

Degree programme	Type	Course
Translation and Interpreting	OB	2

Contact lecturer

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Prerequisites

Before starting this course students should be able to:

- Understand different types of written texts about general topics in familiar subject areas. (CEFRFTI 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

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)

Learning outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic and textual basic knowledge.
3. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
4. 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.

5. Comprehending the communicative purpose and sense of written texts of several fields:
Comprehending the communicative purpose and sense of written texts about general topics.
6. 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.
7. Possessing cultural knowledge in order to translate: Possessing a basic cultural knowledge in order to translate.
8. Working effectively in teams: Working effectively in teams.
9. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic basic knowledge.
10. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphical, lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge.
11. 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.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics with linguistic correctness.
13. 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.
14. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
15. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
16. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual and linguistic variation related knowledge.
17. 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.
18. 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.
19. 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.
20. 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.
21. 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.
22. 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..
23. 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.
24. 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.

Contents

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.	Gran
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Learning activities and methodology

Title	Hours	ECTS	Learning outcomes
Supervision and revision of exercises	15	0.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Preparation of reading comprehension activities (individual or in group)	40	1.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Preparation of oral production activities (individual or group)	20	0.8	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Supervision and review of oral and written activities	15	0.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Written production activities	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Oral production activities	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Oral comprehension activities	10	0.4	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Solving exercises	27	1.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Reading comprehension activities	15	0.6	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Exercises (individual or group)	36	1.44	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

Preparation of written production activities (individual or group)	15	0.6	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
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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	Weight	Hours	ECTS	Learning outcomes
2 Grammar and Vocabulary assignments	17,5% + 17,5%	4.5	0.18	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
2 Writing assignments	12,5% + 12,5%	2	0.08	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
Speaking/Oral expression assignments	20%	1.5	0.06	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24
2 Listening assignments and reading comprehension assignments	10% + 10%	4	0.16	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24

At the beginning of the course, the subject's	Students must attend assessment activities (on the date and at the time established). The lecturers must be notified of	All	When publishing final marks prior to recording
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CONTINUOUS ASSESSMENT	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.	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.	information on assessment, assessment activities and their weighting is merely a guide. The lecturer will provide full information when teaching begins.	Review 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.	Mi: as: ac:

Bibliography

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

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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-portugués/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/>

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<http://www.conjuga-me.net/>

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

Literature:

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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.

Course groups and languages

The information provided is provisional until November 30. After this date, you will be able to consult the language of each group through this [link](#). To access the information, you will need to enter the course CODE

Type of teaching	Group	Language	Semester	Shift
(PAUL) Classroom practices	1	Portuguese	second semester	morning-mixed