

**Modern Language II (Portuguese)**

Code: 100051  
 ECTS Credits: 6

**2024/2025**

Degree	Type	Year
2500239 Art History	OT	3
2500239 Art History	OT	4
2500240 Musicology	OT	3
2500240 Musicology	OT	4
2500241 Archaeology	OT	3
2500241 Archaeology	OT	4
2500246 Philosophy	OT	3
2500246 Philosophy	OT	4
2500256 Social and Cultural Anthropology	OT	3
2500256 Social and Cultural Anthropology	OT	4
2500501 History	OT	4
2502758 Humanities	OT	3
2502758 Humanities	OT	4
2503702 Ancient Studies	OT	4
2503998 Catalan Philology: Literary Studies and Linguistics	OT	4
2504211 Spanish Language and Literature	OT	3
2504211 Spanish Language and Literature	OT	4
2504212 English Studies	OT	3
2504212 English Studies	OT	4
2504380 English and Catalan Studies	OT	3
2504380 English and Catalan Studies	OT	4
2504386 English and Spanish Studies	OT	3
2504386 English and Spanish Studies	OT	4
2504388 Catalan and Spanish Studies	OT	3
2504388 Catalan and Spanish Studies	OT	4

2504393 English and French Studies	OT	3
2504393 English and French Studies	OT	4
2504394 English and Classics Studies	OT	3
2504394 English and Classics Studies	OT	4

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## Teachers

(External) Ana Beatriz Ribeiro de Carvalho

## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

Have completed Modern Language I (Portuguese) or have level A1 of Portuguese.

## Objectives and Contextualisation

The subject Modern Language II (Portuguese) aims to familiarize the student with the essential aspects of the current Portuguese language in both its written and oral aspects. This subject has an obvious continuity with Modern Language I (Portuguese).

## Competences

### Art History

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

### Musicology

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

### Archaeology

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Philosophy

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Social and Cultural Anthropology

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### History

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Humanities

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Ancient Studies

- Be able to express oneself orally and in writing in the specific language of history, archaeology and philology, both in one's own languages and a third language.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Catalan Philology: Literary Studies and Linguistics

- Produce written work and oral presentations that are effective and framed in the appropriate register.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Spanish Language and Literature

- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English Studies

- Produce effective written work or oral presentations adapted to the appropriate register in distinct languages (except English).
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Catalan Studies

- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Spanish Studies

- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Catalan and Spanish Studies

- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and French Studies

- Carry out effective written work or oral presentations adapted to the appropriate register in different languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Classics Studies

- Produce effective written work or oral presentations adapted to the appropriate register in distinct languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

## Learning Outcomes

1. Ability to maintain an appropriate conversation.
2. Carry out oral presentations using an appropriate academic vocabulary and style.
3. Carrying out oral presentations using an appropriate academic vocabulary and style.
4. Carrying out oral presentations using appropriate academic vocabulary and style.
5. Communicate in the studied language in oral and written form, properly using vocabulary and grammar.
6. Communicating in oral and written form in the studied language, properly using vocabulary and grammar.
7. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.

8. Construct an oral and written discourse in the corresponding language that is well-organised and correct.
9. Create an organised and correct discourse, spoken and in writing, in the corresponding language.
10. Critically take part in classroom oral debates and use the discipline's specific vocabulary.
11. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
12. Develop an organized and correct oral and written speech, in the corresponding language.
13. Engaging in debates about historical facts respecting the other participants' opinions.
14. Express ideas in the language studied, orally and in writing, using vocabulary and grammar appropriately.
15. Express themselves in the language studied, orally and in writing, using vocabulary and grammar appropriately.
16. Give oral presentations, using an appropriate style and vocabulary.
17. Identify main and secondary ideas and express them with linguistic correctness.
18. Identify principal and secondary ideas and express them using correct language.
19. Identify the main and secondary ideas and express them with linguistic correctness.
20. Identify the relationships between literature and language, and the language in which it is spoken and written, and express them with linguistic correctness.
21. Identifying main and supporting ideas and expressing them with linguistic correctness.
22. Identifying the main and secondary ideas and expressing them with linguistic correctness.
23. Maintain a conversation appropriate to the level of the interlocutor.
24. Maintain a conversation attuned to the level of the interlocutor.
25. Make oral presentations using appropriate academic vocabulary and style.
26. Participate in classroom debates from a critical perspective, using the vocabulary of the discipline.
27. Participate in oral debates in the classroom in a critical manner and using the vocabulary of the discipline.
28. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
29. Present work in formats suited to personal demands and styles, both individually and in small groups.
30. Present works in formats tailored to the needs and personal styles, both individual and small group.
31. Submit assignments in formats tailored to requirements and personal styles, whether carried out individually or in a small group.
32. Submitting works in accordance with both individual and small group demands and personal styles.

## Content

- Communicative goals
  - To exchange information about health status
  - To describe symptoms
  - To understand information about health establishments
  - To understand medication instructions
  - To get treatment on a medical visit
  - To talk about the weather
  - To make plans, give advice and suggestions
  - To express preferences and desires
  - To talk about habits in the past
  - To relate actions, facts and processes to the past
  - To describe contexts, situations and people in the past
  - To talk on the phone
  - To give instructions, advices and orders
  - To talk about resumes
  - To comment on resumes and interviews
  - Job interviews
  - To give thanks
  - To interact in stores
  - To give and ask for suggestions, instructions and advice
  - To give orders
  - To describe objects, clothing, footwear and accessories

- To talk about gift-related traditions
  - To understand various invitations
  - To obtain goods and services
  - To interact in restaurants (book a table, make requests, suggestions and complaints)
  - To talk about tastes and preferences
  - To express possibility and probability
  - To express evidence and certainty
  - To give and ask for opinion
- Grammar goals
    - Verb doer
    - Há / desde cuando
    - Direct and indirect complement pronouns
    - Past perfect compound
    - Time expressions
    - Imperfect tense
    - Contrast: PPS / PII
    - Com + pronouns
    - Contrast: enquanto / quando / entretanto
    - Imperative
    - Prepositions + pronouns
    - Para vs. Por
    - Relative invariables
    - Contraction of CD and CI pronouns
    - Present subjunctive
    - Se calhar vs. Talvez
    - Impersonal constructions + que
    - Verbs of opinion, feeling and doubt
- Lexical goals
    - Symptoms
    - Human body
    - Establishments and health services
    - Medical specialties
    - Diagnoses and treatments
    - Medical tests
    - At the doctor
    - Weather
    - Hobbies
    - Sports
    - Shows
    - Job offers
    - Orientations in the city
    - Resumes
    - Job interviews
    - Professions
    - Commercial establishments
    - Clothes
    - Accessories
    - Shapes, materials, sizes and patterns
    - Shopping (supermarket)
    - Medical prescriptions
    - Menus
    - Foods and drinks
    - Types of restaurants

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical and practical classes; Oral practice in the classroom	52	2.08	1, 3, 4, 6, 7, 11, 13, 14, 15, 16, 17, 18, 21, 22, 23, 24, 25, 26, 27, 28
Type: Supervised			
Preparation of work and tutoring	15	0.6	1, 6, 7, 14, 15, 17, 18, 21, 22, 23, 24, 28
Type: Autonomous			
Reading textbooks, dossiers, texts; Review (grammar, lexicon, written expression techniques... )	70	2.8	1, 6, 7, 8, 11, 13, 14, 15, 20, 23, 24, 26, 27, 28, 29, 31, 32

The subject of Modern Language II (Portuguese) is instrumental and essentially practical. The emphasis on training activities will be placed on the active participation of students in order to achieve the competencies foreseen in this teaching guide.

In general terms, learning will be targeted through the following set of techniques and actions:

- Master class with ICT support and collective discussion.
- The practice of written and oral expression in Portuguese.
- Conducting individual and group exercises, both written and oral.
- Carrying out autonomous activities: booklet exercises, preparation of tests, readings, essays, investigation of information on the Internet.
- Classroom exchanges (teacher-student, student-student).
- Tests of grammar, written/oral expression and written/oral comprehension.

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.

## Assessment

### Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Final presencial exam	25 %	6	0.24	5, 6, 7, 8, 14, 15, 17, 18, 19, 20, 21, 22, 28, 29, 30, 31, 32
Four presencial written and oral comprehension and production and use of grammar and vocabulary tests	50 %	6	0.24	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32
Give a presencial oral presentation	25 %	1	0.04	1, 3, 4, 6, 7, 8, 11, 13, 14, 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 26, 27, 28

Correction of activities and evaluation tests shall take into account that a sufficient degree of achievement of competencies has been achieved according to the expected learning outcomes, as set out in point 5 of this Teaching Guide.

The evaluation system will be organized into three modules:

- 1) Four presencal written and oral comprehension and production and use of grammar and vocabulary tests
- 2) Give a presencal oral presentation
- 3) Final presencal exam

The evaluation of the course will be continuous and will include the work done throughout the course, both the various tests and the works delivered throughout the semester. It will be considered as 'not evaluable' if the student has delivered less than 30% of the assignments assigned to the course and has performed less than 30% of the tests. Therefore, if the student has done more than 30% of each part, it will be evaluated. To participate in the recovery, the student must have been previously evaluated in a set of activities whose weight equals to a minimum of 2/3 parts of the total grade. Only students with an average grade of 3.5 will be entitled to recovery. Excluded from the recovery process may be activities that are not recoverable (for example, oral presentations, group work or activities related to daily teaching)

Plagiarism: The total and partial plagiarism of any of the exercises will automatically be considered a FAIL (0) of the plagiarized exercise. It is considered PLAGIARISM to copy from unidentified sources of a text, whether it is a single phrase or more, which is presented as someone's own production (this includes copying phrases or fragments from the Internet and adding them without modifications to the text that is presented as someone's own), and it is a serious offense.

PARTICULAR CASES: Lusophone students must meet the same assessment conditions as other students, even if the teacher instructs them not to attend class. The responsibility of the follow-up of the educational and evaluation activities falls exclusively to the student.

#### Single Assessment

This subject does not incorporate single assessment.

### **Bibliography**

Entre Nós 1 - Método de Português para Hispanofalantes (PACK: Livro do Aluno + Áudio + Caderno de Exercícios). Lisboa, Lidel.

### **Software**

No software required.

### **Language list**

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Portuguese	second semester	afternoon

PROVISIONAL