

**Foreign language C for translators and interpreters 2  
(Portuguese)**

Code: 101461  
ECTS Credits: 9

| Degree                               | Type | Year | Semester |
|--------------------------------------|------|------|----------|
| 2500249 Translation and Interpreting | FB   | 1    | 2        |
| 2500249 Translation and Interpreting | OT   | 4    | 0        |

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

## 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

## Teachers

Nazir Ahmed Can  
Noelia Moreno Herrero  
Priscilla Lopes d'El Rei

## Prerequisites

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

- . Understand written texts about everyday topics. (CEFR-FTI A2.2)
- . Write very short and simple texts on topics related to the immediate environment. (CEFR-FTI A1.2)
- . Understand simple and clearly pronounced utterances in Portuguese about everyday topics. (CEFR-FTI A2.1)
- . Express themselves in spoken Portuguese on topics related to the immediate environment using very short and simple constructions. (CEFR-FTI A1.2)

## Objectives and Contextualisation

The purpose of this course is to consolidate the students' basic language competencies in Foreign Language C (Portuguese) to prepare them for direct translation. Upon finishing the course students should be able to:

- . Understand fairly complex written texts about personal and general topics in familiar subject areas. (CEFR-FTI B1.2)
- . Write about everyday topics. (CEFR-FTI A2.2)
- . Understand clearly pronounced Portuguese on everyday topics. (CEFR-FTI A2.2)

. Express themselves in spoken Portuguese on everyday topics using simple constructions. (CEFR-FTI A2.1)

## Competences

Translation and Interpreting

- Producing oral texts in a foreign language in order to interpret.
- Producing written texts in a foreign language in order to translate.
- Understanding oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear verbal texts about general topics.
4. Comprehending the communicative purpose and sense of written texts of several fields:  
Comprehending the communicative purpose and sense of written texts of a certain complexity about personal and general topics of well-known areas.
5. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce simple verbal texts about general topics.
6. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts about general topics.
7. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand clear verbal texts about general topics.
8. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend verbal texts of a certain complexity about personal and general topics of well-known areas.
9. Producing verbal texts that are appropriate to their context and possess linguistic correctness:  
Producing basic verbal texts about general topics that are appropriate to their context.
10. Producing written texts that are appropriate to their context and possess linguistic correctness:  
Producing written texts about general topics that are appropriate to their context.

## Content

Communicative contents:

- . Relate in present, past and future.
- . Express feelings, desires, possibilities, opinions, intentions.
- . Express a result, a consequence.
- . Accept and reject.
- . Reproach something.

## Methodology

Communicative methodology based on:

- . Cooperative learning.
- . Exercises and tasks for individuals, in pairs or in groups.
- . Oral and written presentation of work.
- . Presentation of contents.

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

## Activities

| Title                                           | Hours | ECTS | Learning Outcomes             |
|-------------------------------------------------|-------|------|-------------------------------|
| Type: Directed                                  |       |      |                               |
| Performing written production activities        | 16.75 | 0.67 | 1, 6, 10                      |
| Realization of oral comprehension activities    | 10    | 0.4  | 2, 7, 3                       |
| Realization of oral production activities       | 10    | 0.4  | 5, 9                          |
| Realization of reading comprehension activities | 15    | 0.6  | 1, 8, 4                       |
| Resolution of grammar and vocabulary exercises  | 14    | 0.56 | 1                             |
| Type: Supervised                                |       |      |                               |
| Correction and revision of exercises            | 27.25 | 1.09 | 1                             |
| Scheduled tutorials                             | 10    | 0.4  | 2, 1, 8, 7, 6, 5, 4, 3, 10, 9 |
| Type: Autonomous                                |       |      |                               |
| Performing written production activities        | 10    | 0.4  | 1, 6, 10                      |
| Preparation of evaluation activities            | 22    | 0.88 | 2, 1, 8, 7, 6, 5, 4, 3, 10, 9 |
| Realization of reading comprehension activities | 20    | 0.8  | 1, 8, 4                       |
| Resolution of grammar and vocabulary exercises  | 40    | 1.6  | 6                             |
| Review of the contents learned                  | 20    | 0.8  | 2, 1, 8, 7, 6, 5, 4, 3, 10, 9 |

## Assessment

### Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class. The schedule may vary depending on the group's work pace. Any changes will be published on the Virtual Campus/Moodle.

### Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

### Review

When publishing final marks prior to recording them on students' transcripts, the lecturer will provide written notification of a date and time for reviewing assessment activities. Students must arrange reviews in agreement with the lecturer.

#### Missed/failed assessment activities

Students may retake assessment activities they have failed or compensate for any they have missed, provided that those they have actually performed account for a minimum of 66.6% (two thirds) of the subject's final mark and that they have a weighted average mark of at least 3.5. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In the case of retaking or compensating for an activity, the highest mark that can be obtained is 5.

The lecturer will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts. The lecturer may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

#### Classification as "not assessable"

In the event of the assessment activities a student has performed accounting for just 25% or less of the subject's final mark, their work will be classified as "not assessable" on their transcript.

#### Misconduct in assessment activities

Students who engage in misconduct (plagiarism, copying, personation, etc.) in an assessment activity will receive a mark of "0" for the activity in question. In the case of misconduct in more than one assessment activity, the students involved will be given a final mark of "0" for the subject.

Students may not retake assessment activities in which they are found to have engaged in misconduct.

Plagiarism is considered to mean presenting all or part of an author's work, whether published in print or in digital format, as one's own, i.e. without citing it. Copying is considered to mean reproducing all or a substantial part of another student's work. In cases of copying in which it is impossible to determine which of two students has copied the work of the other, both will be penalised.

## Assessment Activities

| Title                                                     | Weighting | Hours | ECTS | Learning Outcomes             |
|-----------------------------------------------------------|-----------|-------|------|-------------------------------|
| Final test on grammar, vocabulary, and cultural knowledge | 40%       | 2.5   | 0.1  | 2, 1, 8, 7, 6, 5, 4, 3, 10, 9 |
| Oral presentation on a cultural issue                     | 15%       | 2.5   | 0.1  | 2, 1, 8, 7, 6, 5, 4, 3, 10, 9 |
| Reading and listening comprehension test(s)               | 25%       | 2.5   | 0.1  | 2, 1, 8, 7, 6, 5, 4, 3, 10, 9 |
| Writing activities                                        | 20%       | 2.5   | 0.1  | 2, 1, 8, 7, 6, 5, 4, 3, 10, 9 |

## Bibliography

The texts and materials to be worked will be posted on the Virtual Campus.

#### REFERENCE BIBLIOGRAPHY

##### Handbook

- . Entre nós 2, (método português para espano-falantes), Lidel, Lisboa.
- . Brasil intercultural 1 e 2, (método português para espano-falantes), Pontes editores, Campinas-SP.

## Learning Support

- . Falar pelos cotovelos, Lidel, Lisboa.
- . Por falar nisso (prática oral), Lidel, Lisboa.
- . Contos com níveis, Lidel, Lisboa.
- . Histórias de Bolso, Lidel, Lisboa.
- . Desafios de escrita criativa, Lidel, Lisboa.

## Dictionaries bilingual

- . Dicionário de Português-Espanhol, Porto Editora, Porto.
- . Dicionário de Espanhol-Português, Porto Editora, Porto.
- . Diccionari Català-Portuguès, Enciclopèdia Catalana S.A., Barcelona.
- . Diccionari Português - Català, Enciclopèdia 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.
- . Diccionario bilingüe de uso español-português/português-español, Arco Libros.
- . Diccionari de paranyis 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.
- . Dificuldades de la lengua portuguesa para hispanohablantes de nivel avanzado, Ana Isabel Breiones, Publicações Dom Quixote, Lisboa.
- . Dicionário da Língua Portuguesa contemporânea, Academia das Ciências de Lisboa e Editorial Verbo.

## 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>
- . <http://michaelis.uol.com.br/>

. <http://www.dicespanhol.ufsc.br/>

Portuguese online dictionaries

. <http://www.conjuga-me.net/>

. <http://www.conjugador.com.br/>

. <http://www.sinonimos.com.br>

. [www.ciberduvidas.sapo.pt](http://www.ciberduvidas.sapo.pt)

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. <http://linguistica.insite.com.br/cgi-bin/conjugue>

. [www.linguateca.pt/didactico.html](http://www.linguateca.pt/didactico.html)

. <http://www.conjugacao.com.br/>

Literature

. [www.releituras.com](http://www.releituras.com)

. [www.dominiopublico.gov.br](http://www.dominiopublico.gov.br)

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

Cultural centers in Barcelona

. [www.instituto-camoes.pt](http://www.instituto-camoes.pt)

. [www.institutocamoesbarcelona.blogspot.com.es](http://www.institutocamoesbarcelona.blogspot.com.es)

. <http://www.ccbrasilbarcelona.org/>

Grammar of the Portuguese language

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. Gramática Ativa 2, (Português Brasileiro), Lidel, Lisboa.

. Gomes Ferreira, A. Y J. Nunes de Figueiredo (2015). *Compêndio de Gramática Portuguesa* (3 ciclo/Ensino Secundário). Oporto. Porto Editora.

. Cunha, Celso (2015). *Nova Gramática do Português Contemporâneo*, LexikonEditorial.

. Bechara, Evanildo (2015). *Moderna Gramática Portuguesa*, Nova Fronteira.

## Software

no software is used