

## Syllabus of Record

**Program:** CET Brazil: Social Justice and Inequality in São Paulo

**Course Code / Title:** (SP/LANG 100) Beginning Portuguese

**Total Hours:** 60

**Recommended Credits:** 3

**Primary Discipline / Suggested Cross Listings:** Portuguese Language

**Language of Instruction:** Portuguese

**Prerequisites / Requirements:** Required for students with no previous Portuguese language study

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### Description

This course is aimed at students with little or no previous study of Portuguese language. Students gain insight into basic structures and vocabulary in Brazilian Portuguese with a communicative approach so that they can use and understand everyday expressions and basic functional tools for concrete needs. Language and culture are combined in grammar exercises to provide students with actual linguistic perception and effective communicative tools and strategies in an elementary level. Students use materials devised by our staff.

Cultural issues are introduced from an early stage to enable students to bridge the gap between culture and language usage. The course applies a task-based learning approach, thus providing students with broader communicative skills in a natural context for language use.

Final placement at discretion of Academic Director.

### Objectives

At the end of this course, students will be able to:

- Understand and accurately use language relating to areas of most immediate relevance.
- Talk about themselves, elicit basic information, describe everyday needs and experiences.
- Use cultural and linguistic tools to engage in simple problem solving.
- Communicate in routine tasks requiring a simple and direct exchange of information.
- Interact with their immediate environment with a low conflict level.
- Describe non-complex present and past events.

### Course Requirements

Class attendance and participation are essential to language learning. An absent student misses important information and practice time, and hinders the group work and discussion exercises of classmates. Tardiness is disrespectful to both the professor and students.

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Students who know ahead of time that they will be absent should submit homework assignments early. They should also understand that they are responsible for learning the material on their own time. Asking the professor "What did I miss?" is not acceptable. Students may check with classmates about changes in the syllabus, assignments, etc., and ask the professor for any handouts.

### Grading

Students are evaluated in the four language areas (speaking, listening, reading, writing) through quizzes, written and oral tests, and class performance. Class performance refers to active participation in class, with both classmates and the professor. Communicative competence is also evaluated, i.e. students' actual ability to interact in Portuguese and to solve problems not only by using appropriate language, but also by fitting in social frameworks in a linguistically suitable way.

Missed quizzes and exams may not be made up without appropriate documentation of an excused absence from the Resident Director.

The final grade is defined as follows:

- 2 Exams: 30%
- 2 Quizzes: 20%
- Assignments: 20%
- Final Project/Seminar: 20%
- Homework and participation: 10%

*Exams.* Students take a mid-term exam and a final exam. Exams include all contents covered in class. Failure to attend exam results in a "zero". Make-up exams are allowed on a case-by-case basis.

*Quizzes.* Quizzes are short tests that are not previously announced. There are no make-up quizzes. Quiz grades are part of the final grade as well as graded homework.

*Assignments.* These include compositions, cross-cultural activities, journals, film reviews, literature papers and/or any kind of language-related piece of work assigned by the professor. Cross-cultural activities are short essays written as a result of student's experience while attending a local event about Brazilian culture/history/society. Normally the professor uses the activities scheduled in the program to inquire students about their experience. All assignments must be the student's original work, and use of translating programs results in a "zero".

*Final Project/Seminar.* The students have to prepare a paper and/or a presentation about a Brazil theme. Seminars are usually 15-minute presentations to the class. Final projects can be previously recorded videos or a short well-reasoned essay about a literary book that might be read during the course or any other theme as defined by the professor. If a literary book is chosen for the semester, this is done according to the level and profile of students.

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*Homework and participation.* All homework should be handed in by the date defined by the professor, and must be completed as indicated by the professor. Homework that is incomplete or late is not accepted. Students are expected to participate in Portuguese only during each class period. The instructor monitors student participation every class. Your attendance, daily preparation and active participation in class not only contribute to your learning, but are also important factors in determining your grade in participation.

A list of local events and assignment guidelines is provided by the instructor or CET staff.

### Attendance

Attendance requirements are outlined in the CET Attendance Policy.

### Readings / Course Book

Pereira, Giselda. *Fala&Ação - Caderno de atividades para Português Língua Estrangeira*. Andradina: Gama Editorial, 2019.  
Materials devised by CET-Brazil staff.

### Additional Resources

#### 1. Official Brazilian lexical database

<http://www.academia.org.br/nossa-lingua/busca-no-vocabulario> (free online access)

#### 2. Dictionaries (monolingual)

Dicionário Aurélio (online) <https://dicionariodoaurelio.com/>

Instituto Antonio Houaiss de Lexicografia. *Pequeno dicionário Houaiss da língua portuguesa*. São Paulo: Moderna, 2015.

#### 3. Dictionaries (bilingual)

Collins. *Dicionário de Espanhol*. Barueri: Disal, 2005.

Hoyos, B. L. F. *Dicionário de falsos amigos* (español-portugués /português-espanhol). São Paulo: Enterprise Idiomas, 1998.

Longman. *Dicionário escolar*. Essex: Pearson Education Ltd, 2009.

Oxford. *Dicionário Oxford escolar*. Oxford: Oxford University Press, 2007.

#### 4. Reference Books & Grammar

Bechara, E. *Moderna Gramática Portuguesa (atualizada pelo novo acordo ortográfico)*. São Paulo: Ed. Nova Fronteira, 2015.

Castilho, A. T. *Gramática do português brasileiro*. São Paulo: Ed. Contexto, 2014.

Cegalla, D. *Dicionário de Dificuldades da Língua Portuguesa*. São Paulo: Ed. Lexikon, 2007.

Coimbra, I. & Coimbra, O. M. *Gramática Ativa 1 & 2*. Lisboa: Lidel. 2014

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Martins, N. *Introdução à Estilística: A Expressividade na Língua Portuguesa*. Ed. EDUSP, 2008.

Moisés, M. *A Literatura Brasileira através dos Textos*. Ed. Cultrix, 2013.

Nitti, J. *501 Portuguese Verbs – Fully conjugate in all the tenses*. Ed. Barron's, 2005.

Teyssier, P. *Dicionário de Literatura Brasileira*. Ed. WMF Martins Fontes, 2003.

Vitral, L. *Gramática Inteligente do Português do Brasil*, São Paulo: Contexto, 2017.

### 5. Other

Materials devised by CET-Brazil staff

Literary excerpts & works

Communicative tables & exercises for oral practice

Authentic texts from Brazilian online newspapers and magazines

Samples of audio/DVD materials/Streaming media

Handouts

### Outline of Course Content

Vocabulary

- the alphabet
- nationalities and professions
- personal information
- salutation
- time & dates
- numbers
- money
- restaurant and food
- days of the week and months
- everyday activities
- shopping, traveling & vacation
- family describing a person; clothes
- transportation
- parts of a house
- health
- history
- traveling

Grammar

- pronouns: personal, demonstrative, possessive
- object pronouns
- adjectives
- adverbs

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- prepositions & contractions
- verbs ser & estar
- phrases with ESTAR COM
- verb conjugation patterns: -AR, -ER, IR: present tense
- verb conjugation patterns: -AR, -ER, IR: simple past tense
- the imperfect tense
- irregular verbs
- future tense
- imperative mood
- indefinite pronouns
- comparative
- brief introduction to the subjunctive mood

### Communicative functions

- recognizing and communicating in Brazilian formal/informal settings
- introductions & meeting people
- greetings
- solving basic communication conflicts
- making appointments
- requests
- expressing likes and dislikes
- getting around
- phone conversation & messaging
- eating out
- giving/asking for directions

### Brazilian culture

- Brazilian habits & basic social issues
- Brazilian geographic regions
- Basic Brazilian history

The professor is free to select the most important topics for your group, and include relevant topics to be studied during the course.