

Degree	Type	Year
Translation and Interpreting	OB	2

Contact

Name: Marcia De Mello Saravia

Email: marcia.demello@uab.cat

Teachers

Noelia Moreno Herrero

Teaching groups languages

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

Prerequisites

Before starting this 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 in familiar subject areas. (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 about everyday topics. (CEFR-FTI A2.2)

Objectives and Contextualisation

The purpose of this course is to broaden and consolidate the development of the communication skills students need in Portuguese, to prepare them to translate a range of non-specialised texts reflecting a variety of styles and registers from Portuguese into their mother tongue. All the course's credits are for language skills.

Upon finishing the course students should be able to:

- Understand different types of written texts about general topics in a wide range of subject areas, styles and registers. (CEFR-FTI B2.3)
- Write fairly complex texts about personal and general topics in familiar subject areas. (CEFR-FTIB1.2)
- Understand fairly complex spoken Portuguese about personal and general topics in familiar subject areas. (CEFR-FTI B1.2)
- Express themselves in spoken Portuguese about personal and general topics in familiar subject areas. (CEFR-FTI B1.1)

Competences

- Applying cultural knowledge in order to translate.
- 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 and morphosyntactic basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic and textual basic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
6. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual and linguistic variation related knowledge.
7. Comprehending the communicative purpose and sense of verbal 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.
8. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of short and simple written texts about subjects related to the immediate environment.
9. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of a diverse typology of written texts about general topics from a wide variety of fields and registers.
10. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts about general topics.
11. 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.
12. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts about personal and general topics of well-known areas and that are appropriate to their context..
13. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce a diverse typology of written texts of a certain complexity about general topics of well-known areas.
14. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to comprehend information of short and simple verbal texts about the immediate environment.
15. Implementing strategies in order to understand verbal 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.
16. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts of a certain complexity about general topics from a wide variety of fields and registers.
17. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
18. Possessing cultural knowledge in order to translate: Possessing a basic cultural knowledge in order to translate.

19. Producing verbal texts that are appropriate to their context and possess linguistic correctness:
Producing really short and simple verbal texts about topics related to the immediate environment.
20. Producing verbal texts that are appropriate to their context and possess linguistic correctness:
Producing verbal texts about personal and general topics of well-known areas and that are appropriate to their context.
21. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing written texts about general topics with linguistic correctness.
22. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing written texts with a certain complexity about personal and general topics of well-known areas, that are appropriate to their context, and possess linguistic correctness and specific communication purposes.
23. Working effectively in teams: Working effectively in teams.

Content

Communication:

Expressing points of view, arguments, doubts, opinions, objectives, desires, hypotheses and conditions.

Giving orders, suggesting and advising.

Relating elements and parts of discourse.

Coping with different aspects of work.

Developing basic linguistic structures for professional relationships.

Orientation in the space and ask for instructions.

Describing objects, items, clothing, footwear, and accessories.

Grammar:

General revision.

Consolidation of verbs: Subjunctive mode: present, *pretérito perfeito*, *pretérito imperfeito*, *pretérito mais-que-perfeito* and futuro.

Imperative mode: affirmative and negative.

Personal infinitive.

Atonic pronouns: form and use.

Prepositions, interjections, conjunctions, adverbs.

The diminutive: form and use.

Lexical content:

Work

Internet and Social Networks

New technologies

The city: directions, establishments, shopping, urban life, etc.

Ecology and the environment.

Leisure: cultural activities, free time, sports, shows, etc.

Tourism and travel

Basic differences between variants of Portuguese.

Sociocultural content:

Illustrations of newspapers and jokes.

Comics, chronicles and stories by authors who write in Portuguese.

Songs.

Idiomatic expressions.

Culture of Portuguese-speaking countries: geography, gastronomy, etc.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Oral comprehension activities	10	0.4	5, 3, 15, 13, 7, 22
Oral production activities	10	0.4	6, 12, 20
Reading comprehension activities	15	0.6	3, 16, 9
Solving exercises	27	1.08	4, 5, 6, 1, 2, 3, 16, 17, 14, 15, 13, 11, 12, 9, 10, 8, 7, 22, 21, 19, 20
Written production activities	10	0.4	3, 13, 22
Type: Supervised			
Supervision and review of oral and written activities	15	0.6	6, 3, 13, 12, 22, 20
Supervision and revision of exercises	15	0.6	4, 5, 6, 1, 2, 3, 16, 17, 14, 15, 13, 11, 12, 9, 10, 8, 7, 22, 21, 19, 20
Type: Autonomous			
Exercises (individual or group)	36	1.44	4, 1, 2, 3, 16, 17, 14, 13, 11, 9, 10, 8, 22, 21, 19
Preparation of oral production activities (individual or group)	20	0.8	6, 12, 20
Preparation of reading comprehension activities (individual or in group)	40	1.6	2, 3, 16, 9
Preparation of written production activities (individual or group)	15	0.6	3, 13, 22

The subject uses a communication-oriented methodology based on techniques and actions conducive to language learning:

- Cooperative learning techniques.
- Individual or group exercises.
- Oral and written presentations of individual or group work.
- Presentation of content explained by the lecturers.
- Tasks for achieving specific learning outcomes.

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
Speaking/Oral expression assignments	20%	1.5	0.06	4, 5, 6, 2, 3, 14, 15, 11, 12, 19, 20, 23
2 Grammar and Vocabulary assignments	17,5% + 17,5%	4.5	0.18	4, 5, 6, 1, 2, 3, 14, 15, 13, 11, 12, 8, 7, 22, 21, 19, 20
2 Listening assignments and reading comprehension assignments	10% + 10%	4	0.16	4, 5, 6, 1, 2, 3, 16, 17, 14, 15, 9, 10, 8, 7, 18
2 Writing assignments	12,5% + 12,5%	2	0.08	4, 5, 6, 1, 2, 3, 13, 9, 10, 22, 21

CONTINUOUS ASSESSMENT

At the beginning of the course, the subject's lecturers will inform the students about details of its assessment activities (characteristics, percentages, deadlines, etc.). This information will also be available on the Virtual Campus.

Students must attend assessment activities (on the date and at the time established). The 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 lecturers will evaluate any exceptional cases or circumstances personally.

Following the subject and contacting the lecturers are the responsibility of each student.

All 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.

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, provided that all the relevant learning outcomes are assessed and the same assessment and weighting criteria are used.

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.

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).

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 considers appropriate.

Single assessment activities

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

-Grammar and Vocabulary assignments (35%).

-Writing assignments (25%).

-Listening assignments and reading comprehension assignments (20%).

-Speaking/Oral expression assignments (20%).

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

The lecturers will upload, on the Campus Virtual, the texts and materials to work and follow the subject.

REFERENCE BIBLIOGRAPHY

Bilingual dictionaries:

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 bilingue 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 paranyes 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.

Online dictionaries of Brazilian Portuguese:

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

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

<http://michaelis.uol.com.br/moderno/portugues/index.php>

European Portuguese online dictionaries:

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

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

Bilingual online 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://conjugador.com.br>

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

www.linguateca.pt/didactico.html

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

Literature:

www.releituras.com

www.dominiopublico.gov.br

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

Grammars of Portuguese language:

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 Editoria.

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

Castilho, Ataliba Teixeira de (2010). *Nova Gramática do Português Brasileiro*. São Paulo. Editora Contexto.

Software

No software will be used.

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this [link](#). To consult the language you will need to enter the CODE of the subject.

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