

Degree	Type	Year
2500249 Translation and Interpreting	FB	1
2500249 Translation and Interpreting	OT	4

## Contact

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## Teachers

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## Teaching groups languages

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

## 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)

## Activities and Methodology

Title

Hours

ECTS

Learning Outcomes

Type: Directed

Activities focused on the induction of standards and rules	5	0.2	1, 2, 5
Exercises	14	0.56	1, 2
Listening comprehension activities	10	0.4	1, 2, 8
Master class	10	0.4	2, 3, 8
Reading Comprehension Activities	20	0.8	1, 4, 7, 9
Speaking activities	10	0.4	2, 5
Writing activities	10	0.4	1, 6

Type: Supervised

Supervision and revision of exercises	8	0.32	1, 2
Supervision of reading comprehension activities	5	0.2	1, 2
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, 4, 9
Preparation of writing activities	50	2	1, 6

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.

## Assessment

### Continuous Assessment Activities

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

### Continuous assessment

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

#### Review

When publishing final grades 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 final grade for the subject and that they have a weighted average grade of at least 3.5.

The lecturer will inform students, in writing, of the procedure involved when publishing final grades 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 grade be retaken or compensated for. In the case of retakes, the maximum grade will be 5 (Pass).

#### Classification as "not assessable"

In the event that the assessment activities a student has performed account for 25% or less of the subject's final grade for the subject, 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 grade 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 grade of "0" for the subject. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from retake activities.

### 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 lecturer responsible for the subject, for the record.

Single assessment will be carried out in person on oneday 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

Single assessment will include a minimum of three assessment activities of different types, as stated in the assessment guidelines.

Grade revision and retake procedures for the subject are the same as those for continual assessment. See the section above in this Study Guide.

## 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, col·lecció "Italiano Facile" (amb audio)

Bonacci, col·lecció "Mosaico italiano" i "Classici italiani per stranieri"

### 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.educational.rai.it/ioparloitaliano/corso.htm>

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

<https://www.almaedizioni.it/it/almatv/grammatica-caffe/>

### **Software**

There is no specific software for this subject.

### **Language list**

Name	Group	Language	Semester	Turn
(PAUL) Classroom practices	1	Italian	first semester	morning-mixed