
- ❑ understand short, simple messages on postcards.
- ❑ write a short simple postcard.
- ❑ recognise familiar names, words and very basic phrases on simple notices in the most common everyday situations.
- ❑ get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.
- ❑ follow short, simple written directions (e.g. to go from X to Y).
- ❑ interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.
- ❑ ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.
- ❑ understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
- ❑ understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
- ❑ make an introduction and use basic greeting and leave-taking expressions.
- ❑ ask how people are and react to news.
- ❑ understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
- ❑ understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
- ❑ ask people for things, and give people things.
- ❑ ask people for things and give people things.

<p><b><u>Objectives</u></b></p>	<ul style="list-style-type: none"> <li>❑ handle numbers, quantities, cost and time.</li> <li>❑ understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions of simple expressions about personal details and needs of a concrete type.</li> <li>❑ ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.</li> <li>❑ ask and answer questions about themselves and other people, where they live, people they know, things they have.</li> <li>❑ indicate time by such phrases as next week, last Friday, in November, three o'clock.</li> <li>❑ reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</li> <li>❑ ask for or pass on personal details in written form.</li> <li>❑ write numbers and dates, own name, nationality, address, age, date of birth or arrival in the country, etc. such as on a hotel registration form.</li> <li>❑ copy out single words and short texts presented in standard printed format.</li> <li>❑ establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry, etc. use a very basic range.</li> <li>❑ use a basic vocabulary repertoire of isolated words and phrases related to particular concrete situations.</li> <li>❑ show only limited control of a few simple grammatical structures and sentence patterns in a learnt repertoire.</li> <li>❑ pronounce of a very limited repertoire of learnt words and phrases can be understood with some effort by native speakers used to dealing with speakers of his/her language group.</li> <li>❑ manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.</li> </ul>
<p><b><u>Teaching &amp; Learning Methods</u></b></p>	<p>Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.</p>

## **Scheme of Evaluation & Assessment**

As per OB-15 the evaluation of this Course will consist of Continuous Evaluation in a form of 4 assessments of one hour each with a total of 40% of the marks assigned to this Course and an end assessment in a form of one Final Examination of three hours, two hours for written exam (40% marks) and one hour for oral exam (20 % marks)), together with a total of 60% of the marks assigned to this Course.

Each assessment of the Continuous Evaluation will consist of a test with 10% of the marks, comprising reading comprehension (2.5 marks), written expression (2.5 marks), aural comprehension (2.5 marks) and oral expression (2.5 marks); The Final Examination will consist of a written test (two hours), comprising reading comprehension (20 marks), written expression (10 marks) and grammar (10 marks) and an oral exam, comprising aural comprehension (10 marks) and oral expression (10 marks).

Continuous Evaluation (40 marks) and Final Examination (60 marks) = 100 marks

Reading Comprehension – 30 marks

Written Expression – 20 marks

Grammar – 10 marks

Aural Comprehension – 20 marks

Oral Expression – 20 marks

## **Syllabus**

Within the various domains we may distinguish *themes*, the topics which are the subjects of discourse, conversation, reflection or composition, as the focus of attention in particular communicative acts.

### **THEMES:**

#### **1. Identidade (*Personal Identification*)**

- ▮ Nome próprio; apelido; diminutivo
- ▮ Lugar e data de nascimento / idade
- ▮ Nacionalidade
- ▮ Endereço

#### **2. Pessoas (*People*)**

- ▮ Caracterização física / partes do corpo (olhos, cabelos...)
- ▮ Vestuário; calçado
- ▮ Características da personalidade (simpático, alegre, tímido...)
- ▮ Ações (realizadas com o corpo: levantar-se...)
- ▮ Objetos pessoais

#### **3. Vida familiar e social (*Relations with relatives and friends*)**

- ▮ Relações familiares e sociais (pai... amigo)
- ▮ Festas (celebrações)
- ▮ Saúde e higiene
- ▮ Refeições
  - o Alimentos e bebidas
  - o Objetos / utensílios
  - o Espaços
  - o Hábitos familiares (comidas típicas, horários...)

#### 4. Educação (*School and Education*)

- ▮ Escola / espaços
- ▮ Agentes educativos
- ▮ Horários e matérias curriculares
- ▮ Linguagem própria do funcionamento da aula
- ▮ Mobiliário e material escolar

#### 5. Lazer (*Leisure*)

- ▮ No quotidiano (brincar (como; com quem), ler, ver televisão, ir ao cinema, ouvir música ... desportos, jogos...)
- ▮ Nas férias (praia, campo, viagem ...)

#### 6. Informação e diversão (*Media and Entertainment*)

- ▮ Meios de comunicação social
- ▮ Tecnologia (internet...)

#### 7. Lugares que se conhecem / se frequentam (*Places and Locations*)

- ▮ Do país em que se vive (geografia e espaços urbanos ou rústicos) a Portugal
- ▮ Casa de habitação (divisões, mobiliário)
- ▮ Da livraria à farmácia, da cantina ao supermercado

#### 8. Deslocações e meios de transporte (*Travel and Means of Transports*)

- ▮ No dia-a-dia
- ▮ Nas férias

#### 9. Ambiente (*Environment*)

- ▮ Estações do ano e tempo atmosférico
- ▮ Fauna e flora
- ▮ Proteção da natureza

#### 10. Países de língua portuguesa (*Portuguese Speaking Countries*)

- ▮ Identificação
- ▮ Localização

### **GRAMMAR CONTENTS:**

- ▮ Os sons da língua e a sua representação gráfica
  - o Vogais orais, nasais e consoantes
  - o Ditongos orais e nasais

- ▮ A estruturação das palavras
  - o Do monossílabo ao polissílabo

- ▮ As regras gerais de acentuação gráfica e o hífen (uso na translineação e em enclíticos)
  - o Sílabas tónicas e átonas
  - o Acentos gráficos: agudo, grave e circunflexo

- ▮ As regras de translineação nos casos simples

- ▮ Sinais de pontuação: ponto (final); ponto de interrogação; ponto de exclamação; vírgula; dois pontos; travessão

- ▮ Palavras homónimas e homófonas
- ▮ Relações de semelhança / oposição entre palavras: sinonímia; antonímia
- ▮ Palavras da mesma família
- ▮ Valores semânticos da frase: afirmativa e negativa
- ▮ Palavras variáveis e invariáveis
- ▮ Nomes [Substantivos]
  - o Próprios (seres vivos / designações geográficas); comuns (contáveis)
  - o Flexão:
    - ▮ Género – por meio morfológico / lexical
    - ▮ Número – por adição do morfema -s (-es)
- ▮ Adjetivos
  - o Qualificativos; relacionais
  - o Flexão
    - ▮ Género: por substituição do -o por -a; por adição de -a; por palavras diferentes
    - ▮ Número – por adição do morfema -s (-es)
    - ▮ Grau – superlativo
- ▮ Pronomes pessoais
  - o Formas tónicas: pessoa; género; número: referência do enunciador / do interlocutor – formas de tratamento
  - o Formas átonas marcadoras de reflexividade
- ▮ Determinantes
  - o Artigos
    - ▮ Definido / indefinido – género e número
    - ▮ Valores determinados por “conhecido / desconhecido”; “identificado / não identificado”
  - ▮ Contrações com preposições
  - o Possessivos – pessoa; género; número
  - o Demonstrativos
    - o Interrogativo (que)
- ▮ Pronomes possessivos e demonstrativos
- ▮ Quantificadores
  - o Numerais
  - o Interrogativos
- ▮ Verbos
  - o Conjugação (v. regulares); pessoa; número
  - o Formas / Tempos (verbaux):
    - ▮ Presente e pretérito perfeito do indicativo;
    - ▮ Infinitivo
  - o Valores semânticos:
    - ▮ de estado – *ser* vs *estar*, *ter*, *haver* (presente e pretérito perfeito do indicativo)
    - ▮ de ação: *pró-verbo* – *fazer* / verbos frequentes (presente e pretérito perfeito do indicativo)

- ▮ locativos – *estar (em), morar / viver (em)*
- ▮ direcionais – *chegar (a), entrar (em), sair (de), ir (a / para), partir (de...para), vir (de)*
- ▮ declarativos – *concordar, dizer* (presente e pretérito perfeito do indicativo)
- ▮ declarativos de ordem – *dizer*
- ▮ avaliativos – *achar (bem / mal), gostar (de)*
- ▮ volitivos – *querer* (presente do indicativo)
- ▮ auxiliares
- ▮ modais: *poder* (presente do indicativo), *dever* (presente do indicativo), *ter de / que*
- ▮ temporais: *ir + “fazer...”*

#### ▮ Advérbios:

- o Valores semânticos: tempo, lugar, afirmação, modo, negação, interrogação
- o Deitização

#### ▮ Preposições

- o Valores semânticos: localização, movimento, tempo, meio

#### ▮ Conjunções

- o Copulativas
- o Causais, temporais

#### ▮ Interjeições: advertência, encorajamento

### **A frase e os seus constituintes:**

- a. Constituintes: grupo nominal / verbal
- b. Ordem dos grupos na frase
- c. Processos sintáticos: concordâncias básicas dos grupos; elipse
- d. Tipos de frases (funções comunicativas / entoação): declarativa, interrogativa e exclamativa
- e. Articulação frásica: simples; complexa:
  - ▮ Coordenação copulativa
  - ▮ Subordinação causal e temporal
  - ▮ Temporais – *então, depois*
  - ▮ Aditivos; enumerativos

### **Reading References**

#### Required books:

- **Português XXI Nível 1** (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal;
- **Português XXI Nível 1 - Caderno de Exercícios** (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal.



Recommended books:

- ***Essential Portuguese Grammar***, by Alexander da R. Prista, New York, Dover Publications
- ***Take off in Portuguese***, by Michael Harland & Ana Saldanha de Brito, Oxford, Oxford University Press;
- ***Compêndio de Gramática Portuguesa***, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora;
- ***Guia Prático dos Verbos Portugueses***, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa;

*Other suitable books and materials will be recommended at the beginning of the course.*