

Degree	Type	Year
2500249 Translation and Interpreting	OB	2

Contact

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Teachers

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Teaching groups languages

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

Prerequisites

At the beginning of 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)

Objectives and Contextualisation

The purpose of this course is to begin to develop the communicative competences students need in their C language (Portuguese) to prepare them for direct translation of a range of non-specialised texts in Standard Portuguese.

All course credits are for language skills. Upon finishing the course students should be able to:

- Understand different types of written texts about general topics in familiar subject areas. (CEFR-FTI B2.1)
- Write about personal and general topics on familiar subjects. (CEFR-FTI B1.1)
- Understand clearly pronounced Portuguese about personal and general topics in familiar subject areas. (CEFR-FTI B1.1)
- Express themselves in spoken Portuguese on everyday topics. (CEFR-FTI A2.2)

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 oral texts in a foreign language in order to interpret.
- Understanding written texts in a foreign language in order to translate.
- Working effectively in teams.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear and simple oral 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 simple and 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 simple verbal texts about general topics.
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.
11. Working effectively in teams: Working effectively in teams.

Content

Comunivative Contents

Expressing points of view, doubts, desires.

Formulate hypotheses, conditions, probabilities.

Formulate and argue points of view and opinions.

Giving instruccions.

Advise.

Complaining.

Expressing wishes and plans for the future.

React to information or a story with expressions of interest, surprise, joy, grief, etc.

Ask questions and give cultural information.

Describe a place.

Grammatical Contents

General grammar revision (contents Language C1 and language C2).

Verbs subjunctive mode: present, past perfect, past imperfect, past pluscuamperfect, future.

Imperative verbs

Rules for the use of personal pronouns.

Relative pronouns.

Prepositions and prepositional locutions.

Conjunctions and Conjunctive Locutions.

Adverbs and adverbial locutions.

Synonyms and antonyms.

Lexical Contents

Vocabulary of gastronomy (expanding).

Vocabulary of the city (expanding).

Vocabulary of house (expanding)

Tourism and travel.

Leisure: amusements, games and entertainments.

False friends.

Slang.

Socio-cultural Contents

Outstanding cultural figures from Portuguese-speaking countries.

Idiomatic expressions.

Culture of Portuguese-speaking countries: regions, gastronomy, songs, etc.

Brazilian and Portuguese stereotypes.

Calendar: commemorative dates in Portugal and Brazil.

The current debate in Portuguese on racial, class and gender issues.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Performing written production activities	10	0.4	1, 2, 6, 10
Realization of oral comprehension activities	10	0.4	2, 3, 7
Realization of oral production activities	10	0.4	2, 5, 9
Realization of reading comprehension activities	20	0.8	1, 2, 4, 8
Resolution of exercises	26	1.04	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
Type: Supervised			
Supervision and review of exercises	15	0.6	1, 2, 3, 4, 7, 8
Supervision and review of written and oral activities	16	0.64	1, 2, 5, 6, 9, 10
Type: Autonomous			
Completion of reading comprehension activities (individual or groups)	38	1.52	1, 2, 4, 8
Performing exercises (individually or in groups)	38	1.52	1, 2, 4, 6, 8, 10
Production of written production activities (individual or in groups)	15	0.6	1, 2, 6, 10
Realization of oral production activities (individual or in groups)	20	0.8	2, 5, 9

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 teacher.

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.

Assessment

Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
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Final test (comprehension and oral comprehension)	30%	2	0.08	1, 2, 3, 6, 7, 10, 11
Final test (grammar, vocabulary and cultural knowledge)	40%	2	0.08	1, 2
Oral presentation of a cultural topic	10%	1	0.04	1, 4, 5, 8, 9
Written Essay Activities	20%	2	0.08	1, 2, 6, 10, 11

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. These activities are detailed in the table at the end of this section of the Study Guide.

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 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.

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 she consider appropriate.

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.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

Single assessment

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will be carried out in person on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities

The final grade for the subject will be calculated according to the following percentages:

1. Oral presentation of a cultural topic: 10%
2. Written essay activities: 20%
3. Written and oral comprehension activities: 30%
4. Grammatical and lexical knowledge exercises: 40%

Grade revision and resit procedures for the subject are the same as those for continual assessment. See the section above in this study guide.

Bibliography

Texts and materials to be worked will be posted on Virtual Campus.

REFERENCE BIBLIOGRAPHY

Handbook

- . Entre nós 2 e 3 (método de português para hispanofalantes), Lidel, Lisboa.
- . Brasil intercultural 2 e 3 (método de português para hispanofalantes), Pontes editores, Campinas-SP.

Learning Support

- . Hoje em dia, 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

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- . Dicionário de Espanhol-Português, Porto Editora, Porto.
- . Diccionari Català-Portuguès, Enciclopedia Catalana S.A., Barcelona.
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- . 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.
- . Dictionari de parany 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.
- . 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/>
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Portuguese online resources

- . <http://www.conjuga-me.net/>
- . <http://www.conjugador.com.br/>
- . <http://www.sinonimos.com.br>
- . www.ciberduvidas.sapo.pt
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- . www.linguateca.pt/didactico.html
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Grammar of the Portuguese language

- . Gramática Ativa 1 e 2, (Português Europeu), Lidel, Lisboa.
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- . Gomes Ferreira, A.; J. Nunes de Figueiredo (2015). *Compêndio de Gramática Portuguesa* (3 ciclo/Ensino Secundário).Oporto. Porto Editora.
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- . Bechara, Evanildo (2015). *Moderna Gramática Portuguesa*, Nova Fronteira.

Software

no software is used

Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Portuguese	first semester	morning-mixed