

Degree	Type	Year
Translation and Interpreting	FB	1

Contact

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Teaching groups languages

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

Prerequisites

To take this subject students must be able to:

- understand written texts of different types about general topics of well-known areas.
- produce written texts of some complexity about personal and general topics of well-known areas.
- understand clear verbal texts about personal and general topics of well-known areas.
- produce verbal texts about personal and general topics of well-known areas.

It requires a good command of oral and written comprehension

Students must be able to

- understand the instructions and tasks given in class by the teacher
- write down information given in class if the articulation is clear
- Understand instructions and messages such as computerized library catalogues or instructions and messages given on virtual environments used for the subject.
- This subject requires level B1.2 CEFR (Common European Frame of Reference) in French

Objectives and Contextualisation

The aim of the subject is to develop the student's communicative skills in Language B, strengthen the textual comprehension skills required for direct translation and start teaching the textual comprehension skills required for inverse translation.

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

- Understand written texts of different types about topics of a wide range of areas and registers (CE5:MCRE_FTI B2.3)
- Produce written texts of different types about general topics of well-known areas (CE6:MCRE_FTI B2.1)

- Understand oral texts of different types about general topics of well-known areas (CE7:MCRE_FTI B2.1)
- Produce oral texts of some complexity about personal and general topics of well-known areas (CE8:MCRE_FTI B1.2)

cfLinguistic competence and mediating competence in: Generalitat de Catalunya et. al. [Ed.] (2003): Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Barcelona: Eds. Diario Oficial Generalitat de Catalunya; and Real decreto 1041/2017.
http://www.boe.es/diario_boe/txt.php?id=boe-a-2017-15367 , Annex I.

Competences

- 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, morphosyntactic, textual and linguistic variation related knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
3. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending a diverse typology of verbal texts of general topics of well-known areas.
4. 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.
5. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce verbal texts of a certain complexity about personal and general topics of well-known areas.
6. 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.
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 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.
9. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
10. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing verbal texts of a certain complexity about personal and general topics of well-known areas.
11. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
12. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing a diverse typology of written texts about general topics of well-known areas with specific communicative purposes and following standard modes of discourse.
13. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

Content

Grammatical contents

- Review of the use of the main past tenses
- The agreement of the past participle
- The use of the present participle and the gerund
- The use of the subjunctive: expression of opinions and feelings
- The *indefinidos* and the expression of quantity
- The combined personal pronouns
- The use of demonstrative and interrogative pronouns
- Simple and compound relative pronouns
- The formation of adverbs
- The expression of condition and hypothesis
- The expression of opposition
- The expression of purpose

Lexical / thematic contents

- Travel and sport
- Weather
- Landscapes
- Media
- Physical appearance and health
- The French language
- Technologies of the future

Communicative contents

- Comprehension

Without leaving aside other genres, the subject will focus on narrative and descriptive texts, such as an extract from a novel, a story, a tourist guide, a description of characters or situations in novels, the description of institutions, etc.

Types of documents

- radio programs
- television reports
- newspaper articles
- a novel

Expression

- describing landscapes, weather
- telling about trips, sports experiences
- describing health problems
- describing physical appearance
- discussing the reliability of the media
- discussing future technologies

Cultural contents

In general terms, the main topics will be cultural aspects of the country(ies) of reference related to the topics covered (geography, media, etc.)

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
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Type: Directed

Reading comprehension activities	10	0.4	2, 1, 8, 4, 12, 13
Specific master classes with activities of oral comprehension, written notes and oral interaction	9	0.36	2, 1, 8, 4, 3
Written activities	10	0.4	2, 1, 6, 12, 11, 9, 13
Type: Supervised			
Preparation, supervision and revision of oral and written activities	17	0.68	1, 8, 6, 4, 11
Type: Autonomous			
Reading comprehension and oral preproduction and production activities	47.75	1.91	2, 1, 7, 5, 3, 11, 10, 9, 13
Reading comprehension and written preproduction and production activities	47.75	1.91	2, 1, 8, 6, 4, 12, 11, 13

The competencies in French as a foreign language will be broadened and strengthened and the specific skills required for translation will be developed: on the one hand, general and communicative skills in the foreign language, on the other hand, linguistic skills in French used as a working language for translation, with special emphasis on those that have a pragmatic, intercultural and contrastive (B-A) relevance for translation, or play a heuristic or instrumental role in language learning.

Activities

- Tasks aimed at developing strategies and methods for reading and understanding a text.
- Tasks aimed at promoting strategies and methods for speech analysis.
- Analysis of frequent linguistic and intercultural (B-A) problems in current texts, followed by grammar drills, performative tasks or exercises aimed at detecting such problems.
- Introduction to textual synthesis and the basics of linguistic mediation by means of periphrases, reformulation or explanation of textual contents.
- Improvement of textual production in French and revision of defective texts.
- Oral and written communicative tasks of different types.

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
Grammar and vocabulary exam	20%	2	0.08	1, 12

Listening exam	20%	1	0.04	2, 7, 3
Reading exam	20%	2	0.08	1, 8, 6, 4, 12
Speaking exam	20%	1.5	0.06	2, 8, 5, 4, 10, 9
Writing exam	20%	2	0.08	6, 12, 11, 13

Assessment is continuous. Students must provide evidence of their progress by completing tasks and tests. Task deadlines will be indicated in the course schedule on the first day of class.

Related matters

The above information on assessment, assessment activities and their weighting is merely a guide. The subject's lecturer will provide full information when teaching begins.

Should face-to-face assessment prove impossible, the form of the exam will be adapted to available on-line tools in UAB without changing the assessment weighting. Homework, activities and participation will be carried out on line, by way of forums, wikis and/or debates on Teams, making sure all students can access them. Besides, grammar and vocabulary tests will be included into expression and comprehension exams.

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. Under no circumstances may an assessment activity worth 100% of the final mark be retaken or compensated for.

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.

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. Assessment activities in which irregularities have occurred (e.g. plagiarism, copying, impersonation) are excluded from recovery.

Single assesement

Speaking exam 20%

Writing exam 30%

Reading exam 30%

Grammar exam 20%

Bibliography

Coursebook: Myriam Abou-Samra, Elodie Heu-Boulhat, Marin Perrard, Amandine Caraco, ÉDITO B2 (éd. 2022), LIVRE DE L'ÉLÈVE (Éditions Didier). ISBN : 9782278103669

Workbook: Edito niv.B2 - 2022- Cahier + CD (Éditions Didier).

Grammar book: Ludivine Glaud, Yves Loiseau, Elise Merlet, Grammaire essentielle du français - B1 (Éditions Didier) (2017). ISBN : 9782278087327

Software

There isn't any.

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