

Portuguese as Foreign Language — Level B.1

SYLLABUS

NON-DEGREE GRANTING

1. CURRICULAR UNIT
Portuguese as Foreign Language — Level B.1
2. MAIN SCIENTIFIC AREA, according to Portaria nº 256/2005, of March 16th (CNAEF)
222 – FOREIGN LANGUAGES AND LITERATURES
3. DESCRIPTION OF THE CURRICULAR UNIT
3.1. SUMMARY
The curricular unit of Portuguese Language for Foreigners is systematized according to the Council of Europe's Common European Framework of Reference for language learning, teaching and assessment (CEFR), namely to the level B1. It is structured semi-intensively, throughout four hours a day, five days a week, during six weeks, corresponding to 9 ECTS (European Credit Transfer and Accumulation System). Actually, the students will have 120 contact hours (laboratorial classes) and 123 hours of individual work. The students will integrate the work of the following skills: understanding (listening and reading), speaking (spoken interaction and spoken production) and writing. The curricular unit is structured in two modules (level B.1.1 and level B.1.2)
3.2. Aims and objectives
The aim of the course is to provide students with threshold and strong threshold competences in the Portuguese Language, becoming an independent user and familiar with the main grammar issues and lexicology. The main language instruction objective is to establish a language classroom context, which is similar to real communication contexts. This aim is achieved by following closely the principles of accessibility, consistency, careful selection of teaching units, gradual transition from simple to more complex linguistic structures, as well as the application of the communicative situation as a means of acquiring the peculiarities of speech pragmatics. The learning process will be eased by real visits to the shopping center, marketplace, supermarkets, train/bus station, cafés and theatre, where students will be encouraged to use their newly acquired knowledge and originate dialogues and ask questions to passers-by and tourist guides. Thus they will learn how to elicit information from a real-life conversation. Foreign students will learn the Portuguese language structure, focusing on comprehension, speaking and writing skills. Interactive methods with communication purposes will be used, such as group work, brainstorming, games, as well as traditional pedagogic methods (discussion, individual work, work with textbooks, namely the student book and the exercise book, etc.), all of which will contribute to the quicker learning of the language and the development of effective linguistic and communication competences of the students. Thus, the communicative competence in this narrower sense has the following components: linguistic and grammatical competences; and sociolinguistic, (inter) cultural and pragmatic competences.

3.2.1. GENERAL OBJECTIVES

The student will be able to understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.; deal with most situations likely to arise whilst travelling in an area where the language is spoken; produce simple connected text on topics which are familiar or of personal interest; and describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

3.2.2. SPECIFIC OBJECTIVES

UNDERSTANDING:

- LISTENING: The student will be able to: understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.; and understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.

- READING: The student will be able to: understand texts that consist mainly of high frequency everyday or job-related language; and understand the description of events, feelings and wishes in personal letters.

SPEAKING:

- SPOKEN INTERACTION: The student will be able to: deal with most situations likely to arise whilst travelling in an area where the language is spoken; and enter unprepared into any conversation on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).

- SPOKEN PRODUCTION: The student will be able to: connect phrases in a simple way in order to describe experiences and events, dreams, hopes and ambitions; briefly give reasons and explanations for opinions and plans; and narrate a story or relate the plot of a book or film and describe personal reactions.

WRITING:

- WRITING: The student will be able to: write simple connected text on topics which are familiar or of personal interest; and write personal letters describing experiences and impressions.

4. SYLLABUS

In summary, the main themes to be approached, in this level, are the essential of subjunctive tenses and the lexical areas related to the problems and situations of the current society. It also presents the fundamental cultural and linguistic concerns in the Portuguese-speaking countries, such as in the case of some African countries, Timor-Leste (East Timor) and Brazil. The topics of current interest that are addressed are quite varied: ecology and environmental problems; emigration and immigration; employment and unemployment; plans and ambitions; the pursuit of happiness; homelessness; new technology and children; SMS text messaging; volunteer work organizations; the European Union; Portuguese icons; the aging of the population; the success of the free press, among others.

Module 1: Level B.1.1

Sociolinguistic, Cultural and Communicational Competences:

- Comment texts of the written press
- Compare the situation in Portugal with their own country
- Consequences of waste and pollution

- Express conditions regarding the future
- Express opinions, doubts, wishes, feelings, agreements and argue
- Give and ask for personal information, from professional nature and leisure time
- Know and present well known characters
- Know better the Portuguese islands (Azores and Madeira archipelagos) and Mainland Portugal
- Learn some Portuguese proverbs
- Oral comprehension of Azorean and Madeiran legends
- Oral comprehension of touristic advertising texts
- Provide life objectives
- Provide suggestions to obtain a better environment
- Show listening and writing comprehension in an interview on news on the environment topic
- Talk about a specific topic in relation to his/her country
- Talk about most common holidays and tourist attractions in his/her country
- Talk about the most interesting aspects of his/her country
- Understand and comment on graphics and informative, critical or ironic texts of the written press
- Understand and comment on prospects of interest of different life
- Understand customs, traditions and typical Portuguese products
- Understand information on the matter: the Portuguese and happiness
- Understand interviews and statements in the press
- Understand radio news
- Understand texts of the written press on issues of the garbage separation and recycling
- Understand the meaning of common idiomatic expressions
- Understand the reality of emigration, immigration and migration in Portugal

Lexical Areas / Vocabulary:

- Critical texts of contemporary concerns
- Customs, traditions and typical products
- Emigration, immigration and migration: causes and consequences
- Garbage: separation and recycling
- Holidays and Tourism: times, destinations, travels
- Identification and characterization personal
- Idiomatic expressions
- Leisure time activities
- Life interests
- Personal qualities and defects
- Physical and psychological descriptions
- Pollution: causes and consequences
- Portuguese and the happiness: the traditional Portuguese music “Fado”
- Portuguese islands (Azores and Madeira archipelagos) and Mainland Portugal
- Proverbs and adages

Grammar:

- Compound words (composition and formation of the plural)
- Derivative words, built by prefixing and/or suffixing
- Derivative verbs of *fazer; pôr; pedir, ter; ver; vir...*
- Phrasal and Prepositional verbs (ex: *dar, ficar e passar*)
- Review of Imperative and other verbal tenses
- Personal infinitive
- Present subjunctive

- Future subjunctive

Module 2: Level B.1.2

Sociolinguistic, Cultural and Communicational Competences:

- Express opinions of the topics
- Express the condition with varying degrees of probability
- Express unrealistic conditions
- Know a little about the History of Timor-Leste (East Timor)
- Know the differences between European and Brazilian Portuguese
- Oral comprehension from different backgrounds and lifestyles of young people
- Oral comprehension of real conversation
- Oral comprehension of testimonies of difficult life experiences
- Recognize certain differences in the Portuguese accent
- Reproduce what someone says (indirect speech)
- Respond to a survey and an inquiry
- Understand and comment texts of the written press
- Understand charts, news and reports
- Understand some of the history of certain Angolan regions
- Understand the Brazilian Portuguese
- Understand the party spirit one lives in Luanda
- Understand the situation of homelessness in Portugal
- Understand the spoken Portuguese in Luanda and some vocabulary used in Angola
- Understand the volunteer organizations in Portugal
- Understand the written language of SMS
- Understand written texts of the Brazilian press

Lexical Areas / Vocabulary:

- New technologies (web 2.0) and SMS
- Unemployment
- History of Angola, Brazil and Timor-Leste (East Timor)
- European, Brazilian and African Portuguese
- Volunteer Organizations
- Homelessness

Grammar:

- Imperfect subjunctive
- Pluperfect subjunctive compound
- If Clauses:
 - “Se” + Imperfect subjunctive + Conditional / Imperfect Indicative
 - “Se” + Future subjunctive
 - “Se” + Pluperfect subjunctive compound
- Indirect Speech
- Interrogative sentences (direct and indirect)
- Pronominal Conjugations with the Future and Conditional
- Phonetics, accentuation and orthography
- Stress of the Angolan and Brazilian Portuguese

5. ASSESSMENT
<p>The assessment will be substantiated in accordance with the provisions of the Common European Framework of Reference for language learning, teaching and assessment (CEFR) the level B1 and the Pedagogical Rules of UTAD, integrating the following components:</p> <ul style="list-style-type: none"> - Formative assessment (weekly) to measure and monitor the gradual progress of the students; - Periodic summative evaluation (formal), which includes the skills listed above and can take the form of (oral and written) tests, various records, among other factors considered pertinent; - Self-assessment questionnaires (during the lessons).
6. ADDRESSEES
<p>6.1. TARGET GROUP:</p> <p style="padding-left: 40px;">Students outside the UTAD, with the CEFR level A.2.2 of the Portuguese language.</p> <p>6.2. PREREQUISITES / ACCESS CONDITIONS (If they exist):</p>
7. ENTITIES INVOLVED
<p>7.1. The Former Entity: Universidade de Trás-os-Montes e Alto Douro (UTAD)</p> <p>7.2. Scientific Coordinator: Prof. Gonçalo Fernandes</p> <p>7.3. Expected Teacher: Prof. Rolf Kemmler</p> <p>7.4. Other entities: None</p>
8. FUNCTIONAL STRUCTURE OF THE COURSE
<p>8.1. Total Hours: 243</p> <p style="padding-left: 40px;">8.1.1. Contact hours: 120</p> <p style="padding-left: 40px;">8.1.2. Individual working hours: 123</p>
9. ECTS (EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM)
9 CREDITS (ECTS)
10. PLACE OF THE COURSE
Department of Letters, Arts and Communication of UTAD
11. FREQUENCY AND EVALUATION CONDITIONS
In accordance with the requests of the Pedagogical Rules of UTAD.
12. REFERENCES
<p>Tavares, Ana (2011): <i>Português XXI: Livro do aluno 3. Nível B1</i>. Lisboa: Lidel – Edições Técnicas.</p> <p>Tavares, Ana (2011): <i>Português XXI: Caderno de Exercícios 3. Nível B1</i>. Lisboa: Lidel – Edições Técnicas.</p>