UAB
Universitat Autònoma de Barcelona

Foreign language and translation C2 (Italian)

Code: 101399
ECTS Credits: 9

2025/2026

Degree	Type	Year
Translation and Interpreting	OB	2

Contact

Name: Miquel Edo Julià

Email: miquel.edo@uab.cat

Teaching groups languages

You can view this information at the end of this document.

Prerequisites

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

- Understand different types of written texts about general topics in familiar subject areas. (MCRE-FTI B2.1.)

- Write about personal and general topics in familiar subject areas. (MCRE-FTI B1.1.)

- Understand clearly pronounced Italian about personal and general topics in familiar subject areas. (MCRE-FTI B1.1.)

- Express themselves in spoken Italian on everyday topics. (MCRE-FTI A2.2.)

Objectives and Contextualisation

The aim of this subject is to consolidate the development of the communicative competences students need in their C language (Italian) to prepare them to translate a range of non-specialised texts in a variety of styles and registers from Italian.

All course credits correspond to language skills.

On successfully completing this subject, students will be able to:

- Understand different types of written texts about general topics in a wide range of subject areas, styles and registers. (MCRE-FTI B2.3.)

- Write fairly complex texts about personal and general topics in familiar subject areas. (MCRE-FTI B1.2.)

- Understand fairly complex spoken Italian about personal and general topics in familiar subject areas. (MCRE-FTI B1.2.)

- Express themselves in spoken Italian on personal and general topics in familiar subject areas. (MCRE-FTI B1.1.)

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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.
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 and that are appropriate to their context..
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 posses linguistic correctness and specific communication purposes.
25. Working effectively in teams: Working effectively in teams.

Content

- Morphological and syntactic content: personal pronouns and pronominal particles "ci" and "ne", simple past tense, numerical and indefinite pronouns and adjectives, imperative mode, past perfect tense, conjunctions and syntax of the compound phrase. The lecturer may, at any time, add to this list or opt to examine any aspect of it in greater depth, as long as doing so does not entail dealing with the content involved very extensively.

- Lexical fields: inventory and acquisition of vocabulary liable to be known to a native speaker while not necessarily of an everyday nature.

- Reading, analysis and reformulation of written texts in standard language of medium-high difficulty and in informative, instructive, narrative or evocative style.

- Work on the passive oral competence through audiovisual texts in various registers and of medium-high difficulty.

- Work on the active oral competence in standard language through conversations and presentations with a medium-high degree of correctness and fluency.

- Further development of socio-cultural knowledge.

- Work on the use of bibliographic resources.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Carrying out oral comprehension (listening) activities	7	0.28	4, 6, 7, 16, 17, 9, 8
Carrying out reading comprehension activities	25	1	2, 3, 18, 19, 10, 11
Lectures	7	0.28	4, 6, 5, 7, 1, 2, 3, 18, 19, 16, 17, 15, 10, 11, 9, 8

Performing exercises	13.1	0.52	4, 6, 7, 1, 2, 3
Performing oral production activities	7	0.28	6, 5, 7, 12, 13, 14, 21, 22
Performing written production activities	12	0.48	1, 2, 3, 15, 24, 23
Type: Supervised			
Supervision and review of exercises	12	0.48	4, 6, 7, 1, 2, 3
Supervision and review of oral and written activities	18.15	0.73	4, 6, 5, 7, 1, 2, 3, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22
Type: Autonomous			
Assimilation, study and practice of conceptual and procedural content	17.5	0.7	4, 6, 5, 7, 1, 2, 3
Carrying out oral comprehension (listening) activities (individually or in groups)	7	0.28	4, 6, 7, 16, 17, 9, 8
Carrying out reading comprehension activities (individually or in groups)	35	1.4	2, 3, 18, 19, 10, 11
Performing exercises (individually or in groups)	21	0.84	4, 6, 5, 7, 2, 3
Performing oral production activities (individually or in groups)	7	0.28	4, 6, 5, 7, 12, 13, 14, 21, 22
Performing written production activities (individually or in groups)	25	1	1, 2, 3, 15, 24, 23

To achieve the established objectives, this subject involves both lectures and practical classes.

All activity deadlines are indicated in the subject's schedule and must be strictly adhered to.

The work students carry out mainly consists of:

- Attending lectures.

- Individual/group presentations in class.

- Debates and discussions in class.

- Watching documentaries and other audiovisual material.

- Documentation searches.

- Reading assignments.

- Written assignments.

- Assignments to be performed outside class.

- Exercises to be performed in class.

- Problem-solving.

- Performing tasks.

- Cooperative learning.

- Practical demonstrations.

- A series of exams.

The phrase "in class" in the previous enumeration may not imply face-to-face classes if due to supervening circumstances the teaching must be virtual. Classes may take place, in such a case, by videoconference or in other modalities.

Learning activities are organised into three categories based on the degree of student autonomy involved:

- Directed activities: carried out according to a set timetable and in the presence of a lecturer.

- Supervised activities: carried out under the supervision of a lecturer or tutor.

- Autonomous activities: carried out by students without supervision, requiring them to organise their own time and work (either in groups or individually).

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

Continous Assessment Activities

Title	Weighting	Hours	ECTS	Learning Outcomes
Activities related to morphosyntactic, lexical and cultural knowledge (includes reading comprehension)	40%	4.5	0.18	1, 2, 3, 18, 19, 10, 11
Oral comprehension (listening) activities	15%	1.68	0.07	4, 6, 7, 16, 17, 9, 8, 20
Reading comprehension and writing activities	35%	3.95	0.16	1, 2, 3, 18, 19, 15, 10, 11, 24, 23, 20
Speaking activities	10%	1.12	0.04	4, 6, 5, 7, 12, 13, 14, 21, 22, 25

Continuous assessment

Students must provide evidence of their progress by completing various tasks and tests. Tasks and tests deadlines will be indicated in the course schedule on the first day of class. The information on assessment activities and their weighting is a guide. The subject's lecturer will provide full information when teaching begins.

There will be between three and eight tests/tasks and none will be worth 40% or more of the final mark. They may consist of: summaries or reformulations of written and oral texts, comprehension questionnaires on written and oral texts, grammar and lexicon tests, dissertations / projects, oral presentations, student-teacher conversations, student conversations in groups, etc.

Most of the tests/tasks will be done in class hours, in class, individually. There will be few or none to be done at home or in groups. However, these criteria may be modified in the event that, due to supervening circumstances, the teaching will go from being face-to-face teaching to virtual teaching.

Any test or task a student misses, albeit with a valid reason, may only be compensated for at the end of the semester. There will be no tests/tasks other than those scheduled at the beginning of this course.

Test/task review: corrected in writing and marked out of 10, tests/tasks will be returned to the students and discussed collectively in class. They will subsequently be returned to the lecturer, who will keep them in their office for a year. Throughout the semester, the lecturer will be available to students in their office hours for any individual explanation required.

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/failedassessment activities

Students mayretake 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).

The Academic Management Office will publish the exact date, time and classroom of the retake session on the faculty website.

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.

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 one day during week 16 or 17 of the semester. The Academic Management Office will publish the exact date, time and classroom 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 continuous assessment. See the sectiona bove ("Continuous assessment").

Bibliography

Teaching materials and other websites

Accademia della Crusca (s.d.). Online: <www.accademiadellacrusca.it>.

Anzivino, Filomena; D'Angelo, Katia (2009): *Ci vuole orecchio! Ascolti autentici per sviluppare la comprensione orale, 1, 2, 3*, Firenze: Alma. A1-A2, A2-B1, B2-C1.

Bettoni, Camilla; Marmini, Paola; Vicentini, Giosi (1986): *Imparare dal vivo*, Roma: Bonacci, 2 voll. (*Livello intermedio*; *Livello avanzato*).

Cherubini, Nicoletta (2005): *L'italiano per gli affari. Corso comunicativo di lingua e cultura aziendale*. Roma: Bonacci. Includes business letter handbook and audio material.

Giglio, Alessandra; Morano, Laura (2015-2019): *Via dei Verbi 1, 2*, Roma: Edilingua. A1-B1, B2-C2.

Guastalla, Carlo; Naddeo, Ciro Massimo (2010-2012): *Domani, 1, 2, 3*, Firenze: Alma. A1, A2, B1. Continuation: De Giuli, Alessandro; Guastalla, Carlo; Naddeo, Ciro M. (2013): *Nuovo Magari. Corso di lingua italiana di livello intermedio e avanzato, B2, C1/C2*. Firenze: Alma.

Harrasser, Lois; Merz, Giuliano (1999-2013): *Culturitalia. Web di cultura - civiltà, letteratura, ling(uistic)a - italiana*. Online: <http://www.culturitalia.info/culturit/index.htm>. Includes "Dizionario inverso dell'italiano moderno" and "Morfemix".

Hernández González, María Belén (2017): *Filología Italiana*. Online: <https://webs.um.es/mbhg/miwiki/doku.php?id=inicio>. Estensive bibliography, numerous links, teaching materials (particularly about vocabulary).

Mezzadri, Marco; Balboni, Paolo E. (2009-2016): *Nuovo Rete!, A1, A2, B1, B2, C1*, Perugia: Guerra.

Pettinari, Paolo (s.d.): *Mediateca italiana*.Online: <http://www.emt.it/index.html>. Includes a freeservice of linguistic consultation: *Come si dice...?* <http://www.emt.it/italiano/csd.html>.

Tartaglione, Roberto; Grassi, Giulia (s.d.): *Matdid. Materiale didattico di italiano per stranieri*, <http://www.scudit.net/mdindice.htm>. Numerous activities and exercises with solutions.

Tremosa, Jordi (s.d.): *Impariamo l'italiano* <http://www.impariamoitaliano.com/>. Includes exercises with solutions.

Lexicographic and encyclopaedic tools

Battaglia, Salvatore (1961-2009): *Grande dizionario della lingua italiana*, Torino: UTET, 21 voll. and supplements. Available online (except last supplements): <http://www.gdli.it/>.

De Mauro, Tullio (2007 [1999]): *Grande dizionario italiano dell'uso,* Torino, UTET. 8 voll. Partially online: *Il Nuovo De Mauro* <https://dizionario.internazionale.it/>.

Sabatini, Francesco; Coletti, Vittorio (2018 [1997]): *Il Sabatini Coletti. Dizionario della Lingua Italiana*, Milano: Rizzoli. Online: <https://dizionari.corriere.it/dizionario_italiano/>. Available in the same website a dictionary of synonyms and antonyms.

Sapere.it (s.d.): *Sapere.it.* Online: <http://www.sapere.it/>. Encyclopaedia, monolingual dictionary, dictionary of synonyms and antonyms.

Treccani (s.d.): *Enciclopedia.* Online: <http://www.treccani.it/; <http://www.treccani.it/biografico/>. Includes monolingual dictionary, dictionary of synonyms and antonyms and grammar worksheets as well.

Zingarelli, Nicola; Cannella,Mario; Lazzarini, Beata (2020): *Lo Zingarelli 2020. Vocabolario della lingua italiana*, Bologna: Zanichelli. Not available online.

Grammars

Dardano, Maurizio; Trifone, Pietro (2013 [1982]): *Grammatica italiana con nozioni di linguistica*, Bologna: Zanichelli. It is defineda"moderna grammatica scolastica". Exercises of somecomplexity, very useful for Idioma i Traducció C2 students, although without solutions.

Gatti, Fabia; Peyronel, Stella (2006): *Grammatica in contesto. Strutture e temi di italiano per stranieri. Con fascicolo soluzioni*, Torino: Loescher.

Patota, Giuseppe (2006): *Grammatica di riferimento dell'italiano contemporaneo*. Novara: Garzanti Linguistica.

Renzi, Lorenzo; Salvi, Giampaolo; Cardinaletti, Anna (1988-1995): *Grande grammatica italiana di consultazione*, Bologna: il Mulino, 3 voll.

Serianni, Luca; Della Valle, Valeria; Patota, Giuseppe; Schiannini, Donata (2011): *Lingua comune. La grammatica e il testo*, Milano-Torino: Pearson Italia / Edizioni Scolastiche Bruno Mondadori. With exercises.

Tartaglione, Roberto; Benincasa, Angelica (2015): *GPS - Grammatica della lingua italiana per stranieri: regole - esercizi - letture - test)*, Firenze: Alma, 2 voll. (A1/A2, B1/B2).

Associations, publishers and other organisations

Aispi. Associazione Ispanisti Italiani: <http://www.aispi.it/>.

AISC. Associazione Italiana di Studi Catalani: <https://aisc.llocs.iec.cat/>.

Alma Edizioni: <www.almaedizioni.it/>. Includes free resources.

Bonacci editore: <www.bonaccieditore.it/>. Includes free resources, among which a *Dizionario visivo*, a *Repertorio gesti* and *Eserciziari* with solutions.

Edizioni C. Casa delle Lingue: <https://www.cdl-edizioni.com/>. Includes free resources.

EdizioniEdilingua: <www.edilingua.it>. Includes the platform *idee.it italiano-digitale-edizioni-edilingua. La prima piattaforma per chi insegna e per chi impara l'italiano*: <www.i-d-e-e.it/Scopri>.

LaFeltrinelli Internet Bookshop (s.d.): *ibs.it.*Online: <www.ibs.it>. Italian bookshop online.

Liber Liber: <www.liberliber.it>. Library: complete works, available online, of all Italian writers in public domain.

Università per Stranieri di Perugia: <https://www.unistrapg.it/>. Includes "Centro per la Valutazione e le Certificazioni Linguistiche (CVCL)": <https://www.cvcl.it/home-cvcl>. CELI exams with solutionsand bibliography useful to prepare these exams: <https://www.cvcl.it/categorie/categoria-104>; <https://www.cvcl.it/categorie/categoria-14>.

Università per Stranieri di Siena (UNISTRASI): <https://www.unistrasi.it/>. Includes "Centro CILS":<https://cils.unistrasi.it/>. CILS exams with solutions: <https://cils.unistrasi.it/89/Esempi_di_prove_ di_esami.htm>.

Software

We will work with the most usual tools to edit documents

Groups and Languages

Please note that this information is provisional until 30 November 2025. You can check it through this link. To consult the language you will need to enter the CODE of the subject.

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