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**МИНИСТЕРСТВО ПРОСВЕЩЕНИЯ РОССИЙСКОЙ ФЕДЕРАЦИИ**  
**Федеральное государственное бюджетное образовательное учреждение**  
**высшего образования**

**«ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ПРОСВЕЩЕНИЯ»**

**Лингвистический факультет**

**Кафедра переводоведения и когнитивной лингвистики**

**УТВЕРЖДЕН**

на заседании кафедры

Протокол от «27» февраля 2024г., № 8

Зав.

кафедрой

Ахренова Н.А.

**ФОНД**  
**ОЦЕНОЧНЫХ СРЕДСТВ**

по дисциплине (модулю)

**Синхронный перевод**

45.03.02 Лингвистика

**Профиль:**

Теория и практика перевода

(английский язык + японский или китайский языки)

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**1. Перечень компетенций с указанием этапов их формирования в процессе освоения образовательной программы**

Код и наименование компетенции	Этапы формирования
<i>СПК-1.</i> Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях о закономерностях функционирования языков мира	1.Работа на учебных занятиях 2.Самостоятельная работа
<i>СПК-3.</i> Способен использовать понятийный аппарат теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации для решения профессиональных задач	1.Работа на учебных занятиях 2.Самостоятельная работа

**2. Описание показателей и критериев оценивания компетенций на различных этапах их формирования, описание шкал оценивания**

Оцениваемые компетенции	Уровень сформированности	Этап формирования	Описание показателей	Критерии оценивания	Шкала оценивания
<b>СПК-1</b>	<i>пороговый</i>	1.Работа на учебных занятиях  2.Самостоятельная работа	<b>Знать:</b>  соответствующий иностранный язык на требуемом уровне, синонимические лексические средства выражения, принадлежащие различным регистрам общения; фразеологию и идиоматику соответствующего языка	Тест  Практическое задание  Доклад	Шкала оценивания тестирования  Шкала оценивания выполнения практического задания  Шкала оценивания доклада

			<b>Уметь:</b>  Осуществлять переводческие трансформации для достижения эквивалентности и адекватности перевода		
	<i>продвинутый</i>	1. Работа на учебных занятиях  2. Самостоятельная работа	<b>Знать:</b>  соответствующий иностранный язык на требуемом уровне,  синонимические лексические средства выражения, принадлежащие различным регистрам общения; фразеологию и идиоматику соответствующего языка  <b>Уметь:</b>  Осуществлять переводческие трансформации для достижения эквивалентности и адекватности перевода  <b>Владеть:</b>	Тест  Практическое задание  Доклад	Шкала оценивания тестирования  Шкала оценивания выполнения практического задания  Шкала оценивания доклада

			Навыками устного последовательного перевода, способностью применять разнообразные языковые средства в зависимости от регистра общения.		
СПК-3	<i>пороговый</i>	1. Работа на учебных занятиях  2. Самостоятельная работа	<b>Знать:</b>  основные понятия теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации  <b>Уметь:</b>  применять полученные знания для решения профессиональных задач	Тест  Практическое задание  Доклад	Шкала оценивания тестирования  Шкала оценивания выполнения практического задания  Шкала оценивания доклада
	<i>продвинутый</i>	1. Работа на учебных занятиях  2. Самостоятельная работа	<b>Знать:</b>  основные понятия теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации	Тест  Практическое задание  Доклад	Шкала оценивания тестирования  Шкала оценивания выполнения практического задания

			<b>Уметь:</b>  применять полученные знания для решения профессиональных задач  <b>Владеть:</b>  Системным подходом при решении поставленных задач в избранной профессиональной сфере.		Шкала оценивания доклада
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### Описание шкал оценивания

#### 1. Шкала оценивания тестирования

Критерии оценивания	Баллы
Выполнено правильно как минимум 80% заданий	26 баллов/отлично
Выполнено правильно как минимум 60% заданий	23 балла/хорошо
Выполнено правильно как минимум 40% заданий	16 баллов/удовлетворительно
Выполнено правильно менее 40% заданий	12 баллов/неудовлетворительно

#### 2. Шкала оценивания выполнения практического задания

Критерии оценивания	Баллы
Выполнено правильно как минимум 80% предложенного задания	26 баллов/отлично
Выполнено правильно как минимум 60% предложенного задания	22 балла/хорошо
Выполнено правильно как минимум 40% предложенного задания	18 баллов/удовлетворительно
Выполнено правильно менее 40% предложенного задания	12 баллов/неудовлетворительно

#### 3. Шкала оценивания доклада

Критерии оценивания	Баллы
Представленный доклад	28 баллов/отлично

свидетельствует о проведенном самостоятельном исследовании с привлечением различных источников информации; во время выступления продемонстрированы коммуникативные и рефлексивные умения.	
Представленный доклад свидетельствует о проведенном исследовании с привлечением различных источников информации, однако исследование выполнено не самостоятельно, допущены ошибки в изложении материала	22 балла/хорошо
Представленный доклад свидетельствует о проведенном исследовании, однако слабо отражает знакомство с предметом/не соответствует теме исследования, исследование выполнено не самостоятельно, допущены ошибки в изложении материала	18 баллов/удовлетворительно
Представленный доклад не отражает знакомство с предметом/не соответствует теме исследования, исследование выполнено не самостоятельно, допущены ошибки в изложении материала	12 баллов/неудовлетворительно

### **3. Контрольные задания или иные материалы, необходимые для оценки знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций в процессе освоения образовательной программы**

#### **Текущий контроль**

**СПК-1.** Способен применять систему лингвистических знаний об основных фонетических, лексических, грамматических, словообразовательных явлениях о закономерностях функционирования языков мира.

**Знать:** основные особенности фонетической, лексической, грамматической подсистем английского языка; базовые понятия, описывающие единицы сегментного и супraseгментного уровня; основные положения теории лексикологии английского языка; базовые структурные единицы английского языка, их свойства, закономерности их функционирования.

**Уметь:** раскрывать системный характер звукового строя языка; анализировать и сопоставлять различные подходы к изучению отдельных фонетических, лексических, грамматических явлений, выдвинутые представителями ведущих зарубежных и отечественных лингвистических школ и направлений.

**Владеть:** системным подходом при решении поставленных задач в избранной профессиональной сфере.

*Задания, необходимые для оценивания сформированности СПК-1 на пороговом и продвинутом уровнях.*

#### **Примерные темы докладов**

1. Предмет теории перевода.
2. Место в системе лингвистических наук.
3. Структура процесса синхронного перевода.
4. Континуально-дискретный характер процесса синхронного перевода.
5. Понятие перевода как акта межъязыковой коммуникации.
6. Отличие от других видов языкового посредничества.
7. Основные модели перевода
8. Трансформационная и денотативная функции перевода
9. Причины, вызывающие преобразование структуры и содержания оригинала.
10. Причины, вызывающие преобразование содержания оригинала.

Тестовые задания используются обучающимися при повторении материала и подготовке к сдаче зачета по дисциплине.

### **Примерное тестирование**

#### ***Образец задания на перевод с листа:***

**Interviewer:** You were involved in a very large acquisition recently. What are the essential preparatory steps for a successful acquisition?

**Nigel Portwood:** The first step is to ensure that you have a strategy, a very clear strategy. You need to know where you want to compete, which markets; how you want to compete; and how you will get competitor advantage over the other players in the market. From that strategy you should understand which other companies in the market will help you achieve your objectives. Your other alternative, of course, is not to buy another company, but just to try and build a successful position on your own, through investment. But, assuming that you can find a candidate that you would like to acquire, the next essential step is to analyse that company – to understand its products, where it get its sales from, who its customers are, and what its cost structure is. You then need to think how, if you own that company, you would invest in it, and what the financial consequences of that would be. Because the third step is to essentially work out how much this company is worth, and you need to worry about two prices there. The first is what is it worth to the current owners, and the second is what is it worth to you? And the difference should be driven by the synergy that you see, that is, the benefits that you can bring to the company through your ownership. And er, we all spend lots of time analysing the projections for the company to try and arrive at a valuation. And the final step, of course, is just working out your tactics as to how you are going to buy this company - whether it be your pricing tactics or the way in which you approach the current owners.



## Тестирование на английском языке

### ПРИМЕР ТЕСТОВОГО ЗАДАНИЯ ПО ДИСЦИПЛИНЕ Синхронный перевод

#### Тесты (вариант 1)

##### Listening Comprehension

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test. You are not allowed to take notes or write in your test book.

##### Part A

**Directions:** In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

*Here is an example.*

On the recording, you hear:

In your test book, you read:

(A) *He doesn't like the painting either.*

(B) *He doesn't know how to paint.*

(C) *He doesn't have any paintings.*

(D) *He doesn't know what to do.*

**You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A), "He doesn't like the painting either." Therefore, the correct choice is (A).**

- |   |  |
|---|--|
| 1. (A) Drive the woman to the store.      | (C) She is the only one who has heard the news.        |
| (B) Move the woman's car.                 | (D) She found the newspaper article earlier.           |
| (C) Get his car out of the woman's way.   | 6. (A) She took a lot of photographs.                  |
| (D) Park his car in the driveway.         | (B) She'd like to take many more vacations.            |
| 2. (A) He agrees with the woman's choice. | (C) She missed taking many of the pictures she wanted. |
| (B) He doesn't want spicy food.           | (D) She spent too much money on her vacation.          |
| (C) He wants the salad to be fresh.       | 7. (A) Driving would be cheaper than taking the train. |
| (D) Garlic is his favorite flavor.        | (B) The train is faster than traveling by car.         |
| 3. (A) He's not the one to blame.         | (C) They should cancel the trip.                       |
| (B) Somebody just left.                   | (D) It would be a good idea to start driving early.    |
| (C) He has been looking for the key.      |  |
| (D) Somebody is knocking at the door.     |  |
| 4. (A) Wipe the snow off his boots.       |  |
| (B) Turn on the radio.                    |  |
| (C) Unpack his suitcase.                  |  |
| (D) Take his boots with him.              |  |
| 5. (A) She doesn't think the news is bad. |  |
| (B) She heard the news quite recently.    |  |

8. (A) She's studying for an accounting exam.  
(B) She's been working in the library a lot.  
(C) She'll be going to the library after her exams.  
(D) She has more exams than he does.
9. (A) He's already too hot.  
(B) He hasn't received a fuel bill yet.  
(C) He can't afford to turn the heat up.  
(D) He has no more sweaters.
10. (A) Drive to work.  
(B) Go to the golf course.  
(C) Try to fix the car.  
(D) Take care of himself.
11. (A) She probably won't go to the dinner.  
(B) She doesn't know what time the dinner is.  
(C) The dinner won't last too long.  
(D) It's time that Arthur retired.
12. (A) He'll telephone again at lunchtime.  
(B) He didn't have time for lunch.  
(C) He had wanted to ask the woman out.  
(D) He didn't have the woman's phone number.
13. (A) He lives near the woman.  
(B) The woman should come to his house.  
(C) The woman should take today off.  
(D) He can't keep their appointment.
14. (A) The bookshelf won't fit in the kitchen.  
(B) The man will give the woman some books.  
(C) The woman will help the man soon.  
(D) The man doesn't know where to put the bookshelf.
15. (A) Put a stamp on his letter.  
(B) Make his letter shorter.  
(C) Keep working on the letter.  
(D) Send the letter as it is.
16. (A) He's very hungry.  
(B) He doesn't like fish.  
(C) He doesn't have much appetite.  
(D) He likes to eat most things.
17. (A) Find a part-time job as a tutor.  
(B) Meet him after work to study.  
(C) Use her salary to pay the tuition.  
(D) Allow herself plenty of time for studying.

18. (A) She wanted the man to read the book.  
(B) She no longer needed the book.  
(C) She had been looking for the book.  
(D) She thought the man's book was wonderful.
19. (A) She had a hard day yesterday.  
(B) She needs to make more coffee.  
(C) She drinks too much coffee.  
(D) She wasn't able to see him yesterday.
20. (A) He used insect spray to control the mosquitoes.  
(B) He was wearing short sleeves when he got bitten.  
(C) He finds working in the garden relaxing.  
(D) Some plants in the garden irritated his skin.
21. (A) The audience seemed to like the concert.  
(B) She was satisfied with her seat.  
(C) More people attended the concert than expected.  
(D) She was pleased to be asked to perform.
22. (A) She got caught in the rain.  
(B) She took the wrong bus.  
(C) Some tea spilled on her.  
(D) Her laundry didn't dry.
23. (A) The tutor wasn't seriously hurt.  
(B) She could tutor the man in math.  
(C) It's a good idea to get a tutor.  
(D) She's sure Professor Anderson is a good tutor.
24. (A) He doesn't like the newspaper job.  
(B) He isn't enthusiastic about his job.  
(C) He will leave his job if he's not promoted.  
(D) His job is going well.
25. (A) Laura probably spoke with Donald.  
(B) He'll give the message to Laura.  
(C) He took a message for Laura.  
(D) Laura wasn't able to reach Donald.
26. (A) She promises to help the man learn physics.  
(B) She can't find the article she has to read.  
(C) She found the conclusions to be very promising..

- (D) She disagrees with the article's logic.  
27. (A) She doesn't know much about painting.  
(B) She should have started sooner.  
(C) She ought to know when the class begins.  
(D) She worries too much.  
28. (A) Learn more about caring for cats before bringing one home.  
(B) Choose a good name for the kitten.  
(C) Give the cat away since he can't keep it.

- (D) Keep the kitten in his dorm room.  
29. (A) They don't usually get much mail.  
(B) They just moved to a new address.  
(C) They pick up their mail at the post office.  
(D) They are looking forward to receiving the letter.  
30. (A) He goes to every movie that comes out.  
(B) He would go with her to the movie.  
(C) He had already seen the movie.  
(D) He wasn't going to go to the movie.

### **Part B**

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you should **not** take notes or write on your test pages.

31. (A) The students needed off-campus jobs.  
(B) The theater department needed more talented students.  
(C) The opera company was looking for volunteers.  
(D) The new dean thought it would provide good experience for the students.  
32. (A) Work with an opera troupe.  
(B) Work part-time for the dean.  
(C) Perform on the radio.  
(D) Submit their suggestions to the dean.  
33. (A) A good singing voice.  
(B) A commitment to the project for two semesters.  
(C) An academic concentration in theater arts.  
(D) A certain grade point average.  
34. (A) To choose a topic for a term paper.  
(B) To type some research materials.

- (C) To find material not available at the main library.  
(D) To learn to use the computers there.  
35. (A) An analysis of early presidential elections.  
(B) A comparison of political journals.  
(C) The use of computers in calculating election results.  
(D) The impact of television on recent presidential elections.  
36. (A) It is quite general.  
(B) Most of the information he needs will be found in newspapers.  
(C) She thinks he should change it.  
(D) It should take a very short time to find material on it.  
37. (A) Travel to that library to get it.  
(B) Pay to use it.  
(C) Read it in the graduate school library.  
(D) Order the material from the publisher.

### **Part C**

**Directions:** In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

*Here is an example.*

On the recording, you hear:

Now listen to a sample question.

In your test book, you read:

- (A) To demonstrate the latest use of computer graphics.
- (B) To discuss the possibility of an economic depression.
- (C) To explain the workings of the brain.
- (D) To dramatize a famous mystery story.

**The best answer to the question "What is the main purpose of the program?" is (C), "To explain the workings of the brain." Therefore, the correct choice is (C).**

Now listen to another sample question.

In your test book, you read:

- (A) It is required of all science majors.
- (B) It will never be shown again.
- (C) It can help viewers improve their memory skills.
- (D) It will help with course work.

**The best answer to the question "Why does the speaker recommend watching the program?" is (D), "It will help with course work." Therefore, the correct choice is (D).**

Remember, you should **not** take notes or write on your test pages.

- 38. (A) Advice about landscaping.
- (B) Hints about saving to buy a house.
- (C) Photographs of the homes of famous people.
- (D) Plans for houses.

- 39. (A) Nineteenth-century American painting.
- (B) American architectural history.
- (C) Introduction to economics.
- (D) Eighteenth-century American society.

- 40. (A) There was a shortage of architects.
- (B) They included plans for elaborate houses.
- (C) Builders could not work without one.
- (D) They were relatively inexpensive.

- 41. (A) People who restore old houses.
- (B) People who sell houses.
- (C) People who design new houses.
- (D) People who want to buy a house.

- 42. (A) To study its geography.
- (B) To help at an archaeological dig.
- (C) To take a vacation with friends.
- (D) To do research for a physics project.

- 43. (A) Its shape.

- (B) Its size.

- (C) Its location.

- (D) Its brightness.

- 44. (A) Smaller circles.

- (B) Bands of color.

- (C) "A large white disc.

- (D) Curved legs of light.

- 45. (A) It had never been seen before.

- (B) It was in the student's imagination.

- (C) It would stay there for days.

- (D) It was fairly common.

- 46. (A) A halo.

- (B) A sunspot.

- (C) A sun dog.

- (D) A rainbow.

- 47. (A) Nursing students.

- (B) Undergraduate college students.

- (C) The graduating class at a medical school.

- (D) First-year medical students.

- 48. (A) More people would apply to medical school.

- (B) Understaffed areas would gain more physicians.

- (C) Students would finish medical school in three years.

- (D) More students would enter specialty areas.

- 49. (A) Practical experience.

- (B) Extra income.

- (C) Course credit.

- (D) Tuition reduction.

- 50. (A) It's difficult to get to know one's patients.

- (B) Income tends to be relatively low.

- (C) It's difficult to gain the respect of the community.

- (D) There is very little business for specialists.

Now get ready to answer the questions.

51. What are the speakers mainly discussing?

- A) Their plans for next semester
- B) Why the woman can't go to the concert
- C) Their favorite band
- D) Finding a tutor

52. What will the woman do on Saturday?

- A) Teach a class.
- B) Mark tests.
- C) Visit her cousin.
- D) Go to a concert.

Listen again to part of the conversation. Then answer the question.

53. What does the woman mean when she says this?

- A) She thinks he should treat her with more respect.
- B) She plans to teach university.
- C) She thinks Professor Mathers is not kind.
- D) She thinks she'll be as good a teacher as Professor Mathers.

54. What can be inferred from the conversation?

- A) The woman never works on weekends.
- B) The man and woman take the same courses.
- C) The speakers live in the same dorm.
- D) The man stayed after class for help.

55. How does the male student feel about the woman's weekend plans?

- A) He feels sorry for her.
- B) He is excited for her.
- C) He is worried about her.
- D) He is jealous of her.

Now listen to part of a lecture from an environmental science class

Now get ready to answer the questions.

56. What is the main topic of the discussion?

- A) Harmful televisions
- B) A landfill concern
- C) Computer equipment
- D) Recycling films

57. What makes monitors hazardous to the environment?

- A) SRT's
- B) X-rays
- C) Cathode ray tubes

D) Landfills

58. According to Lisa, why can't monitors be recycled?

- A) They are too expensive to reuse.
- B) There are no companies that provide this service.
- C) People are too lazy to take them to recycling plants.
- D) Companies prefer to store them for future use.

Listen again to part of the discussion. Then answer the question.

59. What does Lisa mean when she says this:

- A) Her family has thrown monitors in the garbage.
- B) Her family owns a lot of television sets.
- C) Her family feels bad about how much TV they watch.
- D) Her family doesn't care about the environment.

60. What will the class do next?

- A) Visit a landfill site.
- B) Dissect a computer monitor.
- C) Watch another film.
- D) Review the film about monitors.

### **ОТВЕТЫ К ТЕСТУ**

1. C; 2. B; 3. A; 4. D; 5. B; 6. A; 7. A; 8. B; 9. C; 10. C; 11. A; 12. C; 13. B; 14. C; 15. C; 16. C; 17. D; 18. C; 19. A; 20. B; 21. A; 22. A; 23. C; 24. B; 25. A; 26. D; 27. B; 28. C; 29. B; 30. D; 31. D; 32. A; 33. C; 34. C; 35. D; 36. A; 37. C; 38. D; 39. B; 40. D; 41. A; 42. B; 43. A; 44. C; 45. D; 46. C; 47. D; 48. B; 49. A; 50. B; 51. B; 52. B; 53. B; 54. D; 55. A; 56. B; 57. C; 58. B; 59. B; 60. C;

### **Тестирование на китайском языке**

1.

A. 刚来中国的时候，我们试着说一点汉语。

B. 刚来中国的时候，我们试着说一点汉语。

2.

A. 我要去图书馆借借一本书。

B. 我要去图书馆借这本书。

3.

A. 你们这儿有哪凉菜？

B. 你们这儿有什么凉菜吗？

4.

A. 他给孩子们唱了一首歌。

B. 他唱了一首歌给孩子们。

5.

A. 这件事我要跟我的父亲商亮。

B. 这件事我要商亮跟我的父亲。

6.

A. 请你给我看看你的简历和学位证书。

B. 请你把你的简历和学位证书给我看看。

7.

A. 请你把你的护照给我看一下。

B. 请你给我看一下你的护照。

8.

A. 小姐，我的房间还没有打扫。

B. 小姐，我的房间还不打扫。

9.

A. 我跟我的同学一起在校园里散步。

B. 我给我的同学一起在校园里散步。

10.

A. 我想请你帮忙一件事。

B. 我有一件事想请你帮忙。

11.

A. 我想买一台电视机，可是我的钱不够。你能不能接我 1000 块钱，我下星期二还给你。

B. 我想买一台电视机，可是我的钱不够。你能不能接我 1000 块钱，我下星期二还你。

12.

A. 在中国，我什么天都说汉语。

B. 在中国，我哪天都说汉语。

### **Пример практического задания**

#### **Примерное тестирование**

##### **1) Образец задания на перевод с листа:**

**Interviewer:** You were involved in a very large acquisition recently. What are the essential preparatory steps for a successful acquisition?

**Nigel Portwood:** The first step is to ensure that you have a strategy, a very clear strategy. You need to know where you want to compete, which markets; how you want to compete; and how you will get competitor advantage over the other players in the market. From that strategy you should understand which other companies in the market will help you achieve your objectives. Your other alternative, of course, is not to buy another company, but just to try and build a successful position on your own, through investment. But, assuming that you can find a candidate that you would like to acquire, the next essential step is to analyse that company – to understand its products, where it gets its sales from, who its customers are, and what its cost structure is. You then need to think how, if you own that company, you would invest in it, and what the financial consequences of that would be. Because the third step is to essentially work out how much this company is worth, and you need to worry about two prices there. The first is what is it worth to the current owners, and the second is what is it worth to you? And the difference should be driven by the synergy that you see, that is, the benefits that you can bring to the company through your ownership. And er, we all spend lots of time analysing the projections for the company to try and arrive at a valuation. And the final step, of course, is just working out your tactics as to how you are going to buy this company - whether it be your pricing tactics or the way in which you approach the current owners.

**СПК-3.** Способен использовать понятийный аппарат теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации для решения профессиональных задач

**Знать:** основные понятия теоретической и прикладной лингвистики, переводоведения, теории межкультурной коммуникации

**Уметь:** применять полученные знания для решения профессиональных задач

**Владеть:** Системным подходом при решении поставленных задач в избранной профессиональной сфере.

### **Примерные темы докладов**

1. Понятие и структура содержания текста.
2. Аспекты перевода, связанные с языковыми факторами.
3. Процесс перевода в свете различных лингвистических теорий.
4. Составляющие переводческой компетенции.
5. Понятие эквивалентности.
6. Основные концепции эквивалентности.
7. Различные модели видов эквивалентности.
8. Различные модели уровней эквивалентности.
9. Виды переводческих трансформаций и факторы, обуславливающие их применение.
10. Прагматические аспекты перевода.

### **Примерный образец теста**

#### **Тесты (вариант 2)**

##### **Listening Comprehension**

In this section of the test, you will have an opportunity to demonstrate your ability to understand conversations and talks in English. There are three parts to this section with special directions for each part. Answer all the questions on the basis of what is stated or implied by the speakers in this test. You are not allowed to take notes or write in your test book.

##### **Part A**

**Directions:** In Part A, you will hear short conversations between two people. After each conversation, you will hear a question about the conversation. The conversations and questions will not be repeated. After you hear a question, read the four possible answers in your book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

*Here is an example.*

On the recording, you hear:

In your test book, you read:

(A) *He doesn't like the painting either.*



- (B) *He doesn't know how to paint.*
- (C) *He doesn't have any paintings.*
- (D) *He doesn't know what to do.*

***You learn from the conversation that neither the man nor the woman likes the painting. The best answer to the question "What does the man mean?" is (A), "He doesn't like the painting either." Therefore, the correct choice is (A).***

1. (A) He makes a lot of money.  
(B) He has just been left some money.  
(C) He doesn't believe three hundred dollars is enough.  
(D) He can't afford to spend that much.
2. (A) He knows what is wrong with the watch.  
(B) The woman doesn't need to buy another battery.  
(C) The woman should get a new watch.  
(D) The jewelry store can probably repair the woman's watch.
3. (A) He has another meeting to attend on that day.  
(B) He's available either day.  
(C) He can't attend a two-day conference.  
(D) Not everybody will go to the same meeting.
4. (A) Go to the beach with her friends.  
(B) Postpone her meeting with Professor Jones.  
(C) See Professor Jones after class.  
(D) Give a speech in Professor Jones's class.
5. (A) She isn't a very good student.  
(B) She hasn't gotten her grades yet.  
(C) She shouldn't worry about her grades.  
(D) She doesn't like to talk about grades.
6. (A) The classes have improved his health.  
(B) His new glasses fit better than the old ones.  
(C) He's thinking of taking exercise classes.  
(D) He's unhappy about his life.
7. (A) She also found the book difficult.  
(B) She has learned a lot about names.  
(C) She doesn't remember the title of the novel.  
(D) She read a different book.
8. (A) They'll have to go to a later show.  
(B) The people in line all have tickets.  
(C) She doesn't want to go to the second show.  
(D) They won't have to wait much longer.
9. (A) If it's too late for her to drop the course.  
(B) If she sympathizes with him.  
(C) If she apologized for what she did.  
(D) If she regrets taking the course.
10. (A) She'll be traveling during winter break.  
(B) She'll be working during vacation.  
(C) She's looking forward to going home.  
(D) She wants to hire another research assistant.
11. (A) He's glad he called the doctor.  
(B) He wants to change the appointment.  
(C) He can't come until 4:15.  
(D) He was confused about the date of the appointment.
12. (A) No one believes he won the scholarship.  
(B) He's surprised that he got the scholarship.  
(C) It isn't true that he won the scholarship.  
(D) He's glad to award the woman the scholarship.
13. (A) During economics class.  
(B) Before economics.  
(C) In about an hour.  
(D) The next day.
14. (A) The nurse wasn't able to help her.  
(B) She's going to help the nurse as soon as she feels better.  
(C) She thinks she should ask the nurse for a pill.  
(D) She feels sleepy because of the medicine she took.
15. (A) Whether she can make a proposal.  
(B) Whether Bill needs her help.  
(C) Whether she can review Bill's summary.  
(D) Whether she can speak for Bill.
16. (A) He can't wear the shirt right now.  
(B) He can't find the shirt.  
(C) He doesn't like the shirt.  
(D) He thinks the shirt is inappropriate for the occasion.
17. (A) He has three classes in a row.  
(B) His class begins at one o'clock.  
(C) His class meets for three hours.  
(D) He will be in class all afternoon.
18. (A) The team won despite poor play.

- (B) The team has to play at least one game.  
 (C) At least the football team played well.  
 (D) The team should have won the game.
19. (A) She needed warmer clothing than in previous summers.  
 (B) She knitted two sweaters in August.  
 (C) August was warmer than the rest of the summer.  
 (D) She was unusually busy all summer.
20. (A) If the man is going to the store.  
 (B) How the man feels about the news.  
 (C) If the man is going to lose his job.  
 (D) Where the man heard the news.
21. (A) It will be ready at four o'clock today.  
 (B) It can be picked up at two o'clock tomorrow.  
 (C) It will be ready in two hours.  
 (D) Only two rolls will be ready on time.
22. (A) He'll go to the party with the woman.  
 (B) He met the man at the party.  
 (C) He has changed his plans.  
 (D) He has to work late.
23. (A) Pay for some of the food.  
 (B) Insist on choosing their own food.  
 (C) Treat Gary to dinner some other time.  
 (D) Thank Gary for his generous offer.
24. (A) She used to work at a newspaper.  
 (B) She'd like her supervisor's opinion of her work.  
 (C) She wishes she had a different kind of job.  
 (D) She meets with her supervisor regularly.
25. (A) She rearranged the chapters of her book.  
 (B) She assured him that the chapter was finished.
- (C) She worked on the chapter for quite a while.  
 (D) She wasn't sure how to end the book.
26. (A) There's room to stack up the cans of coffee.  
 (B) The store is out of coffee.  
 (C) They should buy a lot of coffee.  
 (D) They should wait for a better deal on coffee.
27. (A) She works very hard.  
 (B) She is very strict.  
 (C) Her classes fill up quickly.  
 (D) It's easy to get good grades in her courses.
28. (A) The office already mailed the man's birth certificate.  
 (B) The office no longer issues birth certificates.  
 (C) The man doesn't have sufficient identification for his request.  
 (D) The man will have to apply for his birth certificate in writing.
29. (A) The woman has a choice of early flights.  
 (B) Not many planes go to Washington.  
 (C) The woman should take the earlier flight.  
 (D) The six o'clock flight is already filled.
30. (A) She would rather not invite other clubs to join them.  
 (B) They should prepare extra refreshments.  
 (C) The members of the club always eat a lot.  
 (D) There was too much food at a previous meeting.

### **Part B**

**Directions:** In this part of the test, you will hear longer conversations. After each conversation, you will hear several questions. The conversations and questions will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

Remember, you should **not** take notes or write on your test pages.

31. (A) Get a ride home with Nancy.  
 (B) Find a place to live.  
 (C) Go to the store before it closes.  
 (D) Carry his groceries home.
32. (A) He didn't expect to buy a lot.  
 (B) He had only one bag of groceries.  
 (C) The supermarket is just down the block.  
 (D) He thought he'd get a ride with the Kramers.
33. (A) They are paying for his education.

- (B) They invited him to their party.
- (C) They took him on a vacation with them.
- (D) They let him live with them for free.
- 34. (A) She was impressed by it.
- (B) It was a waste of money.
- (C) She was amazed it had opened so soon.
- (D) She didn't like it as much as the other wings.
- 35. (A) He took a tour of the city.
- (B) He read about it.

- (C) He wrote an article about it.
- (D) He worked there as a guide.
- 36. (A) They came from the original wing.
- (B) They're made of the same material.
- (C) They're similar in shape.
- (D) They were designed by the same person.
- 37. (A) It was made of aluminum.
- (B) It wasn't large enough.
- (C) It wouldn't move in the wind.
- (D) It was too heavy to put up.

### **Part C**

**Directions:** In this part of the test, you will hear several short talks. After each talk, you will hear some questions. The talks and questions will not be repeated.

After you hear a question, read the four possible answers in your book and choose the best answer. Then, on your answer sheet, find the number of the question and fill in the space that corresponds to the letter of the answer you have chosen.

*Here is an example.*

On the recording, you hear:

Now listen to a sample question.

In your test book, you read:

- (A) To demonstrate the latest use of computer graphics.
- (B) To discuss the possibility of an economic depression.
- (C) To explain the workings of the brain.
- (D) To dramatize a famous mystery story.

**The best answer to the question "What is the main purpose of the program?" is (C), "To explain the workings of the brain." Therefore, the correct choice is (C).**

Now listen to another sample question.

In your test book, you read:

- (A) It is required of all science majors.
- (B) It will never be shown again.
- (C) It can help viewers improve their memory skills.
- (D) It will help with course work.

**The best answer to the question "Why does the speaker recommend watching the program?" is (D), "It will help with course work." Therefore, the correct choice is (D).**

Remember, you should **not** take notes or write on your test pages.

- 38. (A) To review material that will be on a test.
- (B) To introduce a new professor.
- (C) To explain changes in the schedule.
- (D) To describe the contents of a paper.
- 39. (A) At the beginning.
- (B) In the middle.
- (C) One week before the end.
- (D) At the end.
- 40. (A) Administer an examination.
- (B) Present a conference paper.
- (C) Explain next week's schedule.
- (D) Take attendance in class.
- 41. (A) A regular class will be given.
- (B) An optional review class will be given.
- (C) An exam will be given.
- (D) Class will be canceled.
- 42. (A) Rock formations in the Nevada desert.
- (B) Graduate studies in anthropology.
- (C) Excavation techniques used in archaeology.
- (D) Prehistoric desert people of Nevada.
- 43. (A) They planned their migrations.
- (B) They didn't travel far from their base camps.
- (C) They hid from their enemies in caves.
- (D) They planted seeds near their camps.
- 44. (A) They had trouble finding it.
- (B) Lack of light made it impossible.

- (C) It was too small for a group to fit into.  
(D) Items stored by others took up most of the space.
45. (A) Prehistoric desert people.  
(B) Migratory animals.  
(C) Food supplies and tools.  
(D) Growing plants.
46. (A) To illustrate the size of some objects.  
(B) To introduce the next assignment.  
(C) To show some artifacts on display at the campus museum.  
(D) To demonstrate his photographic ability.
47. (A) A comparison of fish to warm-blooded animals.  
(B) The difference between saltwater and freshwater environments.

- (C) The importance of fish to human beings.  
(D) How water has affected the development of fish.
48. (A) It can't be compressed.  
(B) It is often polluted.  
(C) Its temperature often fluctuates dramatically.  
(D) It limits their size.
49. (A) A whale.  
(B) A human.  
(C) A snake.  
(D) A snail.
50. (A) Its skeleton.  
(B) Its shape.  
(C) Its senses.  
(D) Its body temperature.

Now listen to part of a lecture from a gemology class.  
Now get ready to answer the questions.

51. What is the purpose of this lecture?  
A) To compare diamonds and gold  
B) To discuss types of gems  
C) To discuss the formation of diamonds  
D) To review the elements of carbon
52. Which of the following is NOT one of the 4 C's used by the jewelry business?  
A) Carbon  
B) Carat  
C) Color  
D) Cut

53. Where do natural diamonds form?  
A) In a manufacturing plant  
B) In an electrical insulator  
C) Deep in the Earth's mantle  
D) Alongside metals such as gold
54. According to the professor, what are diamonds good for besides jewelry?  
A) They can create heat.  
B) They can hold heat in.  
C) They can damage insulators.  
D) They can conduct electricity.

Listen again to part of the lecture. Then answer the question.

55. What does the professor mean when she says this:  
A) Nobody will want to buy diamond computer chips.  
B) Advertisers will have fun marketing this type of product.  
C) Computers will take interest away from the jewelry industry.  
D) Jewelers will be competing with programmers.

Now listen to part of a lecture from an environmental science class  
Now get ready to answer the questions.

56. What is the main topic of the discussion?
- A) Harmful televisions
  - B) A landfill concern
  - C) Computer equipment
  - D) Recycling films
57. What makes monitors hazardous to the environment?
- A) SRT's
  - B) X-rays
  - C) Cathode ray tubes
  - D) Landfills
58. According to Lisa, why can't monitors be recycled?
- A) They are too expensive to reuse.
  - B) There are no companies that provide this service.
  - C) People are too lazy to take them to recycling plants.
  - D) Companies prefer to store them for future use.

Listen again to part of the discussion. Then answer the question.

59. What does Lisa mean when she says this:
- A) Her family has thrown monitors in the garbage.
  - B) Her family owns a lot of television sets.
  - C) Her family feels bad about how much TV they watch.
  - D) Her family doesn't care about the environment.
60. What will the class do next?
- A) Visit a landfill site.
  - B) Dissect a computer monitor.
  - C) Watch another film.
  - D) Review the film about monitors.

### ОТВЕТЫ К ТЕСТУ

1. D; 2. D; 3. B; 4. C; 5. C; 6. A; 7. A; 8. A; 9. D; 10. B; 11. D; 12. B; 13. D; 14. D; 15. C; 16. A; 17. C; 18. A; 19. A; 20. C; 21. B; 22. C; 23. A; 24. B; 25. C; 26. C; 27. B; 28. D; 29. A; 30. D; 31. D; 32. A; 33. D; 34. A; 35. B; 36. C; 37. D; 38. C; 39. B; 40. A; 41. B; 42. D; 43. A; 44. B; 45. C; 46. A; 47. D; 48. A; 49. C; 50. B; 51. C; 52. A; 53. C; 54. B; 55. B; 56. B; 57. C; 58. B; 59. B; 60. C;

### Тестирование на китайском языке

1. Заполните пропуски противоположными по смыслу словами 大, 这, 不是, 没有 1. 小 - \_\_\_\_\_ 3. 那 - \_\_\_\_\_ 2. 有 - \_\_\_\_\_ 4. 是 - \_\_\_\_\_

Соедините подходящие по смыслу вопросы и ответы.

- |            |               |
|------------|---------------|
| 1 你家有几口人 ? | a 我爸爸是老师      |
| 2 你家有谁 ?   | b 今年是二〇二〇年    |
| 3 你有弟弟吗 ?  | c 我没有弟弟, 我有哥哥 |
| 4 你爸爸是谁 ?  | d 今天二月二十九号    |

5 你是中学生吗？

e 现在下午五点半

6 现在几点？

f 我叫有五口人

7 今天几月几号？

g 我家有爸爸，妈妈，弟弟和我

8 今年是哪一年？

h 我不是中学生，是小

### Пример практического задания

#### **Образец задания на двусторонний перевод:**

Interview with Mr Vdovin, Commercial Director of Terra Publishers, a major Russian Priming House

Q: There are heaps of books on your office desk. Do you have to read as part of your duties or is it your hobby?

A: Конечно, далеко не все, что мы выпускаем, я читаю — в противном случае для ознакомления с ситуацией на рынке приходи лось бы «проглатывать» 2,5 книги в день. Большую часть информации мне рассказывают сами авторы, помогают коллеги.

Q: What takes up most of your time at work?

A: Основная часть моей работы — это занятие маркетингом и связями с общественностью. Самое интересное — организация телевизионной программы «Книжная лавка», на это уходит больше всего сил и времени.

Q: What is your main incentive? Why did you choose to work here?

#### **4. Методические материалы, определяющие процедуры оценивания знаний, умений, навыков и (или) опыта деятельности, характеризующих этапы формирования компетенций**

Форма промежуточной аттестации - зачет в 7 семестре, зачет с оценкой - 8 семестр

В рамках освоения дисциплины предусмотрены следующие формы текущего контроля: доклад, тестирование, практическое задание

Общее количество баллов по дисциплине – 100 баллов.

Максимальное количество баллов, которое может набрать обучающийся в течение семестра за текущий контроль, равняется 80 баллам (7 семестр) и 70 баллам (8 семестр).

Промежуточная аттестация проводится устно по вопросам в форме зачета/зачета с оценкой. На зачете/зачете с оценкой обучающийся должен дать развернутые ответы на теоретические вопросы. Максимальное число баллов, которые выставляются обучающемуся по итогам зачета, – 20 баллов, по итогам зачета с оценкой – 30 баллов.

#### **Содержание зачета/зачета с оценкой:**

1. Теоретический вопрос по пройденному материалу
2. Устный последовательный перевод текста с использованием системы сокращенной переводческой записи

#### **Список вопросов к зачету**

1. Введение в теорию и практику синхронного перевода
2. Понятие устного перевода.
3. Виды устного перевода
4. Введение в основы переводческой скорописи

5. Специфика устных жанров
6. Стратегия и тактика исправления ошибок в устном переводе
7. Особенности и нюансы двустороннего перевода
8. Лексические трансформации
9. Грамматические трансформации
10. Синтаксические трансформации
11. Стилистические особенности текста и их передача при переводе
12. Особенности общественно-политического перевода
13. Приемы перевода метафорических единиц, метонимии и иронии
14. Типы переводческих модификаций: конкретизация / генерализация, модуляция (смысловое развитие), опущение / расширение.
15. Особенности подготовки комментария к готовым переводам

### **Список вопросов к зачету с оценкой**

1. Степень и способы компенсации языковых различий.
2. Полный, частичный, нулевой перевод грамматических форм.
3. Понятие функциональной замены.
4. Приемы уподобления, конверсии и антонимического перевода.
5. Актуальное членение предложения и его влияние на перевод
6. Правила выбора способа перевода
7. Синтаксические преобразования на уровне предложений.
8. Наличие авторской установки на уровне предложения
9. Неопределенное множество переводческих интерпретаций.
10. Темпоральные характеристики деятельности синхронного переводчика
11. Параллельность процессов восприятия исходного текста и порождения текста на языке.
12. Строение деятельности синхронного переводчика
13. Прагматическая адаптация перевода
14. Общая характеристика современной теории перевода
15. Передача значений языковых единиц в переводе

### **Требования к зачету и зачету с оценкой**

При оценке знаний на **зачете/зачете с оценкой** учитываются:

1. Понимание и степень усвоения теории курса.
2. Уровень знания фактического материала в объёме программы.
3. Правильность формулировки основных понятий и закономерностей.
4. Логика, структура и грамотность изложения вопроса.
5. Использование примеров из монографической литературы (статьи, хрестоматии, художественные произведения).
6. Умение связать теорию с практическим применением.
7. Умение сделать обобщение, выводы.
8. Умение ответить на дополнительные вопросы.
9. Глубокое и прочное усвоение знаний программного материала (умение выделять главное, существенное).
10. Знание авторов-исследователей по данной проблеме.

### **Шкала оценивания зачета (7 семестр)**

<b>Критерии оценивания</b>	<b>Баллы</b>
Выставляется за ответ, который демонстрирует	20-16 баллов

прекрасное знание предмета, умение соединять знания из различных разделов курса, легко и безошибочно иллюстрировать теоретические положения примерами, как взятыми из учебника, так и своими собственными; владение терминологией из различных разделов курса. Безошибочно выполняется практическое задание к билету.	
Выставляется за ответ, который демонстрирует хорошее знание и понимание изученного материала, подкреплён примерами, взятыми из лекций или учебника; допускаются единичные ошибки, которые экзаменуемый исправляет самостоятельно после замечаний преподавателя.	15-11 баллов
Выставляется за ответ, который обнаруживает самое общее понимание теории, однако, плохо подкрепляемое практическими примерами. При таком ответе студент проявляет неуверенность, не всегда даёт исчерпывающие аргументированные ответы на заданные вопросы, допускает ошибки при разборе практического задания.	10-6 баллов
Выставляется за ответ, который обнаруживает непонимание сути вопроса, являясь механическим повторением курса лекций или учебника; незнание терминологии, искажение смысла понятий; неумение соотнести теорию с практикой.	5-0 баллов

#### **Итоговая шкала оценивания по дисциплине**

Итоговая оценка складывается из оценки за выполнения всех предусмотренных в программе дисциплины форм отчетности в рамках текущего контроля, а также оценки на промежуточной аттестации.

Баллы, полученные по текущему контролю и промежуточной аттестации	Оценка в традиционной системе
81-100	зачтено
61-80	зачтено
41-60	зачтено
0-40	не зачтено

#### **Шкала оценивания зачета с оценкой (8 семестр)**

<b>Критерии оценивания</b>	<b>Баллы</b>
Выставляется за ответ, который демонстрирует прекрасное знание предмета, умение соединять знания из различных разделов курса, легко и безошибочно иллюстрировать теоретические положения примерами, как взятыми из учебника, так и своими собственными; владение терминологией из различных разделов курса. Безошибочно выполняется практическое задание к билету.	30-21 балл
Выставляется за ответ, который демонстрирует хорошее знание и понимание изученного материала, подкреплён	20-16 баллов



примерами, взятыми из лекций или учебника; допускаются единичные ошибки, которые экзаменуемый исправляет самостоятельно после замечаний преподавателя.	
Выставляется за ответ, который обнаруживает самое общее понимание теории, однако, плохо подкрепляемое практическими примерами. При таком ответе студент проявляет неуверенность, не всегда даёт исчерпывающие аргументированные ответы на заданные вопросы, допускает ошибки при разборе практического задания.	15-11 баллов
Выставляется за ответ, который обнаруживает непонимание сути вопроса, являясь механическим повторением курса лекций или учебника; незнание терминологии, искажение смысла понятий; неумение соотнести теорию с практикой.	10-0 баллов

#### **Итоговая шкала оценивания по дисциплине**

Итоговая оценка складывается из оценки за выполнения всех предусмотренных в программе дисциплины форм отчетности в рамках текущего контроля, а также оценки на промежуточной аттестации.

Баллы, полученные по текущему контролю и промежуточной аттестации	Оценка в традиционной системе
81-100	отлично
61-80	хорошо
41-60	удовлетворительно
0-40	не удовлетворительно





