

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

Contact

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Teaching groups languages

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

Prerequisites

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There are no prerequisites.

Objectives and Contextualisation

Targets

The function of this subject is to initiate the development of the basic communicative competences of the student in Language C to prepare him or her for direct translation.

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

- Understand information on short and simple written texts about topics related to the specific and immediate environment. (MCRE-FTI A1.2.)
- Use the basic graphic and lexical system and produce basic written expressions related to the specific and immediate environment. (MCRE-FTI A1.1.)
- Recognize the basic phonological and lexical system and understand basic oral expressions related to the specific and immediate environment. (MCRE-FTI A1.1.)
- Use the phonological and lexical system and produce basic oral expressions related to the specific and immediate environment. (MCRE-FTI A1.1.)

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 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 written texts about general topics.

Content

Communicative contents:

- greeting and saying goodbye / introducing oneself
- asking for the nationality or place of origin
- asking and answering the profession
- identifying people and objects
- asking for the time and saying it
- expressing the duration of an activity
- expressing pain and asking for help
- showing interest for someone's health
- making an appointment / arranging a meeting
- narrating situations
- narrating a story

Grammatical contents:

- the alphabet: vocals and consonants
- phonetics and spelling (correspondence, spelling-sound)
- using the main punctuation marks

- noun + verb: statements, interrogative sentences, imperative sentences
- verbs: present of the indicative
- case: nominative (the concept of declination)
- gender: masculine, feminine and neuter nouns
- article (definite, indefinite, "kein")
- nouns: singular, plural
- interrogation: people and things
- case: accusative
- verbs with separable prefix / verbs with inseparable prefix
- verbs: "Präteritum" (regular and irregular verbs)
- time expressions: prepositions and adverbs
- ordinal numbers
- modal verbs
- verbs: perfect (regular and irregular verbs)

Lexical contents:

- greeting and farewell phrases
- the nationalities
- the professions
- the time / days of the week / months / seasons of the year
- the human body
- the food
- the transports
- the cardinal and ordinal numbers

Sociocultural contents:

- different times of the day
- du / Sie
- German speaking countries
- "Länder" (capitals, major cities, rivers)

- hobbies and free time
- the daily life: with the family, at the university, in the city, etc.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Carrying out reading comprehension activities 17 0.68 3, 5, 9	17	0.68	1, 8, 4
Carrying out written production activities 15 0.6 4, 7	15	0.6	1, 6
Doing comprehension activities 5 0.2 2, 6, 10	5	0.2	2, 7, 3
Doing oral production activities 4 0.16 1, 8	4	0.16	2, 5
Master class 12 0.48 3, 5, 4, 7	12	0.48	1, 8, 6
Solution of grammar and vocabulary exercises 26 1,04 4, 7	26	1.04	1, 6
Type: Supervised			
Programmed tutorials 4 0.16	4	0.16	
Supervision and review of exercises 8 0.32 3, 4	8	0.32	1
Supervision and review of oral and written activities 6 0.24 4, 7, 1	6	0.24	2, 1, 6
Troubleshooting 5 0.2	5	0.2	
Type: Autonomous			
Preparation of evaluation activities 10 0.4	10	0.4	
Preparation of group work 13 0,52	13	0.52	
Preparation of individual orders 15 0.6	15	0.6	
Preparation of reading comprehension activities 20 0.8 3, 5, 9	20	0.8	1, 8, 4
Preparation of written production activities 25 1 4, 7	25	1	1, 6
Solution of grammar and vocabulary exercises 30 1,2 3, 5, 4, 7	30	1.2	1, 8, 6

It is an active methodology based on a set of techniques and actions to guide the learning of students:

- Performing tasks that are articulated to obtain specific learning results
- Cooperative learning techniques that encourage the student to build their knowledge socially, in small groups
- Resolution of specific subject exercises

- Presentation of individual or group work
- Exposure of contents presented and explained by the teacher

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 for grammar and written expression (1)	30%	4	0.16	2, 1, 8, 6, 4
Assessment activities for grammar and written expression (2)	30%	2	0.08	2, 1, 8, 6, 4
Oral production evaluation activity	25%	2	0.08	2, 5
Oral works and exhibitions	15%	2	0.08	2, 1, 8, 7, 6, 5, 4, 3

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

Material of the subject

- Dossier with texts, exercises and theoretical explanations.

Consultation bibliography

1. Bilingual dictionaries:

- Aliaga López, S. (2001). *Pons Großwörterbuch für Experten und Universität: Spanisch-Deutsch / Deutsch-Spanisch*. Stuttgart: Klett.
- Batlle, Lluís C. et al. (2006). *Diccionari Alemany-Catala* (3a ed., rev., ampl. i act.). Barcelona: Enciclopèdia Catalana.
- Batlle, Lluís C. et al. (2005). *Diccionari Catala-Aleman* (2a ed., corr., ampl. i act.). Barcelona: Enciclopèdia Catalana. Available online: <https://www.diccionari.cat/diccionari-catala-alemany>
- *Diccionari Alemany-Català GPL / GPL Deutsch-Katalanisches Wörterbuch*. Disponible en línia: <https://diccionari.catalans.de/>
- Slaby, R.; Grossmann, R. (1994). *Diccionario de las lenguas española y alemana / Wörterbuch der spanischen und deutschen Sprache* (11ª ed., ampl. y rev.). Barcelona: Herder.
- <https://de.pons.com/übersetzung/deutsch-spanisch>
- <https://es.langenscheidt.com/aleman-espanol/>
- <http://www.multilingue.cat>

2. Monolingual dictionaries:

- *Duden* (Online). Disponible en línia: <https://www.duden.de/>

- Küpper, H. (1990). *Pons-Wörterbuch der deutschen Umgangssprache*. Stuttgart: Klett.

- Wahrig, G. (1990). *Deutsches Wörterbuch*. Gütersloh: Bertelsmann.

3. Grammar books:

- Castell, Andreu (1997). *Gramática de la lengua alemana*. Madrid: Ed. Idiomas / Hueber.

- Castell, A. & Braucek, B. (2015). *Gramática de la lengua alemana: libro de ejercicios*. Madrid: Ed. Idiomas / Hueber.

- Dreyer, H.; Schmitt, R. (1994). *Prácticas de gramática alemana*. Ismaning: Verlag für Deutsch.

- Reimann, M. et al. (2007). *Gramática esencial del alemán con ejercicios*. Ismaning: Hueber.

Websites

Online-Grammatik (Deutsche Welle): <https://learngerman.dw.com/de/grammar> (Deutsch) /
<https://learngerman.dw.com/es/grammar> (Spanisch)

Online-Grammatik; einfach: <http://www.udoklinger.de/Deutsch/Grammatik/inhalt.htm>

Online-Grammatik; ausführlich: <https://sawogra.de/>

Online-Grammatik; komplett: <https://grammis.ids-mannheim.de/systematische-grammatik>

Software

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Language list

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