

## Portuguese as Foreign Language — Level B.2

### SYLLABUS

NON-DEGREE GRANTING

<b>1. CURRICULAR UNIT</b>
<p><b>Portuguese as Foreign Language — Level B.2</b></p>
<b>2. MAIN SCIENTIFIC AREA, according to Portaria nº 256/2005, of March 16<sup>th</sup> (CNAEF)</b>
<p>222 – FOREIGN LANGUAGES AND LITERATURES</p>
<b>3. DESCRIPTION OF THE CURRICULAR UNIT</b>
<b>3.1. SUMMARY</b>
<p>The curricular unit of Portuguese Language for Foreigners is systematized according to the European Council's Common European Framework of Reference for language learning, teaching and assessment (CEFR), namely to the level B2. 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.2.1 and level B.2.2)</p>
<b>3.2. Aims and objectives</b>
<p>The aim of the course is to provide students with competences in the Portuguese Language as a completely independent user, becoming well acquainted with the main grammar issues and lexicology. Our 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.</p> <p>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.</p>

### 3.2.1. GENERAL OBJECTIVES

The student will be able to understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization; interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party; and produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

### 3.2.2. SPECIFIC OBJECTIVES

#### UNDERSTANDING:

- LISTENING: The student will be able to: understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar; understand most TV news and current affairs programs; and understand the majority of films in the Portuguese standard language as well as in some key standard dialects.

- READING: The student will be able to: read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints; and understand contemporary literary prose.

#### SPEAKING:

- SPOKEN INTERACTION: The student will be able to: interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible; and take an active part in discussion in familiar contexts, accounting for and sustaining personal views.

- SPOKEN PRODUCTION: The student will be able to: present clear, detailed descriptions on a wide range of subjects related to his / her field of interest; and explain a viewpoint on a topical issue, discussing the advantages and disadvantages of various options.

#### WRITING:

- WRITING: The student will be able to: write clear, detailed text on a wide range of subjects related to his / her interests; write an essay or report, passing on information or giving reasons in support of or against a particular point of view; and write letters highlighting the personal significance of events and experiences.

## 4. SYLLABUS

In summary, the main themes to be approached are: Intercultural communication, the Portuguese characteristics, the Portuguese language in the world, leisure time, health, gastronomy, the environment, the consumer society, among others. A stimulating part of the education process will be the presentation of vocabulary used in typical everyday communication (real life, internet chats, e-mails, etc.).

### Module 1: Level B.2.1

#### Sociolinguistic, Cultural and Communicational Competences:

- Consumer society
- Environment
- Gastronomy
- Health
- Know each other better
- Leisure time
- Portuguese Characteristics

- Portuguese language in the world

**Lexical Areas / Vocabulary:**

- Being in shape
- Being Optimistic
- Consumer Rights and Consumer habits
- Ecological footprint
- Environmental Conservation
- Escaping from the routine
- Globalization vs. the right to difference
- Healthy food
- Holidays
- How we see ourselves and how the others see us
- Leisure time and quality of life
- Natural disasters
- Portuguese historical characters & Portuguese symbols
- Portuguese-Speaking Countries

**Grammar:**

- Expressions of condition
- Expressions with the word "tempo"
- Homophones and homonyms
- Lexicalized Expressions (ex: *dar nas vistas, fazer de conta, dar-se ao trabalho, mudar de vida...*)
- Passive voice
- Personal Infinitive (simple and compound)
- Pluperfect Subjunctive (simple and compound)
- Plural of compound words
- Prepositions and prepositional phrases
- Present Perfect Subjunctive (compound) vs. Present subjunctive (simple)
- Synonyms and antonyms
- Verbs with prepositions
- Word family

**Module 2: Level B.2.2**

**Sociolinguistic, Cultural and Communicational Competences:**

- Interculturality and Intercultural communication
- Labor Relations
- Mass media
- Personal and Interpersonal Relations
- Reality or utopia
- Studies and Jobs

**Lexical Areas / Vocabulary:**

- Announcements and interviews
- Change of life
- Erasmus Generation
- Evolution of the Media
- Jobs

- Language learning
- Linguistic Diversity
- Life in the internet
- Paper vs. the digital media
- Policies in the XXI century
- Reading habits
- Seniors: old age internet users
- Student Worker
- Technological Evolution
- The importance of mobile phone
- Utopias
- Vocabulary of working life
- Volunteerism

**Grammar:**

- Accentuation
- Antonyms (with prefixes)
- Paronyms
- Loanwords
- Formation of words (with prefixes and / or suffixes)
- Conjunctions and conjunctive phrases
- Tenses and verbal modes
- Verbs with preposition (*dar, ficar, passar...*)
- Expression of the Future (Indicative and Subjunctive)
- Concessive, final and causal constructions
- Future and Future Perfect Indicative
- Future and Future Perfect Subjunctive
- Gerund (simple and compound)
- Lexicalized expressions (ex: “ter jeito”, “marcar presença”), with the word “perna”, the verb “fazer” ...
- Periphrastic conjugations (*deixar de, passar a, continuar a...*)
- Prepositions and prepositional phrases
- Variable relative pronouns

**5. ASSESSMENT**

The assessment will be substantiated in accordance with the provisions of the Common European Framework of Reference for language learning, teaching and assessment (CEFR) for the level B2 and the Pedagogical Rules of UTAD, integrating the following components:

- 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**

**6.1. TARGET GROUP:**

Students outside the UTAD, with the CEFR level B.1.2 of the Portuguese language.

**6.2. PREREQUISITES / ACCESS CONDITIONS (If they exist):**

<b>7. ENTITIES INVOLVED</b>
<p><b>7.1. The Former Entity:</b> Universidade de Trás-os-Montes e Alto Douro (UTAD)  <b>7.2. Scientific Coordinator:</b> Prof. Gonçalo Fernandes  <b>7.3. Expected Teacher:</b> Prof. Rolf Kemmler  <b>7.4. Other entities:</b> None</p>
<b>8. FUNCTIONAL STRUCTURE OF THE COURSE</b>
<p><b>8.1. Total Hours:</b> 243  <b>8.1.1. Contact hours:</b> 120  <b>8.1.2. Individual working hours:</b> 123</p>
<b>9. ECTS (EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM)</b>
9 CREDITS (ECTS)
<b>10. PLACE OF THE COURSE</b>
Department of Letters, Arts and Communication of UTAD
<b>11. FREQUENCY AND EVALUATION CONDITIONS</b>
In accordance with the requests of the Pedagogical Rules of UTAD.
<b>12. REFERENCES</b>
Tavares, Ana & Marina Tavares (2012): <i>Avançar em Português. Nível B2</i> . Lisboa: Lidel – Edições Técnicas.