

**Modern Language II (Portuguese)**

Code: 100051  
 ECTS Credits: 6

Degree	Type	Year	Semester
2500239 Art History	OT	3	0
2500239 Art History	OT	4	0
2500240 Musicology	OT	3	0
2500240 Musicology	OT	4	0
2500241 Archaeology	OT	3	0
2500241 Archaeology	OT	4	0
2500243 Classics	OT	3	0
2500243 Classics	OT	4	0
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0
2500246 Philosophy	OT	3	0
2500246 Philosophy	OT	4	0
2500247 Catalan Language and Literature	OT	4	0
2500248 Spanish Language and Literature	OT	3	0
2500248 Spanish Language and Literature	OT	4	0
2500256 Social and Cultural Anthropology	OT	3	0
2500256 Social and Cultural Anthropology	OT	4	0
2500501 History	OT	4	0
2501002 Geography and Spatial Planning	OT	3	0
2501002 Geography and Spatial Planning	OT	4	0
2501801 Catalan and Spanish	OT	3	0
2501801 Catalan and Spanish	OT	4	0
2501902 English and Catalan	OT	3	0
2501902 English and Catalan	OT	4	0
2501907 English and Classics	OT	3	0

2501907 English and Classics	OT	4	0
2501910 English and Spanish	OT	3	0
2501910 English and Spanish	OT	4	0
2501913 English and French	OT	3	0
2501913 English and French	OT	4	0
2502533 French Studies	OT	3	0
2502533 French Studies	OT	4	0
2502758 Humanities	OT	3	0
2502758 Humanities	OT	4	0
2503702 Ancient Studies	OT	4	0
2503710 Geography, Environmental Management and Spatial Planning	OT	4	0
2503998 Catalan Philology: Literary Studies and Linguistics	OT	4	0

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## Use of Languages

Principal working language: (por)  
 Some groups entirely in English: No  
 Some groups entirely in Catalan: Yes  
 Some groups entirely in Spanish: No

experimentar alguna modificació en funció de les restriccions a la presencialitat que imposin les autoritats sanitàries.

## Prerequisites

*Not applicable.*

## Objectives and Contextualisation

The subject Modern Language II (Portuguese) aims to familiarize the student with the essential aspects of the current Portuguese language in both its written and oral aspects. This subject has an obvious continuity with Modern Language I (Portuguese).

## Competences

### Art History

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

### Musicology

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- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
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- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Classics

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Generate innovative and competitive proposals in research and professional activities.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Philosophy

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Catalan Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Spanish Language and Literature

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Social and Cultural Anthropology

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.

- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### History

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Geography and Spatial Planning

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Catalan and Spanish

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Catalan

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Generate innovative and competitive proposals in research and professional activities.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and Classics

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Generate innovative and competitive proposals in research and professional activities.
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- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### English and French

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Generate innovative and competitive proposals in research and professional activities.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### French Studies

- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.
- Generate innovative and competitive proposals in research and professional activities.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students have the ability to gather and interpret relevant data (normally within their study area) to issue judgments that include reflection on important issues of social, scientific or ethical.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.

#### Humanities

- Developing critical thinking and reasoning and communicating them effectively both in your own and other languages.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Ancient Studies

- Be able to express oneself orally and in writing in the specific language of history, archaeology and philology, both in ones own languages and a third language.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.

#### Geography, Environmental Management and Spatial Planning

- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills to undertake further training with a high degree of autonomy.
- Use the scientific and professional language of the social sciences.

## Learning Outcomes

1. Ability to maintain an appropriate conversation.
2. Apply the tools and know consult the specific documentary sources.
3. Autonomously search, select and process information both from structured sources (databases, bibliographies, specialized magazines) and from across the network.
4. Carry out oral presentations using an appropriate academic vocabulary and style.
5. Carrying out oral presentations using an appropriate academic vocabulary and style.
6. Carrying out oral presentations using appropriate academic vocabulary and style.
7. Communicate in the studied language in oral and written form, properly using vocabulary and grammar.
8. Communicating in oral and written form in the studied language, properly using vocabulary and grammar.
9. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
10. Critically take part in classroom oral debates and use the discipline's specific vocabulary.
11. Critically taking part in classroom oral debates and using the discipline's specific vocabulary.
12. Demonstrate mastery of the subject matter exposed positions defending and resolving issues and doubts.
13. Develop an organized and correct oral and written speech, in the corresponding language.
14. Develop and defend positions with original sound arguments from research or critical review.
15. Develop effective written work and oral presentations and adapted to the appropriate register.
16. Engaging in debates about historical facts respecting the other participants' opinions.
17. Expressed in the target language, orally and in writing, using the vocabulary and grammar properly.
18. Identify main ideas and express them with secondary and linguistic correctness
19. Identify the main and secondary ideas and express them with linguistic correctness.
20. Identifying main and supporting ideas and expressing them with linguistic correctness.
21. Identifying the main and secondary ideas and expressing them with linguistic correctness.
22. Interpret texts in depth and provide arguments for critical analysis.
23. Maintain an adequate level of conversation partner.
24. Oral presentations using appropriate vocabulary and one academic style
25. Participate in oral discussions in the classroom in a critical way and using the vocabulary of the discipline
26. Preparing an oral and written discourse in the corresponding language in a proper and organized way.
27. Present works in formats tailored to the needs and personal styles, both individual and small group.
28. Produce an individual work that specifies the work plan and timing of activities.
29. Publicly defend the main points of the work done by a clear and concise statement.
30. Recognising the importance of controlling the quality of the work results and their presentation.
31. Relate consistently and critically selected secondary sources with theoretical and methodological models.
32. Select and use critically a wide enough bibliographic and digital resources appropriate to the theme of work variety.
33. Strengthen the capacity of reading, interpretation and critical analysis of literary texts and language.
34. Submitting works in accordance with both individual and small group demands and personal styles.
35. Use the scientific and professional language of the social sciences.
36. Using computing tools, both basics (word processor or databases, for example) and specialised software needed in the professional practice.
37. Write fluently and correctly, with a coherent structure, with attention to detail and in an academic tone.

## Content

### 1. FUNCTIONS

Affirm, deny; identify yourself; to advertise; nod, disagree; compare; inform; describe; define requirements; Express knowledge or ignorance, express the degree of security of a fact: ask and express if one thing or someone remembers, rectify.

Express agreement and disagreement; express an opinion; formulate hypotheses; predict; suppose

Invite, accept or decline an invitation; expressing the purpose, intention or will to do something; offer something/help, offer to do something, respond to an offer.

Encourage you to do something, ask for advice, advise, recommend; alert; Make an appointment; ask for and give directions; ask for and give permission, prohibit or refuse permission; ask for help; request confirmation; ask description ;; ask for opinion; ask for something, ask someone to do something as a favor; ask about the purpose, intention or will to do something; order; propose, complain

Express feelings: fun, boredom; joy, happiness, illusion, sadness, grief, condolences; affection or sympathy, antipathy; approval, disapproval, interest, disinterest; taste, disgust; preference; indifference; doubt, ignorance, security, insecurity; hope; surprise; rage; satisfaction dissatisfaction; physical, health or mood states; physical or psychic sensations.

Greetings, respond to a greeting; to welcome; submit/reply, reply to a presentation; be dismissed; invite, accept, refuse an invitation; address someone, attract attention, respond to an interpellation; ask for someone, respond when asked for someone; thank, respond to thanks; approve, disapprove; ask and accept apology or forgiveness; excuse yourself, accept excuses; regret; express courtesy and compliment, congratulate, respond to a greeting; To be interested in someone / something, to respond to signs of interest.

Ask or give information about a word or expression that is not known; ask for confirmation about the comprehension of a statement; Paraphrase, ask and give confirmation about the correction of a statement.

## 2. SOCIOCULTURAL COMPETITION

Daily life: schedules, eating habits (diet, table behavior); holidays, parties, leisure activities.

Living conditions: the house, landscape, climate ...

Interpersonal relationships: family structure and kinship relationships, relationships between generations.

Values and beliefs: traditions, nationalities, countries.

Body language: understanding some characteristic gestures.

Social conventions: punctuality, clothing, gifts, celebrations, visits, conventions and taboos to behavior and conversation.

## 3. SOCIOLINGUISTIC COMPETENCE

Use of forms of formal and informal treatment.

Use of courtesy formulas that vary from one culture to another and the inadequate application of which interferes or prevents the operation of the principles of cooperation and can lead to intercultural misunderstandings.

Initiation to the recognition of some aspects of paralinguistic and body language, very basic, as a support to facilitate the understanding of the language that is learned.

## 4. DISCOURSE COMPETENCE

### 4.1. Organization of the speech (oral and written)

Relationship of the text with the communication situation. Identification and/or selection of situational indications (place, channel, recipients, interlocutors and their relationship ...), the communicative intention in clearly defined and predictable situations, and formal and informal oral and written registration.

Textual coherence: the text as a global unit of meaning. The relevance of content. Selection and structuring of the content. Logical arrangement of the ideas and selection of the appropriate morphosyntactic and lexical structures.

Textual cohesion: internal organization of the oral and written texts.

- Start of the speech: *dá licença ; caro/querido ; cara/querida + nome*.

Development of the discourse: maintenance of the subject, the substitution of mentioned elements or to mention, concordance of the verb tenses and with the own markers of the level.

The connection: use of link elements and organization of the text.

Conclusion of the speech: indication of textual closure: "*e para acabar*", *e finalmente*".

Oral speech: initiation and maintenance The word shift: taking, maintenance, and assignment.

#### 4.2. Types of texts (oral and written)

Expression and oral interaction: descriptions of people, places, and images; narrations of concrete facts and experiences; Basic instructions: Recipes, guidelines to do something and directions to go to a place; conversations of colloquial nature in situations of everyday life; telephone conversations.

Expression and written interaction: descriptions of people, places, images; narrations of concrete facts and experiences; Basic instructions: recipes, guidelines for doing something; informal letters, notes, and postcards. Email messages; elaboration of short announcements; answers to short announcements; participation in *chats, blogs, moodle*, etc .; write to communicate or share opinions and also for the pleasure of writing (or playing with the language): songs, poems, short literary texts, etc.

Oral comprehension: brief audio and audio-visual documents of everyday situations in everyday life.

Written comprehension: notes, postcards, letters on everyday topics of everyday life; general or specific information brochures (tourist, operating instructions, an institution or public place (museums, libraries, schools ...), with simple medical information, television programming, shows showcase, public transport schedules, and others: short announcements about topics related to everyday life situations, songs, and poems, short and simple, graduated readings, short texts of newspapers or magazines, statements of exercises and exams or grammatical explanations.

Oral and written mediation: between classmates and with the teacher.

### 5. LANGUAGE COMPETITION

#### 5.1 Grammatical competence

The noun and the determinants: revision and consolidation

Pronouns: personal pronouns and forms of treatment; reflective and reciprocal pronouns; tonic and atonic forms. Pronouns / *a / o / os / as* depending on DO in front of the verb: *próclise: não o conheço*. Pronouns based on DO behind the verb: *ênclise: eu convidei-o; queremos convidá-lo*. Position and transformations. Pronouns of IO *lhe, lhes*: we will call-lhes. Pronoms relative (*que/quem/onde*) and interrogatives (*que/quem/qual/ quantos*)

The adjective comparative and superlative degree.

The verb: prepositional verbs; reflective and pronominal verbs; Present, past and future of indicative and subjunctive regular and irregular forms; the conditional; the imperative; "*Infinitivo pessoal flexionado*": (*acho melhor, é melhor, até + infinitivo pessoal*). Regular and irregular participation in the three conjugations: *acabado; resolvido/ dito; feito*. Gerundi. Syntactic functions within the sentence.

The prepositions: contractions; prepositional locutions

Adverbs: adverbial phrases.

The most frequent connectors: *mas, embora, mesmo que, se, quando, até; porém, porque; quer; ainda que; logo que; depois que; desde que; enquanto.*

## 5.2. Lexical competence

Most frequent vocabulary related to basic semantic fields and related to the documents that appear and with the interests of the students.

Lexical families: synonyms and antonyms.

## Methodology

The subject of Modern Language II (Portuguese) is instrumental and essentially practical. The emphasis on training activities will be placed on the active participation of students in order to achieve the competencies foreseen in this teaching guide.

In general terms, learning will be targeted through the following set of techniques and actions:

- Master class with ICT support and collective discussion
- The practice of written and oral expression in Portuguese
- Conducting individual and group exercises, both written and oral
- Carrying out autonomous activities: booklet exercises, preparation of tests, readings, essays, investigation of information on the Internet...
- Classroom exchanges (teacher-student, student-student)
- tests of grammar, written/oral expression and written/oral comprehension.

## Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Theoretical and practical classes; Oral practice in the classroom	52	2.08	26, 9, 5, 20
Type: Supervised			
Preparation of work and tutoring	15	0.6	26, 21, 1
Type: Autonomous			
Reading textbooks, dossiers, texts; Review (grammar, lexicon, written expression techniques... )	70	2.8	26, 9, 34

## Assessment

Correction of activities and evaluation tests shall take into account that a sufficient degree of achievement of competencies has been achieved according to the expected learning outcomes, as set out in point 5 of this Teaching Guide.

The evaluation system will be organized into three modules:

- 1) Evidence of written and oral comprehension and use of grammar and vocabulary
- 2) Give an oral presentation
- 3) Written work

The evaluation of the course will be continuous and will include the work done throughout the course, both the various tests and the works delivered throughout the semester.

It will be considered as 'not evaluable' if the student has delivered less than 30% of the assignments assigned to the course and has performed less than 30% of the tests. Therefore, if the student has done more than 30% of each part, it will be evaluated.

To participate in the recovery, the student must have been previously evaluated in a set of activities whose weight equals to a minimum of 2/3 parts of the total grade. Only students with an average grade of 3.5 will be entitled to recovery. Excluded from the recovery process may be activities that are not recoverable (for example, oral presentations, group work or activities related to daily teaching)

Plagiarism: The total and partial plagiarism of any of the exercises will automatically be considered a FAIL (0) of the plagiarized exercise. It is considered PLAGIARISM to copy from unidentified sources of a text, whether it is a single phrase or more, which is presented as someone's own production (this includes copying phrases or fragments from the Internet and adding them without modifications to the text that is presented as someone's own), and it is a serious offense.

PARTICULAR CASES: Lusophone students must meet the same assessment conditions as other students, even if the teacher instructs them not to attend class. The responsibility of the follow-up of the educational and evaluation activities falls exclusively to the student.

## Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Give an oral presentation	25%	1	0.04	2, 3, 29, 12, 14, 26, 13, 37, 9, 8, 17, 7, 5, 24, 6, 4, 18, 21, 20, 19, 22, 1, 23, 16, 11, 10, 33, 34, 27, 15, 28, 30, 31, 32, 36, 35
Written and oral comprehension and use of grammar and vocabulary tests	50%	2	0.08	26, 9, 8, 17, 5, 24, 6, 18, 21, 20, 1, 23, 16, 11, 25
Written work	25%	10	0.4	2, 3, 29, 12, 14, 26, 13, 37, 9, 8, 17, 7, 5, 24, 6, 4, 18, 21, 20, 19, 22, 1, 23, 16, 11, 25, 10, 33, 34, 27, 15, 28, 30, 31, 32, 36, 35

## Bibliography

### 1. Manuais

Ana Cristina Dias. *Entre Nós 1 - Método de Português para Hispanofalantes* (Livro do Aluno + CD Áudio + Caderno de Exercícios). Lisboa, Lidel, 2011.

### 2. Gramáticas

Olga Coimbra e Isabel Coimbra, *Gramática Ativa 1*, 2ª ed., Lisboa, Lidel, 2011.