

<b>Subject Code</b>	ENGL2011
<b>Subject Title</b>	Elementary Portuguese II (CEFR A1)
<b>Credit Value</b>	3
<b>Level</b>	2
<b>Pre-requisite</b>	Elementary Portuguese I (CEFR A1 Beginning)
<b>Objectives</b>	After completing Elementary Portuguese 1, the course Elementary Portuguese 2 is designed to stimulate learning progress of Portuguese as a foreign language by improving the communicative competencies as well as promoting improvement as regards student's cultural and linguistic knowledge, allowing for his/her global view of Brazilian Portuguese as a world language.
<b>Intended Learning Outcomes</b>	<p>Upon completion of the subject, students will be able to:</p> <ul style="list-style-type: none"> <li>(a) Communicate at elementary level in Portuguese in a variety of contexts;</li> <li>(b) Express ideas and points of view in response to the assigned writings as well as to contribute to group discussions;</li> <li>(c) Write simple texts using the tenses approached up to this stage, with reference to the syllabus below;</li> <li>(d) Recognize cultural differences amongst Latin cultures and pinpoint Brazil's role in the social cultural world of events.</li> </ul>
<b>Subject Synopsis/ Indicative Syllabus</b>	<p>Grammar:</p> <ul style="list-style-type: none"> <li>• Imperfect tense;</li> <li>• Past perfect;</li> <li>• Adjectives;</li> <li>• Nouns;</li> <li>• Pluperfect tense;</li> <li>• Future tenses;</li> </ul> <p>Vocabulary:</p> <ul style="list-style-type: none"> <li>• Descriptions;</li> <li>• Colors;</li> <li>• Clothing;</li> <li>• Human body;</li> <li>• Types of history;</li> <li>• Legends;</li> <li>• Typical food;</li> <li>• Habits;</li> </ul> <p>Reading and writing:</p> <ul style="list-style-type: none"> <li>• The meaning of colors;</li> <li>• Health and medication;</li> <li>• A bit of Brazilian History;</li> <li>• Invitation;</li> <li>• Places and activities;</li> </ul> <p>Culture:</p> <ul style="list-style-type: none"> <li>• Social life;</li> <li>• Fashion;</li> <li>• History;</li> <li>• Filmes;</li> <li>• Education;</li> </ul>

	<ul style="list-style-type: none"><li>• Business and building.</li></ul>							
Teaching/Learning Methodology	The course will be developed through interactive lectures, making use of printed and electronic resources; seminars and group discussions; reading and writing tasks and assignments.							
Assessment Methods in Alignment with Intended Learning Outcomes	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)					
			a	b	c	d	e	
	1. Team presentation on Brazilian culture	10%		X	X	X	X	
	2. Quiz 1	40%	X	X	X	X		
	3. Quiz 2	40%	X	X	X	X		
	4. Class and events attendance	10%	X	X	X	X	X	
	Total	100 %						
	Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:  Students’ assessment will be carried out on a continuous basis through class and events attendance so that students may be guided through basic structures of the language, as well as exposed to contexts of use. A variety of texts and activities will be employed along the course, such as reading comprehension exercises, listening activities, and quizzes will be carried out to verify their progress regarding aspects such as reading, writing, speaking and listening skills. Team presentation aim at students’ integration, facilitating the process of communication, and also lead them to investigate cultural aspects of Brazil and share acquired knowledge with classmates.							
Student Study Effort Expected	Class contact:							
	▪ Seminars				39 Hrs.			
	Other student study effort:							
	▪ Assignments and events attendance				44 Hrs.			
	▪ Individual reading and practice				43 Hrs.			
	Total student study effort				126 Hrs.			
Reading List and References	Textbook							

Fernandes, Glaucia; Ferreira, Telma de Lurdes & Ramos, Vera Lúcia. Muito Prazer: Fale o Português do Brasil. Editora Disal: São Paulo, 2009.

**Reference materials:**

Bergweiler, Chrstián; et al. Avenida Brasil 1 – Curso Básico de Português para Estrangeiros. Editora E.P.U: São Paulo, 2002.

Preto-Rodas, Richard; However, Alfred & Perrone, Charles. Crônicas Brasileiras: Nova Fase. University Press of Florida: Gainesville, 1994.

Perini, M. Talking Brazilian: A Brazilian Portuguese Pronunciation Workbook. Yale University Press: London, 2004.

DePaula, P.S., Filgueiras, C. & Filgueiras, J. Learning Portuguese: Conversation and Grammar. Disal: Barueri, SP, 2010.

Prista, Alexander. Essential Portuguese Grammar. Dover Books on Language: New York, 1966.

Hutchinson, Amelia & Loyd, Janet. Portuguese: An Essential Grammar (second edition). Routledge: New York & London, 2003.

Cunha, Celso. Nova Gramática do Português Contemporâneo. Lexikon: Portugal, 2009.

**Dictionaries:**

Yes! – Dicionário Larousse Inglês-Português/Português-Inglês – Essencial (Novo Acordo). Larousse do Brasil: São Paulo, 2010.

Dicionário Visual de Bolso – 3 em 1 – Chinês-Pinyin/Inglês/Português. Edgar Blucher: São Paulo, 2008.

Collins Dicionário Escolar – Inglês-Português/Português-Inglês. Editora Disal: São Paulo, 1999.

**Online resources:**

<http://www.caslt.org/pdf/Portuguese-Language-Resources.pdf>