МИНИСТЕРСТВО НАУКИ, ВЫСШЕГО ОБРАЗОВАНИЯ И ИННОВАЦИЙ КР
МИНИСТЕРСТВО НАУКИ И ВЫСШЕГО ОБРАЗОВАНИЯ РФ
КЫРГЫЗСКО-РОССИЙСКИЙ СЛАВЯНСКИЙ УНИВЕРСИТЕТ
ВЫСШАЯ ШКОЛА КОММУНИКАЦИЙ И МЕДИА

ФОНД ОЦЕНОЧНЫХ СРЕДСТВ

по дисциплине **«Практический курс устного последовательного перевода»**

Специальность: **45.05.01 «Перевод и переводоведение»**

Направленность: **«Специальный перевод»**

Учебно-методическое пособие для студентов

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Фонд оценочных средств (ФОС) предназначен для контроля и оценки образовательных достижений обучающихся, осваивающих дисциплину **«Практический курс устного последовательного перевода»** по специальности 45.05.01 «Перевод и переводоведение».

1. Перечень компетенций и индикаторов их достижения

ПК-2: Способен осуществлять устный последовательный и синхронный перевод в ситуациях межкультурного и профессионального взаимодействия

Знать:	
Уровень 1	теорию устного перевода и правила делового/протокольного этикета;
Уровень 2	переводческой систему скорописи и техники вероятностного прогнозирования.
Уметь:	
Уровень 1	выполнять устный последовательный перевод с применением скорописи;
Уровень 2	осуществлять устный перевод практически одновременно с произнесением исходного сообщения с применением специального оборудования.
Владеть:	
Уровень 1	навыками быстрой языковой переключаемости и устного межкультурного перевода при проведении международных мероприятий.

Результаты освоения дисциплины

В результате освоения дисциплины обучающийся должен:

3.1	**Знать:**
3.1.1	синтаксические структуры и речевые модели в сфере письменной и устной коммуникации;
3.1.2	понятие эквивалентности и адекватности перевода;виды и классификации переводческих трансформаций для достижения необходимого уровня эквивалентности;
3.1.3	способы достижения репрезентативности при выполнении всех видов перевода;
3.1.4	переводческие трансформации для достижения необходимого уровня эквивалентности и репрезентативности при выполнении всех видов перевода.
3.2	**Уметь:**
3.2.1	пользоваться изученными лексическими единицами, синтаксическими структурами в сфере письменной и устной коммуникациивоспринимать на слух аутентичную речь в естественном для носителей языка темпе, независимо от особенностей произношения и канала речи (от живого голоса до аудио- и видеозаписи);
3.2.2	пользоваться изученными речевыми моделями и дискурсивными типами в сфере письменной и устной коммуникации;
3.2.3	быстро переключаться с одного рабочего языка на другой;
3.2.4	проводитьанализпереводческихтрансформаций;
3.2.5	достигать оптимального уровня адекватности с учетом целей перевода
3.2.6	добиваться презентации перевода, естественной для адресата, в соотвествии с условиями межкультурной коммуникации.
3.3	**Владеть:**
3.3.1	навыками аудирования всеми регистрами общения: официальным, неофициальным, нейтральным;
3.3.2	базовыми навыками использования переводческих трансформаций в целях достижения необходимого уровня адекватности перевода;
3.3.3	приемами трансформаций на уровне семантической валентности, прагматическом, референциальном и стилистическом уровне;
3.3.4	способностью анализировать результаты собственной переводческой деятельности с целью ее совершенствования и повышения своей квалификации.

2. Описание показателей и критериев оценивания компетенций, описание шкал оценивания

2.1 Общая распределительная шкала баллов по видам контроля (100 баллов = 100%)

- **Текущий и рубежный контроль в семестре:** 70 баллов max (Теория / Знания – 20 баллов; Практика / Умения – 35 баллов; Навыки / Владение – 15 баллов).
- **Промежуточная аттестация (Зачет / Экзамен):** 30 баллов max (Знания – 10 баллов; Умения – 15 баллов; Владение – 5 баллов).

Составляющая	Уровень	Описание результата обучения (РО)	Доля в итоговой оценке
ЗНАТЬ	**Уровень 1**	Фонетические, фонологические и интонационные особенности английской речи в различных регистрах.	**30%** (макс. 30 баллов)
	Уровень 2	Лексико-грамматические и синтаксические модели устной коммуникации, виды переводческих трансформаций.	
	Уровень 3	Теоретические основы устного последовательного перевода, систему универсальной переводческой скорописи (УПС) и профессиональную этику.	
УМЕТЬ	**Уровень 1**	Воспринимать на слух и декодировать аутентичную речь в естественном темпе с сохранением смысловой адекватности.	**50%** (макс. 50 баллов)
	Уровень 2	Быстро переключаться с одного рабочего языка на другой, применять оперативные переводческие трансформации в устном переводе.	
	Уровень 3	Выполнять абзацно-фразовый и последовательный перевод публичных речей, интервью, переговоров с соблюдением темпа и норм языка перевода.	
ВЛАДЕТЬ	**Уровень 1**	Навыками профессионального аудирования и удерживания объемов информации в оперативном слое памяти.	**20%** (макс. 20 баллов)
	Уровень 2	Техникой универсальной переводческой скорописи (УПС) для фиксирования прецизионной информации и смыслового каркаса.	

Составляющая	Уровень	Описание результата обучения (РО)	Доля в итоговой оценке
	Уровень 3	Навыками самоконтроля, редактирования устной речи «на лету» и соблюдения норм переводческого этикета.	

2.2 Критерии оценки устного последовательного перевода под запись (Рубежный / Промежуточный контроль — «УМЕТЬ» и «ВЛАДЕТЬ»)

Уровень / % выполнения	Баллы (Зачет/Экзамен, макс. 20)	Содержательная и смысловая идентичность	Лексико-грамматические и стилистические аспекты	Владение УПС и темпом перевода
Отлично (85–100%)	17–20	Полное и эквивалентное соответствие оригиналу, смысловые искажения отсутствуют.	Грамотное применение лексических эквивалентов (90–100%) и грамматических норм языка перевода.	Грамотное ведение переводческой записи, темп речи естественный, паузы выдержаны.
Хорошо (70–84%)	14–16	Незначительные погрешности, не нарушающие общего смысла оригинала.	Эквиваленты использованы для 75–85% текста, редкие стилистические погрешности.	Скоропись ведется стабильно, единичные задержки в темпе устной подачи.
Удовлетворительно (60–69%)	12–13	Неточности в передаче смысла, частичная утеря второстепенной информации.	Сохранение структуры для 60–70% текста, присутствуют лексические и грамматические ошибки.	Запись фрагментарная, паузы превышают норму, есть задержки переключения.

Уровень / % выполнения	Баллы (Зачет/Экзамен, макс. 20)	Содержательная и смысловая идентичность	Лексико-грамматические и стилистические аспекты	Владение УПС и темпом перевода
Неудовлетворительно (< 60%)	0–11	Грубое искажение смысла оригинала или перевод не выполнен.	Менее 50% эквивалентов, частые нарушения языковых и стилистических норм.	Отсутствие навыка скорописи и оперативного воспроизведения текста.

2.3 Критерии оценки теоретических знаний (Фронтальный опрос / Тесты — «ЗНАТЬ», макс. 10 баллов за экзаменационный ответ)

- **8.5–10 баллов:** Студент свободно владеет понятийным аппаратом устного перевода, исчерпывающе раскрывает классификацию жанров, правила УПС и виды трансформаций.
- **7.0–8.4 баллов:** Ответ полный, но содержащий отдельные неточности в формулировках теоретических понятий.
- **6.0–6.9 баллов:** Студент показывает базовое знание понятийного аппарата, однако испытывает затруднения при объяснении специфики переводческих трансформаций.
- **Менее 6.0 баллов:** Отсутствие знаний по теоретическим основам устного перевода.

3.Типовые контрольные задания или иные материалы, необходимые для оценки планируемых результатов обучения по дисциплине, характеризующих этапы формирования компетенций в процессе освоения образовательной программы

3.1 Вопросы для проверки уровня обученности «ЗНАТЬ» (Теоретический блок)

7 Семестр

1. Понятие устного перевода и его отличие от письменного
2. Классификация и основные виды устного последовательного перевода
3. Понятие абзацно-фразового и двустороннего перевода
4. Двусторонний перевод под запись: методика и этапы
5. Перевод с листа и перевод с листа под запись
6. Особенности перевода монологической речи, реферативного перевода, кино-перевода и переводческого сопровождения
7. Особенности функционирования оперативной и долговременной переводческой памяти
8. Переводческая этика. 10 ключевых правил устного переводчика
9. Типичные стрессовые ситуации при последовательном переводе и алгоритмы их преодоления

10. Понятие мнемотехники и виды мнемонических упражнений в подготовке переводчика
11. Универсальная переводческая скоропись (УПС): предназначение, история развития в России и за рубежом
12. Система символов, сокращений и правила пространственного оформления переводческой запись (УПС)
13. Применение комплексных трансформаций (описательный перевод, компенсация, генерализация) в устном переводе

8 Семестр

1. Конкретизация и антонимический перевод в устной речи
2. Классификация жанров устного перевода
3. Понятие, классификация и лексико-семантические особенности интервью; специфика его перевода
4. Переговоры: классификация, особенности устного перевода (в т.ч. телефонных переговоров)
5. Информационное сообщение: структура, лексико-семантическая специфика и методика перевода
6. Публичная речь: жанровые особенности, риторические приемы и специфика перевода
7. Дискуссия: организация устного перевода в условиях полилога
8. Декларации и манифесты: стилистические особенности и прецизионная семантика при переводе

3.2 Практические задания для проверки уровня обученности «УМЕТЬ» и «ВЛАДЕТЬ»

- **ЗАДАНИЕ 1 (Развитие памяти и объема восприятия):** Прослушать сообщение из 2–3 фраз на английском языке. Выполнить устный перевод без записи. *Требования:* соблюдение норм литературного языка, отсутствие пауз-хезитаций.
- **ЗАДАНИЕ 2 (Абзацно-фразовый перевод по цепочке):** Прослушать информационное сообщение из 5–6 фраз. Передать его содержание по цепочке (каждый студент переводит по 1 фразе, мгновенно включаясь в работу).
- **ЗАДАНИЕ 3 (Эхо-перевод):** Первый студент переводит услышанный текст на родной язык; второй студент мгновенно восстанавливает исходный текст на английском языке по памяти.
- **ЗАДАНИЕ 4 (Последовательный перевод под запись с использованием УПС):** Прослушать аудиозапись выступления (длительностью 2–3 минуты в естественном темпе). Зафиксировать текст с помощью скорописи и озвучить эквивалентный перевод на русский язык.
- **ЗАДАНИЕ 5 (Отработка прецизионной информации и числительных):** Перевести на русский язык на слух ряд словосочетаний с числительными и именами собственными (например, *«145 million citizens», «in January 1975», «$360 million loss»*).

3.3 Материалы для контрольного последовательного перевода под запись (Текстовый блок)

Контрольный последовательный перевод под запись

Text # 1: Alibaba Seeks to Raise Billions in IPO

Investors in the United States are preparing for the first public sale of stock in the Chinese company Alibaba. The company sells goods by linking buyers and sellers in the huge Chinese online market. Alibaba is expected to make its initial public offering, called an IPO, in September on the New York Stock Exchange. The total value of the company, based in Hangzhou, has been estimated at about $200 billion. Reports from Bloomberg News say Alibaba is offering investors a 12 percent share of the company. That would mean the company could raise as much as $20 billion in the public stock sale.

After the IPO, Alibaba could become one of the most valuable technology companies in the world. Apple, for example, has a market value of about $600 billion. Google is valued at about $390 billion and Microsoft is worth about $370 billion. The e-commerce company is responsible for most online sales in China. It dealt with more exchanges last year than U.S. companies Amazon and eBay combined. And it has more than 230 million active buyers.
Scott Kennedy is director of Indiana University's Research Center for Chinese Politics & Business:

"Alibaba has grown from a very small company doing e-commerce 15 years ago or so to now being the dominant e-business company in China."

Mr. Kennedy says Alibaba has expanded into new areas while growing its share of the e-commerce market. "It also is involved in banking and other areas and has just been growing so dramatically that it now account for 80 percent of e-commerce in China." He says the company is profitable which is unusual for a technology company first offering an IPO.

Alibaba has chosen to sell its stock to the public on the New York Stock Exchange rather than in China. Scott Kennedy says that selling stock on Chinese exchanges has been difficult.

"Chinese companies have been trying to raise capital on stock markets for a long time. Within China, listing has been difficult and that market has not done very well." He says that the Chinese economy has grown quickly over the years, but has not supported strong stock market activity.

The California-based Internet company Yahoo owns about one fourth of Alibaba. The IPO in September could increase the value of Yahoo's share. China is now the world's second largest market for e-commerce with sales.

And that's the Economics Report for VOA Learning English. I'm Mario Ritter.

Text # 2: Ebola Outbreak Also Harms Economies

The World Bank Group is warning that the West Africa Ebola crisis could severely harm the economies of Guinea, Liberia, and Sierra Leone unless action is taken quickly. World Bank president Jim Yong Kim spoke to reporters recently to discuss the effects of the Ebola spread. "Our findings indicate that if the virus continues to spread, the economic cost to these countries could grow eight-fold by 2015. This would deal a potentially catastrophic blow to their already fragile economies."

Mr. Kim says saving lives and preventing new infections is most important. The bank has released $117 million for an "immediate humanitarian response."

The World Bank president says the SARS outbreak between 2002 and 2004 showed how a disease could damage economies. Eight hundred people died from SARS and the economic losses were estimated to be $40 billion.

Mr. Kim says SARS and the H1N1 outbreak of 2009 taught that fear and avoidance resulted in about 90 percent of the economic losses. That means the disease is causing two levels of economic damage. "The fear of contagion has helped fuel an economic crisis in the Ebola crisis as well. There are two kinds of contagion. One is related to the virus itself and the second is related to the spread of fear about the virus." The World Bank predicts the losses to the economies of Liberia, Sierra Leone and Guinea will be a combined $360 million.

Mr. Kim says losses could be limited to about $97 million next year with quick action to contain the virus. However, if there is not what he calls "an immediate massive effort" losses could reach $800 million in 2015.

The World Bank's research includes only Liberia, Guinea and Sierra Leone. But early estimates show that losses could reach billions of dollars if the Ebola virus spreads widely to other African nations.

Mr. Kim says fast action is necessary. He says getting the disease under control is still far away. That is because there are not enough health care workers in the affected areas. The World Bank president says the most important issue is to act quickly in order to limit economic losses.

"However many cases there are right now, if we get an effective response on the ground in the next few months, we can really blunt the vast majority - 80 to 90-percent - of the economic impact." There is no cure or vaccine for Ebola. However, Mr. Kim says an effective effort could also sharply reduce the high death rate of about 53 percent for Ebola infections. He says the effort only needs "more people, more money, more attention and more commitment." I'm Mario Ritter.

Text# 3: Facebook Stock Goes on Sale

This is the VOA Special English Economics Report.

Facebook is the world's biggest social network. It has over nine hundred million users worldwide. And it reported three point seven billion dollars in sales for last year.

The company has been privately held since two thousand four. That was when Mark Zuckerberg and several classmates at Harvard University started Facebook as a business. But on May eighteenth, Facebook becomes a publicly traded company. That means its shares will be listed on the NASDAQ stock exchange, and sold to the public.

Interest in the stock has been building since Facebook announced details of its initial public offering, or IPO, earlier this year. The IPO will make billionaires of the company's founders, including Mr. Zuckerberg. Eduardo Saverin, a co-founder, has been strongly criticized for giving up his United States citizenship. He will avoid a fifteen percent tax on the value of his shares by claiming to be a citizen of Singapore.

This week, Facebook told the Securities and Exchange Commission that it wanted to increase the number of shares being offered to over four hundred twenty million. The company had earlier said it planned to offer three hundred thirty-seven million. The starting price has been set at

between thirty-four and thirty-eight dollars -- also an increase. Now, some financial experts say Facebook could raise sixteen billion dollars, making it one of the biggest IPOs ever.

Facebook says most of its money comes from online advertising. But the company also says it expects to earn money from fees charged on the sales of virtual goods. These are digital products used in social games, not physical goods. Facebook says it sees important income coming from this new market, which could reach fourteen billion dollars by twenty sixteen.

Not everyone is pleased. General Motors ended its advertising agreement with Facebook this week. The carmaker said it did not see results from the millions of dollars it spent on advertising with Facebook. And Facebook has been criticized for some recent business decisions. It offered one billion dollars to buy Instagram, an application for sharing photographs. The deal requires government approval and has yet to be finalized.

So is Facebook worth the price of the stock? That will be for investors to decide.

And that's the VOA Special English Economics Report. I'm Barbara Klein.

Text # 4: Steve Jobs speech at Stanford University (part 1)

I am honored to be with you today at your commencement from one of the finest universities in the world. I never graduated from college. Truth be told, this is the closest I've ever gotten to a college graduation. Today I want to tell you three stories from my life. That's it. No big deal. Just three stories.

The first story is about connecting the dots.

I dropped out of Reed College after the first 6 months, but then stayed around as a drop-in for another 18 months or so before I really quit. So why did I drop out? It started before I was born. My biological mother was a young, unwed college graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by college graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: "We have an unexpected baby boy; do you want him?" They said: "Of course." My biological mother later found out that my mother had never graduated from college and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to college.

And 17 years later I did go to college. But I naively chose a college that was almost as expensive as Stanford, and all of my working-class parents' savings were being spent on my college tuition. After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out OK. It was pretty scary at the time, but looking back it was one of the best decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting.

It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the 5¢ deposits to buy food with, and I would walk the 7 miles across

town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it. And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on.

Let me give you one example: Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating. None of this had even a hope of any practical application in my life. But ten years later, when we were designing the first Macintosh computer, it all came back to me. And we designed it all into the Mac. It was the first computer with beautiful typography. If I had never dropped in on that single course in college, the Mac would have never had multiple typefaces or proportionally spaced fonts. And since Windows just copied the Mac, it's likely that no personal computer would have them. If I had never dropped out, I would have never dropped in on this calligraphy class, and personal computers might not have the wonderful typography that they do. Of course it was impossible to connect the dots looking forward when I was in college. But it was very, very clear looking backwards ten years later.

Again, you can't connect the dots looking forward; you can only connect them looking backwards. So you have to trust that the dots will somehow connect in your future. You have to trust in something – your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

Text # 5: Steve Jobs speech at Stanford University (part 2) My second story is about love and loss.

I was lucky – I found what I loved to do early in life. Woz and I started Apple in my parents garage when I was 20. We worked hard, and in 10 years Apple had grown from just the two of us in a garage into a $2 billion company with over 4000 employees. We had just released our finest creation – the Macintosh – a year earlier, and I had just turned 30. And then I got fired. How can you get fired from a company you started? Well, as Apple grew we hired someone who I thought was very talented to run the company with me, and for the first year or so things went well. But then our visions of the future began to diverge and eventually we had a falling out. When we did, our Board of Directors sided with him. So at 30 I was out. And very publicly out. What had been the focus of my entire adult life was gone, and it was devastating.

I really didn't know what to do for a few months. I felt that I had let the previous generation of entrepreneurs down – that I had dropped the baton as it was being passed to me. I met with David Packard and Bob Noyce and tried to apologize for screwing up so badly. I was a very public failure, and I even thought about running away from the valley. But something slowly began to dawn on me – I still loved what I did. The turn of events at Apple had not changed that one bit. I had been rejected, but I was still in love. And so I decided to start over.

I didn't see it then, but it turned out that getting fired from Apple was the best thing that could have ever happened to me. The heaviness of being successful was replaced by the lightness of being a beginner again, less sure about everything. It freed me to enter one of the most creative periods of my life.

During the next five years, I started a company named NeXT, another company named Pixar, and fell in love with an amazing woman who would become my wife. Pixar went on to create the worlds first computer animated feature film, Toy Story, and is now the most successful animation studio in the world. In a remarkable turn of events, Apple bought NeXT, I returned to Apple, and the technology we developed at NeXT is at the heart of Apple's current renaissance. And Laurene and I have a wonderful family together.

I'm pretty sure none of this would have happened if I hadn't been fired from Apple. It was awful tasting medicine, but I guess the patient needed it. Sometimes life hits you in the head with a brick. Don't lose faith. I'm convinced that the only thing that kept me going was that I loved what I did. You've got to find what you love. And that is as true for your work as it is for your lovers. Your work is going to fill a large part of your life, and the only way to be truly satisfied is to do what you believe is great work. And the only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle. As with all matters of the heart, you'll know when you find it. And, like any great relationship, it just gets better and better as the years roll on. So keep looking until you find it. Don't settle.

Text # 6: Steve Jobs speech at Stanford University (part 3) My third story is about death.

When I was 17, I read a quote that went something like: "If you live each day as if it was your last, someday you'll most certainly be right." It made an impression on me, and since then, for the past 33 years, I have looked in the mirror every morning and asked myself: "If today were the last day of my life, would I want to do what I am about to do today?" And whenever the answer has been "No" for too many days in a row, I know I need to change something.

Remembering that I'll be dead soon is the most important tool I've ever encountered to help me make the big choices in life. Because almost everything – all external expectations, all pride, all fear of embarrassment or failure - these things just fall away in the face of death, leaving only what is truly important. Remembering that you are going to die is the best way I know to avoid the trap of thinking you have something to lose. You are already naked. There is no reason not to follow your heart.

About a year ago I was diagnosed with cancer. I had a scan at 7:30 in the morning, and it clearly showed a tumor on my pancreas. I didn't even know what a pancreas was. The doctors told me this was almost certainly a type of cancer that is incurable, and that I should expect to live no longer than three to six months. My doctor advised me to go home and get my affairs in order, which is doctor's code for prepare to die. It means to try to tell your kids everything you thought you'd have the next 10 years to tell them in just a few months. It means to make sure everything is buttoned up so that it will be as easy as possible for your family. It means to say your goodbyes.

I lived with that diagnosis all day. Later that evening I had a biopsy, where they stuck an endoscope down my throat, through my stomach and into my intestines, put a needle into my pancreas and got a few cells from the tumor. I was sedated, but my wife, who was there, told me that when they viewed the cells under a microscope the doctors started crying because it turned out to be a very rare form of pancreatic cancer that is curable with surgery. I had the surgery and I'm fine now.

This was the closest I've been to facing death, and I hope it's the closest I get for a few more decades. Having lived through it, I can now say this to you with a bit more certainty than when

death was a useful but purely intellectual concept: No one wants to die. Even people who want to go to heaven don't want to die to get there. And yet death is the destination we all share. No one has ever escaped it. And that is as it should be, because Death is very likely the single best invention of Life. It is Life's change agent. It clears out the old to make way for the new. Right now the new is you, but someday not too long from now, you will gradually become the old and be cleared away. Sorry to be so dramatic, but it is quite true.

Your time is limited, so don't waste it living someone else's life. Don't be trapped by dogma which is living with the results of other people's thinking. Don't let the noise of others' opinions drown out your own inner voice. And most important, have the courage to follow your heart and intuition. They somehow already know what you truly want to become. Everything else is secondary. When I was young, there was an amazing publication called The Whole Earth Catalog, which was one of the bibles of my generation. It was created by a fellow named Stewart Brand not far from here in Menlo Park, and he brought it to life with his poetic touch. This was in the late 1960's, before personal computers and desktop publishing, so it was all made with typewriters, scissors, and polaroid cameras. It was sort of like Google in paperback form, 35 years before Google came along: it was idealistic, and overflowing with neat tools and great notions.

Stewart and his team put out several issues of The Whole Earth Catalog, and then when it had run its course, they put out a final issue. It was the mid-1970s, and I was your age. On the back cover of their final issue was a photograph of an early morning country road, the kind you might find yourself hitchhiking on if you were so adventurous. Beneath it were the words: "Stay Hungry. Stay Foolish." It was their farewell message as they signed off. Stay Hungry. Stay Foolish. And I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you.

Stay Hungry. Stay Foolish.

Thank you all very much.

Text # 7: Bill Gates – Speech At Harvard

After a 33 year of absence from his alma mater I am pleased to present to you Dr. William Gates. President Bok, former President Rudenstine, incoming President Faust, members of the Harvard Corporation and the Board of Overseers, members of the faculty, parents, and especially, the graduates: I've been waiting more than 30 years to say this: "Dad, I always told you I'd come back and get my degree."

I want to thank Harvard for this timely honor. I'll be changing my job next year … and it will be nice to finally have a college degree on my resume. I applaud the graduates today for taking a much more direct route to your degrees. For my part, I'm just happy that the Crimson has called me "Harvard's most successful dropout." I guess that makes me valedictorian of my own special class … I did the best of everyone who failed. But I also want to be recognized as the guy who got Steve Ballmer to drop out of business school. I'm a bad influence. That's why I was invited to speak at your graduation. If I had spoken at your orientation, fewer of you might be here today.

Harvard was just a phenomenal experience for me. Academic life was fascinating. I used to sit in on lots of classes. I hadn't even signed up for. And dorm life was terrific. I lived up at Radcliffe, in Currier House. There were always lots of people in my dorm room late at night discussing

things, because everyone knew I didn't worry about getting up in the morning. That's how I came to be the leader of the anti-social group. We clung to each other as a way of validating our rejection of all those social people. Radcliffe was a great place to live. There were more women up there, and most of the guys were science-math types. That combination offered me the best odds, if you know what I mean. This is where I learned the sad lesson that improving your odds doesn't guarantee success. "...One of my biggest memories of Harvard came in January 1975, when I made a call from Currier House to a company in Albuquerque, New Mexico that had begun making the world's first personal computers. I offered to sell them software..."

I worried that they would realize I was just a student in a dorm and hang up on me. Instead they said: "We're not quite ready, come see us in a month," which was a good thing, because we hadn't written the software yet. From that moment, I worked day and night on this little extra credit project that marked the end of my college education and the beginning of a remarkable journey with Microsoft. What I remember, above all about Harvard, was being in a midst of so much energy and intelligence. It could be exhilarating, intimidating, sometimes even discouraging, but always challenging. It was an amazing privilege, and though I left early, I was transformed by my years of Harvard. The friendships I made and the ideas I worked on, but taking a serious look back. I do have one big regret. I left Harvard with no real awareness at the awful inequities in the world. The appalling disparities of health, and wealth and opportunity that condemn millions of people to lives of despair. I learned a lot here at Harvard about new ideas in economics and politics. I got great exposure to the advances being made in the sciences. But humanity's greatest advances are not in its discoveries but in how those discoveries applied to reduce inequity.

Text # 8: David Cameron: First Speech as Prime Minister of Great Britain

Her Majesty, the Queen, has asked me to form a new government and I have accepted. Before I talk about that new government, let me say something about the one that has just passed. Compared with a decade ago, this country is more open at home and more compassionate abroad, and that is something we should all be grateful for. And on behalf of the whole country I'd like to pay tribute to the outgoing Prime Minister for his long record of dedicated public service. In terms of the future, our country has a hung parliament where no party has an overall majority; and we have some deep and pressing problems -- a huge deficit, deep social problems, and a political system in need of reform. For those reasons, I aim to form a proper and full coalition between the Conservatives and the Liberal Democrats. I believe that is the right way to provide this country with the strong, the stable, the good and decent government that I think we need so badly. Nick Clegg and I are both political leaders who want to put aside party differences and work hard for the common good and for the national interest.

I believe that is the best way to get the strong government that we need, decisive government that we need today. I came into politics because I love this country. I think its best days still lie ahead and I believe deeply in public service. And I think the service our country needs right now is to face up to our really big challenges, to confront our problems, to take difficult decisions, to lead people through those difficult decisions, so that together we can reach better times ahead. One of the tasks that we clearly have is to rebuild trust in our political system. Yes, that's about cleaning up expenses. Yes, that's about reforming parliament. And yes, it's about making sure people are in control -- and that the politicians are always their servants and never their masters.

But I believe it's also something else. It's about being honest about what government can achieve. Real change is not what government can do on its own. Real change is when everyone pulls together, comes together, works together, where we all exercise our responsibilities to ourselves, to our families, to our communities, and to others. And I want to help try and build a more responsible society here in Britain. One where we don't just ask what are my entitlements, but what are my responsibilities: When we don't ask where, "What am I just owed?" But more, "What can I give?" And a guide for that society -- that those that can should, and those who can't we will always help.

I want to make sure that my government always looks after the elderly, the frail, the poorest in our country. We must take everyone through [sic] us on some of the difficult decisions that we have ahead. Above all, it will be a government that is built on some clear values -- values of freedom, values of fairness, and values of responsibility. I want us to build an economy that rewards work. I want us to build a society with stronger families and stronger communities. And I want a political system that people can trust and look up to once again. This is going to be hard and difficult work. A coalition will throw up all sorts of challenges. But I believe together we can provide that strong and stable government that our country needs based on those values -- rebuilding family, rebuilding community; above all, rebuilding responsibility in our country. Those are the things I care about. Those are the things that this government will now start work on doing. Thank you very much.

Text # 9: George W. Bush: 9/11 Address to the Nation

Good evening. Today, our fellow citizens, our way of life, our very freedom came under attack in a series of deliberate and deadly terrorist acts. The victims were in airplanes or in their offices: secretaries, business men and women, military and federal workers, moms and dads, friends and neighbors. Thousands of lives were suddenly ended by evil, despicable acts of terror. The pictures of airplanes flying into buildings, fires burning, huge -- huge structures collapsing have filled us with disbelief, terrible sadness, and a quiet, unyielding anger. These acts of mass murder were intended to frighten our nation into chaos and retreat. But they have failed. Our country is strong.

A great people has been moved to defend a great nation. Terrorist attacks can shake the foundations of our biggest buildings, but they cannot touch the foundation of America. These acts shatter steel, but they cannot dent the steel of American resolve. America was targeted for attack because we're the brightest beacon for freedom and opportunity in the world. And no one will keep that light from shining. Today, our nation saw evil -- the very worst of human nature -- and we responded with the best of America. With the daring of our rescue workers, with the caring for strangers and neighbors who came to give blood and help in any way they could.
Immediately following the first attack, I implemented our government's emergency response plans. Our military is powerful, and it's prepared. Our emergency teams are working in New York City and Washington D.C. to help with local rescue efforts. Our first priority is to get help to those who have been injured, and to take every precaution to protect our citizens at home and around the world from further attacks. The functions of our government continue without interruption. Federal agencies in Washington which had to be evacuated today are reopening for essential personnel tonight and will be open for business tomorrow. Our financial institutions remain strong, and the American economy will be open for business as well.

The search is underway for those who were behind these evil acts. I have directed the full resources of our intelligence and law enforcement communities to find those responsible and to bring them to justice. We will make no distinction between the terrorists who committed these acts and those who harbor them. I appreciate so very much the members of Congress who have joined me in strongly condemning these attacks. And on behalf of the American people, I thank the many world leaders who have called to offer their condolences and assistance. America and our friends and allies join with all those who want peace and security in the world, and we stand together to win the war against terrorism. Tonight, I ask for your prayers for all those who grieve, for the children whose worlds have been shattered, for all whose sense of safety and security has been threatened. And I pray they will be comforted by a Power greater than any of us, spoken through the ages in Psalm 23: Even though I walk through the valley of the shadow of death, I fear no evil for you are with me. This is a day when all Americans from every walk of life unite in our resolve for justice and peace. America has stood down enemies before, and we will do so this time. None of us will ever forget this day, yet we go forward to defend freedom and all that is good and just in our world. Thank you. Good night. And God bless America.

Text # 10: Clinton and Trump Meet for First Presidential Debate

American presidential candidates Donald Trump and Hillary Clinton spent Monday night criticizing each other during their first debate. Trump and Clinton each spoke about their plans to strengthen economic growth and what role the United States should have in the world. The two disagreed with each other for almost all of the 90-minute long debate. They often spoke up while the other was speaking. Trump, a businessman, is the presidential candidate of the Republican Party. Clinton, the former Secretary of State, is the Democratic Party's candidate. Libertarian Party candidate Gary Johnson and the Green Party candidate, Jill Stein, were not invited to the debate in Hempstead, New York.

The event began with Clinton and Trump shaking hands. But it did not take long for the two candidates to start attacking each other. Trump questioned many of Clinton's answers. He repeated his belief that she is not healthy enough to serve as president. "I've been all over the place. You decided to stay home and that's OK..." "I think Donald just criticized me for preparing for this debate. And yes, I did. And you know what else I prepared for -- I prepared to be president." Trump also said Clinton's policies have caused many problems, including the threat from ISIS. "She's telling us how to fight ISIS. Just go to her website. She tells you how to fight ISIS on her website." "Well, at least I have a plan to fight ISIS." "No, no, you're telling the enemy everything you want to do." "No, we're not."

Clinton said Trump's economic plans would help only wealthy people. She said Trump does not want to release his tax records because they could show the businessman is not as rich as he claims he is. That led Trump to raise a question about the private email server she used while serving as America's top diplomat. "I will release my tax returns against my lawyer's wishes when she releases her 33-thousand emails that have been deleted." "And I have no reason to believe that he's ever going to release his tax returns because there's something he's hiding." Clinton said she had gained experience during her time as secretary of state by traveling to 112 countries, and negotiating peace deals and ceasefires.

Trump said she may have experience, but called it "bad experience." He sharply criticized the nuclear deal the

United States and other powers reached with Iran to limit that country's nuclear program. Clinton said it was an example of effective diplomacy that stopped Iran from building nuclear weapons. Trump criticized the Obama administration's decision to withdraw nearly all U.S. troops from Iraq. He said at least 10,000 should have stayed there. He said that would have prevented the creation of the Islamic State. Clinton noted that the Iraqi government failed to offer legal protection to the U.S. forces if they stayed. She said that was one of the reasons the troops did not remain in Iraq. Mark Cuban, a billionaire businessman who supports Clinton, said he was happy with her debate performance. "She gave depth to her answers. She didn't hesitate. He was a counterpuncher, and like a lot of counterpunchers, when you throw your jab and it misses, you get frustrated and you press..." David Plouffe worked on President Barack Obama's two successful presidential campaigns. "I think he (Trump), as the debate went on, had a hard time retaining focus. I mean, Trump had some moments where it's hard to keep track of what he was really talking about..."

4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и опыта деятельности

ТЕХНОЛОГИЧЕСКАЯ КАРТА ДИСЦИПЛИНЫ

Курс 4, Семестр 7 (3 ЗЕТ, Зачет)

Модуль	Вид контроля	Форма контроля	Мин. балл	Макс. балл
Модуль 1. Специфика устного последовательного перевода	Текущий	Посещаемость, УПС-упражнения, СРС	7	14
	Рубежный	Практический перевод под запись	6	10
Модуль 2. Жанры устного перевода	Текущий	Практические работы, СРС	4	8
	Рубежный	Подготовка и защита реферата с презентацией	6	10
Модуль 3. Перевод интервью и переговоров	Текущий	Ситуативные практические задания	14	23
	Рубежный	Практический устный перевод	3	5

Модуль	Вид контроля	Форма контроля	Мин. балл	Макс. балл
ВСЕГО за семестр			**40**	**70**
Промежуточная аттестация (Зачет)		Ответ по билету (Теория 10 + Практика 20)	**20**	**30**
ИТОГО			**60**	**100**

Курс 4, Семестр 8 (5 ЗЕТ, Экзамен)

Модуль	Вид контроля	Форма контроля	Мин. балл	Макс. балл
Модуль 1. Информационное сообщение	Текущий / Рубежный	Текущие работы / Контрольный перевод	9	15
Модуль 2. Монологическая речь	Текущий / Рубежный	Текущие работы / Контрольный перевод	8	14
Модуль 3. Дискуссия	Текущий / Рубежный	Практический перевод полилога	7	13
Модуль 4. Публичная речь	Текущий / Рубежный	Перевод публичного выступления	7	13
Модуль 5. Декларации и манифесты	Текущий / Рубежный	Анализ и перевод официальных текстов	9	15
ВСЕГО за семестр			**40**	**70**
Промежуточная аттестация (Экзамен)		Теоретический вопрос + перевод под запись	**20**	**30**
ИТОГО			**60**	**100**

Итоговая система перевода баллов в оценки:

- **85 – 100 баллов:** «Отлично» / «Зачтено»
- **70 – 84 баллов:** «Хорошо» / «Зачтено»
- **60 – 69 баллов:** «Удовлетворительно» / «Зачтено»

- **Менее 60 баллов:** «Неудовлетворительно» / «Не зачтено»

5. Методические указания студентам по освоению дисциплины «Практический курс устного последовательного перевода»

МОДУЛЬНЫЙ КОНТРОЛЬ ПО ДИСЦИПЛИНЕ ВКЛЮЧАЕТ:

1. Текущий контроль: усвоение учебного материала на аудиторных занятиях (лекциях, практических, лабораторных работах, в том числе учитывается посещение и активность) и выполнение обязательных заданий для самостоятельной работы
2. Рубежный контроль: проверка полноты знаний и умений по материалу модуля в целом. Выполнение модульных контрольных заданий проводится в письменном виде и является обязательной компонентой модульного контроля.
3. Промежуточный контроль - завершенная задокументированная часть учебной дисциплины – совокупность тесно связанных между собой зачетных модулей.

ОСНОВНЫЕ ТРЕБОВАНИЯ К ПРОМЕЖУТОЧНОМУ КОНТРОЛЮ

При явке на зачёт студенты обязаны иметь при себе зачётные книжки, которые они предъявляют экзаменатору в начале зачета. Преподавателю предоставляется право поставить зачёт без опроса по билету тем студентам, которые набрали более 60 баллов за текущий и рубежный контроли. На промежуточном контроле студент должен верно ответить на теоретические вопросы билета и решить ситуационную задачу. Студенты могут использовать технические средства, справочно- нормативную литературу, наглядные пособия, учебные программы.

Оценка промежуточного контроля:

- min 20 баллов - Вопросы для проверки уровня обученности ЗНАТЬ (в случае, если при ответах на заданные вопросы студент правильно формулирует основные понятия)
- 20-25 баллов – Задания для проверки уровня обученности УМЕТЬ и ВЛАДЕТЬ(в случае, если студент правильно формулирует сущность заданной в билете проблемы и дает рекомендации по ее решению)
- 25-30 баллов - Задания для проверки уровня обученности УМЕТЬ и ВЛАДЕТЬ (в случае полного выполнения контрольного задания).

НАПИСАНИЕ РЕФЕРАТА и ПУБЛИЧНАЯ ЗАЩИТА С ПРЕЗЕНТАЦИЙ

Рекомендации по написанию реферата.

1. Тема реферата выбирается в соответствии с Вашими интересами и должна соответствовать приведенному примерному перечню.
2. Реферат должен основываться на проработке нескольких дополнительных к основной литературе источников. Как правило, это специальные монографии или статьи.
3. План реферата должен быть авторским. В нем проявляется подход автора, его мнение, анализ проблемы.
4. Все приводимые в реферате факты и заимствованные соображения должны сопровождаться ссылками на источник информации.
5. Недопустимо просто скомпоновать реферат из кусков заимствованного текста. Все цитаты должны быть представлены в кавычках с указанием в скобках источника и страницы. Отсутствие кавычек и ссылок означает плагиат и, в соответствии с установившейся научной этикой, считается грубым нарушением авторских прав.
6. Реферат оформляется в виде текста на листах стандартного формата (А- 4) шрифтом TimesNewRoman, 14. Начинается с титульного листа, в котором указывается название вуза, учебной дисциплины, тема реферата, фамилия и инициалы студента, номер академической группы или название кафедры, год и географическое место местонахождения вуза. Затем следует оглавление с указанием страниц разделов. Сам текст реферата желательно подразделить на разделы: главы, подглавы и озаглавить их.

7. Завершают реферат разделы "Заключение" и "Список использованной литературы". В заключении представлены основные выводы, ясно сформулированные в тезисной форме и, обычно, пронумерованные.
8. Список литературы должен быть составлен в полном соответствие с действующим стандартом (правилами), включая особую расстановку знаков препинания. В общем случае наиболее часто используемый в нашей стране порядок библиографических ссылок следующий: Автор И.О. Название книги. Место издания: Издательство, Год издания. Общее число страниц в книге. Автор И.О. Название статьи // Название журнала. Год издания. Том__. № __. Страницы от __ до ___. Автор И.О. Название статьи / Название сборника. Место издания: Издательство, Год издания. Страницы от __ до ___. Примерное содержание работы: Наименование: Объем: 13-15 стр. - Введение (цели, задачи) 1-2 стр. - Основная часть 10-12 стр. - Заключение 1-2 стр. - Список использованной литературы 1стр.
9. Защита реферата обязательно проходит публично с показом слайдов мультимедийной презентации.

Презентация

Мультимедийные презентации – это вид самостоятельной работы студентов по созданию наглядных информационных пособий, выполненных с помощью мультимедийной компьютерной программы Power Point или других программ в виде слайдов. Этот вид работы требует координации навыков студента по сбору, систематизации, переработке информации, оформления её в виде подборки материалов, кратко отражающих основные вопросы изучаемой темы, в электронном виде. То есть создание материалов презентаций расширяет методы и средства обработки и представления учебной информации, формирует у студентов навыки работы на компьютере.

Требование к студентам по подготовке презентации и ее защите на занятиях в виде доклада.

Тема презентации выбирается студентом из предложенного списка ФОС и должна быть согласованна с преподавателем и соответствовать теме занятия.

1. **Этапы подготовки презентации**

- Составление плана презентации (постановка задачи; цели данной работы)
- Продумывание каждого слайда (на первых порах это можно делать вручную на бумаге), при этом важно ответить на вопросы:
  - Как идея этого слайда раскрывает основную идею в сей презентации?
  - Что будет на слайде?
  - Что будет говориться?
  - Как будет сделан переход к следующему слайду?

2. **Изготовление презентации с помощью MSPowerPoint**:

Имеет смысл быть аккуратным. Неряшливо сделанные слайды (разнобой в шрифтах и отступах, опечатки, типографические ошибки в формулах) вызывают подозрение, что и к содержательным вопросам студент-докладчик подошёл также. Титульный слайд необходим, чтобы представить аудитории докладчика и тему доклада. Количество слайдов не более 15.Оптимальное число строк на слайде–от 6 до 10.Распространённая ошибка – читать слайд дословно. Лучше всего, если на слайде будет написана подробная информация (определения, схемы), а словами будет рассказываться их содержательный смысл. Информация на слайде может быть более формальной и строже изложенной, чем в речи. Оптимальная скорость переключения–одинслайдза1–2минуты.

Приветствуется использование в презентации рисунков, картинок, схем, таблиц. Можно использовать эффекты анимации. При объяснении таблиц необходимо говорить, чему соответствуют строки, а чему – столбцы. Вводите только те обозначения

и понятия, без которых понимание основных идей доклада невозможно. В коротком выступлении нельзя повторять одну и ту же мысль, пусть даже другими словами. Последний слайд должен содержать список использованной литературы, выполненный по требованиям стандарта.

Студент должен подготовить доклад и выступить в строго отведенное преподавателем время. **Инструкция докладчикам.**

- сообщать новую информацию;
- использовать технические средства;
- знать и хорошо ориентироваться в теме всей презентации;
- уметь дискутировать и быстро отвечать на вопросы;
- четко выполнять установленный регламент: докладчик-10мин.; дискуссия-5 мин.

Основная часть, в которой выступающий должен глубоко раскрыть суть затронутой темы, обычно строится по принципу отчета. Задача основной части – представить достаточно данных для того, чтобы слушатели и заинтересовались темой и захотели ознакомиться с материалами. При этом логическая структура теоретического блока не должны даваться без наглядных примеров на слайде. Заключение – это ясное четкое обобщение и краткие выводы.

МЕТОДИЧЕСКИЕ РЕКОМЕНДАЦИИ ПО ВЫПОЛНЕНИЮ КОНТРОЛЬНОГО УСТНОГО ПЕРЕВОДА ПОД ЗАПИСЬ

УСТНЫЙ ПЕРЕВОД - вид перевода, при котором оригинал и его перевод выступают в процессе перевода в нефиксированной (устной) форме, что предопределяет однократность восприятия переводчиком отрезков оригинала и невозможность последующего сопоставления или исправления перевода после его выполнения.

Устный перевод может выполняться последовательно - вслед за произнесением оратором своего выступления или какой-то его части - или синхронно, то есть одновременно с речью оратора.

Особым видом устного перевода является перевод беседы или двусторонний перевод, когда переводчик попеременно использует каждый из языков в качестве языка перевода. Существуют также смешанные виды перевода: устный перевод письменного текста ("перевод с листа") и письменный перевод магнитофонной записи устного выступления. Вид устного перевода, при котором речь переводится последовательно, т.е. когда переводчик воспринимает некоторый отрезок речи и через максимально краткое время воспроизводит его в переводе, называют последовательным переводом. Он ведется отрывочно, причем переводчик как бы сменяет оратора, выступая за него и оказываясь в центре внимания аудитории.

При выполнении контрольного перевода под запись студент должен:

1. прослушать оригинал текста;
2. оперативно провести тематический и терминологический поиск;
3. зафиксировать и выделять средствами переводческой записи инвариант исходного сообщения, трансформировать его в соответствии с образом будущего сообщения на язык перевода;
4. оформить устное высказывание с учетом норм, узуса, этикета и стиля речи на языке перевода;
5. найти межъязыковые эквиваленты и нестандартные решения при отсутствии языковых соответствий;
6. осуществлять абзацно-фразовый, последовательный и двухсторонний перевод выступлений, бесед, интервью, переговоров;
7. анализировать погрешности и ошибки при устном переводе;

8. записать переведенный текст на диктофон.