

Descriptions of Target Student Abilities: Accelerated First-Year Portuguese

Portuguese Language Objectives, 2017

INTERPERSONAL ABILITIES	Intercultural Competency in the Interpersonal Mode	PORTLANG 1A (Accelerated First-Year Portuguese, Part 1)	PORTLANG 2A (Accelerated First -Year Portuguese, Part II)
<p>In the accelerated first-year sequence (2 quarters), students engage in interactions with their classmates and other speakers of Portuguese for a variety of purposes and in a variety of contexts. They participate in conversations, establish relationships with others, provide and obtain information, communicate feelings and personal reactions, and start to express opinions. Interactions focus primarily on their immediate surroundings and activities, and evolve toward contexts of personal and academic interest in the Portuguese-speaking world.</p>	<p>Students will learn to use socially and culturally appropriate forms to participate in conversations in Portuguese, and to imitate patterns of behavior in familiar settings (e.g. school, work, daily routine, residence, leisure, family life interactions). They become aware of the social and cultural norms distinguishing their own culture from those of the Portuguese-speaking world, and begin to adopt these norms in their own interactions.</p>	<p>During the first half of the sequence, students learn to interact with their classmates and instructor and talk about themselves and their immediate environment. Throughout the quarter, these exchanges become more complex and move beyond the classroom as students begin to interact with Portuguese speakers outside the class (Stanford, California, and the United States).</p> <p>At the end of the first half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Greet, meet and take leave from other people in their immediate environment. • Introduce themselves and others using simple nouns, adjectives, and verbs for country/area of origin, fields of study, occupations, age). • Propose activities, invite and accept/decline invitations, ask/give basic information concerning proposed activities such as time and place. • Ask and answer simple questions. • Formulate a basic description of the immediate environment, e.g. campus, classroom, apartment (elements, shapes, colors) and people (physical appearance, intellectual/personal qualities). • Report daily routines in the present tense, identifying time, days of the week, months and seasons. • Make basic comparisons of similarity and difference between people, places, and things from their immediate world. • Give and follow basic directions on how to get to specific places. 	<p>During the second half of the sequence, students expand their interests and interactions to the broader Portuguese-speaking community. They become acquainted with other speakers (native or non-native) in person and through electronic means. They base their communicative repertoire on tasks from the previous quarter and expand their interests to include new and more complex tasks. Their discourse is characterized by sentence groups which begin to show paragraph-like organization.</p> <p>At the end of the second half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Carry out all communicative tasks carried out in the previous quarter with greater sophistication and complexity of expression, and growing sociolinguistic awareness and appropriateness. • Initiate conversations with strangers and acquaintances. • Nominate topics of conversation in order to sustain interactions with Portuguese speakers in sociolinguistically appropriate ways. • Describe people, places, and activities more extensively, e.g. indicating precise location in space, detailed appearance, etc. • Compare and contrast a greater variety of people, places, and things, using more detail. • Give more detailed directions, using appropriate location verbs, adverbs and prepositions of place. • Participate in more elaborate service encounters, simulated as well as those in the surrounding Portuguese-speaking community that more accurately reflect conditions in a Lusophone country, e.g. going to the bank, answering a job ad. • Interact with strangers and acquaintances on the telephone with greater ease.

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<i>continued</i>		<ul style="list-style-type: none"> Participate effectively in simulated service encounters such as: ordering a meal and asking for the check, choosing merchandise in a store, using linguistic strategies to interact and obtain information. Simulate telephone conversations, including service encounters such as making hotel or restaurant reservations. Converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information). List a sequence of events in the past. Describe routine/habitual past activities and states e.g. from childhood. Use the colloquial (periphrastic) future to refer to future events. Give and request information. Apologize. Begin to give simple advice in a culturally appropriate manner. Express wishes, preferences, opinions, intentions, regrets, and gratitude. Express satisfaction or dissatisfaction. Give simple instructions, directions, commands. Communicate lack of understanding and ask for help in managing language. Begin to become aware of the role of self-monitoring in language development. 	<ul style="list-style-type: none"> Begin to do simple past narrations, using the appropriate past tense (Imperfect vs. Perfect vs. Pluperfect) to convey background information; main sequence of events; and more remote past. Start narrating/describing in the future, differentiating moods through the use of colloquial and formal verbal forms. Ask for favors/assistance, deny and agree in making favors. Accept apologies. Suggest/give advice. Express opinions such as indifference, confidence, doubt. Express emotions such as sympathy, admiration, (in)certitude, (im) possibility, hope, anger, or surprise Express agreement or disagreement and complaints in more elaborate ways. Transmit/repeat declarations, orders or questions expressed by other people. Clarify and restate information. Become increasingly aware of the role of self-monitoring in language development.

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INTERPRETIVE ABILITIES	Intercultural Competency in the Interpretive Mode	PORTLANG 1A (Accelerated First-Year Portuguese, Part 1)	PORTLANG 2A (Accelerated First -Year Portuguese, Part II)
<p>Students will be able to understand and interpret a range of written, oral and visual materials in Portuguese. These texts convey basic information on topics to which students bring some personal interest or knowledge; and broaden throughout the sequence to include authentic informational and literary texts.</p>	<p>Students learn to identify and reference authentic cultural products and practices of Portuguese-speaking communities, such as art, songs, texts, festivals, etc., and contrast them with those of other cultures and their own. They become aware of the social and cultural influences shaping the production of texts in Portuguese, oral as well as written, and begin to link the concrete--cultural products and practices--with the abstract, i.e. the diversity of perspectives in the Portuguese-speaking world.</p>	<p>During the first half of the sequence, students listen to and read a variety of oral and written texts starting with those primarily related to their own lives and the classroom as community, then expanding their interest to include other speakers of Portuguese in the immediate campus community.</p> <p>Students will manifest their understanding of both oral and written texts, using first English, then increasingly Portuguese to demonstrate that understanding.</p> <p>At the end of the first half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Identify topic, focus, or purpose of interactions of the type that they can carry out with members of their class (and increasingly, the Portuguese-speaking community), as well as in oral/written texts or video, when they: <ul style="list-style-type: none"> ◦ Participate in simulated service encounters such as: ordering a meal, making reservations, asking for the check in a restaurant, teaching a recipe, giving instructions for exercise. ◦ Converse on the telephone for the purpose of making a date, refusing an invitation, asking for information. ◦ Describe people, places, daily activities, experiences and events. ◦ Give, request information. ◦ Talk about future plans for themselves and Portuguese-speaking communities. ◦ Ask and answer simple questions. ◦ Express wishes, preferences, opinions, intentions, regrets, and gratitude. ◦ Apologize. ◦ Give instructions, simple directions. 	<p>During the second half of the sequence, students listen to and read a variety of oral and written texts (including basic literary pieces such as Crônicas) and expand their interests to include the broader Portuguese-speaking world. Students will manifest their understanding of both oral and written texts, using exclusively Portuguese to demonstrate that understanding.</p> <p>At the end of the second half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Identify, restate, and explain topic, focus, or purpose of interactions between members of their class and individuals in the surrounding community when they carry out tasks from the previous quarter, as well as when they: <ul style="list-style-type: none"> ◦ Initiate conversations with strangers and acquaintances and nominate topics of conversation. ◦ Interact with strangers and acquaintances on the telephone. ◦ Ask for favors. ◦ Express emotions such as sympathy, admiration, anger or surprise. ◦ Accept apologies. ◦ Offer assistance. ◦ Complain. ◦ Suggest/give advice. ◦ Express opinions. ◦ Express (lack of) agreement. ◦ Share doubts. ◦ Clarify and restate information.

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<i>continued</i>		<ul style="list-style-type: none"> ◦ Communicate lack of understanding and ask for help in managing language. • List ideas and some details expressed in brief (3 – 8 minute) oral presentations on factual topics about which they have some knowledge. • Ask and answer simple informational questions about an oral or written text. • Identify and list topics in a set of television program news excerpts. • Identify genre of oral materials and written texts (movies, announcements, news broadcasts, weather reports, etc.). • Take notes on ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have some or little knowledge. • Begin to become acquainted with the sociogeography of the Portuguese-speaking world. • Understand connected discourse in straightforward expository texts (from 250 to 500 words), e.g. ads, calendars, listings, etc. about local Lusophone communities and other topics of interest, from Portuguese-language newspapers and magazines. • Glean biographical information from written materials. • Understand information in the types of materials found on simple Internet sites (menus, bus and train schedules, movie and theatre listings, signs in public places, weather reports, real estate/hotel ads). 	<ul style="list-style-type: none"> • Summarize key points and main ideas expressed in longer (6 – 12 minute) oral presentations on factual topics about which they have some knowledge. • Using simple connected discourse, list topics and some details in a set of TV news excerpts. • Take notes on ideas expressed in longer (10-20 minute) oral presentations on factual topics about which they have little or no knowledge. • Draw comparisons among socio-geographic features of the Portuguese-speaking world. • Understand connected discourse and identify point of view in less straightforward, editorial expository texts (from 500 to 750 words) dealing with student interests or with contemporary issues in which students have some background. • Glean cultural information from basic literary texts such as crônicas, e.g. examples of stereotyping, humor and relatively clear allusions. • Using the Internet, seek and read informational articles related to course topics. • Build an individual glossary (150 new words) from readings, identifying correct meaning and appropriate structural use of each word. • Identify and list differences in the treatment in Portuguese of current events with the treatment in English of the same events .

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PRESENTATIONAL ABILITIES	Intercultural Competency in the Presentational Mode	PORTLANG 1A (Accelerated First-Year Portuguese, Part 1)	PORTLANG 2A (Accelerated First -Year Portuguese, Part II)
<p>Students will be able to produce oral and written reports on a variety of topics, primarily of personal interest or relevance, to an audience of listeners or readers.</p> <p>In addition, they will be able to satisfy all practical oral and writing needs of routine daily life.</p>	<p>Students learn to deliver oral and written presentations in a socioculturally appropriate manner and format. At end of the sequence, they will begin to describe and compare cultural products, practices, perspectives in their oral and written presentations, using memorized and extemporaneous language in Portuguese.</p>	<p>During the first half of the sequence, students present information about themselves and their classroom and campus communities orally and in writing.</p> <p>At the end of the first half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • In the beginning of the quarter, present rehearsed reports (5-10 minutes) on such topics as: own autobiography, family, interests, sports, recipes, recent trips; towards the end of the quarter, they will present on topics reflecting an emerging knowledge of the sociogeography of the Portuguese-speaking world. • Ask and answer questions about the prepared presentation topic. • Write what they can say, for example: <ul style="list-style-type: none"> ◦ Describe people, places, daily activities, facts in an (auto) biography. ◦ Talk about future plans for themselves and the world. ◦ Give instructions, directions. ◦ Make comparisons. ◦ Give reports on Portuguese-speaking acquaintances and places. ◦ Talk about their own interests and also those of the community. ◦ Describe experiences and situations. ◦ Summarize readings. ◦ Give, request information. ◦ Ask and answer simple questions. ◦ Express wishes, preferences, opinions, intentions, regrets, and gratitude. ◦ Apologize. 	<p>During the second half of the sequence, students continue to increase in sophistication when presenting information about themselves the broader Portuguese-speaking community orally and in writing.</p> <p>At the end of the second half of the sequence, students will be able to:</p> <ul style="list-style-type: none"> • Present rehearsed reports (15-20 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the Portuguese-speaking world as well as on academic topics of particular student interest such as: their major, current events, international relations, the sciences. • Ask and answer questions about the prepared presentation topic using language appropriate for academic presentations. • Present information on research carried out in the Internet or in the outside world. • Increasingly draw from their 150 new word vocabulary in their presentations and writing, gaining command of more complex structures and vocabulary. • Write what they can say, displaying a wider array of language functions, including: <ul style="list-style-type: none"> ◦ Express emotions such as sympathy, admiration , anger or surprise. ◦ Suggest/give advice. ◦ Express opinions. ◦ Support opinions. ◦ Explain. ◦ Give examples. ◦ Express (lack of) agreement. ◦ Share doubts. ◦ Clarify and restate information.

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<i>continued</i>		<ul style="list-style-type: none"> • Write 1-page reports on such topics as: autobiography, family, interests, sports, recipes, recent trips. • Edit their work for high-frequency errors. 	<ul style="list-style-type: none"> • Write 3-page reports on topics reflecting knowledge of the sociogeography of the Portuguese-speaking world as well as on their academic areas of interest, e.g. major, current events, international relations, the sciences. • Quote others in reports. • Prepare topics using authentic material. • Use new words gleaned from authentic materials reproducing appropriately their use. • Edit for errors based on the material taught.