

Foreign language and translation C2 (Portuguese)

Code: 101397
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	2

Contact

Name: Noelia Moreno Herrero
Email: Noelia.Moreno@uab.cat

Use of Languages

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

Other comments on languages

Classes are in Portuguese.

Teachers

Noelia Moreno Herrero

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)

Specifically, this subject requires prior knowledge obtained through the following subject Foreign Language and Translation C1 (Portuguese).

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.

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.

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.

Grammar:

- . General revision
- . 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:

1. Work: professions (in general and related to languages); job postings; curriculum vitae; job interviews; trade unions; specific terminology (extra pay, retirement, etc.); voluntary work; profile for LinkedIn, InfoJobs; letter of presentation, etc.
2. Humour: comics, jokes, advertising, newspaper illustrations, texts on the net, stories and chronicles, idiomatic expressions, etc.
3. Ecology and the environment.
4. Tourism, travel and leisure.
5. Basic differences between variants of Portuguese.

Sociocultural content:

- . Labour situation and regulations for studying or living in Portuguese-speaking countries.
- . Chronicles and stories by authors who write in Portuguese.
- . Songs.
- . Popular language.
- . Idiomatic expressions.
- . Culture of Portuguese-speaking countries: geography, gastronomy, etc.
- . Knowledge of organisations, public bodies, NGOs, trade unions, etc., that help immigrants find work.

Methodology

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 lecturer.
- . Tasks for achieving specific learning outcomes.
- . Seminars on specific topics.
- . Lectures.

Activities

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, 18
Solving exercises	27	1.08	4, 5, 6, 3, 1, 2, 16, 17, 14, 15, 13, 11, 12, 9, 10, 8, 7, 22, 21, 19, 20, 18
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	14.25	0.57	4, 5, 6, 3, 1, 2, 16, 17, 14, 15, 13, 11, 12, 9, 10, 8, 7, 22, 21, 19, 20, 18
Type: Autonomous			

Exercises (individual or group)	37.5	1.5	4, 3, 1, 2, 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

Assessment

At the beginning of the course, the lecturer responsible for the subject will give students details of its assessment activities (characteristics, percentages, deadlines, etc.). This information will be provided in writing on the first day of class and will also be available on the Virtual Campus.

Related matters

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.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Comprehension and written expression	40%	2	0.08	4, 5, 6, 3, 1, 2, 16, 17, 14, 15, 13, 11, 12, 9, 10, 8, 7, 22, 21, 19, 20, 18
Grammar and Vocabulary	40%	4.75	0.19	4, 5, 6, 3, 1, 2, 12, 10, 20
Oral expression	20%	4.5	0.18	4, 5, 6, 3, 2, 16, 17, 14, 15, 11, 12, 8, 7, 19, 20, 18

Bibliography

. *Dossier de Trabalho Português ITC2* - 2018-19

(Available from the FTI-UAB Photocopy Service).

. Bilingual dictionaries:

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

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

. Diccioniari Català-Portuguès, Enciclopedia Catalana S.A., Barcelona.

. Diccioniari Portuguès - Català, Enciclopedia Catalana S.A., Barcelona.

. Dicionário bilíngue moderno espanhol-português-espanhol + cd-rom, Porto Editora, Porto.

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

. Diccioniari bilíngüe de uso español-português/português-español, Arco Libros.

. Diccioniari de paranys 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.

. 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.

Online dictionaries of Brazilian Portuguese:

. <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>

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/>

Cultural centres in Barcelona:

. www.instituto-camoes.pt

. www.institutocamoesbarcelona.blogspot.com.es

. <http://www.ccbrazilbarcelona.org/>

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.