

GOA UNIVERSITY
DEPARTMENT OF PORTUGUESE

CERTIFICATE OF PROFICIENCY IN PORTUGUESE
Level A2 (Basic User II)

2013-2014

<u>Course Title</u>	CERTIFICATE OF PROFICIENCY IN PORTUGUESE – level A2 (Basic User II)
<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 A1 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 A2** Basic User II (*Waystage*).

- ❑ At this level the student:

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

- ❑ 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 (A 2.1) and module 2 (A 2.2). However the end examination will be concluding after completing all the programme of this Course, i.e., module 2 (A 2.2) 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:

- ❑ give a simple description or presentation of people, living or working conditions, daily routines, likes/dislikes, etc. as a short series of simple phrases and sentences linked into a list.
- ❑ tell a story or describe something in a simple list of points.
- ❑ describe everyday aspects of his/her environment e.g. people, places, a job or study experience.
- ❑ give short, basic descriptions of events and activities.
- ❑ describe plans and arrangements, habits and routines, past activities and personal experiences.
- ❑ use simple descriptive language to make brief statements about and compare objects and possessions.
- ❑ explain what he/she likes or dislikes about something.
- ❑ describe his/her family, living conditions, educational background, present or most recent job.
- ❑ describe people, places and possessions in simple terms.
- ❑ give a short, rehearsed presentation on a topic pertinent to his/her everyday life, briefly give reasons and explanations for opinions, plans and actions.
- ❑ cope with a limited number of straightforward follow up questions.
- ❑ give a short, rehearsed, basic presentation on a familiar subject.
- ❑ answer straightforward follow up questions if he/she can ask for repetition and if some help with the formulation of his/her reply is possible.
- ❑ write a series of simple phrases and sentences linked with simple connectors like "e" (and), "mas" (but) and "porque" (because).
- ❑ 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.
- ❑ recall and rehearse an appropriate set of phrases from his/her repertoire.
- ❑ use an inadequate word from his/her repertoire and use gesture to clarify what he/she wants to say.
- ❑ identify what he/she means by pointing to it, e.g. "*Eu queria isto, por favor*"('I'd like this, please').
- ❑ understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated.
- ❑ understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment) provided speech is clearly and slowly articulated.
- ❑ generally identify the topic of discussion around him/her, when it is conducted slowly and clearly between native speakers.
- ❑ catch the main point in short, clear, simple messages and announcements.
- ❑ understand simple directions relating to how to get from X to Y, by foot or public transport.
- ❑ understand and extract the essential information from short, recorded passages dealing with predictable everyday matters which are delivered slowly and clearly.

Objectives

- ❑ understand short, simple texts on familiar matters of a concrete type which consist of high frequency everyday or job-related language.
- ❑ understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.
- ❑ understand basic types of standard routine letters and faxes (enquiries, orders, letters of confirmation etc.) on familiar topics.
- ❑ understand short simple personal letters.
- ❑ find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.
- ❑ locate specific information in lists and isolate the information required (e.g. use the 'Yellow Pages' to find a service or tradesman).
- ❑ 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.
- ❑ use an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.
- ❑ 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.
- ❑ 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.
- ❑ understand what is said clearly, slowly and directly to him/her in simple everyday conversation.
- ❑ establish social contact: greetings and farewells; introductions; giving thanks.
- ❑ participate in short conversations in routine contexts on topics of interest.
- ❑ express how he/she feels in simple terms, and express thanks.
- ❑ use simple everyday polite forms of greeting and address.
- ❑ make and respond to invitations, suggestions and apologies.
- ❑ say what he/she likes and dislikes.
- ❑ discuss what to do in the evening, at the weekend.
- ❑ make and respond to suggestions.
- ❑ agree and disagree with others.

- ❑ discuss everyday practical issues in a simple way when addressed clearly, slowly and directly.
- ❑ discuss what to do, where to go and make arrangements to meet.
- ❑ 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.
- ❑ say what he/she thinks about things when addressed directly in a formal meeting, provided he/she ask for repetition of key points if necessary.
- ❑ deal with common aspects of everyday living such as travel, lodgings, eating and shopping.
- ❑ get all the information needed from a tourist office, as long as it is of a straightforward, non specialized nature.
- ❑ ask for and provide everyday goods and services.
- ❑ get simple information about travel, use public transport: buses, trains, and taxis, ask and give directions, and buy tickets.
- ❑ ask about things and make simple transactions in shops, post offices or banks.
- ❑ give and receive information about quantities, numbers, prices, etc.
- ❑ make simple purchases by stating what is wanted and asking the price.
- ❑ order a meal.
- ❑ understand enough to manage simple, routine exchanges without undue effort.
- ❑ deal with practical everyday demands: finding out and passing on straightforward factual information.
- ❑ ask and answer questions about habits and routines.
- ❑ ask and answer questions about pastimes and past activities.
- ❑ give and follow simple directions and instructions, e.g. explain how to get somewhere.
- ❑ communicate in simple and routine tasks requiring a simple and direct exchange of information.
- ❑ exchange limited information on familiar and routine operational matters.
- ❑ ask and answer questions about what they do at work and in free time.
- ❑ ask for and give directions referring to a map or plan.
- ❑ ask for and provide personal information.
- ❑ make him/herself understood in an interview and communicate ideas and information on familiar topics, provided he/she can ask for clarification occasionally, and is given some help to express what he/she wants to.
- ❑ answer simple questions and respond to simple statements in an interview.
- ❑ write short, simple formulaic notes relating to matters in areas of immediate need.
- ❑ write very simple personal letters expressing thanks and apology.
- ❑ use simple techniques to start, maintain, or end a short conversation.
- ❑ initiate, maintain and close simple, face-to-face conversation.

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 three hours, two 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 A1, extending the vocabulary and the subjects of discourse.

1. Modo de vida nas grandes cidades (*The life in the city*)

- Hábitos, costumes, atividades de diversão
- Espaços de habitação
- Espaços de compras
- Meios de deslocação e transporte

2. **Ambiente** (*Environment*)

- Proteção da natureza
- Consciência ecológica

3. **Portugal vs o país de residência** (*Portugal vs. your Country*)

- Manifestações culturais
 - Feriados laicos e feriados religiosos
 - Significado
 - Eventos celebrativos
 - Outras festas e eventos celebrativos
- Gastronomia
 - Comida típica de várias regiões de Portugal
- Arte
 - Receitas e confeção
 - Monumentos
 - Música, cinema, dança
 - Literatura
 - Outras manifestações artísticas

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

- Manifestações culturais
 - Feriados laicos
- Gastronomia
 - Arte
- Significado
- Eventos celebrativos

GRAMMAR CONTENTS:

Phonetics and Orthography

- Os sons da língua e a sua representação gráfica
- A estrutura silábica
- As regras gerais de acentuação gráfica e o hífen (uso na translineação, em enclíticos e palavras compostas)
 - Palavras agudas, graves e esdrúxulas
- As regras de translineação em palavras com consoantes duplas
- Sinais de pontuação: reticências; ponto e vírgula
- Sinais auxiliares de escrita: parênteses curvos; aspas
- Palavras homógrafas

Semantics

- Uso denotativo e conotativo de palavras
- Polissemia
- Relações de semelhança / oposição entre palavras: sinonímia; antonímia
- Palavras da mesma família
- Valores semânticos da frase: afirmativa e negativa

Morphology (Noun, Adjective & Verbs)

- Processos de formação de palavras: palavra simples e complexa
 - Prefixos e sufixos
- Palavras variáveis e invariáveis
- Nomes [Substantivos]
 - Próprios
 - Comuns: coletivos; contáveis / não contáveis
 - Flexão:
 - Género - derivacional / sintático; feminino em *-ão* / *-ona* / *-oa*
- Adjetivos
 - Número - palavras terminadas em: *-al* / *-el* / *-il* [átono e tónico] / *-ol* / *-ul*; *-ão*; *-s*
- Qualificativos; relacionais; numerais
- Flexão
 - Género: nomes terminados em *-ão* (*-ã*, *-ao*, *-ona*); outros casos: europeu, *-eia...*
 - Número - de palavras terminadas em *-al* / *-el* / *-il* [átono e tónico] / *-ol* / *-ul*; *-ão*
 - Grau
 - ✓ Absoluto, por adição de elementos de quantificação
 - ✓ Superlativo de superioridade e de inferioridade
- Pronomes pessoais - Flexão
 - Formas tónicas: pessoa; género; número: referência do enunciador / do interlocutor - formas de tratamento
 - Formas átonas
 - Marcadoras de reflexividade
 - [Casos] Complemento indireto / colocação na frase
- Determinantes - Flexão
 - Artigos
 - Valores determinados pela expressão de generalizante vs individualizante
 - Contrações com preposições
 - Possessivos - pessoa; género; número
 - Nas seguintes sequências: demonstrativo + nome + verbo + possessivo
 - Desambiguação do contexto - *dele*, *deles*, *do senhor(a)*
 - Demonstrativos (*outro...*)
 - Deitização situacional
 - Interrogativos
- Pronomes possessivos e demonstrativos
 - Valor anafórico; deitização

Quantificadores

- Numerais
- Interrogativos
- Relativos

Verbos

- Conjugação (v. regulares e irregulares); pessoa; número
- Formas / Tempos verbais:
 - Presente e pretérito perfeito e imperfeito do indicativo
 - Infinitivo; gerúndio
 - Imperativo
- Valores semânticos:
 - de estado / de ação
 - locativos / direcionais
 - declarativos / declarativos de ordem / de atividade mental (*pensar, refletir*) / avaliativos
 - volitivos
 - De comunicação que especificam a realização fônica do discurso (*gritar, falar, sussurrar...*)
 - Auxiliares
- Advérbios:
 - ✓ Modais
 - ✓ Aspetuais: *começar a* + infinitivo, *estar a* + infinitivo, *continuar a* + infinitivo
- Valores semânticos: tempo, lugar, afirmação, dúvida, intensificação, modo, negação, interrogação, inclusão, e exclusão
- Deitização
- Preposições
 - Valores semânticos: localização, movimento, tempo, causa
 - Exigidas por verbos ou adjetivos
- Conjunções
 - Copulativas; adversativas; explicativas; conclusivas
 - Causais, temporais; completivas, relativas restritivas e explicativas
 - Interjeições: advertência, alegria, desejo, dor, encorajamento, entusiasmo, desgosto, chamamento

Syntaxe: sentences elements

- Constituintes: grupo nominal / verbal / adverbial
- Ordem dos grupos na frase
- Processos sintáticos: concordâncias básicas dos grupos; elipse
- Tipos de frases:
 - Funções comunicativas: declarativa, interrogativa (de confirmação / certificação), imperativa e exclamativa
 - Caracterização da marcação dos diferentes tipos de frases
- Sinais gráficos / entoação
- Ausência / presença de “expressões estereotipadas”

▪ Articulação frásica: simples; complexa:

- Coordenação copulativa, adversativa, explicativa e conclusiva
- Subordinação: causal, temporal e relativa

Reading References

Required books:

- **Português XXI Nível 1 & 2** (books and CDs), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal;
- **Português XXI Nível 1 & 2 - 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
- ***Take off in Portuguese***, by Michael Harland & Ana Saldanha de Brito, Oxford, Oxford University Press;
- ***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.