

Foreign language and translation C1 (French)

Code: 101410
ECTS Credits: 9

Degree	Type	Year	Semester
2500249 Translation and Interpreting	OB	2	1

The proposed teaching and assessment methodology that appear in the guide may be subject to changes as a result of the restrictions to face-to-face class attendance imposed by the health authorities.

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

Teachers

Marta Estrada Estrada Medina

Prerequisites

At the beginning of the course, the student should be able to:

- To understand texts Written with or A certain Complexity about personal subjects and general topics of known Areas (MCRE-FTI B1.2.)
- Producing Written Texts on Everyday Subjects (MCRE-FTI A2.2.)
- Understand clear oral texts on everyday topics (MCRE-FTI A2.2.)
- Produce simple oral texts on everyday topics (MCRE-FTI A2.1.)

Objectives and Contextualisation

The function is to initiate the development of the communicative skills that the student needs in Language C to prepare him/her for the direct translation of non-specialized texts in standard language of different types.

All credits will be dedicated to language.

At the end of the course, the student will have to be able to:

- Understand written texts of diverse typology on general topics of known fields. (MCRE-FTI B2.1.)
- Produce written texts on personal and general topics of known fields. (MCRE-FTI B1.1.)
- Understand clear oral texts on personal topics and general topics of known fields. (MCRE-FTI B1.1.)
- Produce oral texts on everyday topics. (MCRE-FTI A2.2.)

Competences

- 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.
- Working effectively in teams.

Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual 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 the sense of clear and simple oral texts about general topics.
4. Comprehending the communicative purpose and sense of written 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.
5. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce simple verbal texts about general topics.
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 general topics.
7. 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.
8. Implementing strategies in order to understand written 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.
9. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing simple verbal texts about general topics.
10. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics that are appropriate to their context.
11. Working effectively in teams: Working effectively in teams.

Content

Communicative contents

- Raconter des événements passés
- Donner des précisions d'ordre temporel
- Rappporter le discours d'autrui au présent
- Donner son opinion, argumenter
- Argumenter en comparant
- Exprimer ses sentiments
- Demander et donner des conseils
- Donner un ordre, des directives, interdire
- Exprimer un but
- Organiser une activité, une sortie.

Methodology

To achieve the established objectives, this subject mainly involves practical classes based on a communicative approach.

Students must keep abreast of the news and information published on the Virtual Campus / Moodle (assignments to be performed outside class, deadlines, review arrangements, etc.).

Annotation: Within the schedule set by the centre or degree programme, 15 minutes of one class will be reserved for students to evaluate their lecturers and their courses or modules through questionnaires.

Activities

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Reading activities, listening activities, speaking activities and writing activities. Exercises to be performed in class	102	4.08	2, 1, 8, 7, 6, 5, 4, 3, 10, 9
Type: Supervised			
Supervised oral /writing activities	77	3.08	2, 1, 8, 7, 6, 5, 4, 3, 10, 9
Type: Autonomous			
Preparation of evaluation activities Preparation of reading skills Preparation of writing activities Grammar and vocabulary exercises	34.75	1.39	2, 1, 8, 7, 6, 5, 4, 3, 10, 9, 11

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

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.

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 assignment (individual and team)	20%	2	0.08	2, 1, 8, 6, 4, 10, 9, 11
Listening assignments	15%	1.25	0.05	2, 1, 8, 7, 6, 5, 4, 3, 10, 9
Reading comprehension assignments	30%	4	0.16	2, 1, 8, 7, 6, 5, 4, 3, 10, 9
Speaking skills assignments	15%	2	0.08	2, 1, 8, 7, 6, 5, 4, 3, 10, 9, 11
Writing skills assignments (individual and team)	20%	2	0.08	2, 1, 8, 7, 6, 5, 4, 3, 10, 9, 11

Bibliography

Textbook and additional readings and digital resources will be published on the virtual campus at the beginning of the year.

RECOMMENDED WORKS

- CONJUGATION

BESCHERELLE (1991): L'art de conjuguer : Dictionnaire de 12 000 verbes. Hurtubise HMH: La Salle.

- VOCABULARY

MIQUEL, Claire. (2018) Vocabulaire progressif du français - Niveau A2-B1. CLE International.

MIQUEL, Claire. (2018) Vocabulaire progressif du français - Niveau B2-C1.1 - CLE International.

MIMRAN, Reine. (2005) Vocabulaire expliqué du français - niveau intermédiaire - CLE International.

- GRAMMARS WITH EXERCISE (to reinforce the grammar contents three-off in class)

GRÉGOIRE, Maïa ; THIÉVENAZ, Odile (2018) Grammaire progressive du français. Niveau intermédiaire. Clé International, Paris.

DESCOTES-GENON,C., MORSEL,M.H., RICHOUC., (2010): L'exercisier: l'expression française pour le niveau intermédiaire. PUG.

CAQUINEAU-GUNDUZ, Marie-Pierre. (2008): Les 500 Exercices de Grammaire B1 - Livre + corrigés intégrés. Hachette.

MAHEO-LE COADI, M.; MIMRAN, R. et POISSON-QUINTON, S. (2002) *Grammaire expliquée du Français*. Paris: CLE International.

HUET-OGLE, C., BOULET, R. et POISSON QUINTON, S. (2003) *Grammaire expliquée du français*. Intermédiaire. Cahier d'exercices. Paris: CLE International.

- DICTIONARIES

REY, A., REY-DEBOVE, J., Dictionnaire alphabétique et analogique de la langue française : Petit Robert 1. (dernière édition).

- NETWORK RESOURCES

<http://www.larousse.fr/dictionnaires/francais>

<https://leconjugueur.lefigaro.fr/>

Software

Browser and text editor.