

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

Code: 101472
ECTS Credits: 9

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

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

Name: Daniela Palmeri
Email: Daniela.Palmeri@uab.cat

Use of Languages

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

Teachers

Daniela Palmeri

Prerequisites

There are no prerequisites.

Objectives and Contextualisation

The function of this subject is to initiate the development of the student's basic communicative skills in Language C in order to prepare them for direct translation.

At the end of the course the student should be able to:

- Understand written texts on everyday topics (MCRE-FTI A2.2)
- Produce very short and simple written texts on topics related to the concrete and immediate environment (MCRE- FTI A1.2.)
- Understand simple and clear oral texts on everyday topics (MCRE-FTI A2.1.)
- Produce very short, simple oral texts on topics relevant to the immediate environment (MCRE-FTI A.1.2.)

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

The effective development of the subject is based on the realization of a series of activities focused on the discovery of the rules that govern the formation and correct use of grammatical elements and structures, as well as on the notions (such as the acquisition of vocabulary) and functions of language (such as describing, asking questions, asking for something ...) and on the practice of language skills in specific situations and contexts.

Special emphasis will be placed on the development of oral and reading comprehension skills.

Communicative content:

- . Describing people and objects
- . Affirming and denying
- . Express Actions in Present
- . Asking and answering
- . Asking for and giving information
- . Expressing opinions
- . Expressing actions in the past
- . Narrating stories in the past

Grammar content:

- *SISTEMA FONETICO E ORTOGRAFICO*

L'ARTICOLO. Determinativo e indeterminativo - Il partitivo - Usi con "essere" e "esserci"

IL NOME. Genere e numero (terminazioni) - Eccezioni - Uso degli articoli con i diversi tipi di nomi

L'AGGETTIVO. Genere e numero (terminazioni) - I dimostrativi (aggettivi e pronomi) - I possessivi

I PRONOMI SOGGETTO

IL VERBO.

INDICATIVO PRESENTE. Verbi regolari e irregolari - Verbi riflessivi - pronomi

FORMA PERIFRASTICA: STARE + GERUNDIO. La forma del gerundio

LE PREPOSIZIONI. Preposizioni semplici e articolate - Usi più frequenti

LE PARTICELLE AVVERBIALI "CI" E "NE"

IL VERBO. L'espressione del passato:

- IL PASSATO PROSSIMO. Il participio passato (regolari e irregolari) - I verbi ausiliari. Uso. Il passato prossimo dei verbi riflessivi e dei verbi servili - L'accordo del participio passato

Socio-cultural contents:

- . Standard language and its use in relation to dialects
- . Formal language. Use of "tu" and "Lei" (greetings and farewells)
- . Customs and peculiarities of the Italian people

Thematic blocks (specific course content, according to the book and the moodle):

In this course there are 5 thematic blocks that coincide with the 5 units of the book *Nuovo Contatto A1*, first volume, and also with the extra Moodle material.

Bloc 1: Introduzione alla lingua. Presentarsi (unità 1 del libro "Ciao! Bella festa, vero?" + materiale extra nel moodle")

Bloc 2: Primi contatti. Dare e ricevere informazioni in luoghi pubblici. Professioni (unità 2 del libro "Vorrei un'informazione..." + materiale extra nel Moodle)

Bloc 3: La vita quotidiana e il tempo libero. La famiglia (unità 3 libro "Che cosa fai oggi?" + materiale extra nel moodle)

Bloc 4: Gastronomia italiana (unità 4 del libro "Tu che cosa prendi?" + materiale extra nel Moodle)

Bloc 5: Le informazioni stradali (unità 5 "Scusi, dov'è la fermata dell'autobus?" + materiale extra nel Moodle)

Methodology

The fundamental didactic methodology will be the communicative and situational one, which allows the student to come into direct contact with the language from the first moment, assimilate the phonetic system through oral practice, improve pronunciation and acquire the rhythm of expression and normal reading of the Italian language, while gradually incorporating into his creations the grammatical structures and lexical acquisitions that the course provides. Therefore, it is considered of vital importance the participation in the communicative acts that the classes propose and promote.

In order to achieve the objectives (point 4) and conveniently develop all the competences (point 5) we will also put into practice other teaching methodologies that are totally compatible with this one. From the master class to the performance of tasks, problem solving, cooperative learning or autonomous learning (supervised or not). The different methodologies will allow us to carry out a series of activities that can be classified as indicated in

the table below. The use of the virtual campus is essential for the follow-up of the subject: publication of class materials, review of the evaluation activities, dates of delivery of works, 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 | | | |
| Activities focused on the induction of standards and rules | 5 | 0.2 | 2, 1, 5 |
| Exercises | 14 | 0.56 | 2, 1 |
| Listening comprehension activities | 10 | 0.4 | 2, 1, 8 |
| Master class | 10 | 0.4 | 2, 8, 3 |
| Reading Comprehension Activities | 20 | 0.8 | 1, 9, 7, 4 |
| Speaking activities | 10 | 0.4 | 2, 5 |
| Writing activities | 10 | 0.4 | 1, 6 |
| Type: Supervised | | | |
| Supervision and revision of exercises | 8 | 0.32 | 2, 1 |
| Supervision of reading comprehension activities | 5 | 0.2 | 2, 1 |
| Supervision of written production activities | 9 | 0.36 | 1, 6 |
| Type: Autonomous | | | |
| Exercise resolution | 33 | 1.32 | 1 |
| Preparation of reading comprehension activities | 30 | 1.2 | 1, 9, 4 |
| Preparation of writing activities | 50 | 2 | 1, 6 |

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.

Review

At the time of submitting the final grade prior to the record, the teacher will communicate in writing a date and time of review. The review of the different evaluation activities will be agreed between the teaching staff and the students.

Failed assessment activities

Students may retake assessment activities they have failed. Failed assessment activities are available to students who have presented themselves to activities with a weight equivalent to 66.6% (two-thirds) or more of the final grade and who have earned a weighted average grade of 3.5 or more.

At the time of submitting the final grade prior to the course report, the teacher will communicate in writing the procedure. The teacher may propose a remedial activity for each activity suspended or not presented or may group several activities into a single activity. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

Classification as "not assessable"

A "non-assessable" will be assigned when the assessment evidence provided by the student is equivalent to a maximum of one quarter of the total grade for the subject.

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.

Assessment Activities

| Title | Weighting | Hours | ECTS | Learning Outcomes |
|------------------------------------|-----------|-------|------|------------------------|
| Listening skills assignments | 15 % | 1.5 | 0.06 | 2, 1, 8, 7, 5, 3 |
| Reading comprehension assignments | 30% | 3.5 | 0.14 | 2, 1, 9, 8, 6, 5, 4, 3 |
| Speaking skills assignments | 15 % | 2 | 0.08 | 2, 1, 5, 3 |
| Vocabulary and grammar assignments | 20 % | 2 | 0.08 | 2, 1 |
| Writing skills assignments | 20% | 2 | 0.08 | 2, 1, 9, 6, 5, 4 |

Bibliography

Compulsory bibliography

Bozzone Costa, Rosella, Chiara Ghezzi, et ál., [Nuovo Contatto. Corso di lingua e civiltà italiana per stranieri \(A1+A2\)](#), Loesher editore, 2015 [Isbn: 9788858308646]

Photocopies (dossier)

Moodle.

Additional reading materials and digital resources will be published on the Virtual Campus

Grammars and reference manuals

De Giuli, Alessandro, *Le preposizioni italiane*, Firenze, Alma, 2001.

Tartaglione, Roberto, *Grammatica italiana*, Firenze, Alma, 1997.

_____, *Verbissimo*, Firenze, Alma, 1999.

Mezzadri, M.-Pederzani, L., *Grammatica essenziale della lingua italiana con esercizi : testo di grammatica per studenti stranieri dal livello elementare all'intermedio*, Perugia, Guerra, 2001.

Nocchi, Susanna, *Grammatica pratica della lingua italiana*, Firenze, Alma, 2002.

Serianni, L., *Grammatica italiana*, Torino, UTET Università, 2013.

Dictionaries

a) Bilingual dictionaries:

Arqués, Rossend, *Diccionari català-italià*, Barcelona, Enciclopèdia Catalana, 1992.

_____, *Diccionari italià-català*, Barcelona, Enciclopèdia Catalana, 2002.

Arqués, Rossend, Adriana, Padoan, *Il Grande dizionario di Spagnolo*, Bologna, Zanichelli, 2012.

b) Monolingual dictionaries

Zingarelli, N., *Lo Zingarelli 2020. Vocabolario della lingua italiana di Nicola Zingarelli*, Bologna, Zanichelli, 2019

c) Monolingual dictionaries on line:

Dizionario Garzanti: <http://www.garzantilinguistica.it/>

Dizionario De Mauro-Paravia: <http://www.demauroparavia.it/>

Grande dizionario italiano dell'uso online De Mauro: <http://dizionario.internazionale.it/>

L'Enciclopedia Italiana. Vocabolario: <http://www.treccani.it/vocabolario/>,

Easy books

Alma, collezione "Italiano Facile" (amb audio)

Bonacci, collezione "Mosaico italiano" i "Classici italiani per stranieri"

ER (Easy Readers-Letture Facili)

Self-study

Aa.Vv., *Allegro 1. Corso multimediale di italiano*, Atene, Edilingua, 2004.

Aa.Vv., *Celi 1. Certificato di conoscenza della lingua italiana. Livello 1*, Perugia, Guerra, 1997.[5 livelli].

Aa.Vv., *Cliccando l'Italia. Programma multimediale di lingua e civiltà italiana per stranieri*, Perugia, Guerra, 2000 [cd rom].

Aa.Vv., *Exámenes Escuela Oficial de Idiomas: Italiano*, Madrid, Ed. Idiomas, 1997.

Lucarelli, S. et al., *Obiettivo CILS 1. Eserciziario di preparazione agli esami CILS. Livello uno e due*, Atene, LaCertosa, 2001.

Manella, C.-Tanzini, A., *L'italiano da soli. Esercizi etest di grammatica italiana*, Firenze, Progetto Lingua, 2000.

Tanzini, A., *Giochiamo in italiano (tre livelli di difficoltà con chiavi)*, Firenze, Progetto Lingua Firenze, 2004.

Self-study on line

<http://www.international.rai.it/parliamoitaliano/index.php>

<http://www.educational.rai.it/ioparloitaliano/corso.htm>

<http://www.aulafacil.com/Italiano/Cursoital.htm>

http://www.iluss.it/schede_gram_free.html

Software

There is no specific software for this subject.