

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

## 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

None.

## Objectives and Contextualisation

The 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 and 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.

## Activities and Methodology

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

- 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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Oral presentation about a cultural topic	15%	1	0.04	2, 1, 9, 6, 5
Test of grammar, vocabulary and cultural knowledge	40%	2	0.08	2, 1, 9, 6, 5
Test of written and oral comprehension	25%	2	0.08	1, 9, 8, 7, 4, 3
Writing activities	20%	2	0.08	2, 1, 9, 6

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 activities' dates will be indicated by the lecturers in the first week. This information will also be available on the Campus Virtual.

It is forbidden the use of any automatic translation tool, or text creation tool or text rewriting tool in the assessment activities. Any misconduct or infringement that includes the use of any of these tools, or plagiarism or copying or impersonation, etc., detected by the lecturers, will be given a mark of zero for the entire assessment activity and for all students involved.

The use of cell phones in class is prohibited, except when requested or authorized by the lecturers for activities requiring them. The use of chat rooms, social media, or instant messaging during class is also prohibited.

Students must attend assessment activities (on the date and at the time established) and under no circumstances will it be accepted to take them in a later date or time. The lecturers must be notified of any absences from assessment activities in advance, via email. Any absence from assessment activities must be justified by means of official documents within a maximum of 15 days of the assessment activity date. In the case of an absence from assessment activities for work reasons, the lecturers must be notified at least 15 days in advance. Students will lose the right to take the assessment activity if they arrive 30 minutes or more late.

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 two 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.

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### 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.

#### 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 lecturers.

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

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### 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. One writing activity: 20% of the final mark.
2. One oral presentation: 15% of the final mark.
3. One test of oral comprehension and written comprehension: 25% of the final mark.
4. One test of grammar, vocabulary and cultural knowledge: 40% of the final mark.

The subject's final mark will be the sum of the four partial percentages (20% + 15% + 25% + 40% = 100%).

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

### REFERENCE BIBLIOGRAPHY

Learning Support:

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

*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.

Bilingual Dictionaries:

*Dicionário de Português-Espanhol*, Porto Editora, Oporto.

*Dicionário de Espanhol-Português*, Porto Editora, Oporto.

*Diccionari Català-Português*, Enciclopedia Catalana S.A., Barcelona.

*Diccionari Português-Català*, Enciclopedia Catalana S.A., Barcelona.

*Dicionário bilingue moderno espanhol-português-espanhol + cd-rom*, Porto Editora, Oporto.

*Gran Diccionario Español-Portugués - Português-Espanhol*, Editora Espasa Calpe S.A., Madrid.

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

*Diccionari de paranyis de traducció portugués-català (falsos amigues)*, Férriz, Carmen, Gorgori, Rosó & 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, Lisboa.

Online Brazilian Portuguese Dictionaries:

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

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

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

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

Online European Portuguese Dictionaries:

<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://www.ciberduvidas.sapo.pt)

<http://conjugador.com.br>

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

[www.linguateca.pt/didactico.html](http://www.linguateca.pt/didactico.html)

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

Grammar Books of the Portuguese Language:

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

*Gramática Ativa 1, (Português Brasileiro)*, Lidel, Lisboa.

Gomes Ferreira, A. & J. Nunes de Figueiredo (2015). *Compêndio de Gramática Portuguesa (3 ciclo/Ensino Secundário)*, Porto Editora, Oporto.

Cunha, Celso (2015). *Nova Gramática do Português Contemporâneo*, Lexikon Editorial.

Bechara, Evanildo (2015). *Moderna Gramática Portuguesa*, Editora Nova Fronteira, Rio de Janeiro.

## Software

No specific 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	first semester	morning-mixed