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CHARTER FOR PORTUGUESE

Duration of classes: 2 hours per week; 24 hours per semester.

LEVEL A1 (LEVEL TARGETED)

Elementary user: breakthrough or beginner level.

Level A1 is reserved for "real beginners". Students enrolling must not have previously studied Portuguese.

The four skills to attain

Listening comprehension

- Understand familiar words and very common expressions concerning myself, my family and immediate practical surroundings, when people speak slowly and clearly.

Oral expression

Take part in a conversation

- Communicate in a simple way, provided that the other person is prepared to repeat or rephrase at a slower rate and help me express what I am trying to say.
- Ask and answer simple questions about familiar subjects or the satisfaction of immediate needs and answer such questions.

Spoken Production

- Use simple phrases and sentences to describe where I live and people I know.

Reading comprehension

- Understand familiar names, words and very simple sentences, for example on notices and posters or in catalogues.

Written expression

- Write a short, simple postcard, for example sending holiday greetings.
- Fill in forms with personal details, for example entering name, nationality and address on a hotel registration form.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Grammar

- Personal pronouns (subject, direct object).

- Definite and indefinite articles.
- Adjectives and possessive pronouns.
- Adjectives and demonstrative pronouns.
- Prepositions and contractions with the article. Crasis (with the preposition a).
- Use of ser and estar.
- Comparatives.
- Question forms.
- The present simple: regular and irregular verbs.
- The present continuous (progressive form: estar + gerund).
- The immediate future (ir + infinitive).
- Prepositions and adverbs of localisation in terms of space and time.
- Gender and number: masculine and feminine, singular and plural, and special cases.
- The simple past of the indicative (past tense): regular and irregular verbs.

Vocabulary

- Introductions, greetings, identification (name, family, nationality, profession).
- Means of transport.
- Town and village: buildings, spaces, the environment.
- Meals, food, shopping at the market, supermarket.
- Weight, price, currency, numbers, ordering in a bar or restaurant.
- The days, months, seasons, the date, age, time.
- Buying and renting an apartment or a house.

Phonetics

- Single vowels, open and closed vowels.
- Diphthongs, nasal vowels, nasal diphthongs.
- Palatalized phonemes [d, t] and velars [ʎ].
- The tonic accent rules.

Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work is required of students** and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on **cultural content**. Therefore, the assessment of the four skills takes into account the knowledge conveyed in class (socio-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is evaluated out of 20 at the end of the semester. Listening comprehension, spoken expression and written comprehension are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester (including a placement test), including twice in class;** the combined work is awarded a grade out of 20.

Mid-term assessment, placement test and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. **An end-of-semester 90-minute test will be organised in each class during week 10.** The three skills of listening comprehension, reading comprehension and writing have equal weighting. The grade in this placement test (which is not to be considered as a final examination) is taken into account in the final grade of the semester. **The test is returned to the teacher after correction** to be archived in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he will not have passed and will not be awarded the corresponding credits. **The A1 level is ordinarily scheduled to last one semester**, which means that a student is expected to advance to level A2 after one semester. However, some students, despite having achieved a final grade of 10/20 or more, may be required, upon the teacher's decision alone, to re-register in level A1. Indeed, a student can obtain his credits and still have gaps to fill in a particular skill. He or she may also simply not have achieved the overall ability sufficient to benefit from progressing to the next level.

During the last class of the semester, teachers inform students about their final grade, obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides about any changes of level, this is non-negotiable.** At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

Pedagogical reference material

See pages 21-23 of the Charter.

LEVEL A2 (LEVEL TARGETED)

Basic user: waystage or elementary level.

The four skills to attain

Listening comprehension

- Understand phrases and frequently occurring vocabulary related to areas of close personal interest (for example, myself, my family, shopping, local area, my job).
- Grasp the main idea in simple notices and messages.

Oral expression

Take part in a conversation

- Communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities.
- Handle very short exchanges, even though not usually able to understand enough to keep the conversation going.

Spoken Production

- Able to use a series of phrases and expressions to describe in simple terms the family and other people, the home, educational background and current or most recent job.

Reading comprehension

- Able to read very short simple texts.
- Able to find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus and timetables and able understand short simple personal letters.

Written expression (production and interaction)

- Able to write short, simple notes and messages.
- Able to write a very simple personal letter, for example thanking somebody for something.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Grammar

- Personal pronouns (subject, direct object).
- Gender (nouns and adjectives).
- Ir/Vir and Levar/Trazer verbs.
- Conjugation of pronominal verbs (present, simple past, imperfect).
- Superlatives.
- Diminutives (affectionate expressions).

- Personal pronouns (indirect object).
- Present, simple past of the indicative: irregular verbs.
- Imperfect and future of the indicative: all verbs.
- Pluperfect of the compound indicative (the 2 auxiliaries).
- Past participles, double past participles.
- The imperative: all verbs.

Vocabulary

- The house: furniture, utensils, decor.
- Ordinal numbers.
- Getting around the streets, asking for directions, deciphering a city map.
- Finding the way while driving, road signs.
- Size, volume, differences (comparatives and superlatives).
- Physical descriptions, parts of the body.
- Sports.
- The expression of order, doubt, fear, desire.

Phonetics

- Evaluating attainment.

Modes of evaluation and expected work

The evaluation of the four skills is carried out according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on **cultural content**. Therefore, the assessment of the four skills takes into account the knowledge conveyed in class (socio-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

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Mid-term assessment, placement test and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. **An end-of-semester 90-minute test will be organised in each class during week 10.** The three skills of listening comprehension, reading comprehension and writing have equal weighting. The grade in this placement test (which is not to be considered as a final examination) is taken into account in the final grade of the semester. **The test is returned to the teacher after correction** to be archived in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he will not have passed and will not be awarded the corresponding credits. Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. In fact, **the acquisition of all A2 skills requires at least two semesters of learning.**

During the last class of the semester, teachers inform students about their final grade, obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides on any changes of level and this is non-negotiable.** At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

Pedagogical reference material

See pages 21-23 of the charter.

LEVEL B1 (LEVEL TARGETED)

Independent user: threshold or intermediate level.

The four skills to attain

Listening comprehension

- Understand the main points of clear standard speech on familiar topics concerning work, school, leisure, etc.
- Understand the main point of many radio and television programs on current events or on topics of personal or professional interest when the language is spoken in a relatively slow and clear way.

Oral expression

Take part in a conversation

- Deal with most situations likely to arise while travelling in a place where the language is spoken.
- Take part in conversations without preparation on topics that are familiar or of personal interest or related to everyday life (for example, family, leisure, work, travel and current events).

Spoken Production

- Express myself in a simple way in order to describe experiences and events, as well as my dreams, hopes and ambitions.
- Briefly give reasons and explanations for opinions and future plans.
- Narrate a story or relate the plot of a book or film and describe my reactions.

Reading comprehension

- Understand texts that for the most part use language related to my work and everyday life.
- Understand the description of events and the expression of sentiments and best wishes in personal letters.

Written expression

- Write simple connected text on topics which are familiar or of personal interest.
- Write personal letters describing experiences and impressions.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Grammar

- Indefinite pronouns and relative pronouns.
- Double negatives.
- Adverbs.
- Present, simple past of the indicative: irregular verbs.

- Use of the subjunctive with conjunctions.
- The present of the subjunctive: all verbs. Special uses (talvez, conjunctions).
- Verb agreement.
- Linking words in logical thought.

Vocabulary

- Personal opinions.
- The weather.
- Tourism.
- Colours.
- Clothing, fashion.
- Advertising, television: expressing tastes and preferences.
- Learning to construct a line of argument (text, image).
- The expression of emotions and irony.
- The vocabulary of selected themes: politics, society, economy, trade, information, communication, education, intellectual and cultural life, the business world.

Phonetics

- Evaluating attainment.

Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on **cultural content**. Therefore, the assessment of the four skills takes into account the knowledge conveyed in class (socio-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is evaluated out of 20 at the end of the semester. **Listening comprehension, spoken expression and written comprehension** are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester (including a placement test), including twice in class; the combined work is awarded a grade out of 20.**

Mid-term assessment, placement test and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. **An end-of-semester 90-minute test will be organised in each class during week 10.** The three skills of listening comprehension, reading comprehension and writing have equal weighting. The grade in this placement test (which is not to be considered as a final examination) is taken into account in the final grade of the semester. **The test is returned to the teacher after correction** to be archived in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he will not have passed and will not be awarded the corresponding credits. Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. In fact, **the acquisition of all B1 skills requires at least two semesters of learning.**

During the last class of the semester, teachers inform students about their final grade, obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides on any changes of level and this is non-negotiable.** At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

Pedagogical reference material

See pages 21-23 of the charter.

LEVEL B2 (LEVEL TARGETED)

Independent user: vantage or upper intermediate level.

The four skills to attain

Listening comprehension

- Understand long presentations and lectures and even follow complex arguments, provided the topic is relatively familiar.
- Understand most TV news and current affairs programmes.
- Understand most films in standard language.

Oral expression

Taking part in a conversation

- Communicate with a degree of fluency and spontaneity that makes it possible to have a normal interaction with a native speaker.
- Take an active part in a conversation in familiar settings, expressing and defending opinions.

Spoken Production

- Express myself in a clear and detailed manner on a wide range of topics related to personal areas of interest.
- Express a point of view on a subject of current events and explain the pros and cons of various options.

Reading comprehension

- Read articles and reports on contemporary issues in which the authors adopt a certain attitude or point of view.
- Understand contemporary literary prose.

Written expression

- Write clear and detailed texts on a wide range of topics related to personal interests.
- Write an essay or report, transmitting information or giving reasons for or against a given opinion.
- Write letters emphasising the personal significance of events and experiences.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Grammar

- Modal expression: wishes, hopes, goals, purpose, cause, consequence, fear, time, opposition, hypothesis, condition; use of verbs, conjunctions, tenses and corresponding verbal modes.
- Verbal and nominal prepositions.

- Conditionals.
- Adverbs of manner.
- Prepositions and prepositional phrases.
- Direct and indirect styles.
- The active and passive voices.
- The expression of logical relations: conjunctions, prepositions, adverbs.
- The subjunctive present, imperfect, and future; application on a case-by-case basis. Agreement of tenses. The various expressions of hypothesis.
- The simple past of the indicative and the subjunctive.

Vocabulary

- The vocabulary of selected themes: politics, society, economy, trade, information, communication, education, intellectual and cultural life, the business world, accounts of literary and artistic works.
- The use of different levels of language.

Phonetics

- Evaluating attainment.

Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based **on cultural content**. Therefore, the assessment of the four skills takes into account the knowledge conveyed in class (socio-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is evaluated out of 20 at the end of the semester. **Listening comprehension, spoken expression and written comprehension** are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester (including a placement test), including twice in class; the combined work is awarded a grade out of 20.**

Mid-term assessment, placement test and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. **An end-of-semester 90-minute test will be organised in each class during week 10**. The three skills of listening comprehension, reading

comprehension and writing have equal weighting. The grade in this placement test (which is not to be considered as a final examination) is taken into account in the final grade of the semester. **The test is returned to the teacher after correction** to be archived in the Language Department.

Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he will not have passed and will not be awarded the corresponding credits. Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. In fact, **the acquisition of all B2 skills requires at least two semesters of learning.**

During the last class of the semester, teachers inform students about their final grade, obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides about any changes of level, this is non-negotiable.** At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

Pedagogical reference material

See pages 21-23 of the charter.

LEVEL C1 (LEVEL TARGETED)

Proficient user: effective operational proficiency or advanced level.

The four skills to attain

Listening comprehension

- Understand a long speech even if it is not clearly structured and the connections are only implicit.
- Understand television programmes and films without too much effort.

Oral expression

Taking part in a conversation

- Express myself fluently and spontaneously without much obvious searching for expressions.
- Use language flexibly and effectively for social and professional purposes.
- Express ideas and opinions with precision and relate my statements to those of other speakers.

Spoken Production

- Present clear, detailed descriptions of complex subjects integrating sub-themes, developing particular points and rounding off with an appropriate conclusion.

Reading comprehension

- Understand long and complex texts, both factual and literary, appreciating differences of style.
- Understand specialised articles and long technical instructions even when not related to my field.

Written expression

- Express myself in clear, well-structured text, expressing points of view at some length.
- Can write about complex subjects in a letter, essay or report, highlighting what are considered to be the important points.
- Adopt a style appropriate to the intended reader.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Grammar

- Modal expression: wishes, hopes, goals, purpose, cause, consequence, fear, time, opposition, hypothesis, condition; use of verbs, conjunctions, tenses and corresponding verbal modes.
- Direct and indirect styles.
- The use of infinitive clauses. The inflected infinitive.
- The expression of logical relations: conjunctions, prepositions, adverbs.
- The subjunctive present, imperfect, and future; application on a case-by-case basis. Agreement of tenses. The various expressions of hypothesis.

- The compound tenses of the indicative (simple past, pluperfect, future and conditional).
- The compound tenses of the subjunctive (simple past, pluperfect and future).
- The rules of use and morphology of prepositional personal pronouns (formal language).

Vocabulary

- The vocabulary of selected themes: politics, society, economy, trade, information, communication, education, intellectual and cultural life, the business world, accounts of literary and artistic works.
- The use of different levels of language.

Phonetics

- Evaluating attainment.

Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on **cultural content**. Therefore, the assessment of the four skills takes into account the knowledge conveyed in class (socio-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is evaluated out of 20 at the end of the semester. Listening comprehension, spoken expression and written comprehension are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester, including a minimum of twice in-class**; the combined work is awarded a grade out of 20.

Mid-term assessment and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, he will not have passed and will not be awarded the corresponding credits. Despite a final grade of 10/20 or better, it is common for students to re-enrol for the same level the following semester. In fact, **the acquisition of all C1 skills requires several semesters of learning**.

During the last class of the semester, teachers inform students about their final grade, obtaining their credits and whether or not they have progressed to the next level. **The teacher alone decides on any changes of level and this is non-negotiable.** At the end of the semester, teachers submit their final grades and qualitative assessments online and validate any changes of level.

Pedagogical reference material

See pages 21-23 of the charter.

LEVEL C2 (LEVEL TARGETED)

Proficient user: Mastery or proficiency level.

The four skills to attain

Listening comprehension

- Experience no difficulty in understanding any kind of spoken language, whether live or broadcast, even when delivered at fast native speed, provided some time is allowed for becoming familiar with the accent.

Oral expression

Taking part in a conversation

- Take part effortlessly in any conversation or discussion and have a good familiarity with idiomatic expressions and colloquialisms.
- Express myself fluently and precisely convey finer shades of meaning. If in difficulty, ability to backtrack and restructure around the problem so smoothly that other people are hardly aware of it.

Spoken Production

- Present a clear, smoothly-flowing description or argument in a style appropriate to the context and with an effective logical structure which helps the recipient to notice and remember significant points.

Reading comprehension

- Read with ease virtually all forms of the written language, including abstract, structurally or linguistically complex texts such as manuals, specialised articles and literary works.

Written expression

- Write clear, smoothly-flowing text in an appropriate style.
- Write complex letters, reports or articles which present a case with an effective logical structure which helps the recipient to notice and remember significant points.
- Write summaries and reviews of professional or literary works.

Language tools

The following structures will be studied in context and as they relate to the communication skills listed above.

Grammar

- Modal expression: wishes, hopes, goals, purpose, cause, consequence, fear, time, opposition, hypothesis, condition; use of verbs, conjunctions, tenses and corresponding verbal modes.
- Direct and indirect styles.
- The use of infinitive clauses. The inflected infinitive.
- The expression of logical relations: conjunctions, prepositions, adverbs.

- The subjunctive present, imperfect, and future; application on a case-by-case basis. Agreement of tenses. The various expressions of hypothesis.
- The compound tenses of the indicative (simple past, pluperfect, future and conditional).
- The compound tenses of the subjunctive (simple past, pluperfect and future).
- The rules of use and morphology of prepositional personal pronouns (formal language).

Vocabulary

- The vocabulary of selected themes: politics, society, economy, trade, information, communication, education, intellectual and cultural life, the business world, accounts of literary and artistic works.
- The use of different levels of language.

Phonetics

- Evaluating attainment.

Modes of evaluation and expected work

The evaluation of the four skills is done according to the procedures of **continuous assessment**. The grading criteria are as precise as possible. In addition to the specific work to be presented or handed in during the week, **regular weekly work** is required of students and attainment is monitored by the teacher throughout the semester. **The student must ensure that the work is delivered on time**. Class participation and attendance are also taken into consideration. Moreover, the practice of the language is based on cultural content. Therefore, the assessment of the four skills takes into account the knowledge conveyed in class (socio-cultural codes, civilization, current events, interculturality, etc.) and that acquired through reading or viewing documents recommended by the teacher (see the bibliography and webography specific to each class / course).

Each of the four skills is evaluated out of 20 at the end of the semester. Listening comprehension, spoken expression and written comprehension are evaluated through various in-class activities. Students receive a grade out of 20 for each of the three skills. **Written expression is evaluated at least three times during the semester, including a minimum of twice in-class**; the combined work is awarded a grade out of 20.

Mid-term assessment and final evaluation

The mid-term assessment results are used to evaluate each student's progress and alert him or her to any shortcomings, while providing advice on how to remedy them. Students are considered to have successfully completed a language class and are awarded the credits corresponding to the class upon receiving a minimum final grade of 10/20. If a student's final grade is lower than 10/20, they will not have passed and will not be awarded the corresponding credits.

During the last class of the semester, teachers inform students about their final grade and obtaining their credits. At the end of the semester, teachers submit their final grades and qualitative assessments online and confirm whether level C2 has been achieved.

Pedagogical reference material

See pages 21-23 of the charter.

PEDAGOGICAL REFERENCE MATERIAL

Reference document

- **The Common European Framework of Reference for Languages** (CEFR), Council of Europe, 2001.

<http://eduscol.education.fr/cid45678/cadre-europeen-commun-de-reference-cecrl.html>

Pedagogical support materials (A1, A2, B1 and B2)

The Portuguese courses from level A1 to level B2 will be based on the text book *Diálogo Brasil*, by Emma Eberlein Lima, Samira Abirad Iunes and Marina Ribeiro Leite, Editora Pedagógica e Universitária Ltda., São Paulo, 2011.

Level A1: from Unit 1 to Unit 5.

Level A2: from Unit 6 to Unit 9.

Level B1: from Unit 10 to Unit 12.

Level B2: from Unit 13 to Unit 16.

- Supplementary text book: *Falar... Ler... Escrever... Português*, by Emma Eberlein Lima and Samira Iunes (Editora Pedagógica e Universitária Ltda., São Paulo, 1999).
- Supplementary text book: *Fala Brasil*, by Pierre Coudry and Elizabeth Fontão (Ed. Pontes, São Paulo, 1992).
- Supplementary text book: *Avenida Brasil*, by Emma Eberlein Lima and *alii* (Editora Pedagógica e Universitária Ltda., São Paulo, 1992).
- Portuguese unilingual dictionary: *Novo Dicionário Aurélio* (Ed. Nova Fronteira, S. Paulo).
- Grammar: *Gramática Ativa 1 – versão brasileira (A1+, A2, B1)*, by Lamartine Bião Oberg and Alice Ferreira Fernandes (Edições Técnicas Lidel, Lisboa, 2010).
- Grammar: *Gramática Ativa 2 – versão brasileira (B1+, B2, C1)*, by Lamartine Bião Oberg and Alice Ferreira Fernandes (Edições Técnicas Lidel, Lisboa, 2014).
- Grammar: *Manuel de langue portugaise*, by Paul Teyssier (Ed. Klincksieck, Paris, 1984).
- Grammar: *Nova Gramática do Português Contemporâneo*, by Celso Cunha and Lindley Cintra (Ed. Nova Fronteira, São Paulo, 1985).
- Vocabulary: *Du mot à la phrase*, by Angela Leitão-Heymann and Maria C. Martins Pires (Ed. Ellipses, Paris, 2000).

Pedagogical support materials (C1 and C2)

The Portuguese courses from level C1 to level C2 will be based on the text book *Via Brasil*, by Emma Eberlein Lima, and Samira Abirad Iunes, Editora Pedagógica e Universitária Ltda., São Paulo, 2010.

Level C1: from Unit 1 to Unit 5.

Level C2: from Unit 6 to Unit 10.

- Portuguese unilingual dictionary: *Novo Dicionário Aurélio* (Ed. Nova Fronteira, S. Paulo).
- Grammar: *Gramática Ativa 2 – versão brasileira (B1+, B2, C1)*, by Lamartine Bião Oberg and Alice Ferreira Fernandes (Edições Técnicas Lidel, Lisboa, 2014).
- Grammar: *Manuel de langue portugaise*, by Paul Teyssier (Ed. Klincksieck, Paris, 1984).
- Grammar: *Nova Gramática do Português Contemporâneo*, by Celso Cunha and Lindley Cintra (Ed. Nova Fronteira, São Paulo, 1985).
- Vocabulary: *Du mot à la phrase*, by Angela Leitão-Heymann and Maria C. Martins Pires (Ed. Ellipses, Paris, 2000).

Useful links

Basic Portuguese

- http://www.portuguesweb.com/clases_de_portugues.html
- <http://www.easyportuguese.com/>

Online exercises

- <https://www.utm.edu/staff/lflorido/PRTBrasil!.htm>

Online Portuguese dictionaries

- <http://www.aulete.com.br/> (Brazil).
- <http://michaelis.uol.com.br/moderno/portugues/index.php> (Brazil).
- <http://www.dicio.com.br/> (Brasil).
- <http://www.priberam.pt/dlpo/> (Portugal).
- <http://www.infopedia.pt/dicionarios/lingua-portuguesa/> (Portugal).
- <http://www.lexico.pt/> (Portugal).

Orthography

- <http://www.academia.org.br/abl/cgi/cgilua.exe/sys/start.htm?sid=23>

Multilingual dictionaries

- <http://www.lexilogos.com/index.htm>
- www.linguee.com.br/portugues-frances/page/about.php
- <http://traduction.sensagent.com/>
- <http://dictionnaire.reverso.net/francais-portugais/>

Dictionaries

- <http://www.dicionarioinformal.com.br/>
- <http://www.dicionariodegurias.com.br/>

Dictionary portals

- <http://alltasks.com.br/conteudo/dicionarios-tecnicos-online-e-glossarios-online-multilingues.html>

Internet portals

- <http://www.uol.com.br/>
- <http://www.terra.com.br/>
- <http://www.globo.com/>
- <http://www.sapo.pt/>

European press in Portuguese

(RFI Brazil, RFI Portugal-África, BBC Brazil, DW Brazil, El Pais Brazil)

- <http://br.rfi.fr/>
- <http://pt.rfi.fr/>
- <http://www.bbc.com/portuguese>
- <http://www.dw.com/pt/>
- <http://brasil.elpais.com/>

Brazilian newspapers

- <http://www.folha.uol.com.br/>
- <http://www.estadao.com.br/>
- <http://www.valor.com.br/>
- <http://oglobo.globo.com/>
- <http://www.jb.com.br/capa/>
- <http://www.correiobraziliense.com.br/>
- <http://www.em.com.br/>
- <http://zh.clicrbs.com.br/rs/>
- <http://www.diariodepernambuco.com.br/>
- <http://jconline.ne10.uol.com.br/>

Brazilian magazines

- <http://veja.abril.com.br/>
- <http://exame.abril.com.br/>
- <http://www.istoe.com.br/capa>
- <http://www.cartacapital.com.br/>

Portuguese newspapers

- <http://www.publico.pt/>
- <http://www.cmjornal.xl.pt/>
- <http://www.dn.pt/>
- <http://www.jn.pt/>
- <http://diariodigital.sapo.pt/>

Portuguese magazines

- <http://expresso.sapo.pt/>
- <http://visao.sapo.pt/>

African Press (Angola, Mozambique)

- <http://opais.co.ao/>
- <http://jornaldeangola.sapo.ao/>
- <http://www.jornalnoticias.co.mz/>
- <http://opais.sapo.mz/>