

**Foreign language C for translators and interpreters 1
(Portuguese)**

Code: 101470
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	1
2500249 Translation and Interpreting	OT	4	0

Contact

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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

Teachers

Noelia Moreno Herrero

Prerequisites

None.

Objectives and Contextualisation

Learning objectivesThe 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.
- . Contrasting aspects with Spanish and/or Catalan.
- . 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: contractions with the article.
- . Numerals.
- . Forms of treatment.
- . Regular and irregular verbs in the indicative mode: present, present continuous, past perfect, past perfect compound and past imperfect.

Lexical Contents:

- . Classroom vocabulary.
- . Forms of presentation.
- . Greetings and farewells.
- . Days of the week, seasons and months of the year.
- . Meals.
- . Daily routines.
- . Schedules.
- . Time and nature's phenomena.
- . Family relationships: the family.
- . Clothes.
- . Colours.
- . Body parts and physical characterization.
- . Personality Characteristics.
- . The signs of the zodiac.

- . Sports .
- . Animals.
- . Common expressions of courtesy.
- . Basic differences between Brazilian Portuguese and Portuguese Portuguese.
- . Acronyms for international and Brazilian institutions and organizations.

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.

Methodology

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Activities

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	25	1	1
Teacher's explanation	20	0.8	
Type: Supervised			
Correction and revision of exercises	15	0.6	1

Scheduled tutorials	7	0.28	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	40	1.6	1, 9
Review of the contents learned	25	1	2, 1, 9, 8, 6, 5, 4, 3

Assessment

At the beginning of the course the responsible teacher will inform the students about the evaluation activities of the subject (characteristics, percentage, date of completion or delivery, etc.). This information will be given in writing on the first day of class and will also be available on the virtual campus.

EVALUATION STANDARDS

1. The evaluation of the subject will be made in a continuous way throughout the semester through activities carried out in class and at home. The objective of these activities is to evaluate the acquisition of language skills and the development of the student's learning during the course.
2. It is obligatory to attend the evaluation exercises that are carried out in class. However, the student who cannot come on the appointed day for reasons of health or work, must contact the teacher by e-mail to agree on a new date and submit a written proof.
3. The FTI student enrolled in the subject outside the country doing an exchange program should contact the teacher by e-mail to determine the dates of the evaluation exercises that are done in class.
4. If for any other reason (reasons of the teacher's health, strikes, public holidays, official acts of the Faculty, etc.) it is not possible to carry out any of the evaluation tests on the determined date, this will be automatically postponed to the next day of class.
5. The use of dictionaries, notes, mobile phones, notebooks or books is not permitted in the evaluation work carried out in class.
6. Evaluation work done at home will not be delivered outside the date established in the calendar.
7. A student who, for a duly justified reason (work or health issues), is unable to attend classes regularly must notify the teacher within the first few weeks of class.
8. In case of a tie between students deserving of an Honorary Enrollment, the student with greater presence and active participation in the classes and in the satisfactory accomplishment of the work and academic exercises requested will be favored.
9. The information about the evaluation, the type of evaluation activity and its weight on the subject is for information purposes only. The teacher in charge of the subject will specify it at the beginning of the teaching.
10. Revision: at the time of giving the final grade prior to the report, the teacher will communicate in writing a date and time of revision. The review of the different evaluation activities will be agreed between the teacher and the student.
11. Recovery: students who have presented themselves to activities the weight of which is equivalent to 66.6% (two thirds) or more of the final grade and who have obtained a weighted grade of 3.5 or more may have access to recovery.

At the time of giving the final grade prior to the minutes of the course, the teacher will communicate in writing the recovery procedure. The teacher may propose a make-up activity for each activity suspended or not presented or may group several activities.

12. Consideration of "non-assessable": a "non-assessable" will be assigned when the evaluation evidence provided by the student is equivalent to a maximum of one quarter of the total grade of the subject.

13. Irregularities in evaluation activities: in case of irregularity (plagiarism, copying, impersonation, etc.) in an evaluation activity, the grade for this evaluation activity will be 0. In case of irregularities in various evaluation activities, the final grade of the subject will be 0. Evaluation activities in which irregularities have occurred (such as plagiarism, copying, impersonation) are excluded from recovery.

Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Cultural knowledge	10%	0	0	2, 1, 9, 8, 7, 6, 5, 4, 3
Grammar and vocabulary	40%	0	0	2, 1, 9, 8, 6, 5, 4, 3
Reading comprehension	30%	0	0	2, 1, 9, 8, 6, 5, 4, 3
Written essay	20%	0	0	2, 1, 9, 8, 6, 5, 4, 3

Bibliography

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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.

. Dicionari de parany de traducció portugués-català (falsos amigues), 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.

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

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

Online dictionaries of European Portuguese

. <http://www.priberam.pt/dlpo/>

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Online bilingual dictionaries

. <http://www.wordreference.com/ptes/luso-brasileiro>

. <http://michaelis.uol.com.br/>

. <http://www.dicespanhol.ufsc.br/>

Portuguese online dictionaries

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Cultural centers in Barcelona

. www.instituto-camoes.pt

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