

Foreign language and translation C2 (French)

Code: 101401
ECTS Credits: 9

| Degree | Type | Year | Semester |
|--------------------------------------|------|------|----------|
| 2500249 Translation and Interpreting | OB | 2 | 2 |

Contact

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Use of Languages

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

Prerequisites

Students must be able to :

- Understand written texts of different type on general topics in different domains. (MCREFTI B2.1.)
- Write texts about personal topics and general topics in different domains. (MCRE- FTI B1.1)
- Understand clear oral texts about personal topics and general topics in different domains.(MCREFTI B1.1.)
- Produce oral texts on everyday topics.(MCRE-FTI B1.2.)

Objectives and Contextualisation

The function of this subject is to consolidate the development of the communicative skills that the student needs in Language C to prepare him for the direct translation of non-specialized texts of different types and records. All language credits will be dedicated. On successfully completing this subject, students will be able to:

- Understand written texts of different type on general topics in a wide range of domains and records. (MCRE-FTI B2.3.)
- Write texts with some complexity on personal topics and general topics in known domains (MCRE- FTI B1.2)
- Understand oral texts with a certain complexity on personal topics and general topics in known domains. (MCRE-FTI B1.2.)
- Produce oral texts on personal topics and general topics in known domains (MCRE-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 graphical, 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 basic knowledge.
6. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
7. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic, textual and linguistic variation related knowledge.
8. 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.
9. 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.
10. 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.
11. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the communicative purpose and sense of written texts about general topics.
12. 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.
13. 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..
14. 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.
15. 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.
16. 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.
17. 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.
18. 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.
19. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
20. Possessing cultural knowledge in order to translate: Possessing a basic cultural knowledge in order to translate.
21. 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.
22. 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.

23. Producing written texts that are appropriate to their context and possess linguistic correctness:
Producing written texts about general topics with linguistic correctness.
24. 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

The course aims to develop a series of competences not only linguistic but also pragmatic, textual and sociocultural as well as strategic Communicative: competence, what we commonly call learning to learn. The development of these skills be possible thanks to a practical work of the language covering all the aspects inherent in it (communicative, grammatical, lexical and intercultural)

Communicative:

1. Rapporter un discours au présent et au passé
2. Mettre en relief un élément du discours
3. Donner son point de vue, argumenter
4. Faire des recommandations, conseiller
5. Expliquer, justifier des différences, des contradictions
6. Exprimer la cause, la conséquence
7. Se justifier, donner des explications
8. Évaluer, comparer, décrire
9. Exprimer un besoin, une nécessité
10. Exprimer un regret, un reproche
11. Exprimer un fait incertain
12. Présenter des faits et des opinions en les hiérarchisant
13. Compresser une information, résumer

Grammatical:

1. Temps du passé: introduction du passé simple
2. Discours rapporté au présent et au passé (style direct et style indirect)
3. Gérondif et participe présent: différences et similitudes
4. Révision et approfondissement du subjonctif: subjonctifs présent et passé, non concordance des temps en français: il voulait / voudrait que tu viennes
5. Le conditionnel présent et passé (morphologie et emplois)
6. L'hypothèse et la condition
7. Ce que, ce qui, ce dont (mise en relief)
8. La forme impersonnelle

- 9. L'opposition et la concession
- 10. Les pronoms relatifs simples et composés
- 11. La cause et conséquence
- 12. Les articulateurs du discours
- 13. Les indéfinis
- 14. Double pronominalisation

Methodology

The course will focus in particular on:

- 1. understanding of written texts and oral and audiovisual documents.
- 2. the practice of oral and written expression techniques.

The student will be proposed for a number of activities and tasks:

- Individual works (grammatical exercises, lexicon sheets, written productions: the argumentative text)
- Group work (simulations, comprehension activities, writing, oral exhibitions, etc...)
- Class exchanges (debates, presentation of texts, representation of dialogues, etc...)
- Grammar, oral / written expression and oral/ written comprehension controls

Self-employed work: notebook exercises, test preparation, reading a book, writing, searching for information on the internet...

The following aspects will be evaluated:

- To express yourself orally in a fluid way on a given topic in the context of an oral presentation, a debate, a dialogue, where you must defend a point of view
- Writing a coherent text
- Being able to reflect on the same learning, to resort to learning strategies
- Being able to apply the knowledge acquired in class: the transition from passive knowledge to the active use of this knowledge.

Activities

| Title | Hours | ECTS | Learning Outcomes |
|--------------------------------|-------|------|---|
| Type: Directed | | | |
| Activities supervised in class | 102 | 4.08 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20 |
| Type: Supervised | | | |
| self-employed activities | 77 | 3.08 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23 |
| Type: Autonomous | | | |
| Activities directed in class | 34.5 | 1.38 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20 |

Assessment

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

Related matters

The above 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.

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 |
|---|-----------|-------|------|---|
| Exam 1: grammar + vocabulary + written expression | 15% | 2 | 0.08 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20 |
| Exam 2: Reading comprehension assessment activities | 20% | 1.5 | 0.06 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20 |
| Exam 3: Oral comprehension assessment activities | 10% | 1.5 | 0.06 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20 |
| Exam 4: Written production assessment activities | 10% | 0 | 0 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20 |
| Exam 5: Grammar and vocabulary | 10% | 2 | 0.08 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20 |
| Exam 6: oral expression + reading | 20% | 2.5 | 0.1 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, |

| | | | | |
|--|-----|---|------|---|
| comprehension | | | | 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20 |
| Work (written and oral comprehension, written and oral expression) | 15% | 2 | 0.08 | 4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20 |

Bibliography

- Textbook to be determined
- Additional readings and digital resources will be published on the virtual campus at the beginning of the first term

Consultation works (consultation of these works is useful for all French language courses at the FTI).

Conjugation and spelling :

- BESCHERELLE (1991): L'art de conjuguer : Dictionnaire de 12 000 verbes, Hurtubise HMH, La Salle. (instrument molt útil per a l'estudiant. Evidentment només és una obra de consulta que ajudarà l'estudiant a redactar, lectures.)
- BESCHERELLE (1997) : L'orthographe pour tous, Hatier, Paris. Permet resoldre dubtes sobre l'ortografia. És una obra ben organitzada segons el tipus de problema ortogràfic (verbs, doble consonant, homònims ...)

Conjugation : Dix mille verbes, cent quinze conjugaisons, (1988), Larousse, Paris.

Grammars with exercises: As reinforcement of the grammatical and lexical contents worked in class.

Maïa Gregoire, Odile Thievenaz, Grammaire progressive du français - 3e édition Niveau Intermédiaire, Clé International, Paris.

- Boularès, O, Frérot, J-L, Grammaire progressive du français - 3e édition Niveau avancé, Clé International, Paris.
- Anne Goliot-Lété, Claire Miquel, Vocabulaire Progressif du Français, Niveau avancé, Clé International, Paris.
- SIREJOLS, E. & RENAUD, D., (2001) : Grammaire. 450 nouveaux exercices (avec livret de corrigés), Niveau intermédiaire - Niveau avancé, Clé International, Paris.
- Ludivine Glau, Yves Loiseau, Elise Merlet : Grammaire essentielle du français 100% FLE B1, Didier.

Grammars of consultation:

- Michèle Maheo-Le Coadic, Reine Mimran, Sylvie Poisson-Quinton : Grammaire expliquée du français, Niveau intermédiaire
- BERARD, E., LAVENNE, CH. (1989) : Modes d'emploi : Grammaire utile du français, Hatier, Paris.
- CALLAMAND, M. (1989) : Grammaire vivante du Français, Clé International, Paris. (avec cahiers d'exercices autocorrigés)
- CHARAUDEAU, P. (1992) : Grammaire du sens et de l'expression, Hachette, Paris.
- CHEVALIER et alii. (1964) : Grammaire du français contemporain, Larousse, Paris.
- Dictionary:
- REY, A., REY-DEBOVE, J., Dictionnaire alphabétique et analogique de la langue française : Petit Robert 1. (dernière édition).

Online resources

Educational resources

Oral and written comprehension activities

- <http://www.bonjourdefrance.com>
- <http://apprendre.tv5monde.com/>

- <http://www.lepetitjournal.com/barcelone>
- http://www1.rfi.fr/lffr/statiques/accueil_apprendre.asp

Dialogues

- <http://clinet.swarthmore.edu/fle.html>
- Jugant al detectiu: activitats de comprensió, de gramàtica i de vocabulari: <http://www.polarfle.com>

Activities of phonetics:

- <http://www3.unilcon.es/dp/dfm/flenet/phon/phoncours.html>

Civilisation:

- <http://www.cortland.edu/flteach/civ/>

Dictionaries:

- http://www.lexilogos.com/francais_langue_dictionnaires.htm
- Trésor de la langue française:
- http://www.inalf.fr/cgi-bin/mep.exe?HTML=mep_tlfi.txt : 100.000 paraules i 270.000 definicions.
- Dictionnaire des synonymes; <http://elsapl.unicaen.fr/dicosyn.html>
- MSH-ALPES: <http://www.msh-alpes.prd.fr/sitotheque>
- <http://www.wordreference.com/esfr/>

Encyclopedias:

- Enciclopedia Hachette
- <http://www.encyclo.wanadoo.fr>
- Quid: <http://www.quid.fr> Consulta rapida i gratuita. Base de datos bastante extenso.