

Foreign language and translation C2 (French)

Code: 101401
ECTS Credits: 9

2025/2026

Degree	Type	Year
Translation and Interpreting	OB	2

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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 A2.2.)

Objectives and Contextualisation

This course aims to strengthen the linguistic skills that students are expected to acquire in their third foreign language, in order to facilitate both comprehension and textual production, with a view to the accurate interpretation and reformulation of general texts from a variety of discourse domains. The entire credit load will be devoted to the development of language competences.

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

- Understand written texts of different types on general topics across a broad range of fields and registers. (MCRE-FTI B2.3.)
- Produce written texts with a certain level of complexity on personal and general topics in familiar contexts. (MCRE-FTI B1.2.)
- Understand oral texts with a certain level of complexity on personal and general topics in familiar contexts. (MCRE-FTI B1.2.)
- Produce oral texts on personal and general topics in familiar contexts. (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.
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 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, 6, 5, 7, 1, 2, 3, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22
Type: Supervised			
Supervised Oral and Written Activities: Classroom and Tutorials	100	4	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			
Activities directed in class Preparation of assessment activities, reading of texts, written grammar and vocabulary activities	75	3	4, 6, 5, 7, 1, 2, 3, 18, 19, 16, 17, 15, 12, 13, 14, 10, 11, 9, 8, 24, 23, 21, 22

- 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 tests of morphosyntactic, lexical, and cultural knowledge (includes reading comprehension and written expression)	30%	3	0.12	4, 6, 5, 7, 1, 2, 3, 18, 19, 15, 10, 11, 24, 23, 20, 25
Group Oral Presentation	10%	0.2	0.01	4, 6, 5, 7, 1, 2, 3, 12, 13, 14, 21, 22, 20, 25
Listening Comprehension Tests	20%	1.6	0.06	4, 6, 5, 7, 1, 2, 3, 16, 17, 9, 8, 20
Reading Comprehension Tests	20%	1.6	0.06	4, 6, 5, 7, 1, 2, 3, 18, 19, 10, 11, 20

At the beginning of the course, detailed guidelines regarding the different assessment tasks will be provided.

CONTINUOUS ASSESSMENT

The information related to assessment is indicative. A detailed description will be provided by the lecturer at the beginning of the semester.

Students are expected to demonstrate their progress through a range of assessment activities, which are described in detail in the table at the end of this section of the Course Guide.

Review. When the provisional final grade is issued prior to its official recording, the lecturer will communicate in writing the date and time for the review session. The review of the various assessment activities will be arranged between the lecturer and the student.

Resit (Reassessment). Students may be eligible for a resit if they have completed assessment activities amounting to at least 66.6% (two-thirds) of the final grade and have obtained a weighted average of at least 3.5.

At the time of issuing the provisional final grade, the lecturer will provide written instructions regarding the reassessment process. A resit activity may be proposed for each failed or missing assessment, or several may be combined into one. Under no circumstances may the resit consist of a single assessment activity worth 100% of the final grade.

"Not Assessable" status. The grade of "Not Assessable" will be recorded if the student has submitted assessment evidence amounting to no more than 25% of the total mark for the course.

Irregularities in assessment tasks. In the event of academic misconduct (plagiarism, copying, identity fraud, etc.) in an assessment task, the grade for that task will be 0. If such irregularities are detected in multiple tasks, the final grade for the course will be 0. Assessment activities where irregularities are identified (e.g., plagiarism, copying, impersonation) are excluded from the reassessment process.

SINGLE ASSESSMENT

This course offers the possibility of single assessment in accordance with the academic regulations of the UAB and the evaluation criteria established by the Faculty of Translation and Interpreting.

Students must submit their electronic request within the deadline set by the Faculty and send a copy to the lecturer responsible for the course to ensure proper record.

Single assessment will take place on a single day during week 16 or 17 of the semester. The Academic Office will publish the date and time on the Faculty website.

On the day of the single assessment, students will be required to present valid photo identification (student ID, national ID card, or passport).

Single assessment activities. The single assessment will consist of five components:

- Reading comprehension test: 25%
- Written expression test: 20%

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Grammar and vocabulary test: 25%

- Listening comprehension test: 20%
- Oral expression test: 10%

The procedures for grade review and reassessment are the same as those applied to continuous assessment. Please refer to the relevant section 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

Not applicable.

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	French	second semester	morning-mixed