



澳門大

Faculdade de Direito

Programa de

Direitos Reais

Ano lectivo de **2021/2022**

Disciplina semestral do 4º ano jurídico

Carga horária: 4 horas semanais (3 aulas teóricas)

Regente da disciplina: Paulo Videira Henriques

PROGRAMA

PARTE 1 – Preliminares

Título 1 – Aproximação ao Direito das Coisas

Capítulo 1 – Considerações introdutórias

Capítulo 2 – Domínio e propriedade privada

Capítulo 3 – A heterogeneidade do direito das coisas

Título 2 – Caracterização dos direitos reais

Capítulo 1 – Principais características

Capítulo 2 – Classificações

Capítulo 3 – O debate sobre o conceito de direito real

PARTE 2 – Princípios do Direito das Coisas

Capítulo 1 – A propriedade privada na Lei Básica

Capítulo 2 – Identificação dos objectos

Capítulo 3 – Coisas e bens equiparados

Capítulo 4 – Identificação dos direitos reais

Capítulo 5 – Demonstração da aquisição do direito real

Capítulo 6 – Transmissão do direito real por contrato

Capítulo 7 – Concurso de direitos sobre a mesma coisa

PARTE 3 – Análise de alguns direitos reais

Capítulo 1 – O direito do proprietário

Capítulo 2 – O direito do comproprietário

Capítulo 3 – O direito do condómino

Capítulo 4 – O direito do superficiário

Capítulo 5 – O direito do concessionário de terreno do Estado

Capítulo 6 – Outros direitos reais de gozo

Capítulo 7 – Direitos reais de garantia

Capítulo 8 – Direitos reais de aquisição

PARTE 4 – O instituto da posse

Capítulo 1 – Caracterização do instituto da posse

Capítulo 2 – Os direitos do possuidor

PARTE 5 – O registro predial

Capítulo 1 – Introdução ao sistema do registro predial

Capítulo 2 – Influência do registro predial no conteúdo do direito real

HORÁRIO DE ATENDIMENTO:

2.^a feira das 22h00 às 23h00 e 3.^a feira das 20h00 às 21h00.

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各位老師：

學生事務部設有身心障礙支援服務，旨在為有永久性或暫時性身心障礙的學生提供相應的支援，以便他們在大學裏享有平等的教育機會、大學生活以及其他服務。

若您遇到學生有肢體、視力、聽力、語言、學習或心理方面的障礙，導致他在學習或日常活動中受到嚴重的限制，您或學生可以與我們專責的同事聯繫。我們會評估學生的需要，並與您商議如何為學生提供最適切的支援。若想了解更多服務的詳情，歡迎聯絡我們：

電郵：sao.disability@edu.um.mo

電話：88224901

網頁：https://www.um.edu.mo/sao/scs/sds/aboutus/cn/scs_mission.php

另外，我們的網頁亦載有一些協助身心障礙學生的小貼士，節錄如下：

1. 如何協助肢體障礙學生

- 了解肢體障礙學生在行動、語言溝通、自我照顧以及身體姿勢等方面的特殊需要，切忌在未經溝通的情況下主觀認定他們在各方面的限制；
- 把課程資料、教材、成績、評語及其他有助學習及完成作業的資料放於互聯網上或電郵給學生，使肢體障礙學生無須到學院辦公室、圖書館或其他地方索取有關資訊；
- 如作業需要較多的活動量才能完成，可安排學生以小組形式進行，讓肢體障礙學生能與其他同學分工合作，完成作業；
- 允許肢體障礙學生用抄寫以外的方法記筆記（如使用錄音筆、具語音輸入法的電腦等）；
- 配合肢體障礙學生的需求，考慮延長考試時間或繳交作業期限，或提供書寫以外的考評方式；
- 安排教學、實驗、探訪、考察或實習地點時，事先考慮肢體障礙學生可能遇到的困難，並注意交通上之需要。

2. 如何協助視覺障礙學生

- 了解視覺障礙學生在溝通、自我照顧、讀寫等方面的特殊需要，切忌在未經

了解的情況下主觀認定他們在各方面的限制；

- 允許視覺障礙學生使用抄寫以外的方法記筆記（如使用錄音筆、具語音輸入法的電腦等）；
- 在視覺障礙學生的要求下，可安排他們坐在最能清楚地看見黑板、白板或投映幕的位置；
- 配合視覺障礙學生的需求，考慮延長考試時間或繳交作業期限，或提供書寫以外的考評方式；
- 把課程資料、教材、成績、評語及其他有助學習及完成作業的資料放於互聯網上或電郵給學生，使視覺障礙學生可以透過電腦將資訊放大或使用其他輔助工具來閱讀；
- 減少使用文字、圖像、影片等作教材，特別是色彩斑斕的影像素材，如有需要，可額外提供輔助教材（如聲帶、口述的大綱或摘要等）；
- 使用 ALT attribute 功能，透過視障輔助軟件把圖形格式檔案轉換成文字讀出。[請按這裏](#) 瀏覽在 HTML 網頁使用 ALT attribute 功能時執行的程序，[請按這裏](#) 瀏覽在 UMMoodle 使用 ALT attribute 功能時執行的程序；
- 於製作網頁或編輯其它電子訊息資料時，請使用無障礙功能，[請按這裏](#)(第 32-35 頁)瀏覽無障礙網頁功能指引；
- 預先分發教材及課本，讓視覺障礙學生能有足夠的時間將教材內容錄音或轉化成其他較方便他們閱讀的檔案類型；
- 如必須使用列印／投映的教材，請與視覺障礙學生討論最適合他的大小；
- 減少教室內的噪音，如必須進行小組討論，請盡量指導同學逐一發言。

3. 如何協助聽覺障礙學生

- 與聽覺障礙學生商討最適合他的說話聲量、速度及座位安排等；
- 將主要課堂內容納入文字教材，並盡量使用書面資料；
- 盡量避免小組討論，如必須進行小組討論，指導同學面對有聽覺障礙的組員逐一清晰發言；

- 授課時面對學生，避免邊說邊寫或說話時走來走去，更不要走出聽覺障礙學生的視線範圍！
- 說話時別讓書本或其他東西遮住嘴唇，並避免站在強光前授課，以免影響讀唇效果；
- 說話時可根據內容加強面部表情、手部動作等身體語言；
- 面向全體學生重覆個別學生的提問或意見，好讓聽覺障礙學生也能分享該訊息；
- 若在課堂內播放影片，請選擇配有字幕的影片；
- 保持教室在極低噪音的狀態。地板、牆壁或電風扇所發出的聲響及回音都會影響助聽器的接收；
- 配合聽覺障礙學生的需求，考慮延長考試時間或繳交作業期限。

4. 如何協助語言障礙學生

- 了解語言障礙學生在溝通、讀寫等方面的特殊需要；
- 配合語言障礙學生的需求，考慮延長考試時間或繳交作業期限；
- 如果語言障礙學生能夠說話，請給予他們發言的機會，但切勿強迫他們發言，令他們在發言時成為班上的焦點往往會帶來反效果；
- 公開演說會讓語言障礙學生感到壓力，請盡量減少口頭報告及演講等考評方式。

5. 如何協助學習障礙學生

- 了解學習障礙學生的特殊需要，如安排坐在較前的座位、減低拼字的評分比重、考試時允許使用字典或計算機等；
- 將課程大綱、時間表及其他教材預先分發給學生，讓學習障礙學生能有足夠的時間作準備；
- 在筆記、講義上把重點標示出來；

- 考試時必須確保教室的安靜，減低外界的騷擾；
- 以各種不同的形式來進行教學，引起學生的興趣，藉此加強學習障礙學生的學習能力；
- 嘗試將教學融入生活，讓學生能學以致用，增加練習的機會；
- 提供多感官學習途徑，以不同的方式將知識重覆傳遞給學習障礙學生，例如將寫在黑板、白板或投映幕上的補充資料讀出來、將口述的重點寫出來或用身體動作表達出來等；
- 允許學習障礙學生用抄寫以外的方法記筆記（如使用錄音筆）；
- 配合學習障礙學生的需求，考慮延長考試時間或繳交作業期限，或提供書寫以外的考評方式（如口試）。

6. 如何協助心理障礙學生

- 私下與心理障礙學生討論並了解他們的情況（包括用藥及治療的情況、容易使他們感到壓力的因素及其他特殊需要）；
- 儘量在課堂中安排更多休息時間，或容許心理障礙學生坐在靠出口的位置，好讓他在必要時離開教室休息；
- 將課程大綱、時間表及其他教材預先分發給學生，讓心理障礙學生能有足夠的時間作準備；
- 允許心理障礙學生用抄寫以外的方法記筆記（如使用錄音筆）；
- 配合心理障礙學生的需求，考慮延長考試時間或繳交作業期限，或提供其他考評方式，以減低學生所要承受的壓力；
- 如須與心理障礙學生談論其學業表現，請在私密的情況及環境下進行。

Dear teachers,

Student Affairs Office (SAO) provides disability support services for students with permanent or temporary disabilities so that they can have an equal opportunity in education, university life and other services in the university.

If you encounter any student with physical, visual, hearing, speech, learning or psychological impairment(s) which substantially limit his/her learning or activities of daily living, you or the student may contact SAO. We will assess the student's special educational needs and discuss with you the most appropriate way to provide support to the student. To learn more about our services, please contact us:

E-mail: sao.disability@edu.um.mo

Tel: 8822 4901

Website: https://www.um.edu.mo/sao/scs/sds/aboutus/cn/scs_mission.php

In addition, please see the following tips on assisting students with disabilities. For more details, please visit our [website](#):

1. How to Help Students with Physical Impairment:

- Teachers should understand the special needs for the students with physical disabilities in their physical activities, verbal communications, self-care and body postures. Make sure to avoid making subjective judgments on their disabilities in all aspects without any prior communications with them;
- Teachers may upload onto the internet the course materials, course books, academic records, evaluations and other materials or information which assist in students' learning and homework, or send them to students by e-mails, so that they do not need to go to the staff office, library or elsewhere to obtain relevant information;
- In case that a larger amount of work is required to complete the homework, activities can be arranged for students in groups, so that they can collaborate with other students to finish the work;
- Teachers may allow them to use other note-taking methods besides copying (such as voice recorder, a computer with voice input, etc.);
- Teachers should meet their special needs in considering extending the time of examination or the deadline for homework, or providing methods of evaluation other than a written one;
- Teachers may take into consideration in advance the possible difficulties with which they may encounter and to pay special attention to their traffic requirements in arrangements for teaching, experiments, visits, study or internships.

2. How to Help Students with Visual Impairment

- Teachers should understand the special needs for the students with visual impairment in their communication, self-care, reading and writing etc. Make sure to avoid making subjective judgments on their disabilities in all aspects without any prior communication with them;
- Teachers may allow them to use other note-taking methods besides copying (such as a voice recorder, a computer with voice input, etc.);
- At their request, teachers may arrange for them to sit where they can see the blackboard, whiteboard or projector screen most clearly;
- Teachers should meet their needs in considering extending the time of examination or the deadline for homework, or providing methods of evaluation other than a written one;
- Teachers may upload onto the internet the course materials, course books, academic records, evaluations and other materials or information which assist in students' learning and homework, or send them to students by e-mails, so that they can read the materials by enlarging them on the computer or by the aid of other instruments;
- Teachers may reduce the use of text, images, videos, etc. for teaching, especially colorful image material; if necessary, additional assisting materials (such as recording tapes, oral instructed course outline or summary, etc.) can be provided;
- Teachers may use the ALT attribute function to specify an alternative text description for the image file, allowing the text-to-speech computer software to convert the text description into audio output. Please click [HERE](#) for the procedures to implement the ALT attribute function in HTML webpage. Please click [HERE](#) for the procedures to implement the ALT attribute function in UMMoodle.
- Teachers may include the accessibility functions in their webpages or other electronic forms of information. Please click [HERE](#) (page 32-35) for the use guide of making accessible webpages.
- Teachers may distribute teaching materials and textbooks in advance so that they can have enough time to record or convert the teaching materials into other more convenient file types for them to read;
- If printed / projected materials must be used, teachers should discuss with them the most suitable visual size for them;
- Teachers should reduce classroom noise. If group discussions are needed, teachers should try to guide the students to speak one by one.

3. How to Help Students with Hearing Impairment

- Teachers may discuss with the students with hearing impairment the most suitable voice volume, speech rate and seating arrangements for them,;
- Teachers may include the main course content into teaching texts, and make use of written materials;
- Teachers should avoid group discussions as much as possible. If a group discussion is needed, teachers should guide students to speak clearly one by one facing the group member with hearing impairment;
- Teachers should face the students when teaching, and avoid writing or walking back and forth when speaking, and never walk out of their sights;

- Teachers should avoid covering the lips by the book or other things when speaking, and avoid standing in front of bright light when instructing, so as not to affect their lip-reading;
- Teachers may increase their facial expressions, hand movements and other body gestures according to the course contents;
- Teachers may repeat any student's questions or comments by facing the whole class, so that they can also share the information;
- Teachers may select movies with subtitles if video materials are to be used in the classroom;
- Teachers should maintain the classroom in the state of very low noise. Any noises and echoes from the floor, walls or fans will affect the reception of their hearing aids;
- Teachers should meet their special needs in considering extending the time of examination or the deadline for homework.

4. How to Help Students with Speech Impairment

- Teachers should understand the special needs for the students with speech impairment in their communication, reading and writing, as well as other aspects;
- Teachers should meet their needs in considering extending the time of examination or deadline for submitting homework;
- If they can speak, please give them a chance to speak, but do not force them to speak because making them the focus of the class when they are forced to speak will often cause negative effects;
- Public speaking will make them feel stressed; please try to reduce evaluation methods such as oral reports and speeches.

5. How to Help Students with Learning Disabilities

- Teachers should understand the special needs of students with learning disabilities, such as arrangements for sitting in the front seats, reducing the proportion of scores in spelling, allowing them to use dictionaries or calculators during examination;
- Teachers may distribute the course syllabus, schedule, and other materials to students in advance, so that students with learning disabilities can have enough time to prepare;
- Teachers may mark the key points in the notes and handouts;
- Teachers should ensure the quietness of the classroom during examinations so as to reduce the external disturbance;
- Teachers may instruct in various way so as to arouse the interests of the students and to enhance the learning abilities of students with learning disabilities;
- Teachers may try to integrate teaching with daily life so that students can apply their knowledge and increase their opportunities for practice;
- Teachers may provide multi-sensory learning through different means in order to pass on the knowledge repeatedly to learning disabled students, for example, to read out the supplementary information shown on the blackboard, whiteboard or projector screen, to write down or to use body language to express the orally spoken key points, etc.;
- Teachers may allow them to use other note-taking methods besides copying

- (such as a voice recorder);
- Teachers should meet their needs in considering extending the time of examination or the deadline for homework, or providing methods of evaluation other than a written one (for example an oral test);.

6. How to Help Students with Psychological Disabilities

- Teachers may discuss with them in private and be familiar with their conditions (including their medication and treatments, the factors easily causing their stress, or their other special needs);
- Teachers may arrange in the classroom as much time to rest as possible, or allow the students with psychological disabilities to sit near the exits so that they can go out of the classroom whenever a rest is needed;
- Teachers may distribute the course syllabus, schedule and other materials to the students in advance so that they can have adequate time for preparation;
- Teachers may allow them to use other methods of note-taking besides copying (such as a voice recorder);
- Teachers should meet their special needs in considering extending the time of examination or the deadline for homework, or providing methods of evaluation in order to reduce their pressure;
- If teachers need to discuss with them on their academic performance, please carry out the discussion in private.