

Portuguese 105 – Portuguese for Spanish Speakers 1

BYU Online Section, Winter 2022

Course Description

Portuguese 105 is an intensive course designed for students who are fluent speakers of Spanish or another Romance language. It covers the same content as Port 101 and 102, but in one semester rather than two. Additionally, the course focuses on differences between Spanish and Portuguese.

Texts and Materials

Bateman, B., Mattos, M., Brasileiro, M., & Knapp, N. P. (2020). *Perspectivas: Português para Falantes de Espanhol*. BYU Academic Publishing. (New book available in digital format – access code may be purchased at the BYU Store. There is no physical book to buy.)

This course will cover the first half of the book; the second half is covered in PORT 205.

Learning Outcomes

Upon successfully completing this course, you should be able to:

- Participate fully in conversations by asking and answering questions about some familiar, concrete topics such as self, family, friends, and daily activities.
- Understand conversations and monologues in spoken Brazilian Portuguese on familiar topics.
- Read short authentic texts, including informative texts, news articles, and short stories.
- Write short texts such as biographical information, correspondence, and personal experiences.
- Create sentences in the past, present, and future using basic grammar rules and vocabulary with reasonable accuracy.
- Know basic facts about some Portuguese-speaking countries and identify cultural products, practices, and perspectives from these countries.
- Differentiate between basic Spanish and Portuguese grammar, vocabulary, and spelling conventions.

Overview of Course

All class sessions will be held online via Zoom (with the exception of tests, which will be proctored online via **Proctorio** as explained below). The course will be held through online classes from Monday through Thursday of each week. The online class activities will focus largely on communicative activities in pairs and small groups to develop your Portuguese skills. On Fridays you will be assigned to watch short videos and listen to podcasts, which can be done online at any time of day.

As a BYU Online course, this course is hosted through Canvas (rather than Learning Suite). Most course activities, including the daily schedule, assignments, and grade book, will be accessed through Canvas. You can log onto Canvas at <https://byu.instructure.com/>.

Attendance: Attendance at the online class sessions will be taken daily and will be factored into the final grade, as explained below.

Preparation and participation: Students are expected to come to online class sessions prepared to discuss the assigned material and actively participate. Prior to each class session, you should read the

textbook pages for the following day's activities, focusing especially on the vocabulary lists, grammar explanations, and cultural readings. Completing the reading assignments in the textbook prior to class will allow the majority of class time to be devoted to practice and communicative activities.

Grading

Grades will be calculated based on the following scale: 93% = A, 90% = A-, 87% = B+, 83% = B, 80% = B-, 77% = C+, 73% = C, 70% = C-, 67% = D+, 63% = D, 60% = D-, 59% and below = E. Grades will be based on the following breakdown:

Frequência e participação	<i>2% grade reduction for each absence beyond 5</i>
Atividades de prática no Canvas	30%
Vídeos e podcasts (13)	11%
Provinhas de leitura (5 + avaliação da disciplina)	6%
Redações (6)	12%
Atividades culturais (2)	6%
Provas (5)	25%
Prova final (Cap. 5 + entrevista oral)	10%

Each of these categories is explained below.

Frequência e participação: Learning to speak a foreign language requires a significant investment of practice time, and most of that practice will occur in the online class sessions. Furthermore, learning interpersonal speaking skills requires other people with whom to practice speaking. For these reasons, attendance and participation are an integral component of your grade.

You are allowed **four “free” absences** with no penalty to your grade in order to account for factors such as illness, emergencies, or university-excused events. Logging onto the session more than 10 minutes late or leaving more than 10 minutes early constitutes an absence. Each additional absence beyond five will result in a 2% reduction to your grade.

If you anticipate having more than four university-excused absences during the semester, please consult with your instructor *at the beginning of the semester* to discuss ways of making up the practice time missed in class. **University-excused absences do not exempt students from making up the time that was missed practicing the language in class sessions.** If you are looking for a course in which you can simply study and take tests on your own without attending class sessions, this is not the course for you.

Leituras no livro e atividades de prática: In preparation for each class session you will be assigned to read certain pages in the book and complete the corresponding activities on Canvas (Canvas calls them “quizzes”). The daily readings and online activities should take less than an hour – often much less – so you are strongly encouraged to complete the activities on the assigned days in order to be prepared to participate in class. You may repeat each activity as many times as you wish in order to improve your score; only your last score will be saved. The online practice activities in Canvas are due at the time class starts (activities assigned on Thursdays are due on Friday morning). **Canvas will automatically deduct 5% per day for each late activity, up to a maximum of a 50% deduction.**

Vídeos e podcasts: On Fridays you will be assigned to watch short videos and listen to podcasts that accompany the textbook. Each chapter is accompanied by a video called “o vlog do Doug,” in which a Spanish-speaking student of Portuguese visits Brazilian businesses and interviews Brazilians about the chapter theme. Each chapter also features a podcast called “Rádio Perspectivas” featuring a panel discussion with native Portuguese speakers related the theme of the chapter. The videos and podcasts will be accompanied by a Word document on Canvas with short questions for you to answer. You can type your answers directly into the Word document and upload it to Canvas for your instructor to grade. These activities are due on the following Monday morning at the start of class. (For this assignment, you don’t need to type complete sentences in Portuguese – just type notes on the videos/podcasts so your instructor can see that you listened to them.)

Provinhas de leitura: Each chapter contains approximately three authentic texts in Portuguese, including magazine and news articles and short stories. In order to encourage you to read these texts before class, as well as to encourage you to log in on time, your instructor will give a quiz on one of the readings in each chapter. These quizzes will be given at the beginning class sessions and will be **unannounced**. Missed quizzes **may not be made up after the class session in which they are given**, with the exception of BYU-excused absences.

Redações: In order to develop your writing skills in Portuguese, toward the end of each chapter you will write a short composition. These compositions include a paragraph about yourself, an email, a CV, a television commercial (written in groups), and a short story. Compositions should be typed, with appropriate accent marks. (A sheet explaining how to type accent marks on a word processor is available at <http://byuportuguese.weebly.com/>). Your teacher will provide feedback on the content of your writing and on your use of Portuguese. If you choose to revise any of your compositions, incorporating the teacher’s feedback and correcting any errors, you can make up any points you may have lost on the first draft (although revisions are completely optional). Compositions are due the day after they are assigned, except where otherwise indicated in the syllabus.

Note on the use of Google Translate and other online translators: Although online translators are becoming more sophisticated and can sometimes serve as useful tools, they are not appropriate for use in this course. The purpose of the compositions is not to produce a perfect paper in Portuguese, but rather to demonstrate what you can do on your own, as well as to experience the learning that results from going through the process of writing, editing, and revising. Any evidence of the use of an online translator calls into question the integrity of this process and is grounds for receiving a zero on the composition. Please see also the university policy on plagiarism below.

Atividades Culturais: During the semester you are required to attend two Portuguese-language related cultural activities outside class. For each activity you should write a one-page summary of what you did and what you learned from the experience. The first activity is due at midsemester, and the second is due toward the end of the semester. Further information can be found on the *Atividades Culturais* document. A list of Portuguese-related activities will be posted on <http://byuportuguese.weebly.com/>.

Provas: A test will be given at the end of the Lição Preliminar and Chapters 1 through 4. Tests will be administered online through Canvas and proctored via Examity (instructions may be found on the Canvas class website). Each test takes approximately an hour and contains sections assessing listening comprehension, grammar and vocabulary, reading, and writing. Each test will be available for two consecutive days, starting at midnight on the first day and ending at midnight on the second day. Missed tests may be made up, but with a 10% penalty. If you know in advance that you will not be able to take a

test when it is scheduled, you may make arrangements with your instructor to take the test early with no penalty.

Each test will also contain a speaking component, which will consist of a role-play done with a partner, taken from the “Batendo um Papo” section of the chapter. Prior to each test your instructor will distribute a Google doc on which you and a partner may sign up for an oral exam time.

Prova final: The written portion of the final exam will be comprehensive but will focus primarily on the last chapter covered (Chapter 5). The format of the exam will be similar to that of previous exams. The exam will be available throughout the final exam period (excluding the exam preparation day).

The speaking portion of the final exam will consist of a 10 to 15-minute oral interview, which will be given by another instructor. Signup sheets for these interviews will be made available shortly prior to finals week. Failure to show up for the final interview at the time you signed up for will result in a 25% reduction in your score.

Avaliação da disciplina: Toward the end of the semester you will be asked to log onto My BYU and complete an evaluation of this course and your instructor (under “Student Ratings”). This assignment counts the same as one reading quiz, so it is worth your while to do it. In order to receive credit for this assignment, you must allow your name to appear on the list of students who have completed the evaluation. (Your actual evaluation will remain anonymous.)

University Policy

Inappropriate Use of Course Materials

All course materials (e.g., outlines, handouts, syllabi, exams, quizzes, PowerPoint presentations, lectures, audio and video recordings, etc.) are proprietary. Students are prohibited from posting or selling any such course materials without the express written permission of the professor teaching this course. Students are also prohibited from sharing links for online class lectures with others who are not registered for the course at BYU. The conduct described in this paragraph could be considered a violation of the Brigham Young University honor code, the Academic Honesty Policy, and an infringement of federal copyright laws.

Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the

university.

University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter sexual misconduct, please contact the Title IX Coordinator at t9coordinator@byu.edu or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

Mental Health

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, caps.byu.edu) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu>; for more immediate concerns please visit <http://help.byu.edu>.

Plagiarism

Intentional plagiarism is the deliberate act of representing the words, ideas, or data of another as one's own without providing proper attribution to the author through quotation, reference, or footnote. Intentional plagiarism is a form of intellectual theft that violates widely recognized principles of academic integrity as well as the Honor Code. Such plagiarism may subject the student to appropriate disciplinary action administered through the university Honor Code Office, in addition to academic sanctions that may be applied by an instructor. Inadvertent plagiarism, which may not be a violation of the Honor Code, is nevertheless a form of intellectual carelessness that is unacceptable in the academic community. Plagiarism of any kind is completely contrary to the established practices of higher education where all members of the university are expected to acknowledge the original intellectual work of others that is included in their own work. In some cases, plagiarism may also involve violations of copyright law.

Inadvertent plagiarism involves the inappropriate, but non-deliberate, use of another's words, ideas, or data without proper attribution. Inadvertent plagiarism usually results from an ignorant failure to follow established rules for documenting sources or from simply not being sufficiently careful in research and writing. Although not a violation of the Honor Code, inadvertent plagiarism is a form of academic misconduct for which an instructor can impose appropriate academic sanctions. Students who are in doubt as to whether they are providing proper attribution have the responsibility to consult with their instructor and obtain guidance.

Examples of plagiarism include:

Direct plagiarism: The verbatim copying of an original source without acknowledging the source.

Paraphrased plagiarism: The paraphrasing, without acknowledgement, of ideas from another that the reader might mistake for the author's own.

Plagiarism mosaic: The borrowing of words, ideas, or data from an original source and blending this original material with one's own without acknowledging the source.

Insufficient acknowledgement: The partial or incomplete attribution of words, ideas, or data from an original source.

Calendário de Atividades

Data	Atividades em aula	Tarefas p/ amanhã	Atividades ("quizzes") no Canvas para amanhã	Provas
3 jan	<u>Lição Preliminar, Aula 1:</u> Introdução à disciplina	Ler "Using Canvas"; "Como digitar acentos"; ler LP.1, LP.2 (pp. 1-6)	LP-1, LP-2	
4 jan	<u>LP, Aula 2:</u> LP.1 Puxando conversa; LP. 2 Diálogos; LP.3 Cumprimentos, apresentações...	Ler LP.4, LP.5 (pp. 7-11)	LP-3, LP-4, LP-5, LP-6, LP-7	
5 jan	<u>LP, Aula 3:</u> LP.4 Pronomes de sujeito; LP.5 números, dias e meses; instruções para Atividades Culturais	Ler LP.6, LP.7 (pp. 11-14)	LP-8, LP-9, LP-10, LP-11, LP-12	
6 jan	<u>LP, Aula 4:</u> LP.6 Fazendo perguntas no tempo presente; LP. 7 verbos regulares, <i>ser</i> e <i>ter</i> ; instruções para os vídeos e podcasts	Ler LP.8, LP. 9 (pp. 15-17)	LP-13, LP-14, LP-15, LP-16	
7 jan	VÍDEO: LP.17 O vlog do Doug	-----	-----	
10 jan	<u>LP, Aula 5:</u> LP.8 As horas; LP.9 disciplinas acadêmicas	Ler LP.10, LP.11, LP.12 (pp. 18-20)	LP-17, LP-18, LP-19	
11 jan	<u>LP, Aula 6:</u> LP.10 "Português é quinto idioma na internet"; LP.11 contrações; LP.12 universidade, expressões de tempo	Ler LP.13, LP.14 (pp. 21-23)	LP-20, LP-21, LP-22, LP-23	
12 jan	<u>LP, Aula 7:</u> Verbo <i>gostar</i> (revisar caixinha, p. 21); LP.13 possessivos; LP.14 na sala de aula	Ler LP.15, LP.16 (pp. 22-23); LP. 20 (com áudio!, pp. 28-31)	LP-24, LP-25	
13 jan	<u>LP, Aula 8:</u> LP.15 alfabeto; LP.16 "A língua portuguesa no mundo"; LP.19 Tecendo seu texto (instruções)	LP.19 Escrever parágrafo "Por que eu estudo português?"	----	
14 jan	VÍDEO: Top 10 Países que Estudam Português	Estudar para a prova	----	Prova Lição Prelim.

18 jan	<u>LP, Aula 9:</u> LP.18 Batendo um papo/prática para entrevistas orais; LP.20 (responder perguntas sobre pronúncia); entregar parágrafo “Quem sou eu? Por que estudo português?”	Ler 1.1 (pp. 33-36)	----	Prova Lição Prelim.
19 jan	<u>Capítulo 1, Aula 1:</u> 1.1 Puxando conversa	Ler 1.2 (pp. 36-39)	1-1, 1-2, 1-3, 1-4	
20 jan	<u>Cap. 1, Aula 2:</u> 1.2 Características pessoais e nacionalidades; estereótipos	Ler 1.3, 1.4 (pp. 39-41)	1-9	
21 jan	VÍDEO: 1.7 O vlog do Doug	-----	-----	
24 jan	<u>Cap. 1, Aula 3:</u> 1.3 Documentando o cotidiano; 1.4 Os esterótipos na internet ”	Ler 1.5 (pp. 41-43)	1-5, 1-6, 1-7, 1-8	
25 jan	<u>Cap. 1, Aula 4:</u> 1.5 Formação do plural	Ler 1.6 (pp. 44-47)	1-10, 1-11, 1-12	
26 jan	<u>Cap. 1, Aula 5:</u> 1.6 Descrevendo a aparência física	Ler 1.8 (pp. 49-51)	1-13, 1-14, 1-15, 1-16, 1-17	
27 jan	<u>Cap. 1, Aula 6:</u> 1.8 Formação do feminino; 1.9 “O brasileiro segundo ele mesmo” (Passo 22, antes de ler)	Ler 1.9, 1.10 (pp. 52-56)	1-18, 1-19, 1-20, 1-22, 1-23	
28 jan	PODCAST: 1.12 Rádio Perspectivas	-----	-----	
31 jan	<u>Cap. 1, Aula 7:</u> 1.9 “O brasileiro segundo ele mesmo”; 1.10 Artigo c/nomes geográficos	Ler 1.11 (p. 57)	1-21, 1-24, 1-25	
1 fev	<u>Cap. 1, Aula 8:</u> 1.13 Batendo um papo; 1.14 “Natal Branco” (Passo 30, antes de ler); 1.16 Tecendo seu texto (instruções)	Ler 1.14, 1.15 (pp. 60-62); 1.16 escrever parágrafo para folheto	-----	Prova Cap. 1
2 fev	<u>Cap. 1, Aula 9:</u> 1.14 “Natal Branco”; 1.15 Comparando perspectivas culturais; entregar parágrafo para folheto	Ler 2.1 (pp. 65-69)	----	Prova Cap. 1
3 fev	<u>Cap. 2, Aula 1:</u> 2.1 Puxando conversa	Ler 2.2 (pp. 69-73)	2-1, 2-2, 2-3	
4 fev	VÍDEO: 2.7 O vlog do Doug	-----	-----	
7 fev	<u>Cap. 2, Aula 2:</u> 2.2 A família	Ler 2.3 (p. 74)	2-7	
8 fev	<u>Cap. 2, Aula 3:</u> 2.3 Documentando o cotidiano; “Lares mosaicos” (Passo 10, antes de ler)	Ler 2.4, 2.5 (pp. 77-79)	2-4, 2-5, 2-6	
9 fev	<u>Cap. 2, Aula 4:</u> 2.4 “Lares mosaicos”, Passos 11-12; 2.5 comparações	Ler 2.6 (p. 80), 2.8 (pp. 82-83)	2-8, 2-9, 2-10, 2-11, 2-17	
10 fev	<u>Cap. 2, Aula 5:</u> 2.8 Verbos irregulares no presente; <i>ser, estar, ficar</i> (revisar caixinha)	Ler 2.9, 2.10 (pp. 84-87)	2-12, 2-13, 2-14, 2-18, 2-19	
11 fev	PODCAST: 2.12 Rádio Perspectivas	-----	-----	

14 fev	<u>Cap. 2, Aula 6:</u> 2.9 Geração Canguru; 2.10 Verbos com alternância vocálica; 2.14 “O nome do nada” (Passo 29, antes de ler)	Ler 2.11 (p. 88); 2.14 (pp. 90-93)	2-15, 2-16, 2-23	
15 fev	<u>Cap. 2, Aula 7:</u> 2.14 “O nome do nada”; <i> muito</i> (Passo 31); 2.16 Tecendo seu texto (instruções)	2.16 Escrever email		
16 fev	<u>Cap. 2, Aula 8:</u> 2.13 Batendo um papo/praticar para entrevistas orais; entregar email	Ler 2.15 (pp. 93-94)	2-20, 2-21, 2-22, 2-24	
17 fev	<u>Cap. 2, Aula 9:</u> 2.15 Comparando perspectivas culturais	Estudar para a prova; ler 3.1 (pp. 97-100)	-----	Prova Cap. 2
18 fev	VÍDEO: 3.7 O vlog do Doug	Terminar Atividade Cultural 1	-----	Prova Cap. 2
22 fev	<u>Cap. 3, Aula 1:</u> 3.1 Puxando conversa ; entregar Atividade Cultural 1	Ler 3.2 (pp. 101-104)	3-1, 3-2, 3-3, 3-4	
23 fev	<u>Cap. 3, Aula 2:</u> 3.2 As comidas e as refeições; futuro com <i>ir, estar com fome</i> (revisar caixinhas)	Ler 3.3 (pp. 104-106)	3-5, 3-6, 3-7, 3-8	
24 fev	<u>Cap. 3, Aula 3:</u> 3.3 Documentando o cotidiano; 3.4 “Brasileiro come muito e mal” (Passo 8, antes de ler)	Ler 3.4, 3.5 (pp. 107-112)	3-9, 3-10, 3-11, 3-12	
25 fev	PODCAST: 3.12 Rádio Perspectivas (1ª parte, Passos 28-29)	-----	-----	
28 fev	<u>Cap. 3, Aula 4:</u> 3.4 “Brasileiro come muito e mal”; 3.5 pretérito perfeito	Ler 3.6 (pp. 112-115)	3-13, 3-14, 3-15	
1 mar	<u>Cap. 3, Aula 5:</u> 3.6 Os alimentos	Ler 3.8 (pp. 117-118)	3-16, 3-17, 3-18	
2 mar	<u>Cap. 3, Aula 6:</u> 3.8 <i>Haver e fazer</i> com expressões de tempo; 3.9 “Feiras livres” (Passo 23, antes de ler)	Ler 3.9, 3.10 (pp. 119-123)	3-19, 3-20, 3-21, 3-22	
3 mar	<u>Cap. 3, Aula 7:</u> 3.9 “Feiras livres”; 3.10 Infinitivo pessoal; 3.14 “A feira” (Passo 32, antes de ler)	Ler 3.11 (pp. 123-124), 3.15 (pp. 126-128)	3-23, 3-24	
4 mar	PODCAST: 3.12 Rádio Perspectivas Cap. 3 (2ª parte, Passos 30-31)	-----	-----	
7 mar	<u>Cap. 3, Aula 8:</u> 3.15 Comparando perspectivas culturais; 3.16 Tecendo seu texto (revisar instruções para comercial)	Ler 3.14 (pp. 126-128); planejar comercial	-----	
8 mar	<u>Cap. 3, Aula 9:</u> 3.13 Batendo um papo; 3.14 “A feira”	Filmar comercial; estudar para a prova	-----	Prova Cap. 3
9 mar	<u>Cap. 3, Aula 10:</u> Apresentação dos comerciais; praticar para entrevistas orais	Ler 4.1, 4.2 (pp. 133-139)	4-1, 4-2, 4-3	Prova Cap. 3

10 mar	<u>Cap. 4, Aula 1:</u> 4.1 Puxando conversa; 4.2 Habitação	Ler 4.3. 4.4 (pp. 140-143)	4-4, 4-8	
11 mar	VÍDEO: 4.7 O vlog do Doug	-----	-----	
14 mar	<u>Cap. 4, Aula 2:</u> 4.3 Documento o coditiano; 4.4 “Uau! Essa casa vai cair!”	Ler 4.5 (pp. 144-145)	4-5, 4-6, 4-7	
15 mar	<u>Cap. 4, Aula 3:</u> 4.5 Gerúndio, tempos contínuos (Passos 10, 11)	Ler Passo 12 (pp. 146-149)	4-12, 4-15	
16 mar	<u>Cap. 4, Aula 4:</u> Passo 12 As moradias na África de língua portuguesa	Ler 4.6 (pp. 149-153)	4-9, 4-10, 4-11, 4-13, 4-14	
17 mar	<u>Cap. 4, Aula 5:</u> 4.6 Móveis, afazeres domésticos e preposições	Ler 4.8 (pp. 155-156)	4-16, 4-17, 4-18	
21 mar	<u>Cap. 4, Aula 6:</u> 4.8 Pretérito imperfeito; 4.9 “Meu vizinho favorito” (Passo 22, antes de ler)	Ler 4.9, 4.10 (pp. 156-160)	4-19, 4-20, 4-21, 4-22	
22 mar	<u>Cap. 4, Aula 7:</u> 4.9 “Meu vizinho favorito”; 4.10 perfeito vs. imperfeito; 4.14 “O homem nu” (Passo 31, antes de ler)	Ler 4.11 (p. 160), 4.14 (pp. 162-164)	4-23, 4-24	
23 mar	<u>Cap. 4, Aula 8:</u> 4.14 “O homem nu”; 4.16 Tecendo seu texto (instruções)	4.16 Escrever crônica; estudar para a prova	-----	Prova Cap. 4
24 mar	<u>Cap. 4, Aula 9:</u> 4.13 Batendo um papo; 4.15 Comparando perspectivas culturais; entregar crônica	Ler 5.1 (pp. 167-170)	-----	Prova Cap. 4
25 mar	PODCAST: 4.12 Rádio Perspectivas	-----	-----	
28 mar	<u>Cap. 5, Aula 1:</u> 5.1 Puxando conversa	Ler 5.2 (pp. 170-174)	5-1, 5-2, 5-3	
29 mar	<u>Cap. 5, Aula 2:</u> 5.2 O mundo do trabalho	Ler 5.3 (pp. 174-175); box “advérbios em –mente, p. 178)	5-4	
30 mar	<u>Cap. 5, Aula 3:</u> 5.3 Documentando o cotidiano; “Os 12 erros” (Passo 7, antes de ler)	Ler 5.4 (pp. 174-177)	5-5, 5-12	
31 mar	<u>Cap. 5, Aula 4:</u> 5.4 “Os 12 erros mais comuns”	Ler 5.5 (pp. 178-179)	5-6, 5-7, 5-8	
1 abr	VÍDEO: 5.7 O vlog do Doug	-----	-----	
4 abr	<u>Cap. 5, Aula 5:</u> 5.5 Futuro simples	Ler 5.6 pp. 179-182)	5-9, 5-10, 5-11	
5 abr	<u>Cap. 5, Aula 6:</u> 5.6 O mundo financeiro	Ler 5.8 (pp. 183-187)	5-13, 5-14, 5-15, 5-16	
6 abr	<u>Cap. 5, Aula 7:</u> 5.8 Futuro do subjuntivo; 5.9 “Consórcio” (Passo 21, antes de ler)	Ler 5.9, 5.10 (pp. 188-191)	5-17, 5-19, 5-20, 5-21	
7 abr	<u>Cap. 5, Aula 8:</u> 5.9 “Consórcio”; 5.10 demonstrativos ; 5.14 “A carreira do momento” (Passo 27, antes de ler)	Ler 5.11 (p. 191), 5.14 (pp. 193-195)	5-18, 5-22, 5-23, 5-24	
8 abr	PODCAST: 5.12 Rádio Perspectivas	-----	-----	

11 abr	<u>Cap. 5, Aula 9</u> : 5.14 “A carreira do momento”; 5.16 Tecendo seu texto (instruções)	Terminar Atividade Cultural 2; 5.16 escrever carta e CV	-----	
12 abr	<u>Cap. 6, Aula 10</u> : 5.13 Batendo um papo; prática para entrevistas orais; entregar carta e CV; entregar Atividade Cultural 2	Avaliação online da disciplina	-----	
13 abr	Entrevistas orais (não há aula)	Estudar para a prova final	-----	

Prova final: The final exam is available at any time during finals week. Please do not ask to take the final early, as this is against university policy. Plan your calendar now so that you can take the exam at the scheduled time.