

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

Code: 101461  
ECTS Credits: 9

**2025/2026**

Degree	Type	Year
Translation and Interpreting	FB	1
Translation and Interpreting	OT	4

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## Teachers

Nazir Ahmed Can

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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 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.

## Activities and Methodology

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

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.

## Assessment

### Continuous 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

## 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.

## Assessment

Assessment is continuous. Students must provide evidence of their progress by completing various tasks and tests. Tasks and tests deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's lecturer will provide full information when teaching begins.

### Single assessment activities

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

1. Oral presentation of a cultural topic: 15%
2. Written essay activities: 20%
3. Written and oral comprehension activities: 25%
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.

## 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

In case of retaking, maximum grade will be 5 (Pass).

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.

#### 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.

## Bibliography

Some 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, 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.
- . Diccionario bilingüe de uso español-português/português-español, Arco Libros.
- . Diccionari de paranys de traducció portugués-català (falsos amigos), Férriz, 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/>
- . <http://www.dicespanhol.ufsc.br/>

Portuguese online dictionaries

- . <http://www.conjuga-me.net/>
- . <http://www.conjugador.com.br/>
- . <http://www.sinonimos.com.br>
- . <http://www.ciberduvidas.sapo.pt>
- . <http://conjugador.com.br>
- . <http://linguistica.insite.com.br/cgi-bin/conjuge>
- . <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

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

. 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

## 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