

Degree	Type	Year
2500249 Translation and Interpreting	OB	2

## Contact

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## Teaching groups languages

You can view this information at the [end](#) of this document.

## Prerequisites

At the beginning of the course, students must be able to:

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

## Objectives and Contextualisation

The purpose of this subject is to enhance the communicative skills required for the student in Language C to prepare for the direct translation of non-specialized texts of various types and registers.

All credits will be dedicated to the language.

By the end of the course, the student should be able to:

- Understand written texts of different types on general topics across a wide range of fields and registers. (MCRE-FTI B2.3.)
- Write texts with a certain level of complexity on personal and general topics in familiar domains. (MCRE-FTI B1.2.)
- Understand oral texts with a certain level of complexity on personal and general topics in familiar domains. (MCRE-FTI B1.2.)
- Produce oral texts on personal and general topics in familiar 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.
- Working effectively in teams.

## Learning Outcomes

1. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, 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.
25. Working effectively in teams: Working effectively in teams.

## Content

The course aims to develop various linguistic, pragmatic, textual, and sociocultural competencies and skills through practical work on communicative, grammatical, lexical, and intercultural aspects.

Communicative skills:

1. Reporting a discourse in present and past.
2. Highlighting an element of the discourse.
3. Expressing opinions, arguing.
4. Making recommendations, advising.
5. Explaining, justifying differences, contradictions.
6. Expressing cause, consequence.
7. Justifying oneself, providing explanations.
8. Evaluating, comparing, describing.
9. Expressing a need.
10. Expressing regret, a complaint.
11. Expressing an uncertain fact.
12. Structuring facts and opinions hierarchically.
13. Summarizing, condensing information.

Grammatical skills:

1. Past tenses: introduction to the simple past.
2. Indirect speech in present and past (direct and indirect style).
3. Gerund and present participle: differences and similarities.
4. Review and deepening of the subjunctive: present and past subjunctive, lack of tense agreement in French: *il voulait/il voudrait que tu partes*.
5. Present and past conditional (morphology and uses).
6. Hypothesis and condition.
7. Use of *ce que*, *ce qui*, *ce dont* (emphasis).
8. Impersonal form.
9. Opposition and concession.
10. Simple and compound relative pronouns.
11. Cause and consequence.
12. Discourse markers.
13. Indefinites.
14. Double pronominalization.

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Classroom Reading, Listening and Writing Activities.	42	1.68	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			
Supervised Oral and Written Activities: Classroom and Tutorials	100	4	4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20, 25
Type: Autonomous			
Activities directed in class Preparation of assessment activities, reading of texts, written grammar and vocabulary activities	75	3	4, 5, 6, 7, 3, 1, 2, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22, 20, 25

- Students' work primarily consists of attending lectures, conducting research, analyzing information, and completing assignments.
- The main tools used will include course materials, supplementary readings, and the course schedule.
- All activities have deadlines that must be met according to the proposed schedule.
- Assignments will be returned with comments and guidelines for further improvement.

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.

## Assessment

### Continuous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Assessment activities of morphosyntactic, lexical, and cultural knowledge (includes reading comprehension and written expression)	30%	3	0.12	4, 5, 6, 7, 3, 1, 2, 18, 19, 15, 10, 11, 24, 23, 20
Listening Comprehension Test	20%	1.6	0.06	4, 5, 6, 7, 3, 1, 2, 16, 17, 9, 8, 20
Oral Presentation	10%	0.2	0.01	4, 5, 6, 7, 3, 1, 2, 12, 13, 14, 21, 22, 20, 25
Reading Comprehension Test	20%	1.6	0.06	4, 5, 6, 7, 3, 1, 2, 18, 19, 10, 11, 20,

Written Expression Test	20%	1.6	0.06	4, 5, 6, 7, 3, 1, 2, 20
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At the beginning of the course, detailed instructions will be provided regarding the different assessment tests.

### CONTINUOUS ASSESSMENT

Students must provide evidence of their progress by completing various assessment activities. These activities are detailed in the table at the end of this section of the Study Guide.

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. 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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for. In case of retaking, maximum grade will be 5 (Pass).

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, impersonation, 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 student involved will be given a final mark of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

### SINGLE ASSESSMENT

This subject may be assessed under the single assessment system in accordance with the terms established in the academic regulations of the UAB and the assessment criteria of the Faculty of Translation and Interpreting.

Students must make an online request within the period established by the faculty and send a copy to the teacher responsible for the subject, for the record.

Single assessment will take place on one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date and time on the faculty website.

On the day of the single assessment, teaching staff will ask the student for identification, which should be presented as a valid identification document with a recent photograph (student card, DNI/NIE or passport).

Single assessment activities. The single assessment will include five exams:

- A written comprehension exam: 25%
- A written expression exam: 25%
- A grammar and vocabulary exam: 20%
- A listening comprehension exam: 15%
- An oral expression exam: 15%

The processes for reviewing grades and for retaking the course are the same as those applied to continuous assessment. See above in this course guide.

## Bibliography

The working materials, as well as the reading books and other resources, will be published on the virtual campus on the first day of class.

## Software

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## Language list

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	French	second semester	morning-mixed