

**Foreign language C for translators and interpreters 1
(Portuguese)**

Code: 101470
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	1
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
Jofre Pons i Casanovas
Priscilla Lopes d'El Rei

Prerequisites

None.

Objectives and Contextualisation

Learning objectivesThe purpose of this course is to teach students basic language skills in their Foreign Language C (Portuguese) to prepare them for direct translation. At the end 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)

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 knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the information of clear and simple oral texts of general topics.
4. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the essential information of written texts about general topics.
5. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple verbal texts about topics related to the immediate environment.
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 topics related to the immediate environment.
7. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend verbal texts about personal and general topics of well-known areas.
8. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand simple and clear verbal texts about general topics.
9. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.

Content

Communicative contents

Asking for information about a word or expression that is not known or has been forgotten, indicating whether or not a statement is understood.

Spell or ask to spell a word.

Ask for repetition, slower speech, etc.

Introduce yourself (identify yourself), say hello, say goodbye.

Ask for information: about people, places or things; about activities or facts.

Describe a person: physical, clothing and character.

Ask for and give basic information about someone.

Expressing feelings and emotions

Affirming, denying, nodding, dissenting.

Expressing agreement or disagreement.

Talk about the weather.

Describe the family.

Talk about personal relationships.

Grammatical contents

The alphabet: graphic representation of phonemes and sounds.

Portuguese sounds: vowel and consonant system.

The noun: morphology: gender and number. Concordance. The most frequent irregular cases.

The adjective: morphology: gender and number. Concordance. The most frequent irregular cases.

Articles: defined and indefinite.

Pronouns and adjectives: personal, possessive, indefinite, demonstrative and interrogative.

Prepositions: contractions with the article.

Numerals.

Forms of treatment.

Regular and irregular verbs in the indicative mode: present, present continuous, past perfect, past imperfect and future.

Contrasting aspects with Spanish and/or Catalan.

Lexical Contents

Classroom vocabulary.

Forms of presentation.

Greetings and farewells.

Days of the week, seasons and months of the year.

Daily routines.

Schedules.

Family relationships: the family.

Meals.

Colours.

Body parts and physical characterization.

Personality Characteristics.

Basic differences between Brazilian Portuguese and European Portuguese.

Sociocultural contents

General information on Portuguese-speaking countries.

Introduction to the culture of Portuguese-speaking countries.

Forms of treatment.

Popular proverbs and idiomatic expressions.

Chronicles and stories by Portuguese-speaking authors.

Songs.

Popular language.

Methodology

A communicative methodology will be used based on a set of techniques and actions to facilitate language learning.

Cooperative learning techniques.

Individual, pair or group exercises.

Oral and written presentation of individual or group work .

Presentation of contents presented and explained by the lecturers.

Tasks articulated to obtain specific learning results.

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	15	0.6	1, 6
Realization of oral comprehension activities	8	0.32	2, 8, 3
Realization of oral production activities	5	0.2	2, 5
Realization of reading comprehension activities	15	0.6	1, 9, 4
Resolution of grammar and vocabulary exercises	23	0.92	1
Resolution of grammar and vocabulary exercises	25	1	1
Teacher's explanation	18	0.72	
Type: Supervised			
Correction and revision of exercises	15	0.6	1
Scheduled tutorials	6	0.24	2, 1, 9, 8, 6, 5, 4, 3
Type: Autonomous			
Carrying out reading comprehension activities	20	0.8	1, 9, 8, 7, 4, 3
Performing written production activities	10	0.4	1, 6

Preparation of evaluation activities	20	0.8	2, 1, 9, 8, 6, 5, 4, 3
Resolution of grammar and vocabulary exercises	38	1.52	1, 9

Assessment

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

Assessment activity dates will be indicated by the lecturers in the first week. This information also will be on the Virtual Campus.

Students must attend assessment activities (on the date and at the time established). The subject's three lecturers must be notified of any absences from assessment activities in advance, via email. In the case of a health problem, an official medical certificate must be provided. Any absence from assessment activities must be justified by means of official documents.

The subject's lecturers will evaluate any exceptional cases or circumstances personally.

Following the subject and contacting its lecturers are solely the responsibility of each student. Any communication regarding this subject must be sent to the three lecturers.

The subject's schedule may vary depending on the group's pace of work and needs. The lecturers reserve the right to make any modifications they consider appropriate.

Review

When publishing final marks prior to recording them on students' transcripts, the lecturers 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. Students may only retake assessment activities they have failed or for which they have not presented evidence of evaluation. The lecturers may set one assignment per failed or missed assessment activity or a single assignment to cover a number of such activities.

In the case of an assessment activity being retaken or compensated for, the highest mark that can be obtained for the subject is 5.

The lecturers will inform students of the procedure involved, in writing, when publishing final marks prior to recording them on transcripts.

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
Oral presentation	10%	1	0.04	2, 1, 5
Test of grammar, vocabulary and cultural knowledge	40%	2	0.08	2, 1, 9, 5
Test of written and oral comprehension	30%	2	0.08	8, 7, 4, 3
Writing activities	20%	2	0.08	2, 1, 9, 6

Bibliography

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

REFERENCE BIBLIOGRAPHY

Handbook

Entre nós 1, (método português para espano-falantes), Lidel, Lisboa.

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

Learning Support

Guia Prático de fonética, Lidel, Lisboa.

Curtindo os sons do Brasil, 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, Enciclopedia Catalana S.A., Barcelona.

Diccionari 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.

Diccionario bilingüe de uso español-português/português-español, Arco Libros.

Diccionari de paranys de traducció portugués-català (falsos amigos), 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

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

<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/>

Online Portuguese resources

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

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

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

www.ciberduvidas.sapo.pt

<http://conjugador.com.br>

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

www.linguateca.pt/didactico.html

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

Grammar of the Portuguese language

Gramática Ativa 1, (Português Europeu), Lidel, Lisboa.

Gramática Ativa 1, (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, Lexikon Editorial.

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

Software

no software is used