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**Ano Letivo** 2021-22

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**Unidade Curricular** INGLÊS

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**Cursos** PSICOLOGIA (1.º ciclo) (\*)

(\*) Curso onde a unidade curricular é opcional

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**Unidade Orgânica** Faculdade de Ciências Humanas e Sociais

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**Código da Unidade Curricular** 14521046

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**Área Científica** LÍNGUAS

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**Sigla**

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**Código CNAEF (3 dígitos)** 2, 2, 2

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**Contributo para os Objetivos de Desenvolvimento Sustentável - ODS (Indicar até 3 objetivos)** 3, 5, 8

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**Línguas de Aprendizagem** Inglês

**Modalidade de ensino**

Presencial

**Docente Responsável**

Merja Sinikka Nousia de Matos Parreira

DOCENTE	TIPO DE AULA	TURMAS	TOTAL HORAS DE CONTACTO (*)
Merja Sinikka Nousia de Matos Parreira	OT; T; TP	T1; TP1; OT1	13T; 26TP; 5OT

\* Para turmas lecionadas conjuntamente, apenas é contabilizada a carga horária de uma delas.

ANO	PERÍODO DE FUNCIONAMENTO*	HORAS DE CONTACTO	HORAS TOTAIS DE TRABALHO	ECTS
1º	S1	13TP; 26PL; 5OT	140	5

\* A-Anual;S-Semestral;Q-Quadrimestral;T-Trimestral

**Precedências**

Sem precedências

**Conhecimentos Prévios recomendados**

nível B1+ (QCER)

**Objetivos de aprendizagem (conhecimentos, aptidões e competências)**

Pretende-se que os alunos no final do processo de ensino demonstrem o nível B2 de língua inglesa, de acordo com o previsto no Quadro Comum Europeu de Referência para o Ensino das Línguas (QCER). Nomeadamente:

- demonstrem um alargamento da sua competência de uso da língua inglesa em situações de comunicação verbal (compreensão e produção oral e escrita);
- saibam extrair informação de textos de diferentes tipos e sistematizá-la;
- dominem estratégias de superação de dificuldades e de resolução de problemas de comunicação;
- saibam usar convenções sociais e de cortesia na interação verbal e não verbal.

### Conteúdos programáticos

- Noções fundamentais das estruturas e do funcionamento da língua inglesa (gramática e vocabulário a explorar consoante as necessidades de aprendizagem dos alunos) que permitam a leitura, a interpretação e a produção de textos de diferentes tipologias.
- Características dos textos descritivos, argumentativos e narrativos em língua inglesa.
- Convenções sociais e de cortesia na cultura anglo-americana.

- Funções Comunicativas:

Checking understanding

Greeting

Describing places, experiences and events

Expressing likes and dislikes

Expressing opinions: agreeing and disagreeing

Expressing feelings

- Conteúdos Gramaticais (a explorar consoante as necessidades de aprendizagem dos alunos):

Adverbs

Comparatives and superlatives

Connecting words expressing cause, effect, contrast

Modals: must / can / may / might / will / would / could, should/should have / might have/ must have/ have to

Present perfect / Present perfect continuous

Simple Past / Past continuous / Past perfect

Wh- questions

Reported speech

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### Metodologias de ensino (avaliação incluída)

As aulas TP incidirão em atividades colaborativas de aprendizagem e as aulas PL incluirão atividades de oralidade, leitura e escrita, desenvolvidas de acordo com a metodologia de tarefas, de matriz comunicativa. As sessões de OT apoiarão especificamente o trabalho individual ou em pequenos grupos.

Todos os alunos regularmente inscritos estão automaticamente admitidos a exames.

A avaliação por frequência com dois elementos de avaliação presencial (50%+50%).

### **Bibliografia principal**

Longman language activator. (1993). Essex: Longman

McGrawHill (2011). Practice Makes Perfect. Advanced English Grammar for ESL Learners. New York: McGraw-Hill

Vince, M. (2010). Macmillan English Grammar in Context. Oxford: MacMillan Education

On line resources:

<https://www.englishworksheetsland.com/descriptive.html>

[http://www.ablongman.com/henry\\_rh/ch04.pdf](http://www.ablongman.com/henry_rh/ch04.pdf)

<https://www.k-state.edu/english/baker/english320/cc-exposition.htm>

[https://www.veleri.hr/files/datotekep/nastavni\\_materijali/k\\_promet\\_2/E4\\_IS\\_DIRECT\\_AND\\_INDIRECT\\_SPEECH.pdf](https://www.veleri.hr/files/datotekep/nastavni_materijali/k_promet_2/E4_IS_DIRECT_AND_INDIRECT_SPEECH.pdf)

### **Dictionaries (searchable online):**

<http://www.merriam-webster.com>

<http://www.learnersdictionary.com>

<http://www.thesaurus.reference.com>

<http://www.askoxford.com>

<http://www.dictionary.cambridge.org>

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**Academic Year** 2021-22

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**Course unit** ENGLISH

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**Courses** PSYCHOLOGY (1st Cycle) (\*)

(\*) Optional course unit for this course

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**Faculty / School** FACULTY OF HUMAN AND SOCIAL SCIENCES

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**Main Scientific Area** LÍNGUAS

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**Acronym**

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**CNAEF code (3 digits)** 2, 2, 2

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**Contribution to Sustainable Development Goals - SGD (Designate up to 3 objectives)** 3, 5, 8

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**Language of instruction** English

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**Teaching/Learning modality** In presence

**Coordinating teacher** Merja Sinikka Nousia de Matos Parreira

Teaching staff	Type	Classes	Hours (*)
Merja Sinikka Nousia de Matos Parreira	OT; T; TP	T1; TP1; OT1	13T; 26TP; 5OT

\* For classes taught jointly, it is only accounted the workload of one.

**Contact hours**

T	TP	PL	TC	S	E	OT	O	Total
0	13	26	0	0	0	5	0	140

T - Theoretical; TP - Theoretical and practical ; PL - Practical and laboratorial; TC - Field Work; S - Seminar; E - Training; OT - Tutorial; O - Other

**Pre-requisites**

no pre-requisites

**Prior knowledge and skills**

language level: B1+ (CEFR)

**The students intended learning outcomes (knowledge, skills and competences)**

At the end of the learning-teaching process students are expected to demonstrate the level B2 of English language, as established on the Common European Framework of Reference for Languages (CEFR). Namely:

- ? demonstrate an improvement of their English language performance in situations of verbal communication ( oral and written comprehension and production);
- ? be able to extract and systemize information from different text types;
- ? dominate strategies of overcoming of difficulties and of problems resolution in communication situations;
- ? be able to use social and courtesy conventions in verbal and non-verbal interactions.

## **Syllabus**

Fundamental notions of the English language structures and of the language functions (grammar and vocabulary explored in accordance with the students' learning needs) that will allow them to comprehend and produce different kinds of oral and written texts.

Characteristics of the description, argumentation and narration

Social and courtesy conventions in the Anglo-American culture

Communicative functions:

Checking understanding

Greeting

Describing places, experiences and events

Expressing likes and dislikes

Expressing opinions: agreeing and disagreeing

Expressing feelings

Language content (to be explored in accordance with the students' learning needs):

Comparatives and superlatives

Connecting words expressing cause, effect, contrast

Modals: must / can / may / might / will / would / could, should/should have / might have/ must have/ have to

Present perfect / Present perfect continuous

Simple Past / Past continuous / Past perfect

Wh- questions

Reported speech

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## **Teaching methodologies (including evaluation)**

The TP sessions will comprehend collaborative learning activities and the PL sessions will include oral and written task based language activities, designed in accordance with the principles of communicative language teaching. OP sessions provide support for individual or small group work assignments.

All enrolled students are automatically admitted to exams.

Evaluation requires sitting at two tests (50%+50%).

### **Main Bibliography**

Longman language activator. (1993). Essex: Longman

McGrawHill (2011). Practice Makes Perfect. Advanced English Grammar for ESL Learners. New York: McGraw-Hill

Vince, M. (2010). Macmillan English Grammar in Context. Oxford: MacMillan Education

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