



## Ponto de Encontro: Portuguese as a World Language

*By Anna Klobucka, Clemence de Jouet-Pastre, Patrícia Isabel Sobral, Maria Luci de Biaji Moreira, Amelia P. Hutchinson*

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*Ponto de Encontro* is the first Portuguese language textbook that gives the student the choice to learn either Brazilian or European Portuguese. While it seeks to emphasize commonalities, *Ponto* also highlights and preserves important differences in both vocabulary and grammar. This program provides an ample, flexible, communication-oriented framework for a beginning or intermediate student of Portuguese.

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**Ponto de Encontro: Portuguese as a World Language** By Anna Klobucka, Clemence de Jouet-Pastre, Patrícia Isabel Sobral, Maria Luci de Biaji Moreira, Amelia P. Hutchinson Bibliography

- Sales Rank: #119569 in Books
- Published on: 2007-01-14
- Ingredients: Example Ingredients
- Original language: English
- Number of items: 1
- Dimensions: 10.00" h x 1.00" w x 8.00" l, 3.05 pounds
- Binding: Hardcover
- 648 pages

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## **Editorial Review**

Review

### ***Ponto de Encontro* According to Professors**

#### **Brazil and Portugal:**

- I am particularly impressed with the decision of the authors' to incorporate both peninsular and Brazilian Portuguese... It is key to developing the student's understanding of the global nature of the lusophone world. Furthermore, from a practical point of view, it makes a coordinator's life much easier... The authors' approach in this regard is perfect. — *Phillip Rothwell, Rutgers University*
- I think one of the greatest merits and challenges of Ponto de Encontro is the incorporations of both linguistic varieties, and I congratulate the authors for taking this task in a serious and successful manner. - *Ana Maria Carvalho, University of California, Berkeley*

#### **Activities:**

- I like that the activities involve working with partners and in small groups and then [are followed by] follow-ups that involve finding the general opinions of the class. — *Susan McMillen Villar, University of Minnesota*
- 
- The activities are varied but communicative in nature, allowing students to practice language and structures in meaningful contexts. As with the content in general, there is an abundance of practice options, which give the instructor flexibility to use those which seem most appropriate. - *Jason R. Jolley, Missouri State University*
- 

#### **Vocabulary:**

- Regarding vocabulary, I like the fact that the book goes into areas that are of great interest to students today, such as technology, the environment, social conditions and political systems, in addition to the more traditional subjects of home, family, food, health, school... The book will be more attractive than any other one on the market. — *Margo Milleret, University of New Mexico*
- ...One of the greatest strengths of this proposal is the plethora of vocabulary units. It is diverse and relevant. - *Bryan Kennedy, University of Wisconsin — Milwaukee*

### **Grammar:**

- The chapters present grammar in an intuitive sequence that will equip learners with the tools to begin using correct patterns early on in their communications. The explanations are indeed clear and accurate, without being convoluted. — *Jason R. Jolley, Missouri State University*

### **Culture:**

- I want to compliment the authors for the option of introducing cultural texts on all the Portuguese-speaking countries around the world. This will be the first book to include this aspect. One of the reasons we have waited so long to change our textbook is hoping that Ponto de Encontro can be our next option. — *Monica Rector, University of North Carolina*

### **Program Components:**

- The features I find most attractive are the text's excellent activities, use of the internet, the pre- during and post-reading activities, the situações, the activity CD-ROM, the instructor's resource manual and companion website... - *Clelia Donovan, University of California, Berkeley*
- Each of the supplements should be greatly appreciated. These are the kinds of supplements that we have for Spanish, French and German language teaching that have been lacking for teaching Portuguese... We would be delighted with what you have promised... With this text we can FINALLY teach our beginning and intermediate Portuguese language classes like we do our Spanish language classes without so much effort on the part of the instructors who have had the responsibility of developing so much to make the classes communicative. I can't wait for the text to be published! - *Susan McMillen Villar, University of Minnesota*

### **Overall:**

- This course is simply outstanding: it is pedagogically sound, communicative in approach, while giving appropriate levels of grammatical explanation and developing sound writing skills... It is long overdue and represents a landmark in Portuguese language courses... This text will be adopted by Rutgers University as soon as it becomes available. - *Phillip Rothwell, Rutgers University*
- *Ponto de Encontro* is a text that I wished I had had at the very beginning of this semester for my beginning and intermediate classes because it is a text that is written well, takes into account the reality of students learning Portuguese in the U.S. and gives the teacher the option of teaching the variations of the language that are most requested... I would definitely recommend this text to anyone. It is the epitome of context-sensitive language learning with an outreach to the reality of the student's world, as well as to the world communities. — *Virginia da Luz Vieira, San Jose State University*
- This multifaceted introduction to Portuguese provides everything we have been waiting for: contextualized activities that allow communication to take place in the classroom, well-thought steps for the gradual development of all four skills, glimpses into all Portuguese-speaking cultures and traditions, and a very

welcome incorporation of the 5 C's suggested by the National Standards. Teachers and students alike will find the authors' selection and presentation of topics interesting, richly illustrated and well organized. I also commend the authors' successful efforts in exposing the students to the Portuguese-speaking world's different cultures and dialects, instead of favoring one over another. Teachers of Portuguese will welcome these much-needed updated textbook and supplements for bringing the latest of L2 pedagogy into the study of the Portuguese language. - *Ana Maria Carvalho, University of California, Berkeley*

- It [Ponto de Encontro] is presented as the most complete and conscientiously compiled Portuguese second language program that I have seen. Parabéns!!! — *Richard Sansone, Valencia Community College*
- At this point, and after years of teaching Portuguese, this is the most appealing book to teach with... or to learn with. It's fun. — *Nelson Lopez, SUNY-Delhi*
- ...This proposal is light-years above and beyond any currently published Portuguese texts. I feel that the text indeed covers the authors' goals of addressing grammar, communication, culture, writing and reading and am very happy to see all the skills addressed. — *Timothy McGovern, University of California, Santa Barbara*

#### From the Back Cover

*Ponto de Encontro* is the first Portuguese language textbook that allows the instructor to choose to teach either Brazilian or European Portuguese. While it seeks to emphasize commonalities, it also highlights and preserves important differences in both vocabulary and grammar. This program provides an ample, flexible, communication-oriented framework for use in beginning and intermediate Portuguese programs.

- Highly interactive approach towards presentation and practice of the language
- Cultural information and exchange integrated at every stage of instruction
- A rich variety of insights into cultural, social and political realities of the entire Portuguese-speaking world
- Strong emphasis on meaningful, contextualized communication in the classroom and beyond

#### About the Author

**Anna Klobucka** holds an M.A. in Iberian Studies from the University of Warsaw (Poland) and a Ph.D. in Romance Languages and Literatures from Harvard University (1993). She has taught at the Ohio State University and the University of Georgia, and she is currently Professor of Portuguese at the University of Massachusetts Dartmouth, where she teaches Portuguese and Lusophone African literatures. She is the co-editor of *After the Revolution: Twenty Years of Portuguese Literature 1974-1994* (Bucknell UP, 1997) and *Embodying Pessoa: Corporeality, Gender, Sexuality* (Toronto, 2007), and the author of *The Portuguese Nun: Formation of a National Myth* (Bucknell, 2000; Portuguese edition 2006), in addition to many articles in scholarly journals. She served as President of the American Portuguese Studies Association (2005-06).

**Clémence Jouët-Pastré** obtained her B.A. in Portuguese at UNICAMP, Brazil. She holds an M.A. in Applied Linguistics from UNICAMP and an M.A. in Education from UMASS- Amherst. She received her Ph.D. in Translation Studies from Universidade de São Paulo —Brazil, and has taught at Stanford University

and Princeton University. Currently, she directs the Portuguese Language Program at Harvard and the Harvard Summer Program in Rio. Her research interests focus on Portuguese linguistics, translation studies, intercultural communication, and multicultural education. She is the author of numerous articles and book chapters and is the co-editor of *Giving Voice to a Nascent Community: Exploring Brazilian Immigration to the U.S. through Research and Practice* (Cambridge: David Rockefeller Center for Latin American Studies, 2004).

**Patrícia Isabel Santos Sobral** was educated in Brazil and the United States. She holds a M.A. in Comparative Literature, from the University of Illinois, Champaign-Urbana (1991) and a Ph.D. in Portuguese and Brazilian Studies from Brown University (1997), where she currently teaches. Her teaching interests include the intersection of the arts and its applications to second language acquisition, Brazilian literature of the 20th century, contemporary Brazilian film and its pedagogical applications, and comparative literature. Dr. Sobral is the undergraduate concentration advisor in Portuguese and Brazilian Studies, member of the Advisory Board of the Writing Fellows Program, and an active member of the Center for Language Studies. She also leads workshops in Brazil several times a year using the ArtsLit approach for second language acquisition.

**Maria Luci De Biaji Moreira** received her B.A. in Portuguese and English Languages and Literatures at the Universidade Estadual de Maringá, Paraná, Brazil. She holds an M.A. in Linguistics from the Universidade Federal de Pernambuco, and Ph.D. coursework in Linguistics and Philology at the Universidade Federal do Rio de Janeiro. In 1990, she went to the University of Illinois, Urbana-Champaign, where she received her Ph.D. in Applied Linguistics and certificate in SLATE (Second Language Acquisition and Teaching Education), under the direction of Bill VanPatten. She taught at the University of Georgia and University of California, Berkeley. Since 2000, she directs the Portuguese program at the College of Charleston. As a generalist, she teaches Portuguese language, Brazilian culture and civilization, Linguistics, and Second Language Acquisition Theories and Teaching in the MA in Foreign Languages program. As director of summer programs in Brazil, she has traveled extensively to different regions of Brazil, teaching her students Brazilian culture and civilization. She has published several articles on language acquisition and pedagogy and literary studies. Her main contributions were to the *Dictionary of Literary Biography* and to *Hispania*, the journal of the American Association of Teachers of Spanish and Portuguese (AATSP), where she has acted in a leadership position as the editor of the AATSP *Portuguese Newsletter* for many years.

**Amélia P. Hutchinson** was born in Portugal where she obtained her first degree in English and German Philology at the Universidade Clássica de Lisboa, and developed her parallel interests for modern languages and Medieval Studies. In 1975, the Instituto de Alta Cultura, Lisbon, later Instituto de Língua e Cultura Portuguesas, appointed her as "Leitora in Portuguese" at the University of Manchester, UK, where she completed her M.Phil. thesis on 'European Relations of Portuguese Arthurian Literature'. Since then, she has developed parallel careers as a medievalist and as a specialist in Portuguese Language Studies. She was Head of Portuguese Studies at the University of Salford, UK, and Erasmus coordinator for the Department of Modern Languages. She has been living in the USA since 1996. On that year she published *Portuguese: An Essential Grammar* (Routledge) a manual for speakers of English, which soon became Routledge's best-selling foreign language grammar, with a second revised and augmented edition published in August 2003. She has also published many articles on Medieval Studies before and after finishing her Ph.D. thesis on Portuguese chroniclers and chronicle writing: 'Leonor Teles and the Construction of Female Characters in Fernão Lopes. At present Amélia Hutchinson is a Lecturer and Supervisor for Portuguese Language at the University of Georgia, Athens, GA. She is a member of several academic associations (MLA, APSA, SSPHS, International Arthurian Association).

## **Users Review**

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#### **David Lucero:**

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