

**THE UNIVERSITY OF THE WEST INDIES, ST. AUGUSTINE  
FACULTY OF HUMANITIES AND EDUCATION  
CENTRE FOR LANGUAGE LEARNING**

**COURSE DOCUMENTATION**

**COURSE TITLE: LEVEL 2A PORTUGUESE**

**SEMESTER: I, Mid-year programme**

**LEVEL: I**

**PREREQUISITES: LEVEL 1B PORTUGUESE or equivalent**

**COURSE DESCRIPTION:**

This Portuguese course builds on the knowledge students have of Portuguese and Lusophone culture and daily life. Classes are conducted as far as possible in the target language in order to give students maximum exposure. During this course, students will develop an ability to communicate in basic Portuguese in day-to-day situations relating to their personal lives.

Students of this course are required to have successfully completed Levels 1A and 1B Portuguese. The course is designed to further develop their communicative, linguistic, and intercultural competence. To this end, the focus will be on the development of the four predominant skills involved in language learning (speaking, listening, reading and writing). Students will be introduced to various Portuguese language and culture points throughout the semester. Upon completion of this course, students should have the knowledge and skills and demonstrate the attitudes expected at Level A2 of the Common European Framework of Reference (CEFR) <https://bit.ly/1SrYDpO> in Reading, Writing, Listening and Speaking.

There are four (4) hours of class per week over the course of the semester. In addition, students are expected to spend an additional four (4) hours in independent study to review and consolidate work done in class.

Students will be guided in a way that will help them take responsibility for their own learning as they continue to gain autonomy in their language-learning experiences. Their tutor, using the course textbook with accompanying teaching resources, will provide them with the needed scaffolding to stimulate their language learning.

**COURSE RATIONALE:**

The aim of this course as every other language course at the CLL is to enable students to participate in the target language at the particular level. It is designed for persons who are interested in interacting with Portuguese-speaking people in a way that would permit them to pursue social and professional goals in the Lusophone world. Attention is therefore given to studying the culture as well as the use of the language. This course establishes a foundation that will allow students to continue their studies in Portuguese. Upon successful completion of this course, students will be eligible to begin Level 2B Portuguese.

**COORDINATOR INFORMATION:**

**Name:** Ms Mathilde Dallier

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**Tutor information**

**Name:** Mrs Heather McIntosh-Simon

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**LETTER TO THE STUDENT**

Dear Student,

Welcome to the Level 2A Portuguese class this semester. You have the opportunity to continue learning one of the world's major languages which is spoken by over 230 million people. Portuguese is also one of Trinidad and Tobago's heritage languages. Together we will have a busy semester filled with a variety of interesting language activities.

You should plan to spend as much time in independent study as you spend in class. Much of your success in this class lies in your own hands, because our teaching strategy aims at making you an autonomous learner who takes full charge of your own learning.

As this course will be taught remotely, we also wish to remind you that learning a language is a social experience, which usually involves verbal and non-verbal communication. When teaching and learning remotely, it is even more important that we ensure that both types of communication can be had, allowing for that human element in every session. Therefore, in as much as your circumstances allow, we would like to encourage you to turn your camera on during the sessions so that your tutor and classmates can interact with you.

You have already completed Level 1, and Level 2 will prove to be an interesting adventure. You may be amazed by how much you can learn in twelve (12) weeks.

I wish you a fruitful and rewarding language learning experience with us this semester.

Enjoy it thoroughly!

Warm regards,  
Your tutor

**CONTENT:**

This course focuses on situations and activities that students would most likely encounter as they progress in the language learning process. Below is an indicative list of communicative skills and grammar the course will cover.

*The course calendar presents information on all aspects of the course in greater detail.*

Communicative skills

- Topics such as clothing, leisure activities, weather and holiday activities.

Grammar

- Preterit and imperfect tense of verbs, reflexive verbs and pronouns, comparisons.

### **GOALS/AIMS:**

This course aims to help students:

- Develop greater competence in the four skills (listening, speaking, reading and writing);
- Acquire basic grammatical concepts;
- Develop a more advanced ability to communicate in Portuguese;
- Gain additional insight into aspects of Lusophone life and culture.

### **GENERAL OBJECTIVES:**

This course intends to help students perform at the Level of the CEFR Basic User A2.

The A2 user can:

- Understand and use frequently used expressions related to areas of most immediate relevance;
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Describe in simple terms aspects of his/her background, immediate environment and matters in immediate need.

### **LEARNING OUTCOMES:**

By the end of this course, students will be able to:

- Understand phrases and the highest frequency vocabulary related to areas of most immediate personal relevance.
- Grasp the main point in short, clear, simple messages and announcements.
- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- Use the language to communicate while carrying out a limited range of predictable and simple language tasks;
- Write short, simple notes and messages relating to matters in areas of immediate need.
- Demonstrate an increasing awareness and understanding of various elements of Lusophone culture.

### **ASSIGNMENTS:**

Typical assignments

Students will be required to:

- Listen and respond to basic information e.g. familiar words about clothing, shopping,

- weather, etc.
- Discuss past activities, share opinions and give advice with respect to choice of clothing, compare different holidays, etc.
- Identify specific information such as sports, holidays and festivals on advertisements, posters, invitations, etc.
- Write a sports report.

## **COURSE ASSESSMENT:**

**Assessment for this course will take place in person at the CLL in weeks 7 and 12. Special arrangements will be made for overseas students. Alternate arrangements for testing (with documentation) are solely at the discretion of the course Coordinator.**

Assessment for this course consists of 100% in-course tests and participation, which is divided into 45% Test 1, 50% Test 2 and 5% class participation. Both Tests 1 and 2 assess the four skills: listening, reading, speaking and writing.

<b>Test 1 (45%)</b>	Oral Test 1 (15 marks)
	Writing Task 1 (10 marks)
	Reading Quiz 1 (10 marks)
	Listening Quiz 1 (10 marks)
<b>Test 2 (50%)</b>	Listening Quiz 2 (15 marks) Reading Quiz 2 (10 marks) Writing Task 2 (10 marks) Oral Test 2 (15 marks)
<b>Participation (5 %)</b>	Participation (5 marks)

### **1. Test 1 45% (Week 7)**

- Reading test 1 – Students must complete a reading test in class in Week 7. **10 marks**
- Writing test 1 – Students must complete a writing test in class in Week 7. **10 marks**
- Oral test 1 – In pairs, students will complete a role play exercise in response to a scenario. Students will be given time to prepare the role play. The test will take place in Week 7. **15 marks**
- Listening test 1 – Students must complete a listening test in class in Week 7. **10 marks**

### **2. Test 2 (Weeks 12): 50%**

- Reading test 2 **10 marks**
- Listening test 2 **15 marks**
- Writing test 2 **10 marks**
- Oral test 2 **15 marks**

### **3. Participation: 5 %**

Participation and attendance. **5 marks**

<b>ATTENDANCE AND PARTICIPATION RUBRIC</b>	
<b>5 marks</b>	Student attended at least 10 sessions for Saturday classes and 20 sessions for week classes or more and was punctual. Student makes a great effort to contribute when called upon and takes the initiative to contribute actively to any discussions or activities. Student's questions and comments during sessions (written/oral) demonstrate excellent preparation. Student does not interrupt others during discussions and demonstrates excellent netiquette.
<b>4 marks</b>	Student attended at least 8 or 9 sessions for Saturday classes and 16-18 sessions for week classes and was punctual. Student regularly contributes to class discussions and activities. Student's questions and comments during sessions (written/oral) often demonstrate good preparation. Student does not interrupt others during discussions and demonstrates good netiquette.
<b>3 marks</b>	Student attended 6 or 7 sessions for Saturday classes and 12-14 sessions for week classes sessions and was mostly punctual. Student sporadically contributes to class discussions and activities. Some prompting needed to encourage participation. Student does not interrupt others during discussions and demonstrates adequate netiquette.
<b>2 marks</b>	Student attended 5 sessions for Saturday classes and 10 sessions for week classes sessions. Student only contributes to sessions when repeatedly prompted and is generally unwilling to contribute. Student does not interrupt others during discussions and demonstrates adequate netiquette.
<b>1 mark</b>	Student attended less than 5 sessions for Saturday classes and 10 sessions for week classes. Student's lack of questions or comments demonstrate a lack of preparation for the session. Student is hardly ever willing to contribute. Student does not demonstrate proper netiquette.

### **ACADEMIC INTEGRITY**

The best way to develop and improve your language skills is to always use your own words and draw on your knowledge to complete the tasks assigned. It is unacceptable to copy responses from another classmate for any assignment or copy a body or part of text from translation programs. Should copying occur, the student(s) involved will either lose a significant number of points on their assignment or receive a grade of zero for the task.

### **COURSE EVALUATION:**

Summative evaluation will be conducted using The UWI's SECL System. The CLL will disseminate a mid- and end-of-semester student feedback questionnaire.

### **TEACHING STRATEGIES:**

This course is designed to develop the students' communicative, linguistic, and intercultural competences with the help of the course textbook which is based on authentic communicative, linguistic, and cultural activities that are designed for a basic level language course. Learners are

sensitized to some of the complexities and nuances of Francophone culture with the aim of helping them develop the cultural literacy needed for global living.

- The course will place special emphasis on developing communicative skills (listening and speaking).
- Authentic audiovisual material will be used weekly to support the development and nurturing of the four skills in language learning.
- Students will be given exercises/activities to complete outside of the online session as a way of measuring their autonomy and enhancing their learning of French.
- A communicative language teaching and learning approach will be used in every session for the development of the skills.
- Learners will be required to practice speaking in pairs or small groups depending on the nature of the content for the session.
- Aspects of the culture will be discussed based on the topics studied.

### ***Synchronous Online and Face-to-Face Sessions***

These sessions include but are not limited to:

- Group work and group discussions
- Interviews and role plays
- Vocabulary and grammar drills
- Use of recordings
- Exercises from the textbook
- Online exercises and quizzes
- Discussions on pertinent cultural aspects of the language

### **RESOURCES:**

Required text:

Klobucka, A., Jouët-Pastré, C., Sobral, P., De Biaji Moreira, M. & Hutchinson, A. (2014). *Ponto de Encontro, Portuguese as a World Language (2nd ed.)*. Upper Saddle River, New Jersey: Pearson Education, Inc.

### **COURSE CALENDAR:**

Week 1	<b>Unit 6</b> Vocabulary related to clothing and shopping Talking about clothing and shopping Discussing consumer goods and markets Pronunciation Exercises
Week 2	<b>Unit 6</b> Talking about past events Preterit tense of regular verbs Preterit of ‘ir’ and ‘ser’ Pronunciation Exercises
Week 3	<b>Unit 6</b> Expressing affirmation and negation Expressing opinions Direct object nouns and pronouns

	Interrogative Expressions “tags”
Week 4	<b>Unit 6</b> More uses of ‘ <i>por</i> ’ and ‘ <i>para</i> ’ Culture highlights Pronunciation exercises <b>Unit 7</b> Describing physical and leisure activities Discussing sports and sporting events Pronunciation exercises
Week 5	<b>Unit 7</b> Asking and answering questions about the weather Indirect object nouns and pronouns Film
Week 6	<b>Unit 7</b> Talking about ongoing past events and states Some irregular preterits The preterit and the imperfect In-class oral exam
Week 7	<b>REVISION AND PRACTICE</b> <b>Reading comprehension test 1</b> <b>Listening comprehension test 1</b> <b>Writing test 1</b> <b>Oral test 1</b> <b>Cultural experience</b>
Week 8	<b>Unit 7</b> Expressing how long ago events and states occurred <i>Há/faz</i> meaning ago Culture highlights
Week 9	<b>Unit 8</b> Extending, accepting and declining invitations/film Express intent
Week 10	<b>Unit 8</b> Making comparisons Comparisons of inequality Comparisons of equality The superlative
Week 11	<b>Unit 8</b> Discussing interpersonal relationships Pronouns after prepositions Reflexive verbs and pronouns
Week 12	<b>Reading comprehension test 2</b> <b>Listening comprehension test 2</b> <b>Writing test 2</b> <b>Oral test 2</b> Culture highlights

### **ADDITIONAL INFORMATION:**

Attendance is compulsory, not only because students may be debarred from Test 2 if they are present for fewer than 75% of the classes, but also because language learning is incremental. Students need to work at their language learning regularly, both in class and out of class to consolidate what they have learnt.

Here are a few tips for studying for this course:

- Use all the resources at your disposal—your peers, your teachers and online materials to help you improve and build your confidence.
- Set small achievable goals for each week of the course.
- Review your work and assess yourself on a weekly basis, so that you do not become overwhelmed by having to revise too much material at any one time.
- Remember to spend some time on all the skills.
- Listen to Portuguese music and podcasts. Watch movies and read articles in Portuguese.

### **GRADING SYSTEM:**

The following is The UWI mark scheme:

<b>Grade</b>	<b>GPA</b>	<b>Mark%</b>	<b>Grade</b>	<b>GPA</b>	<b>Mark%</b>
<b>A+</b>	<b>4.3</b>	<b>90 and over</b>	<b>C+</b>	<b>2.3</b>	<b>55-59</b>
<b>A</b>	<b>4.0</b>	<b>80-89</b>	<b>C</b>	<b>2.0</b>	<b>50-54</b>
<b>A-</b>	<b>3.7</b>	<b>75-79</b>	<b>F1</b>	<b>1.7</b>	<b>40-49</b>
<b>B+</b>	<b>3.3</b>	<b>70-74</b>	<b>F2</b>	<b>1.3</b>	<b>30-39</b>
<b>B</b>	<b>3.0</b>	<b>65-69</b>	<b>F3</b>	<b>0.0</b>	<b>0-29</b>
<b>B-</b>	<b>2.7</b>	<b>60-64</b>			

Although a passing grade is 50%, we recommend that students not continue to Level 2B Portuguese unless they have a minimum of 60%.