

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

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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 read and understand basic texts in Russian
- Recognize the basic graphic and lexical system and understand basic written expressions related to a specific and immediate environment
- Use the basic graphic and lexical system and produce basic written expressions related to the specific and immediate environment.

## Objectives and Contextualisation

The objective of this subject is to continue the development of students' Language C communication skills and to prepare it for the direct translation.

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

- Understand information on short and simple written texts about issues related to the specific and immediate environment. (MCRE-FTI A1.2.)

- Produce very short and simple written texts about issues related to the specific and immediate environment. (MCRE-FTI A1.2.)
- 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 basic knowledge.
2. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical and morphosyntactic knowledge.
3. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic and textual related knowledge.
4. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying graphic, lexical, morphosyntactic, textual and linguistic variation related knowledge.
5. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic basic knowledge.
6. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical and morphosyntactic knowledge.
7. Applying lexical, morphosyntactic, textual, rhetorical and linguistic variation related knowledge: Applying phonological, lexical, morphosyntactic and textual related knowledge.
8. 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.
9. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the information of clear and simple oral texts of general topics.
10. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending the sense of clear verbal texts about general topics.
11. Comprehending the communicative purpose and sense of verbal texts of several fields: Comprehending verbal texts about personal and general topics of well-known areas.
12. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending information of short and simple written texts about subjects related to the immediate environment.
13. 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.
14. 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 of well-known areas.
15. Comprehending the communicative purpose and sense of written 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.
16. Comprehending the communicative purpose and sense of written texts of several fields: Comprehending the essential information of written texts about general topics.

17. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce basic verbal expressions related to the immediate environment.
18. 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.
19. Implementing strategies in order to produce verbal texts from different fields and with specific communicative purposes: Implementing strategies in order to produce simple verbal texts about general topics.
20. 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.
21. 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.
22. 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.
23. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce really short and simple written texts about topics related to the immediate environment.
24. 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 general topics.
25. 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.
26. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies in order to produce written texts of a certain complexity about personal and general topics of well-known areas.
27. Implementing strategies in order to produce written texts of different fields and with specific communicative purposes: Implementing strategies to use the basic graphic and lexical system in order to produce simple written expressions related to the immediate environment.
28. 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.
29. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand basic verbal expressions related to the immediate environment.
30. Implementing strategies in order to understand verbal texts from different fields: Implementing strategies in order to understand clear verbal texts about general topics.
31. 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.
32. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend a diverse typology of written texts about general topics of well-known areas.
33. 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.
34. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend information of short and simple written texts related to the immediate environment.
35. Implementing strategies in order to understand written 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.
36. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to comprehend written texts about general topics.
37. Implementing strategies in order to understand written texts from different fields: Implementing strategies in order to understand basic written expressions related to the immediate environment.

38. Producing verbal texts from different fields and with specific communicative purposes: Producing basic verbal texts with specific communicative purposes, following standard models of discourse.
39. Producing verbal texts from different fields and with specific communicative purposes: Producing verbal texts with specific communicative purposes, following standard models of discourse.
40. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal expressions related to the immediate environment.
41. Producing verbal texts that are appropriate to their context and possess linguistic correctness: Producing basic verbal texts about general topics that are appropriate to their context.
42. 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.
43. 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.
44. Producing written texts from different fields and with specific communicative purposes: Producing simple academic texts, following standard models of discourse.
45. 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.
46. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing basic written expressions related to the immediate environment with linguistic correctness.
47. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing really short and simple texts about topics related to the immediate environment with linguistic correctness.
48. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts about general topics that are appropriate to their context.
49. Producing written texts that are appropriate to their context and possess linguistic correctness: Producing written texts of a certain complexity about personal and general topics from well-known areas and with specific communicative purposes, following standard modes of discourse.
50. Solving interferences between the working languages: Solving interferences from the language combination with a certain degree of control.

## Content

Communicative contents:

- a) Express the obligation, the need and the possibility in the past and in the future
- b) Express existence, presence and belonging, affirmatively and negatively
- c) Express feelings
- d) Express a cause
- e) Characterize a person or thing
- f) Express duration, frequency
- g) Express the result of an action

Grammatical contents:

- a) Verbs of movement
- b) Reflective verbs
- c) The imperfective and perfective aspects

- d) The cases: accusative, genitive and dative, and introduction to instrumental
- e) The cardinal and ordinal numbers
- f) Impersonal sentences with predicative adverbs

Lexical contents:

Word formation:

- a) Prefixes: -, -, -, -, -, - ...
- b) Suffixes / infixes: -, / , ,
- c) Verbal nouns
- d) Adverbs ending in -

Types of documents:

- a) Adapted texts: letters, dialogues, descriptive and argumentative texts, interviews, jokes

Intercultural contents:

- a) Education
- b) Health
- c) Transport
- d) Leisure
- e) Shopping and restaurants
- f) Weather
- g) Art (literature, theater, painting, music)
- h) Parties and celebrations

## Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Master class	10	0.4	1
Performing written production activities	8	0.32	1, 23, 47
Realization of oral comprehension activities	5	0.2	5, 29

Realization of oral production activities	5	0.2	5, 17, 40
Realization of reading comprehension activities	25	1	1, 34, 12
Resolution of exercises	10	0.4	5, 1
Type: Supervised			
Supervision and review of exercises	10	0.4	5, 1
Supervision and review of oral and written activities	12.5	0.5	5, 1, 34, 29, 23, 17, 12, 47, 40
Type: Autonomous			
Preparation of reading comprehension activities	61.5	2.46	1, 34, 12
Preparation of written production activities	60	2.4	1, 23, 47
Resolution of exercises	8	0.32	5, 17, 40

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

- Directed activities: carried out according to a set timetable and with 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).

Students must keep abreast of the news and information published on the Virtual Campus / Moodle

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

The work students carry out mainly consists of:

Directed activities

- Lectures and seminars (to be attended in person or by distance)
- Tutorials

Supervised activities

- Reading assignments
- Written assignments
- Grammar exercises
- Translation exercises
- A series of exams

Autonomous activities

- Individual/group presentations
- Assignments

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 of oral comprehension	10%	0.5	0.02	6, 5, 7, 29, 30, 31, 28, 10, 9, 8, 11
Assessment of oral production	10%	0.5	0.02	6, 5, 7, 17, 21, 18, 19, 20, 40, 43, 41, 42, 38, 39
Assessment of reading comprehension	30%	4.5	0.18	2, 1, 3, 4, 37, 34, 35, 33, 32, 36, 12, 16, 15, 14, 13
Assessment of written production	20%	2.25	0.09	2, 1, 3, 4, 26, 22, 23, 24, 25, 27, 46, 49, 45, 47, 48, 44, 50
Tests of application of grammatical knowledge	30%	2.25	0.09	5, 1

#### 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**

### Textbooks

- Béliкова G., Shútova T., Yeroféieva I., Pervie shaguí. Part 1. St. Petersburg: Zlatoust, 2023.

<https://rki.zlat.spb.ru/catalog/book/77-pervyye-shagi-chast-1>

- Chernishev S., Chernisheva, A. Pojehali 1.2. Sant Petersburg: Zlatoust, 2019 (Textbook ISBN: 978-5-907123-07-6 and Workbook ISBN: 978-5-907123-09-0), the edition of 2020 includes QR codes for related Adiomaterials.

- Javronina S., Shirochinskaya A., The Russian in exercises. Madrid, Rubiños, 1992.

- Sanchez Puig, M. et al. Curso Completo de Lengua Rusa. Hispano Eslavas, 2008.

### Dictionaries:

- Russian-Spanish Russian-Spanish Dictionary. - Marzishvskaya.

- Spanish-Russian Dictionary - Narúmov.

- Russian-Spanish Dictionary - Nogueira.

### Grammars:

- Drosdov Díez T., Cuesta Andrés T., Russian grammar exercises. Madrid, Rubiños, 1989.

- Púlkina I., Zajava E., The Russian. Practical grammar Madrid, Rubiños - Russki yazyk, 1992.



- Sánchez Puig M., Drosdov Díez T., Guide to the Russian verb. Madrid, Rubiños, 1989.
- Zajava-Nekrásova, Cases and prepositions in the Russian language. Madrid, Rubiños, 1993.

Search engines:

- <http://www.yandex.ru>

Dictionaries, encyclopaedias, grammars and linguistic queries:

- <http://www.gramota.ru>
- <http://dic.academic.ru/>

Russian Literature:

- <http://az.lib.ru/>

Links:

<https://pushkininstitute.ru/>

## Software

It's necessary to use an app to read QR codes (QR Code Reader, QR Droid, NeoREader, TeaCapps).

## 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	Russian	second semester	morning-mixed