

**Foreign language B for translators and interpreters 2  
(French)**

Code: 101478  
ECTS Credits: 6

Degree	Type	Year	Semester
2500249 Translation and Interpreting	FB	1	2

### Contact

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### Use of Languages

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

### Prerequisites

To take this subject students must be able to

- understand written texts of different types about general topics of well-known areas.
- produce written texts of some complexity about personal and general topics of well-known areas.
- understand clear verbal texts about personal and general topics of well-known areas.
- produce verbal texts about personal and general topics of well-known areas.

It requires a good command of oral and written comprehension

Students must be able to

- understand the instructions and tasks given in class by the teacher
- write down information given in class if the articulation is clear
- understand instructions and messages such as computerized library catalogues or instructions and messages given on virtual environments used for the subject.

This subject requires level B2.1 CEFR (Common European Frame of Reference) in French

### Objectives and Contextualisation

The aim of the subject is to develop the student's communicative skills in Language B, strengthen the textual comprehension skills required for direct translation and start teaching the textual comprehension skills required for inverse translation.

On successfully completing this subject, students will be able to:

- Understand written texts of different types about topics of a wide range of areas and registers (CE5:MCRE\_FTI B2.3)

- Produce written texts of different types about general topics of well-known areas (CE6:MCRE\_FTI B2.1)

- Understand oral texts of different types about general topics of well-known areas (CE7:MCRE\_FTI B2.1)

- Produce oral texts of some complexity about personal and general topics of well-known areas (CE8:MCRE\_FTI B1.2)

cfLinguistic competence and mediating competence in:

Generalitat de Catalunya et. al. [Ed.] (2003): Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Barcelona: Eds. Diario Oficial Generalitat de Catalunya; and Real decreto 1041/2017. [http://www.boe.es/diario\\_boe/txt.php?id=boe-a-2017-15367](http://www.boe.es/diario_boe/txt.php?id=boe-a-2017-15367) , Annex I

## Competences

- 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, morphosyntactic, textual and linguistic variation related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending a diverse typology of verbal texts of general topics of well-known areas.
4. 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.
5. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts of a certain complexity about personal and general topics of well-known areas.
6. 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.
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 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.
9. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
10. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts of a certain complexity about personal and general topics of well-known areas.
11. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
13. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

## **Content**

### **Grammar contents**

*Participe présent and gérondif*

the agreement of the past participle

the undefined pronouns and the expression of quantity

the expression of feelings with the subjunctive

simple and compound relative pronouns

condition and hypothesis

opposition and concession

purpose

### **Lexical / thematic content**

health and illness

physical description

weather, environment, ecology

friendship

the world of arts

social networks

### **Communicative contents**

#### comprehension

Understand a radio program on the topics studied in class

Understand TV reports

Understand press articles

Understand an excerpt from a play

Understand a novel

#### expression

Talk about health / medicine

Debate about physical appearance

Talk about environmental issues

Discuss about friendship

Write an article on social issues

Write petition about environment

Express interest / disinterest about a work of art

Write a review on a work of art

### **Cultural contents**

Some references in literature

Some influential personalities in France

French and African gastronomy

Contemporary French architecture

Some African artists

Health care in France

Environmental issues in France

### **Methodology**

#### **Teaching Methodology**

The competencies in French as a foreign language will be broadened and strengthened and the specific skills required for translation will be developed: on the one hand, general and communicative skills in the foreign language, on the other hand, linguistic skills in French used as a working language for translation, with special emphasis on those that have a pragmatic, intercultural and contrastive (B-A) relevance for translation, or play a heuristic or instrumental role in language learning.

#### **Activities**

- Tasks aimed at developing strategies and methods for reading and understanding a text.
- Tasks aimed at promoting strategies and methods for speech analysis.
- Analysis of frequent linguistic and intercultural (B-A) problems in current texts, followed by grammar drills, performative tasks or exercises aimed at detecting such problems.
- Introduction to textual synthesis and the basics of linguistic mediation by means of periphrases, reformulation or explanation of textual contents.
- Improvement of textual production in French and revision of defective texts.
- Oral and written communicative tasks of different types.

#### **Activities**

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Reading comprehension activities	10	0.4	2, 1, 8, 4, 12, 13
Specific master classes with activities of oral comprehension, written notes and oral interaction	8	0.32	2, 1, 8, 4, 3

Written activities	10	0.4	2, 1, 6, 12, 11, 9, 13
Type: Supervised			
Preparation, supervision and revision of oral and written activities	17	0.68	1, 8, 6, 4, 11
Type: Autonomous			
Reading comprehension and oral preproduction and production activities	48.75	1.95	2, 1, 7, 5, 3, 11, 10, 9, 13
Reading comprehension and written preproduction and production activities	48.75	1.95	2, 1, 8, 6, 4, 12, 11, 13

## 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
Grammar and vocabulary	10%	1	0.04	1
Grammar, vocabulary and reading	15%	1.25	0.05	1, 12
Listening: global and detailed comprehension	15%	1.25	0.05	2, 7, 3
Reading	30%	1.5	0.06	1, 8, 6, 4, 12
Speaking and writing	20%	1.5	0.06	2, 8, 5, 4, 10, 9
Writing	10%	1	0.04	6, 12, 11, 13

## Bibliography

Coursebook: **ÉDITO B2 (éd. 2015), LIVRE DE L'ÉLÈVE** (Éditions Didier)

ISBN : 9782278080984

Workbook: **Edito niv.B2 - 2015 - Cahier + CD** (Éditions Didier)

ISBN : 9782278081127

Grammar book: **Grammaire essentielle du français - B2** (Éditions Didier) (2017)

ISBN : 9782278087327