Course Description
This 45-hour immersion Portuguese course is designed specifically to meet the needs of SIT students. It includes oral expression, comprehension, structure, and grammar. Materials are designed by university professors and are used to introduce, expand, and reinforce knowledge of linguistic structures at progressive levels of difficulty. The professors’ efforts are enhanced and reinforced through the utilization of audiovisual aids and information sharing among students. In addition, teachers and students go on frequent outings, during which they explore the community using a set of specific language tasks to foster interaction. The professors design their lesson plans to include relevant information about Fortaleza, Brazil, and themes being discussed in the program.

The beginning course focuses on grammatical structures; greetings; verb conjugation and tenses; regular and irregular verbs; prepositions; possessives; definite and indefinite articles; demonstrative pronouns; object pronouns; adverbs; indefinite pronouns; and negative, affirmative, and interrogative forms.

Learning Objectives
By the end of this course, students will be able to:
- Demonstrate basic listening and speaking skills in the Portuguese language;
- Engage local community members in social situations and everyday encounters;
- Articulate simple questions, solicit information, and express opinions;
- Demonstrate basic reading and writing skills and show improvement over the course period;
- Use both everyday vocabulary and, in particular, vocabulary related to the program themes and activities.
Language of Instruction
Portuguese

Course Requirements
Students are required to complete approximately one hour of homework assignments daily. The bulk of these assignments consist of written and oral exercises from textbooks supplemented with short papers, interviews, and additional reading. Class attendance, participation, and preparedness are also required.

Course Schedule

<table>
<thead>
<tr>
<th>Grammatical Category</th>
<th>Grammar/ Accuracy (Example)</th>
<th>Context/ Culture (Function)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greetings, nationalities and professions</td>
<td>bom dia, como vai tchau, até logo, brasileiro, americano, japonês, canadense...</td>
<td>Getting to know each other Talking about nationalities and professions</td>
</tr>
<tr>
<td>Gender and plural of nouns – contractions of Em, de, with, um, o, a, os, as.</td>
<td>casa, casas, o carro, a cama no, na, nos, na, num, numa, etc.</td>
<td>Describing rooms and identifying objects in the house and in the classroom. Talking about people’s info</td>
</tr>
<tr>
<td>Verb ser and estar Gerund Expressions with estar com...</td>
<td>Ela está bonita x Ela é bonita Estou com fome, com sede, triste. Estou falando, escrevendo, partindo.</td>
<td>Finding out people’s professions Describing people Talking about where people are and what they are doing. Talking about physical appearance</td>
</tr>
<tr>
<td>Wh-questions Numbers 1-100 How much x how many Demonstrative Pronouns. Key words. Aqui, aí, lá. E-mail, alphabet</td>
<td>quem, qual, como, quando, onde, por que? quanto, quantos, quanto é? quanto custa? este, esta, estes, estas, aquele, aquela, etc.</td>
<td>Interviewing people on the street and reporting it to class. Talking about quantity Introducing people and talking about things Talking about your Brazilian Family - Talking about relatives and friends</td>
</tr>
<tr>
<td>Present tense AR, ER, IR, Regular verbs Days of the week, months, seasons. Telling Time</td>
<td>falar, abrir, comer, seg., ter. quar. etc. jan., fev., mar., etc. inverno, verão, outono,</td>
<td>Daily routine Dates, holidays, special occasions, parties and celebrations. Interviewing people about holidays</td>
</tr>
</tbody>
</table>

*Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lecturers’ availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.
<table>
<thead>
<tr>
<th>Time expressions – De manhã, de tarde, de noite...</th>
<th>de manhã, de tarde, de noite, amanhe, daqui a dois dias, no próximo ano, mê... dar, dizer, sair. e pôr</th>
<th>Telling and asking time</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR, ER, IR- Irregular verbs. Verb Por</td>
<td></td>
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<tr>
<td>Futuro Popular – going to... future Ir+infinitive</td>
<td>Vou falar, vou viajar, vou dizer...</td>
<td>Planning your weekend</td>
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<tr>
<td>Places: Theater, beach, restaurant, etc.</td>
<td></td>
<td>Talking about personal plans for the future</td>
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<tr>
<td>Resolutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretérito Perfeito (past tense)</td>
<td>fui, dei, estive, comprei, falei, etc. praia, teatro, restaurante, etc.</td>
<td>What did you do yesterday/last week?</td>
</tr>
<tr>
<td>How was your last vacation/year?</td>
<td></td>
<td></td>
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<tr>
<td>Where did you go?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened in 2010/last year?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparisons - Adjectives - Opposites Superlative forms</td>
<td>maior, menor, mais alto, mais baixo dor de cabeça, dor de dente, dor nas costas, etc. O mais alto, o mais baixo.</td>
<td>Making comparisons</td>
</tr>
<tr>
<td>Pretérito imperfeito Uses of the imperfect tense. (Imperfect past tense = used to...).</td>
<td>Quando eu era criança morava, estudava... À noiva estava lindíssima. Eram dez horas quando ele saiu la viajar hoje, mas desisti.</td>
<td>Talking about childhood/adolescence memories</td>
</tr>
<tr>
<td>Describing things in the past</td>
<td>Describing different life styles at different times (1890s, 1930s, 1950s, 1970s).</td>
<td></td>
</tr>
<tr>
<td>Imperfect x Perfect tense Prepositions</td>
<td>Eu trabalhei ontem x Eu trabalhava muito antigamente. atrás de, embaixo, em cima, entre, ao lado de, em volta de, etc.</td>
<td>A memorable day /time / event/ occasion</td>
</tr>
<tr>
<td>Talking about where objects are</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Imperative form</td>
<td>coma, beba, tenha, faça...</td>
<td>Giving orders, advice, following instructions, understanding advertisement</td>
</tr>
<tr>
<td>Futuro simples (simple future) Expression</td>
<td>Eu irei ao cinema. Darei uma festa hoje. Será que...</td>
<td>Talking about future activities</td>
</tr>
<tr>
<td>Plans for the future</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pretérito composto do Indicativo Past participles – (regular</td>
<td>Eu tenho estudado port. ultimamente.</td>
<td>What have you done lately?</td>
</tr>
</tbody>
</table>
| and irregular forms) | ver – visto  ser – sido  por – posto  
| vir - vindo  
| abrir –aberto  dizer – dito  
| fazer – feito  escrever – escrito |

| Futuro do pretérito (conditional)  
Objeto Direto | Eu gostaria de viajar hoje.  
Ela seria a estrela do filme.  
Ele não saberia o que dizer.  
Eu o vi ontem.  
Quero vê-lo amanhã.  
Expressing wishes  
Asking for a favor, asking directions.  
Reporting a fact, news, TV programs, etc.  

| Por x Para  
Prepositions: a, até, de, em,  
Uses of expressions de carro, de ônibus, de trem, a pé, etc. | Ele fez isso para mim. Vs. Ele fez isso por mim  
Ele mora em Recife.  
Vamos de carro ou de ônibus?  
Vamos a pé.  
At the travel agency, bus station, airport.  
Planning a trip, excursion, a day out.  

| Present Subjunctive  
Expressions that require Pres. Subj. | Vá, veja, esteja, viaje...  
Talvez, É possível que, Espero que ele chegue logo.  
Tomara que...  
Expressing opinion, wish, preference, doubt, denial, command, emotion.  
Leisure activities, hobbies, pastime, pop music, sports, sports personalities, arts. etc.  

| Expressions that require pres. Subj. | E bom que,  
Para que...  
Embora, caso...  
Expressing wishes and preferences  

| Indefinite pronouns | algum, nenhum, alguém, ninguém, alguns, algumas  
Comparing cities, countries  
Writing a post card to a friend  

| conhecer vs. saber  
Trazer vs. levar significados de ficar | Eu sei quem ele é x Eu o conheço.  
Eu levo para lá.  
Eu trago para cá.  
Expressing personal abilities and knowledge  
Expressing ideas of trazer and levar  

| Reflexive verbs | sentar-se, levantar-se  
Expressing reciprocal actions  

| Imperfect subjunctive | fosse, visse, tivesse, estivesse  
Talking about hypothetical situations  
Expressing wishes and feelings  
Reporting messages and dialogues in the past  

**Required Reading**  
Evaluation and Grading Criteria

Description of Assignments

Students are required to complete approximately one hour of homework assignments daily. The bulk of these assignments consist of written and oral exercises from textbooks supplemented with short papers, interviews, and additional reading. Class attendance, participation, and preparedness are also required.

The grade, based on performance on written exams, also includes the following components:

- Ongoing homework.
- A final oral and written evaluation by the instructor, in which accuracy, appropriateness of response, degree of communication, and fluency are assessed.
- Evaluation of achievement and language proficiency by the homestay family.
- Consistency of effort to use the host language both inside and outside the classroom.

Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>42%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>8%</td>
</tr>
<tr>
<td>Composition and homework</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Grading Scale

The grading scale for all classes is as follows:

- 94-100% A
- 90-93% A-
- 87-89% B+
- 84-86% B
- 80-83% B-
- 77-79% C+
- 74-76% C
- 70-73% C-
- 67-69% D+
- 64-66% D
- below 64 F

Please refer to the SIT Study Abroad Student Handbook for policies on academic integrity, ethics, warning and probation, diversity and disability, sexual harassment, and the academic appeals process.

The syllabus, course content, lecturers, and readings may be modified by the Academic Director in order to better suit the needs of the course and its participants. Should any change of class topics or lecturers be necessary, students will be promptly notified.