

**Portuguese Language and Culture**  
**C1**  
**Advanced**

**Contact hours:** 64

**Total working hours:** 168

**Credits:** 6 ECTS

**Number of sessions:** 2 x 2h/week

**Course director:** Susana Correia

**Teacher:** TBA

**General learning goals:**

- Understand a vast number of long and demanding texts, recognizing their implicit meanings.
- Express yourself fluently and spontaneously without having to search for words.
- Use the language flexibly and effectively for social, academic and professional purposes.
- Expressing oneself about complex topics, in a clear and well-structured way, showing the mastery of mechanisms of organization, articulation and cohesion of the discourse.

**Specific learning goals** to be achieved, in the various skills of language use, at level C1:

Listening	Speaking	Oral interaction
<ul style="list-style-type: none"> <li>• Follow with ease complex interactions between third parties in a group discussion or debate, even on abstract, complex and unfamiliar subjects.</li> <li>• Understand enough to follow a long speech on complex subjects and stranger to your area, although you need to confirm occasional details, especially if the accent is unfamiliar to you.</li> <li>• Recognize a wide range of idiomatic expressions and colloquialisms, noting the registry changes.</li> <li>• Follow a long speech, even when it is not clearly structured and when the relations between the ideas are implicit and are not marked explicitly.</li> </ul>	<ul style="list-style-type: none"> <li>• Express yourself spontaneously and fluently, with no apparent difficulty in finding the right expressions.</li> <li>• Express yourself in a clear and well-structured way, presenting your points of view with a certain degree of elaboration.</li> <li>• Make clear and detailed descriptions and expose complex subjects, integrating sub-themes, developing specific questions and ending with an appropriate conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the language flexibly and effectively for social and professional purposes.</li> <li>• Formulate ideas and opinions accurately and adapt your speech to that of your interlocutors.</li> <li>• Speak fluently and spontaneously, almost effortlessly. He has a good command of a vast lexical repertoire, which allows him/her to overcome gaps with circumlocutions.</li> <li>• Maintain a debate, even on abstract, complex subjects that are not related.</li> <li>• Argue about a formal position convincingly, reacting to questions and comments and responding to complex lines of fluent, spontaneous and appropriate.</li> </ul>
Writing	Reading	
<ul style="list-style-type: none"> <li>• Present clear and detailed descriptions on complex topics that integrate subthemes, developing particular aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Understand long and complex texts, literary and non-literary, and distinguish styles.</li> </ul>	

and reaching an appropriate conclusion.

- Write letters, communications or reports on complex subjects, highlighting the aspects you consider most important.
- Express him/herself clearly and correctly, relating to the interlocutor flexibly and effectively.
- Write clear and detailed, well-structured descriptions, clearly developed, and creative texts in a safe, personal, natural and appropriate style for the intended reader.
- Write well-structured texts, clearly, on complex subjects, underlining the relevant and most salient issues, developing and defending points of view, adding complementary information, pertinent reasons and examples, and concluding accordingly.

• Understand in detail long and complex texts related or not to his/her area of expertise, as long as one can read the difficult sections more than once.

• Understand in detail a wide range of long and complex texts, subject to occur in social, professional or academic life, identifying small details that include implicit or openly expressed attitudes and opinions.

**Themes and culture:**

1. Science, innovation and technology
  - 1.1. Scientific areas
  - 1.2. Progress and development of societies
  - 1.3. Ethical and social issues
2. Media and social networks
  - 2.1. Newspapers and magazines
  - 2.2. Social networks
  - 2.3. Photos and graphic information
  - 2.4. Fake news
3. Education and culture
  - 3.1. School and university
  - 3.2. Music and cinema
4. Portuguese language
  - 4.1. History
  - 4.2. Standard and non-standard varieties

**Grammar:**

1. Consolidation of the grammatical contents taught at the previous level
  - 1.1. The structure of clauses and agreement
    - 1.1.1. Within the NP
    - 1.1.2. Subject/Verb
  - 1.2. Indicative
    - 1.2.1. Simple tenses

- 1.2.2. Compound tenses
- 1.3. Subjunctive
  - 1.3.1. Simple tenses
  - 1.3.2. Compound tenses
- 1.4. Subordinate clauses
2. Morphological processes of word formation
  - 2.1. Derivation
    - 2.1.1. Conversion
    - 2.1.2. Regressive derivation
    - 2.1.3. Parasyntesis
  - 2.2. Morphosyntactic composition
    - 2.2.1. Exocentric
    - 2.2.2. Endocentric
3. Non morphological processes of word formation
  - 3.1. Neologisms
  - 3.2. Onomatopoeias
  - 3.3. Amalgamations
  - 3.4. Reduplications
  - 3.5. Semantic extension
4. Prepositions in verbal rules
5. Relation between lexicon and grammar
  - 5.1. Reference and anaphora
    - 5.1.1. Pronominal anaphora
    - 5.1.2. Lexical anaphora
    - 5.1.3. Adverbial anaphora
    - 5.1.4. Anaphoric null subject
  - 5.2. Coordinative and subordinative connectors
  - 5.3. Text and discourse connectors
  - 5.4. Modal and temporo-aspectual values in Portuguese
6. Colocations, idioms and sayings
7. Addressing to other in Portuguese varieties

The course organizes, in each semester, for students of all levels, a walk in Lisbon and a bus visit to a location outside Lisbon (e.g. Tomar, Batalha, Aljubarrota, Évora).

#### **Assessment:**

The final grade will be based on the following parameters:

- attendance (75% mandatory attendance)
- relevant and constructive participation in the activities and work proposed in class
- oral expression
- written expression
- final exam

#### **Support material**

- **Grammars**

AMORIM, Clara & COSTA, Vera. (2012). *Aprender a Escrever 6*. Lisboa: Areal Editores.

ARRUDA, Lígia. (2004). *Gramática de Português para Estrangeiros*. Porto: Porto Editora.

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

COIMBRA, Olga & COIMBRA, Isabel. (2011). *Gramática Ativa 2*. Lisboa: Lidel.

- DUARTE, I. (2000). Língua portuguesa. Instrumentos de análise. Lisboa: Universidade Aberta.
- LOPES, A.C.M. & CARAPINHA, C. (2013). Texto, coesão e coerência. Coimbra: Almedina/CELGA.
- MALCATA, Hermínia (2013). Português Atual. Lisboa: Lidel.
- MARQUES, Rui (2016) O modo conjuntivo, in Ana Maria Martins & Ernestina Carrilho (orgs.). Manual de Linguística Portuguesa. Berlim: De Gruyter Mouton. Cap. 23.
- MATEUS, M.H.M. et al. (2003). Gramática da língua portuguesa, 5.ª ed. revista e aumentada. Lisboa: Caminho.
- RAPOSO, Eduardo Paiva. NASCIMENTO, Bacelar. SEGURA, Luísa & MENDES, Amália (orgs.) (2013). Gramática de Português. Lisboa: Fundação Calouste Gulbenkian.
- VENTURA, Helena. & CASEIRO, Manuela. (2011). Guia Prático de Verbos com Preposições. Lisboa: Lidel.
- RIO-TORTO, G.; RODRIGUES, A.S.; PEREIRA, I.; PEREIRA, R. & RIBEIRO, S. (2016). Gramática derivacional do português, 2.ª edição. Coimbra: Imprensa da Universidade de Coimbra.

- **Dictionaries**

Dicionários Porto Editora: <http://www.infopedia.pt/>

Dicionário Priberam: <https://dicionario.priberam.org/>