

	<p>Prepositions;</p> <ul style="list-style-type: none"> - Conjunctions - acquaintance with the basic conjunctions in order to facilitate the use of complete sentences; - Vocabulary - acquisition of practical vocabulary concerning community services, recreation and sports, agriculture and forestry, trades, crafts and industry; - Intensive grammar exercises, vocabulary & conversation, exemplifying a correct use of grammar structures. <p>TEMAS/THEMES:</p> <p>1. <u>Informação e diversão</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Meios de comunicação social <input type="checkbox"/> Tecnologia (internet...) <p>2. <u>Lugares que se conhecem / se frequentam</u></p> <ul style="list-style-type: none"> - <p>Do país em que se vive (geografia e espaços urbanos ou rústicos) a Portugal</p> <ul style="list-style-type: none"> <input type="checkbox"/> Casa de habitação (divisões, mobiliário) <input type="checkbox"/> Da livraria à farmácia, da cantina ao supermercado <p>3. <u>Deslocações e meios de transporte</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> No dia-a-dia <input type="checkbox"/> Nas férias <p>4. <u>Ambiente</u></p> <ul style="list-style-type: none"> - Estações do ano e tempo atmosférico <input type="checkbox"/> Fauna e flora <input type="checkbox"/> Proteção da natureza <p>5. <u>Países de língua portuguesa</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identificação <input type="checkbox"/> Localização <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><u>Work Requirements</u></p> <p>Weekly aural, oral and written exercises; once a week the Language Laboratory facilities will be used.</p>	
<u>Pedagogy:</u>	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.
<u>References/ Readings</u>	<p>Required books:</p> <ul style="list-style-type: none"> - Português XXI Nível 1 (book and CD), by Ana Tavares (Coord. By Renato Borges de Sousa), edited by LIDEL, Lisboa-Portugal; - Português XXI Nível 1 - Caderno de Exercícios (Livro segundo o novo Acordo Ortográfico) by Ana Tavares, edited by LIDEL, Lisboa-Portugal. <p>Recommended books:</p> <ul style="list-style-type: none"> - <i>Portuguese in three Months</i>, by Maria Fernanda Allen, Hugo's Language Books; - <i>Essential Portuguese Grammar</i>, by Alexander da R. Prista, New York, Dover Publications - <i>Compêndio de Gramática Portuguesa</i>, by J.M.Nunes Figueiredo & A.Gomes Ferreira, Porto, Porto Editora; - <i>Guia Prático dos Verbos Portugueses</i>, by Deolinda Monteiro & B. Pessoa, LIDEL, Lisboa; - <i>The New Michaelis Dictionary(English-Portuguese/Portuguese-English)</i>, Melhoramentos, São Paulo; <p><i>Other suitable books and materials will be recommended at the beginning of the course.</i></p>
<u>Learning Outcomes</u>	<p>At the end of these modules students will have gained knowledge of:</p> <ul style="list-style-type: none"> • the basic lexical and grammatical structures and their uses in written and oral communication <p>In addition they will have gained experience in:</p> <ul style="list-style-type: none"> • reading for information using material of appropriate complexity and length • listening for information • developing study skills: using audio and video aids. <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. Can write short, simple notes and messages relating to matters in areas of immediate need and write a very simple personal letters for example thanking someone for something. He/she will be also able to communicate in simple and routine task requiring a simple direct exchange of information on familiar topics and activities. He/she will be able to handle very short social exchanges even though they can't usually understand enough to keep conversation going himself.</p>