UAB
Universitat Autònoma de Barcelona

Foreign language C for translators and interpreters 1 (Russian)

Code: 101469
ECTS Credits: 9

2025/2026

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

None

Objectives and Contextualisation

The aim of this course is to provide an introduction to Russian language.

The function of this course is to give students some basic knowledge in Russian language and linguistics so that the student be prepared to perform direct translation.

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

• Recognize the basic graphic and lexical system and understand basic written expressions related to a specific and immediate environment. (MCRE-FTI A1.1.)
• Use the basic graphic and lexical system and produce basic written 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 action, existence and presence

b) Express feelings and opinions

c) Express the obligation, necessity and possibility in the present time

d) Characterize a person, thing and action

e) Express the time in which an event occurs

f) Express the position and situation in space

Phonetic contents:

a) The sounds

b) The main models of intonation and their communicative value

Grammatical contents:

a) The gender and singular and plural forms of nouns. Nominative, Accusative, Prepositional and Genitive cases.

b) Qualifying and determining adjectives

c) Personal, possessive, demonstrative and interrogative pronouns

d) Cardinal numerals up to forty and ordinal numerals from one to ten

e) Verbs of the first and second conjugation in the present

f) Adverbial functions, modal adverbs

Lexical content:

a) Expressions of salutation, apology, parting, etc.

b) Conversations about yourself and your family

c) Conversations about the place of living, languages we speak, etc.

d) Conversations about daily activities

Intercultural contents:

a) Russian as a Slavic language

b) Some historical facts about Russia

c) First and patronymic names, surname, diminutive forms of names.

Activities and Methodology

Title	Hours	ECTS	Learning Outcomes
Type: Directed			
Directed activities	10	0.4	2, 1, 3, 4, 37, 34, 35, 36, 26, 22, 12, 16, 15, 46, 47
Type: Supervised			
Supervised activities	50	2	2, 1, 3, 4, 37, 34, 23, 25, 12, 16, 47, 48
Type: Autonomous			
Autonomous activities	25	1	2, 1, 3, 4, 37, 34, 35, 33, 32, 36, 22, 23, 25, 27, 16, 46, 47, 48

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 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).

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
- Tutorials

Supervised activities

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

Autonomous activities

- Individual/group presentations
- Assignments to be performed in an autonomous way

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
Assessment of oral comprehension	20%	28	1.12	6, 5, 7, 17, 21, 18, 19, 20, 40, 43, 41, 42, 38, 39
Assessment of oral production	30%	42	1.68	2, 1, 3, 4, 26, 22, 23, 24, 25, 27, 46, 49, 45, 47, 48, 44, 50
Assessment of reading comprehension	35%	49	1.96	2, 1, 3, 4, 37, 34, 35, 33, 32, 36, 12, 16, 15, 14, 13
Assessment of written production	15%	21	0.84	6, 5, 7, 29, 30, 31, 28, 10, 9, 8, 11

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.

<u>Single assessment</u>

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 <u>one</u>day 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:

- Dossier.

- Т.А.Шутова, И.Н.Ерофеева, Л.Г.Беликова «Первые шаги» Часть 1. Санкт-Петербург: «Златоуст», 2023.

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

- Chernishev, S., Chernisheva, A. (2020) Pojehali! 1.1. (Textbook ISBN: 978-5-907123-06-9 and Workbook ISBN: 978-5-907123-08-3), the edition of 2019 and later include QR codes for related Audiomaterials.

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

- Bélikova G., Shútova T., Yeroféieva I., Russki yazik: pervie shaguí. Part 1. St. Petersburg: Publisher of the University of Saint Petersburg, 2000.

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

Dictionaries:

- Russian-Spanish Russian-Spanish Dictionary. - Marzishevskaya.

- Spanish-Russian Dictionary - Narúmov.

- Russian-Spanish Dictionary - Nogueira.

Grammars:

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

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

- 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.

Web links:

Search engines: - http://www.yandex.ru

Dictionaries, encyclopaedias, grammars and linguistic queries:

- http://www.gramota.ru

- https://dic.academic.ru/

Russian Literature:

- http://az.lib.ru/

Software

Any free application to read QR codes (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	first semester	morning-mixed