

**Foreign language and translation C5 (Portuguese)**

Code: 103696  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	4	1

## Contact

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## Use of Languages

Principal working language: (por)

Some groups entirely in English: No

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

## Prerequisites

At the beginning of the course students should be able to:

- . Understand different types of written texts, with complex constructions, about a wide range of subjects and able to discern stylistic and dialectal variation. (CEFR-FTI C1.2)
- . Write different types of text using fairly complex constructions about general topics in familiar subject areas. (CEFR-FTI B2.2)
- . Understand fairly complex spoken Portuguese about personal and general topics in familiar subjects. (CEFR-FTI B1.2)
- . Express themselves in spoken Portuguese on personal and general topics in familiar subject areas. (CEFR-FTI B1.1)

## Objectives and Contextualisation

The aim of this course is develop students' text comprehension skills in preparation for direct translation of specialised texts covering a range of specialised fields. All credits are for language skills.

At the end of the course the student should be able to:

- . Understand different specialised types of written texts, with fairly complex constructions, about a wide range of subjects. (CEFR-FTI C1.3)
- . Write different types of texts, using fairly complex constructions, about a wide range of subjects and employing the most common styles and registers. (CEFR-FTI C1.1)
- . Understand different types of spoken Portuguese about a wide range of subject areas and able to discern variation in accents, styles or registers. (CEFR-FTI C1.3)
- . Express themselves in different types of spoken Portuguese on a wide range of subject areas, employing styles and registers. (CEFR-FTI C1.2)

## Competences

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Producing written texts in language A in order to translate.
- Understanding written texts in a foreign language in order to translate.
- Using documentation resources in order to interpret.

- Using documentation resources in order to translate.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual and linguistic variation related knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
4. Applying the documentation resources in order to solve interpretation problems: Applying the documentation resources in order to solve problems of a diverse typology of complex oral texts of a wide variety of fields and registers in foreign language.
5. Applying the documentation resources in order to solve translation problems: Applying the documentation resources in order to solve translation problems.
6. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of specialised written texts of certain complexity from a wide variety of fields.
7. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
8. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of different fields and with specific communicative purposes.
9. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts with a certain complexity about personal and general topics of well-known areas, that are appropriate to the context and possess linguistic correctness.
10. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of specialised written texts of a certain complexity from a wide variety of fields.
11. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
12. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.
13. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts with a certain complexity about general topics of a wide variety of the most common fields and registers, and that possess specific communication purposes, following standard models of discourse.
14. Solving interferences between the working languages: Solving interferences between the working languages.

## Content

Communicative Contents:

- . Interpreting and analyzing written texts of different genres and complexity.
- . Interpreting and analysing oral texts of different genres and complexity.
- . Interpreting and analysing texts from images (advertising, comics, illustrations, etc.).
- . Express points of view.

- . Give opinions on current issues.
- . Arguing.
- . Exercise inverse translation (Spanish-Portuguese).

#### Grammar content:

- . General grammar revision (Contents C1, C2, ITC1, ITC2).
- . Verbs: indicative, subjunctive and imperative modes.
- . Connectors.

#### Lexical Contents:

- . Synonyms and antonyms
- . Expansion of general vocabulary.
- . The European Union.
- . The economy
- . Diseases, medical specialities.
- . Health and nutrition.
- . Advertising language.
- . Tourism
- . Classified ads for flats and houses.
- . Humor.
- . Idiomatic expressions.
- . Slang.
- . False friends.

#### Sociocultural Contents:

- . Social, political, economic news, etc. two countries with Portuguese as their official language.
- . Countries with Portuguese as their official language:

. Culture (gastronomy, main festivals and public holidays)

. Tourism

. Economy and politics.

. Newspapers.

## Methodology

At the beginning of the course the teacher will give to the students the list of the evaluation activities and their respective dates.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Evaluation	10	0.4	2, 3, 1, 4, 5, 8, 13, 14
Oral presentation of the teacher / master class	6	0.24	2, 3, 1, 12, 10, 8, 14
Performing written production activities	10	0.4	2, 14
Realization of oral comprehension activities	10	0.4	1, 8, 14
Realization of oral production activities	10	0.4	5, 12, 10, 6
Realization of reading comprehension activities	8	0.32	2, 4
Type: Supervised			
Supervision and review of exercises	10	0.4	2, 3, 1, 12
Supervision and review of oral and written activities, etc.	12	0.48	2, 3, 10, 8, 6, 13, 14
Type: Autonomous			
Preparation and preparation of exercises	15	0.6	2, 3, 1, 12
Preparation of evaluation activities, etc.	14	0.56	2, 3, 1, 4, 5, 12, 10, 8, 6, 13, 14
Preparation of listening comprehension activities	10	0.4	2, 4
Preparation of oral production activities	10	0.4	3, 14
Preparation of reading comprehension activities	15	0.6	5, 12, 10, 6
Preparation of written production activities	10	0.4	1, 8, 14

## Assessment

At the beginning of the course the responsible teacher will inform the students about the evaluation activities of the subject (characteristics, percentage, date of completion or delivery, etc.). This information will be given in writing on the first day of class and will also be available on the virtual campus.

## EVALUATION STANDARDS

1. The evaluation of the subject will be made in a continuous way throughout the semester through activities carried out in class and at home. The objective of these activities is to evaluate the acquisition of language skills and the development of the student's learning during the course.
2. It is obligatory to attend the evaluation exercises that are carried out in class. However, the student who cannot come on the appointed day for reasons of health or work, must contact the teacher by e-mail to agree on a new date and submit a written proof.
3. The FTI student enrolled in the subject outside the country doing an exchange program should contact the teacher by e-mail to determine the dates of the evaluation exercises that are done in class.
4. If for any other reason (reasons of the teacher's health, strikes, public holidays, official acts of the Faculty, etc.) it is not possible to carry out any of the evaluation tests on the determined date, this will be automatically postponed to the next day of class.
5. The use of dictionaries, notes, mobile phones, notebooks or books is not permitted in the evaluation work carried out in class.
6. Evaluation work done at home will not be delivered outside the date established in the calendar.
7. A student who, for a duly justified reason (work or health issues), is unable to attend classes regularly must notify the teacher within the first few weeks of class.
8. In case of a tie between students deserving of an Honorary Enrollment, the student with greater presence and active participation in the classes and in the satisfactory accomplishment of the work and academic exercises requested will be favored.
9. The information about the evaluation, the type of evaluation activity and its weight on the subject is for information purposes only. The teacher in charge of the subject will specify it at the beginning of the teaching.
10. Revision: at the time of giving the final grade prior to the report, the teacher will communicate in writing a date and time of revision. The review of the different evaluation activities will be agreed between the teacher and the student.
11. Recovery: students who have presented themselves to activities the weight of which is equivalent to 66.6% (two thirds) or more of the final grade and who have obtained a weighted grade of 3.5 or more may have access to recovery.  
  
At the time of giving the final grade prior to the minutes of the course, the teacher will communicate in writing the recovery procedure. The teacher may propose a make-up activity for each activity suspended or not presented or may group several activities.
12. Consideration of "non-assessable": a "non-assessable" will be assigned when the evaluation evidence provided by the student is equivalent to a maximum of one quarter of the total grade of the subject.
13. Irregularities in evaluation activities: in case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the grade for this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final grade of the subject will be 0. Evaluation activities in which irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from recovery.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Accomplishment of all the tasks of the exercise workbook	40%	0	0	2, 3, 1, 4, 5, 12, 10, 8, 6, 13, 14

Oral expression on a topic	30%	0	0	2, 3, 1, 12, 11, 10, 7, 9, 6, 13, 14
Writing exercises	30%	0	0	2, 3, 1, 4, 5, 12, 11, 10, 7, 9, 8, 6, 13, 14

## Bibliography

. ITC5 Exercise Workbook - Portuguese - 2019-20

FTI Fotocopy service.

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- . Dicionari Portuguès - Català, Enciclopedia Catalana S.A., Barcelona.
- . Dicionário bilíngue moderno espanhol-português-espanhol + cd-rom, Porto Editora, Porto.
- . Gran Diccionario Español-Portugués - Português-Espanhol, Editora Espasa Calpe S.A., Madrid.
- . Dicionario bilingüe de uso español-português/português-español, Arco Libros.
- . Dicionari de paranys de traducció portugués-català (falsos amigues), Ferriz, Carmen. Gorgori, Rosó y Pitta, Paulo, Enciclopèdia Catalana, Barcelona.

#### Portuguese Dictionaries

- . Dicionário Aurélio B. de H., Novo Aurélio Século XXI, Editora Nova Fronteira, Rio de Janeiro.
- . Dicionário Houaiss da língua portuguesa, Editora Objetiva, Rio de Janeiro.
- . Dificultades de la lengua portuguesa para hispanohablantes de nivel avanzado, Ana Isabel Breiones, Publicações Dom Quixote, Lisboa.
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#### Brazilian Portuguese online dictionaries

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- . <http://www.dicio.com.br>
- . <http://www.dicionarioweb.com.br>
- . <http://www.dicio.com.br/>
- . <http://michaelis.uol.com.br/moderno/portugues/index.php>

#### Online dictionaries of European Portuguese

. <http://www.priberam.pt/dlpo/>

. <http://www.infopedia.pt/>

#### Online bilingual dictionaries

. <http://www.wordreference.com/ptes/luso-brasileiro>

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#### Portuguese online dictionaries

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