

GOA UNIVERSITY
DEPARTMENT OF PORTUGUESE

DIPLOMA OF PROFICIENCY IN PORTUGUESE
Level B1 (Basic User II)

2013-2014

<u>Course Title</u>	DIPLOMA OF PROFICIENCY IN PORTUGUESE – level B1 (Independent User I)
<u>Course Duration</u>	100 class room contact hours, spread over one/two terms or even in reduced time but not never less than a minimum of six weeks.
<u>Pre-requisites</u>	XII standard. The student can be enrolled in this Course level if he/she has successfully completed Certificate of Proficiency level A2 conducted by Goa University or an examination recognized as its equivalent.
<u>Post-requisites</u>	<input type="checkbox"/> Students must score at least 50% of the marks, accordingly to the OB-15.11

Aims and Description of the Course

- ❑ This **Course** is compatible the CEF (Common European Framework of reference levels for languages: learning, teaching, assessment) and it is scaled at the broad **level B1** Independent User I (*Threshold*).

- ❑ At this level the student:

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

- ❑ Each act of language use is set in the context of a particular situation within one of the *domains* (spheres of action or areas of concern) in which social life is organized:
 - Personal domain
 - Public domain
 - Occupational domain
 - Educational domain

The choice of the domains in which learners are being prepared to operate has far reaching implications for the selection of situations, purposes, tasks, themes and texts for teaching and testing materials and activities.

- ❑ This **Course** may be divided in module 1 (B 1.1) and module 2 (B 1.2). However the end examination will be concluding after completing all the programme of this Course, i.e., module 2 (B 1.2) at a minimum of 100 hours of class room contact hours.
- ❑ This **Course** may be divided in units, specifying the topics and grammar contents of the syllabus in each one, according to the planning of the teacher concerned who will conducted and assess also the continuous evaluation and the end examination.
- ❑ The Department Council may recommend to the approval of the Vice-Chancellor to incorporate and implement minor changes in the Syllabi/Contents/Contact hours and specific vocabulary and themes, etc., to tailor the **Course** contents to the requirements of the corporate sector/industry as necessary from time to time.

Objectives

At the end of this Course the student will be able to:

- sustain reasonably and fluently a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points.
- give straightforward descriptions on a variety of familiar subjects within his/her field of interest.
- relate reasonably and fluently a straightforward narrative or description as a linear sequence of points.
- give detailed accounts of experiences, describing feelings and reactions.
- relate details of unpredictable occurrences, e.g. an accident.
- relate the plot of a book or film and describe his/her reactions.
- describe dreams, hopes and ambitions.
- describe events, real or imagined.
- narrate a story orally.
- develop an argument well enough to be followed without difficulty most of the time.
- briefly give reasons and explanations for opinions, plans and actions.
- deliver short, rehearsed announcements on a topic pertinent to everyday occurrences in his/her field.
- despite possibly very foreign stress and intonation, are nevertheless clearly intelligible.
- give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.
- take follow up questions, but may have to ask for repetition if the speech was rapid.
- write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.
- write straightforward, detailed descriptions on a range of familiar subjects within his/her field of interest.
- write accounts of experiences, describing feelings and reactions in simple connected text.
- write a description of an event, a recent trip – real or imagined.
- narrate a story in writing.
- Can write short, simple essays on topics of interest.
- summarize, report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
- write very brief reports to a standard conventionalized format, which pass on routine factual information and state reasons for actions.
- rehearse and try out new combinations and expressions, inviting feedback.
- work out how to communicate the main point(s) he/she wants to get across, exploiting any resources available and limiting the message to what he/she can recall or find the means to express.
- define the features of something concrete for which he/she can't remember the word.
- convey meaning by qualifying a word meaning something similar (e.g. a truck for people = bus).
- use a simple word meaning something similar to the concept he/she wants to convey and invites 'correction'.
- understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided

Objectives

- ❑ understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure etc., including short narratives.
- ❑ generally follow the main points of extended discussion between two natives, around him/her, provided speech is clearly articulated in standard dialect.
- ❑ understand simple technical information, such as operating instructions for everyday equipment.
- ❑ follow detailed directions.
- ❑ understand the information content of the majority of recorded or broadcast audio material on topics of personal interest delivered in clear standard speech.
- ❑ understand the main points of radio news bulletins and simpler recorded material about familiar subjects delivered relatively slowly and clearly.
- ❑ read straightforward factual texts on subjects related to his/her field and interest with a satisfactory level of comprehension.
- ❑ understand the description of events, feelings and wishes in personal letters well enough to correspond regularly with a pen friend.
- ❑ scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfill a specific task.
- ❑ find and understand relevant information in everyday material, such as letters, brochures and short official documents.
- ❑ identify the main conclusions in clearly signaled argumentative texts.
- ❑ recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.
- ❑ recognize significant points in straightforward newspaper articles on familiar subjects.
- ❑ understand clearly written, straightforward instructions for a piece of equipment.
- ❑ understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear.
- ❑ follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language.
- ❑ catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
- ❑ identify unfamiliar words from the context on topics related to his/her field and interests.
- ❑ extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.
- ❑ communicate with some confidence on familiar routine and non-routine matters related to his/her interests and professional field.
- ❑ exchange, check and confirm information, deal with less routine situations and explain why something is a problem.
- ❑ express thoughts on more abstract, cultural topics such as films, books, music etc.
- ❑ exploit a wide range of simple language to deal with most situations likely to arise whilst travelling.
- ❑ enter unprepared into conversation on familiar topics, express personal opinions and exchange information on topics that are familiar, of personal interest or pertinent to everyday life (e.g. family, hobbies, work, travel and current events).
- ❑ follow clearly articulated speech directed at him/her in everyday conversation by a native speaker, though will sometimes have to ask for repetition of particular words and phrases.
- ❑ maintain a conversation or discussion but may sometimes be difficult to follow when trying to say exactly what he/she would like to.

- ❑ follow much of what is said around him/her on general topics provided interlocutors avoid very idiomatic usage and articulate clearly.
- ❑ express his/her thoughts about abstract or cultural topics such as music, films. Can explain why something is a problem.
- ❑ give brief comments on the views of others.
- ❑ compare and contrast alternatives, discussing what to do, where to go, who or which to choose, etc.
- ❑ generally follow the main points in an informal discussion with friends provided speech is clearly articulated in standard dialect.
- ❑ give or seek personal views and opinions in discussing topics of interest.
- ❑ make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organize an event (e.g. an outing).
- ❑ express belief, opinion, agreement and disagreement politely.
- ❑ put over a point of view clearly, but has difficulty engaging in debate.
- ❑ take part in routine formal discussion of familiar subjects which is conducted in clearly articulated speech in the standard dialect and which involves the exchange of factual information, receiving instructions or the discussion of solutions to practical problems.
- ❑ deal with most transactions likely to arise whilst travelling, arranging travel or accommodation, or dealing with authorities during a foreign visit.
- ❑ cope with less routine situations in shops, post offices, banks, e.g. returning an unsatisfactory purchase.
- ❑ make a complaint.
- ❑ deal with most situations likely to arise when making travel arrangements through an agent or when actually travelling, e.g. asking passenger where to get off for an unfamiliar destination.
- ❑ exchange, check and confirm accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.
- ❑ describe how to do something, giving detailed instructions.
- ❑ summarise and give his or her opinion about a short story, article, talk, discussion, interview, or documentary and answer further questions of detail.
- ❑ find out and pass on straightforward factual information.
- ❑ ask for and follow detailed directions.
- ❑ obtain more detailed information.
- ❑ provide concrete information required in an interview/consultation (e.g. describe symptoms to a doctor) but does so with limited precision.
- ❑ carry out a prepared interview, checking and confirming information, though he/she may occasionally have to ask for repetition if the other person's response is rapid or extended.
- ❑ take some initiatives in an interview/consultation (e.g. to bring up a new subject) but is very dependent on interviewer in the interaction.
- ❑ use a prepared questionnaire to carry out a structured interview, with some spontaneous follow up questions.
- ❑ convey information and ideas on abstract as well as concrete topics, check information and ask about or explain problems with reasonable precision.
- ❑ write personal letters and notes asking for or conveying simple information of immediate relevance, getting across the point he/she feels to be important.
- ❑ write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.
- ❑ write personal letters describing experiences, feelings and events in some detail.

Teaching & Learning Methods

Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.

Scheme of Evaluation & Assessment

As per OB-15 the evaluation of this Course will consist of Continuous Evaluation in a form of 4 assessments of one hour each with a total of **40%** of the marks assigned to this Course and an end assessment in a form of one Final Examination of four hours, three hours for written exam (40% marks) and one hour for oral exam (20 % marks)), together with a total of **60%** of the marks assigned to this Course.

Each assessment of the Continuous Evaluation will consist of a test with 10% of the marks, comprising reading comprehension (2.5 marks), written expression (2.5 marks), aural comprehension (2.5 marks) and oral expression (2.5 marks); The Final Examination will consist of a written test (two hours), comprising reading comprehension (20 marks), written expression (10 marks) and grammar (10 marks) and an oral exam, comprising aural comprehension (10 marks) and oral expression (10 marks).

Continuous Evaluation (40 marks) and Final Examination (60 marks) = 100 marks

Reading Comprehension – 30 marks

Written Expression – 20 marks

Grammar – 10 marks

Aural Comprehension – 20 marks

Oral Expression – 20 marks

Syllabus

Within the various domains we distinguish *themes*, as the topics which are the subjects of discourse, conversation, reflection or composition, as the focus of attention in particular communicative acts.

THEMES:

New themes should be added to the communicative topics introduced at the level A2, extending the vocabulary and the subjects of discourse.

1. Serviços (*Services*)

- Correios
- Banca
- Saúde
- Ensino

2. Juventude (*Youth*)

3. Hábitos sociais (*Social Behavior*)

4. Interculturalidade (*Intercultural exchanges*)
5. Problemas sociais (pobreza, dependências, desigualdades, preconceitos...) (*Social Issues*)
6. Projetos do futuro (cursos, profissões...) (*Future Projects*)
7. Meios de comunicação social (*Mass Media*)
8. Tecnologias de Informação e Comunicação (*IT and Communication*)
9. Aquecimento global / fenómenos naturais (*Global Warming/Natural Disasters*)
10. Portugal vs o país de residência (*Portugal vs. your country*)

- Diversidade paisagística e arquitetónica
 - Factos históricos
 - Figuras do mundo social e político atual
 - Figuras do mundo desportivo atual
 - Figuras do mundo cultural atual
- o Literatura, música, cinema, dança, arquitetura e outras áreas

11. Outros países de língua portuguesa (*Other Portuguese Speaking Countries*)

- Principais regiões e características paisagísticas
- Figuras do mundo cultural e desportivo atual

GRAMMAR CONTENTS:

Phonetics and Ortography

- As regras gerais de acentuação gráfica e o hífen (uso na translineação, em enclíticos e palavras compostas)
- o Palavras agudas, graves e esdrúxulas
- As regras de translineação
- Sinais de pontuação
- Palavras homógrafas

Semantics

- Uso denotativo e conotativo de palavras
- Polissemia
- Relações de hierarquia entre as palavras: hiperonímia / hiponímia
- Palavras da mesma família
- Palavras do mesmo campo lexical

Morphology (Nouns, Adjectives & Verbs)

- Processos morfológicos de formação de palavras: derivação por prefixação e sufixação (nominalização)
- Processos irregulares de formação de palavras: onomatopeias
- Neologismos

- Palavras variáveis e invariáveis
- Nomes

- o Flexão:
 - Adjetivos
 - Género
 - Número

- o Qualificativos; relacionais; numerais
- o Flexão
 - Género
 - Número
 - Grau: normal
 - Comparativo de superioridade, de igualdade e de inferioridade
 - Superlativo absoluto analítico
 - Superlativo de superioridade e de inferioridade

- Pronomes pessoais – Flexão
- o Formas tónicas: pessoa; género; número: referência do enunciador / do interlocutor – formas de tratamento
- o Formas átonas

- Determinantes

- Marcadoras de reflexividade
- [Casos] Complemento direto e indireto / colocação na frase
- o Artigos
 - Valores determinados pelo contexto: genericidade; afetividade
 - o Possessivos e demonstrativos: valores determinados pelo contexto
 - o Indefinidos

- Pronomes possessivos, demonstrativos, indefinidos e relativos
- o Valor anafórico; deitização
- o Colocação dos pronomes demonstrativos átonos
- Quantificadores (numerais, existenciais, universais)
- o Numerais fracionários
- o Interrogativos
- o Relativos

- Verbos
- o Regulares e irregulares (1ª, 2ª e 3ª conjugações)
- o Defetivos impessoais
- o Transitivos, intransitivos e predicativos; copulativos
- o Modos / tempos verbais:
 - Indicativo: eixo do presente vs eixo do passado vs eixo do futuro (presente, pretérito perfeito simples e composto, pretérito imperfeito e futuro / condicional [perífrases])
 - Valor aspetual: anterioridade / simultaneidade / posterioridade

- Futuro do indicativo em atos de fala compromissivos (promessas, juramentos)
- Imperativo

- Conjuntivo: presente – uso conforme expressão de:
 - possibilidade (*é possível que, talvez...*)
 - desejo (*oxalá, espero que...*)
 - Formas não finitas: infinitivo pessoal / impessoal; gerúndio; participípio passado
- o Valores semânticos
 - Verbos de comunicação que:
 - Especificam a realização fónica do discurso (*gritar, sussurrar...*)
 - Referem a atividade mental (*pensar, imaginar...*)
 - Situam o discurso reportado na cronologia discursiva (*começar por dizer, continuar, acabar por...*)
 - Inscrevem o discurso reportado numa tipologia discursiva (*contar, descrever...*)
 - Explicitam a força elocutória (*pedir, suplicar, ordenar ...*)
 - Explicitam os efeitos sobre o interlocutor (*ficar interessado em, alarmar-se...*)
- o Auxiliares de
 - Tempo composto
 - Passiva
 - Aspeto
- Advérbios e locuções adverbiais:
 - o Relativos; de quantidade e grau
 - o Valores semânticos: tempo, lugar, afirmação, dúvida, intensificação, modo, negação, interrogação, inclusão, exclusão
- o Preposições e locuções prepositivas
 - o Exigidas por verbos, advérbios, nomes ou adjetivos
 - o Valores semânticos: localização, movimento, tempo, causa
- Interjeições: registo corrente e familiar

Syntaxe: sentences elements

1. Constituintes: grupo nominal / verbal; grupo adverbial; grupo preposicional
2. Ordem dos grupos na frase
3. Processos sintáticos: concordâncias básicas dos grupos; elipse; transformação da ativa/passiva
4. Tipos de frases
 - Intenções comunicativas: declarativa, interrogativa (parcial / total), imperativa e exclamativa
 - 5. Articulação entre frase: simples; complexa
 - Coordenação: copulativa, adversativa, disjuntiva, explicativa e conclusiva
 - Subordinação:
 - o Temporal, causal, comparativa, consecutiva, final, condicional
 - o Completiva
 - o Relativa restritiva e explicativa
6. Organização do texto no plano interdiscursivo:
 - Do título aos parágrafos e à pontuação

7. Organização, sequencialização e estruturação da informação:

- Conversacionais
- Temporais
- Aditivos / Enumerativos
- Adversativos
- Explicativos / Conclusivos

Reading References

Required books:

- **Português XXI Nível 2 & 3** (books and CDs), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal;
- **Português XXI Nível 2 & 3 - Caderno de Exercícios** (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, e edited by LIDEL, Lisboa-Portugal.

Recommended books:

- *Essential Portuguese Grammar*, by Alexander da R. Prista, New York, Dover Publications
- *Falar é Aprender – Português para Estrangeiros*, by Fernando José Rodrigues & Peter Humphreys, Porto, porto Editora.
- *Compêndio de Gramática Portuguesa*, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora;
- *Guia Prático dos Verbos Portugueses*, by Deolinda Monteiro & B. Pessoa, Lisboa, LIDEL;

Other suitable books and materials will be recommended at the beginning of the course.