

**Programme:** B.A. (Portuguese)

**Course Code:** PRG 101      **Title of the Course:** PORTUGUESE LANGUAGE I

**Number of Credits:** 4

**Effective from AY:** 2017-18

<b><u>Prerequisites:</u></b>	Any student pursuing his/her undergraduate programme at Goa University is eligible to take the course as a core paper.	
<b><u>Objectives:</u></b>	In consonance with the overall aims of the degrees offered in the U.G., these modules will focus on developing the students' written and aural/oral communicative competence in the foreign language (including fluency, grammatical and lexical accuracy and range), facilitate students' ability to establish and maintain effective social and working relations with speakers of the foreign language.	
<b><u>Content:</u></b>	<p><b>Module 1:</b> <b>ORAL COMPREHENSION / ORAL PRODUCTION AND INTERACTION</b> Reading, conversation skills and interaction. Interaction in a simple way. Questions in areas of immediate need or on very familiar topics. Sentences to describe where I live and people I know. Familiar words and very basic phrases concerning myself, my family and immediate concrete surroundings.</p> <p><b>Module 2:</b> <b>READING COMPREHENSION</b> Familiar names, words, and very simple, sentences, for example on notices and posters, or in catalogues. Short, simple messages on postcards.</p> <p><b>Module 3:</b> <b>WRITING SKILLS</b> Personal details in written form Simple postcard. Numbers and dates, own name, nationality, address, age, date of birth. Filling a hotel registration form or other forms. Copy out single words or short texts presented in standard printed form.</p> <p><b>Module 4:</b> <b>GRAMMAR AND VOCABULARY</b> - Basic vocabulary repertoire of isolated words and phrases related to particular concrete situations. - Pronunciation: alphabet; explanation of Portuguese pronunciation going into all the nuances and varying sounds involved (vowels, consonants and nasal sounds);</p>	<p><b>15 hours</b></p> <p><b>15 hours</b></p> <p><b>15 hours</b></p> <p><b>15 hours</b></p>

- Introduction to the basic rules of sentences structure;
- Articles; Nouns: Gender and plural endings of nouns;
- Pronouns: Personal pronouns / Subject pronouns;
- Adjectives: Agreement of adjectives with Nouns / Plural of Adjectives;
- Negative and Interrogative forms;
- Verbs: Paradigm of three regular conjugations / Irregular Verbs; Present Tense and Past Definite; Imperative.
- Introduction to the use of Prepositions
- Vocabulary: acquisition of day to day practical vocabulary concerning social life, transportation and nature.

**TEMAS/THEMES:**

1. Identidade (*Personal Identification*)

- Nome próprio; apelido; diminutivo
- Lugar e data de nascimento / idade
- Nacionalidade
- Endereço

2. Pessoas (*People*)

- Caracterização física / partes do corpo (olhos, cabelos...)
- Vestuário; calçado
- Características da personalidade (simpático, alegre, tímido...)
- Ações (realizadas com o corpo: levantar-se...)
- Objetos pessoais

3. Vida familiar e social (Relations with relatives and friends)

- Relações familiares e sociais (pai... amigo)
- Festas (celebrações)
- Saúde e higiene
- Refeições
- Alimentos e bebidas
- Objetos / utensílios
- Espaços
- Hábitos familiares (comidas típicas, horários...)

4. Educação (School and *Education*)

- Escola / espaços
- Agentes educativos
- Horários e matérias curriculares
- Linguagem própria do funcionamento da aula
- Mobiliário e material escolar

5. Lazer (*Leisure*)

- No quotidiano (brincar (como; com quem), ler, ver televisão, ir ao cinema, ouvir música ... desportos, jogos...)
- Nas férias (praia, campo, viagem ...)

	<p><i>Note: The acquisition of these grammar skills will depend on simple and practical examples followed by intense experimental self-testing.</i></p> <p><b><u>Work Requirements</u></b> Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<b><u>Pedagogy:</u></b>	<p>Communicative approach and teaching-learning process based on classroom tasks. The emphasis in a communicative task is on successful task completion and consequently the primary focus is on meaning as learners realise their communicative intentions. However, in the case of tasks designed for language learning or teaching purposes, performance is concerned both with meaning and the way meanings are comprehended, expressed and negotiated.</p>	
<b><u>Text Books / Reference Books:</u></b>	<p><u>Required books:</u></p> <ul style="list-style-type: none"> <li>- <b>Português XXI Nível 1</b> (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal;</li> <li>- <b>Português XXI Nível 1 - Caderno de Exercícios</b> (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal.</li> </ul> <p><u>Recommended books:</u></p> <ul style="list-style-type: none"> <li>- <i>Portuguese in three Months</i>, by Maria Fernanda Allen, Hugo's Language Books;</li> <li>- <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications</li> <li>- <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo &amp; A.Gomes Ferreira, Porto, Porto Editora;</li> <li>- <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro &amp; B. Pessoa, LIDEL, Lisboa;</li> <li>- <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo;</li> </ul> <p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>	
<b><u>Learning Outcomes:</u></b>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> <li>• the basic lexical and grammatical structures and their uses in written and oral communication</li> </ul> <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> <li>• reading for information using material of appropriate complexity and length</li> <li>• listening for information</li> <li>• developing study skills: using audio and video aids.</li> </ul> <p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</p>	