

Portuguese as Foreign Language — Level A.2

SYLLABUS

NON-DEGREE GRANTING

1. CURRICULAR UNIT
Portuguese as Foreign Language — Level A.2
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 A2. 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 A.2.1 and level A.2.2)
3.2. Aims and objectives
The aim of the course is to provide students with the basic user competence in the Portuguese Language, becoming familiar with the main grammar issues and lexicology, thus being provided with the basic user communication skills of this language. 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 market, train/bus station, supermarkets and cafés, 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 basic 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 skills in this narrower sense has the following components: linguistic competences; sociolinguistic and (inter) cultural competences; and, whenever possible, pragmatic competences.

3.2.1. GENERAL OBJECTIVES

The student will be able to understand sentences and frequently use expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment); communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters; and describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

3.2.2. SPECIFIC OBJECTIVES

UNDERSTANDING:

- LISTENING: The student will be able to: understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local area, employment); catch the main point in short, clear, simple messages and announcements; understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated; follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning; generally identify the topic of discussion around him/her amongst native speakers, when it is conducted slowly and clearly; listening to announcements and instructions, catch the main point in short, clear, simple messages and announcements and understand simple directions relating to how to get from X to Y, by foot or public transport; listening to audio media and recordings, understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.

- READING: The student will be able to: read and understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language, including a proportion of shared international vocabulary items; find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and understand short simple personal or standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics; understand everyday signs and notices: in public places, such as streets, restaurants, railway stations; in workplaces, such as directions, instructions, hazard warnings; identify specific information in simpler written material he/she encounters such as letters, brochures and short newspaper articles describing events; understand regulations, for example safety, when expressed in simple language; understand simple instructions on equipment encountered in everyday life – such as a public telephone; identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary; follow changes of topic of factual TV news items, and form an idea of the main content;

SPEAKING:

- SPOKEN INTERACTION: The student will be able to: interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary; manage simple, routine exchanges without undue effort; ask and answer questions and exchange ideas and information on familiar topics in predictable everyday situations; communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time; handle very short social exchanges but is rarely able to understand enough to keep conversation going of his/her own accord; understanding a native speaking interlocutor, understand enough to manage simple, routine exchanges without undue effort; generally understand clear, standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time; and understand what is said clearly, slowly and directly to him/her in simple everyday conversation; establish social contact: greetings and farewells; introductions; giving thanks; generally understand clear,

standard speech on familiar matters directed at him/her, provided he/she can ask for repetition or reformulation from time to time; participate in short conversations in routine contexts on topics of interest; express how he/she feels in simple terms, and express thanks.; handle very short social exchanges but is rarely able to understand enough to keep a conversation going of his/her own accord, though he/she can be made to understand if the speaker will take the trouble; use simple everyday polite forms of greeting and address; make and respond to invitations, suggestions and apologies; say what he/she likes and dislikes; in formal discussion and meetings, generally follow changes of topic in formal discussion related to his/her field which is conducted slowly and clearly; exchange relevant information and give his/her opinion on practical problems when asked directly, provided he/she receives some help with formulation and can ask for repetition of key points if necessary; and say what he/she thinks about things when addressed directly in a formal meeting, provided he/she can ask for repetition of key points if necessary.

- SPOKEN PRODUCTION: The student will be able to: use a series of phrases and sentences to describe in simple terms his/her family and other people, living or working conditions, daily habits and routines, plans and arrangements, past activities and personal experiences, likes / dislikes, educational background and his/her present or most recent job.

WRITING:

- WRITING: The student will be able to: write short, simple formulaic notes and /or messages relating to matters in areas of immediate need; write a very simple personal letter, for example thanking someone for something; write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences; write very short, basic descriptions of events, past activities and personal experiences; write a series of simple phrases and sentences about their family, living conditions, educational background, present or most recent job; write short, simple imaginary biographies and simple poems about people.

4. SYLLABUS

Module 1: Level A.2.1

Sociolinguistic, Cultural and Communicational Competences:

- Advise
- Analyze a map
- Argue
- Compare the Portuguese culture with his/her own country and culture
- Comprehend information, instructions and explanations in different service areas
- Formulate questions expressing doubt
- Give an opinion and defend it
- Give and ask for personal information, professional nature and leisure time
- Make comparisons
- Make descriptions of the past
- Make predictions for the future
- Make requests politely
- Present himself/herself
- Reproduce what someone said (indirect speech)
- Talk about events that began in the past and continue to this day
- Talk about habitual actions in the past

- Talk about the weather and its consequences
- Tell the story of a movie
- Understand and analyze graphic information
- Understand announcements and advertising brochures
- Understand broadcast programming
- Understand information about the weather
- Understand interviews in the media
- Understand menus
- Understand written newspaper articles related to various topics

Lexical Areas / Vocabulary:

- Activities during leisure time
- Advertising
- Announcements, rules and instructions
- Balanced nutrition and health
- Cinema
- Everyday habits
- Extreme Sports
- Food wheel and food pyramid
- Horoscope
- Interview
- Maps with the weather forecast
- Names and functions of useful objects
- Natural disasters
- Personal identification and characterization
- Physical and Character Descriptions
- Portuguese Music: Fado
- Predictions for the future
- Program of Television
- Qualities and defects
- Restaurant
- Services
- Shows
- Social Habits damaging health: Tobacco and alcohol
- Sport Activities
- Sports and the health
- Stress (causes and consequences)
- Superstitions
- Vegetarian food
- Ways to overcome stress
- Weather

Grammar:

- Prefixation of Portuguese words
- Expressions of doubt: "Será que"...?
- Conditional Mood
- Future Tense
- Future Perfect Tense
- Imperfect tense

- Past participle (regular and irregular)
- Personal Infinitive
- Pluperfect Tense
- Indirect Speech

Module 2: Level A.2.2

Sociolinguistic, Cultural and Communicational Competences:

Lexical Areas / Vocabulary:

- A day in the shopping center
- African Countries of Portuguese Official Language (PALOP)
- African Markets
- Alternative Medicines
- Cape Verde: the morna and the cachupa
- Cooking Recipes
- Different types of written text
- Dream holidays
- Habits and Consumer Rights
- In the clothing store
- In the Doctor's office
- In the hotel
- In the restaurant
- Informational text on expenses of the Portuguese
- Legends
- Life in Rio de Janeiro
- Medical specialties
- Most prominent topics in the news
- Opinions about the health care system
- Parties of popular saints
- Payment Methods
- Portuguese Health care system
- Shopping facilities
- Short newspaper articles about daily events
- Survey on quality of service
- Traditional and modern jobs
- Unemployment
- Written and oral messages

Grammar:

- Collective Nouns
- Double Participles
- Gerund
- Passive Voice
- Invariable relative pronouns: “que”, “quem”, “onde”
- Variable relative pronouns: “cujo/a/os/as”, “o/a qual”, “os/as quais”
- Placement of the Personal Pronouns
- Possessives without article
- Pronominal Contraction

- Pronominal position
- Suffixes: “-aria”, “-eiro”, “-or”, “-ista”
- Use of “você”
- Verb “Estar” + Gerund
- Verb “Ir” + Gerund

5. ASSESSMENT

The assessment will be substantiated in accordance with the provisions of the Common European Framework of Reference (CEFR) for the level A2 and the Pedagogical Rules of UTAD, integrating the following components:

- An initial diagnostic test (to define the CEFR level of the students);
- 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 A.1.2 of the Portuguese language.

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

7. ENTITIES INVOLVED

7.1. The Former Entity: Universidade de Trás-os-Montes e Alto Douro (UTAD)

7.2. Scientific Coordinator: Prof. Gonçalo Fernandes

7.3. Expected Teacher: Prof. Rolf Kemmler

7.4. Other entities: None

8. FUNCTIONAL STRUCTURE OF THE COURSE

8.1. Total Hours: 243

8.1.1. Contact hours: 120

8.1.2. Individual working hours: 123

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

Tavares, Ana (2012): *Português XXI: Livro do aluno 2. Nível A2*. Lisboa: Lidel – Edições Técnicas.
Tavares, Ana (2012): *Português XXI: Caderno de exercícios 2. Nível A2*. Lisboa: Lidel – Edições Técnicas.