

Descriptions of Target Student Abilities: First-Year Portuguese
Portuguese Language Objectives (2011)

<p>Interpersonal Abilities</p> <p>Throughout the first-year of language study, students will be able to engage in interactions with their classmates and other speakers of Portuguese for a variety of purposes and in a variety of contexts using socially and culturally appropriate forms to participate in conversations, establish relationships with others, provide and obtain information, communicate feelings and personal reactions, and start to express opinions. Interactions will focus primarily on the students' immediate environment, daily routine and evolve toward topics of personal and academic interest in the Portuguese-speaking world.</p>	<p>PORTLANG 1A (Accelerated First-Year Portuguese, Part 1)</p> <p>During the first quarter of language study, students will be able to interact with members of their class and to talk about themselves and their immediate environment. Throughout the quarter, conversational exchanges become more complex and move beyond the classroom, and students start using their abilities to interact Portuguese speakers outside their class (Stanford, California, and the United States).</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • use appropriate structures to greet, meet and take leave from other people in their immediate environment • introduce themselves and others (physical appearance, country/area of origin, fields of study and professional occupations, age, using simple nouns, adjectives, and verbs) • propose activities, invite and accept/decline invitations, ask/give basic information concerning proposed activities such as time and place, express regrets or gratitude • give and follow directions on how to get to specific places, using appropriate location verbs, adverbs and prepositions of place • participate effectively in simulated service encounters such as: ordering a meal and asking for the check in a restaurant, choosing merchandise in a store, using linguistic strategies to interact and obtain information • simulate telephone conversations, and activities such as making reservations in restaurant and hotels, express desires, preferences and complaints • report daily routines in the present tense, identifying time, days of the week, months and seasons • describe the immediate environment, identifying elements, shapes, colors (e.g. house/apartment, furniture, the classroom) and expressing satisfaction or dissatisfaction • describe people in detail, specifying physical appearance, and intellectual/ personal qualities 	<p>PORTLANG 2A (Accelerated First-Year Portuguese, Part 2)</p> <p>During the second quarter, students expand their interests and interactions to the broader Portuguese-speaking world. They become acquainted with other speakers (native or non-native) of the language (in person and through electronic means) They base their communicative repertoire on tasks from the previous quarter and expand their interest include new and more complex tasks. They become more aware of cultural and linguistic appropriateness and can be understood by native speakers accustomed to dealing with foreign speakers. Their discourse is characterized by sentence groups which start showing the organization of paragraphs.</p> <p>At the end of the quarter, 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 • participate in more elaborate simulated service encounters and in service encounters in the surrounding community that more accurately reflect conditions in a Portuguese-speaking country • in service encounters, use linguistic strategies to interact and obtain information with greater frequency • initiate conversations with strangers and acquaintances and nominate topics of conversation in order to sustain a conversation with Portuguese speakers in sociolinguistically appropriate ways • interact with strangers and acquaintances on the telephone with more ease • describe in more detail, e.g. indicating precise location in space, detailed appearance • ask for favors/assistance, deny and agree in making favors • express emotions such as sympathy, admiration, (un)certainity, (im)possibility, hope, anger, or surprise • accept apologies • complain • suggest/give advice
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	<ul style="list-style-type: none"> • make basic comparisons expressing similarities and differences between people, places, and things from their immediate world • narrate a sequence of activities in the past, identifying specific dates and places; narrate routine activities in the past • do a simple narration in the past, using the appropriate past tense (Imperfect vs. Perfect) to convey what actions are part of background information and what actions are part of the main sequence of events • start narrating/describing in the future, differentiating moods through the use of colloquial and formal verbal forms • start giving simple advice in a culturally appropriate manner • converse on the telephone with acquaintances (e.g., make a date, refuse an invitation, ask for information) • describe people, places, daily activities with simple verbs and sentences • give, request information • ask and answer simple questions • express wishes, preferences, opinions, intentions, regrets, and gratitude • apologize • 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"> • express opinions such as indifference, indecision, confidence, doubt • express (lack of) agreement/disagreement 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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<p>Interpretive Abilities</p> <p>Students will be able to understand and interpret fully and at ease a range of written, oral and visual information in oral and written texts which conveys basic information on personal and social topics to which students bring some personal interest or knowledge; students will also express growing awareness of the social and cultural influences shaping the production of oral and written texts in the Portuguese- speaking world as they explore authentic informational and literary texts of increasing length and complexity</p>	<p>PORTLANG 1A (Accelerated First-Year Portuguese, Part 1)</p> <p>During the first quarter, students will 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, and then expanding their interest to include other speakers of Portuguese in the Portuguese-speaking world. Students will manifest their understanding of both oral and written texts, using English at the start and then increasingly Portuguese to demonstrate that understanding.</p> <p>At the end of the quarter, 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 between members of their class (and increasingly the Portuguese-speaking community) in oral/written texts/video clips 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, refuse an invitation, ask for information • describe people, places, daily activities, experiences and events • give, request information related to the immediate or similar environment • 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, directions, such as how to get to a certain place • 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 	<p>PORTLANG 2A (Accelerated First-Year Portuguese, Part 2)</p> <p>During the second quarter, students will listen to and read a variety of oral and written texts (including basic literary productions such as <i>Crônicas</i> 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 quarter, students will be able to:</p> <ul style="list-style-type: none"> • identify, restate, and explain topic, focus, or purpose of interaction between members of their class and individuals in the surrounding community when they carry out the communicative tasks focused on during the first two quarters, 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 • 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
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	<p>they have some knowledge</p> <ul style="list-style-type: none"> • identify and list topics in a set of television news program excerpts • ask and answer simple informational questions about an oral or written text • identify genre of oral and written texts (movies, announcements, news broadcasts, etc.) • take notes on ideas expressed in brief (5-10 minute) oral presentations on factual topics about which they have little or some knowledge • become increasingly acquainted with the sociogeography of the Portuguese-speaking world • understand connected discourse in straightforward expository texts (from 250 to 500 words) about the immediate Portuguese-speaking world, such as short articles from Portuguese-speaking newspapers and magazines • glean biographical information from written materials • understand information in the types of materials found in simple Internet sites (menus, bus and train schedules, movie and theatre listings, signs in public places, weather reports, real state/hotels ads) 	<ul style="list-style-type: none"> • 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 the students have some background • using the Internet and newspapers, seek and read articles that correspond to their interests • understand basic literary texts such as <i>crônicas</i> and glean cultural information such as examples of stereotyping, humor and relatively clear allusions • build a 150 new-word vocabulary based on the readings identifying correct meaning and appropriate structural use of each word • identify and list differences in the treatments of current events in the target language vs. in English
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<p>Presentational Abilities</p> <p>Students will be able to satisfy all practical oral and written needs of daily life routine, and, additionally, produce oral and written reports on a variety of topics dealing primarily with students' immediate environment to an audience of listeners or readers. By the end of the sequence, they will also be able to point out similarities and differences between their own culture and the cultures of the Portuguese-speaking world</p>	<p>PORTLANG 1A (Accelerated First-Year Portuguese, Part 1)</p> <p>During the first quarter, students will present information about themselves and their classroom and college community orally and in writing.</p> <p>At the end of the quarter, 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 of broader interest, reflecting an increasing 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 • write 1-page reports on such topics as: autobiography, family, interests, sports, recipes, recent trips • edit their work for high frequency errors 	<p>PORTLANG 2A (Accelerated First-Year Portuguese, Part 2)</p> <p>During the second quarter, students will continue to increase in sophistication in presenting information about themselves and their classroom community orally and in writing.</p> <p>At the end of the quarter, students will be able to:</p> <ul style="list-style-type: none"> • present rehearsed reports (20-30 minutes) on topics of broader interest reflecting knowledge of the sociogeography of the Portuguese-speaking world as well as reflecting knowledge of academic topics of particular interest to students 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 • place greater emphasis on socio-culturally appropriate presentational language • 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 than the previous quarter 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 • write 3-page reports on topics reflecting knowledge of the sociogeography of the Portuguese-speaking world as well as reflecting knowledge of academic topics of particular
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		<p>interest to them such as: major, current events, international relations, the sciences</p> <ul style="list-style-type: none">• 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
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