

Portuguese 105 – Portuguese for Spanish Speakers 1 Winter 2022

Course Description

Port 105 is an intensive course designed for students fluent in Spanish or another Romance language. No previous knowledge of Portuguese is required. Emphasis is on the development of oral skills, vocabulary, grammar, and understanding of Lusophone cultures.

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.

Course Policies

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

Preparation and participation: Students are expected to come to class prepared to discuss the assigned material and actively participate. Prior to each class, 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.

Learning Management System

This course uses 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/>.

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	2% grade reduction for each absence beyond 5
Atividades de prática no Canvas	35%
Provinhas de leitura (5)	10%
Redações (6)	12%
Atividades culturais (2)	8%
Avaliações de fim de capítulo (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 class. 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 five “free” absences with no penalty to your grade in order to account for factors such as illness, emergencies, or university-excused events. Arriving to class 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 five 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.** If you are looking for a course in which you can simply study and take tests on your own without attending class, this is not the course for you.

Leituras no livro e atividades de prática no Canvas: In preparation for class each day 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. Activities are due at the start of the following class period.

Canvas will automatically deduct 5% per day for each late activity, up to a maximum of a 50% deduction.

Provinhas de leitura: Beginning with *Capítulo 1*, 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 coming to class, as well as to encourage you to arrive on time, your instructor will give a quiz on one of the readings in each chapter. These quizzes will be given at the beginning of class and will be **unannounced**. Missed quizzes **may not be made up after the class period 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 participate in 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/>.

Avaliações de fim de capítulo: At the end of each chapter an assessment will be completed in class, with the exception of the last chapter, for which the assessment will be done during the time scheduled for the final exam.

- *Lição Preliminar:* For this introductory chapter the assessment will be a test with multiple choice, matching, fill-in-the-blank, and short answer items that assess listening, vocabulary, grammar, culture, and writing.
- *Capítulos 1-5:* The remaining chapter tests will be in the format of what is called Integrated Performance Assessments (IPAs). They consist of three tasks:
 - Interpretive communication - reading a text in Portuguese and answering comprehension questions
 - Interpersonal communication - conversing with a partner about the reading
 - Presentational communication - producing a written text related to the theme of the readingAll three tasks will be done during class. Your instructor will provide further instructions.

Prova final: During the time scheduled for your section's final exam, you will complete an Integrated Performance Assessment for Capítulo 5 (similar to the previous chapters).

The final exam will also have a separate **speaking portion** consisting of a 10-15 minute oral interview, which will be given by another instructor. A Google doc for signing up for these interviews will be posted 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.

Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university 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 all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> or by contacting the university's Title IX Coordinator.

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 Concerns

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	Leituras para amanhã	Atividades no Canvas para amanhã
3 jan	<u>LP, Dia 1:</u> Introdução à disciplina	Ler “Using Canvas”; “Como digitar acentos”; LP.1, LP.2, LP.3 (livro texto pp. 1-6)	LP-1, LP-2
4 jan	<u>LP, Dia 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, Dia 3:</u> LP.4 Pronomes de sujeito; LP.5 números, dias e meses	Ler LP.6, LP.7 (pp. 11-14)	LP-8, LP-9, LP-10, LP-11, LP-12
6 jan	<u>LP, Dia 4:</u> LP.6 Fazendo perguntas no tempo presente; LP. 7 verbos regulares, <i>ser</i> e <i>ter</i>	Ler LP.8, LP. 9 (pp. 15-17)	LP-13, LP-14, LP-15, LP-16
7 jan	<u>LP, Dia 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
10 jan	<u>LP, Dia 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
11 jan	<u>LP, Dia 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-24, LP-25
12 jan	<u>LP, Dia 8:</u> LP.15 alfabeto; LP.16 “A língua portuguesa no mundo”	Ler LP. 20 (com áudio!, pp. 28-31)	----
13 jan	<u>LP, Dia 9:</u> LP.17 o vlog do Doug; LP.19 Tecendo seu texto (instruções); LP.20 (responder perguntas sobre pronúncia)	LP.19 Escrever parágrafo “Por que eu estudo português?”	----
14 jan	<u>LP, Dia 10:</u> LP.18 Batendo um papo; revisão; entregar parágrafo	Revisar Lição Preliminar	----
18 jan	<u>LP, Dia 11:</u> Prova, Lição Preliminar	Ler 1.1 (pp. 33-36)	----
19 jan	<u>Cap 1, Dia 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, Dia 2:</u> 1.2 Características pessoais e nacionalidades; estereótipos	Ler 1.3, 1.4 (pp. 39-41)	1-9
21 jan	<u>Cap 1, Dia 3:</u> 1.3 Documentando o cotidiano; 1.4 Os estereótipos na internet”; vídeo 1-9 “Dar um jeitinho” nos exercícios (se quiser)	Ler 1.5 (pp. 41-43)	1-5, 1-6, 1-7, 1-8
24 jan	<u>Cap 1 Dia 4:</u> 1.5 Formação do plural	Ler 1.6 (pp. 44-47)	1-10, 1-11, 1-12
25 jan	<u>Cap 1, Dia 5:</u> 1.6 Descrevendo a aparência física	Ler 1.8 (pp. 49-51)	1-13, 1-14, 1-15, 1-16

26 jan	<u>Cap 1, Dia 6:</u> 1.8 Formação do feminino; 1.9 “O brasileiro segundo ele mesmo” (Passo 22, antes de ler)	Ler 1.9 (pp. 52-54)	1-17
27 jan	<u>Cap 1, Dia 7:</u> 1.9 “O brasileiro segundo ele mesmo”; 1.7 o vlog do Doug	Ler 1.10 (pp. 55-56)	1-18, 1-19, 1-20, 1-22, 1-23
28 jan	<u>Cap 1, Dia 8:</u> 1.10 Artigo c/nomes geográficos; 1.14 “Natal Branco” (Passo 30, antes de ler)	Ler 1.11 (p. 57), 1.14 (pp. 60-61)	1-21, 1-24, 1-25
31 jan	<u>Cap 1, Dia 9:</u> 1.13 Batendo um papo; 1.14 “Natal Branco”; 1.16 Tecendo seu texto (instruções)	1.16 Escrever parágrafo para folheto	----
1 fev	<u>Cap 1, Dia 10:</u> 1.15 Comparando perspectivas culturais; entregar parágrafo para folheto	Revisar Capítulo 1	----
2 fev	<u>Cap 1, Dia 11:</u> Integrated Performance Assessment, Capítulo 1	Ler 2.1 (pp. 65-69)	----
3 fev	<u>Cap 2, Dia 1:</u> 2.1 Puxando conversa	Ler 2.2 (pp. 69-73)	2-1, 2-2, 2-3
4 fev	<u>Cap 2, Dia 2:</u> 2.2 A família	Ler 2.3 (p. 74)	2-7
7 fev	<u>Cap 2, Dia 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
8 fev	<u>Cap 2, Dia 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
9 fev	<u>Cap 2, Dia 5:</u> 2.8 Verbos irregulares no presente; <i>ser, estar, ficar</i> (revisar caixinha)	Ler 2.9 (pp. 84-85)	2-17, 2-18, 2-19
10 fev	<u>Cap 2, Dia 6:</u> 2.9 Geração Canguru; vídeo 2-16 nos exercícios “O namoro” (se quiser)	Ler 2.10 (pp. 86-87)	2-12, 2-13, 2-14
11 fev	<u>Cap 2, Dia 7:</u> 2.10 Verbos com alternância vocálica; <i>saber vs. conhecer</i> (revisar caixinha)	Ler 2.11 (p. 88)	2-15, 2-16, 2-23
14 fev	<u>Cap 2, Dia 8:</u> 2.7 o vlog do Doug; 2.14 “O nome do nada” (Passo 29, antes de ler)	Ler 2.14 (pp. 90-93)	2-20, 2-21
15 fev	<u>Cap 2, Dia 9:</u> 2.14 “O nome do nada”; <i>muito</i> (Passo 31)	-----	2-22, 2-24
16 fev	<u>Cap 2, Dia 10:</u> 2.13 Batendo um papo; 2.16 Tecendo seu texto (instruções)	2.16 Escrever email	----
17 fev	<u>Cap 2, Dia 11:</u> 2.15 Comparando perspectivas culturais; entregar email	Revisar Capítulo 2	----
18 fev	<u>Cap 2, Dia 12:</u> Integrated Performance Assessment, Capítulo 2	Ler 3.1 (pp. 97-100); terminar Atividade Cultural 1	----

22 fev	<u>Cap 3, Dia 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, Dia 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, Dia 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	<u>Cap 3, Dia 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
28 fev	<u>Cap 3, Dia 5:</u> 3.6 Os alimentos	Ler 3.8 (pp. 117-118)	3-16, 3-17, 3-18
1 mar	<u>Cap 3, Dia 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 (pp. 119-121)	3-19
2 mar	<u>Cap 3, Dia 7:</u> 3.9 “Feiras livres”; introdução ao infinitivo pessoal (Passo 25)	Ler 3.10 (pp. 121-123)	3-20, 3-21, 3-22
3 mar	<u>Cap 3, Dia 8:</u> 3.10 Infinitivo pessoal; 3.14 “A feira” (Passo 32, antes de ler)	Ler 3.11 (pp. 123-124), 3.14 (pp. 126-128)	3-23, 3-24
4 mar	<u>Cap 3, Dia 9:</u> 3.14 “A feira”; 3.7 o vlog do Doug; prever 3.16 (instruções para comercial)	Ler 3.15 (pp. 128-130); planejar comercial	-----
7 mar	<u>Cap 3, Dia 10:</u> 3.15 Comparando perspectivas culturais; 3.16 Tecendo seu texto (revisar instruções para comercial)	3.16 Filmar comercial	-----
8 mar	<u>Cap 3, Dia 11:</u> Apresentação dos comerciais	Revisar Capítulo 3	-----
9 mar	<u>Cap 3, Dia 12:</u> Integrated Performance Assessment, Capítulo 3	Ler 4.1, 4.2 (pp. 133-139)	4-1, 4-2, 4-3
10 mar	<u>Cap. 4, Dia 1:</u> 4.1 Puxando conversa; 4.2 Habitação	Ler 4.3, 4.4 (pp. 140-143)	4-4, 4-8
11 mar	<u>Cap 4, Dia 2:</u> 4.3 Documento o cotidiano; 4.4 Uau! Essa casa vai cair!	Ler 4.5 (pp. 144-145)	4-5, 4-6, 4-7
14 mar	<u>Cap 4, Dia 3:</u> 4.5 Gerúndio, tempos contínuos (Passos 10, 11)	Ler Passo 12 (pp. 146-149)	4-12, 4-15
15 mar	<u>Cap 4, Dia 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
16 mar	<u>Cap 4, Dia 5:</u> 4.6 Móveis, afazeres domésticos e preposições	Ler 4.8 (pp. 155-156)	4-16, 4-17, 4-18
17 mar	<u>Cap 4, Dia 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

21 mar	<u>Cap 4, Dia 7</u> : 4.9 “Meu vizinho favorito”; 4.10 perfeito vs. imperfeito	Ler 4.11 (p. 160)	4-23, 4-24
22 mar	<u>Cap 4, Dia 8</u> : 4.7 o vlog do Doug; 4.14 “O homem nu” (Passo 31, antes de ler); 4.16 Tecendo seu texto (instruções)	Ler 4.14 (pp. 162-164); 4.16 começar crônica	-----
23 mar	<u>Cap 4, Dia 9</u> : 4.14 “O homem nu”; 4.13 Batendo um papo	Terminar crônica	-----
24 mar	<u>Cap 4, Dia 10</u> : 4.15 Comparando perspectivas culturais; entregar crônica	Revisar Capítulo 4	-----
25 mar	<u>Cap 4, Dia 11</u> : Integrated Performance Assessment, Capítulo 4	Ler 5.1 (pp. 167-170)	-----
28 mar	<u>Cap 5, Dia 1</u> : 5.1 Puxando conversa	Ler 5.2 (pp. 170-174)	5-1, 5-2, 5-3
29 mar	<u>Cap 5, Dia 2</u> : 5.2 O mundo do trabalho	Ler 5.3 (pp. 174- 175); box “advérbios em <i>-mente</i> , p. 178)	5-4
30 mar	<u>Cap 5, Dia 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, Dia 4</u> : 5.4 “Os 12 erros mais comuns”	Ler 5.5 (pp. 178-179)	5-6, 5-7, 5-8
1 abr	<u>Cap 5, Dia 5</u> : 5.5 Futuro simples	Ler 5.6 pp. 179-182)	5-9, 5-10, 5-11
4 abr	<u>Cap 5, Dia 6</u> : 5.6 O mundo financeiro	Ler 5.8 (pp. 183-187)	5-13, 5-14, 5-15, 5-16
5 abr	<u>Cap 5, Dia 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
6 abr	<u>Cap 5, Dia 8</u> : 5.9 “Consórcio”; 5.10 demonstrativos	Ler 5.11 (p. 191)	5-18, 5-22, 5-23
7 abr	<u>Cap 5, Dia 9</u> : 5.13 Batendo um papo; 5.14 “A carreira do momento” (Passo 27, antes de ler)	Ler 5.14 (pp. 193-195)	5-24
8 abr	<u>Cap 5, Dia 10</u> : 5.14 “A carreira do momento”; 5.16 Tecendo seu texto (instruções)	5.16 Escrever carta e CV	-----
11 abr	<u>Cap 5, Dia 11</u> : 5.7 O vlog do Doug; entregar carta e CV	Terminar Atividade Cultural 2	-----
12 abr	<u>Cap 5 Dia 12</u> : 5.12 Rádio Perspectivas; prática para entrevistas orais; entregar Atividade Cultural 2	Avaliação da disciplina (Student Ratings)	-----
13 abr	Estudar para a prova final	Entrevistas orais (hoje e amanhã)	-----

Prova final: The final will consist of two parts: (1) an Integrated Performance Assessment for Capítulo 5, similar to previous chapters, during the time scheduled for the final exam; and (2) an oral interview with

another instructor, to be scheduled individually at the end of the semester.