

МИНОБРНАУКИ РОССИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«ВОРОНЕЖСКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ» (ФГБОУ ВО  
«ВГУ»)

УТВЕРЖДАЮ  
Заведующий кафедрой

*перевода и профессиональной коммуникации*



Л.Г. Кузьмина

15.05.2024 г.

**РАБОЧАЯ ПРОГРАММА УЧЕБНОЙ ДИСЦИПЛИНЫ**  
**Б1.В.04 Практический курс устного перевода с английского языка**

**1. Код и наименование направления подготовки/специальности:**

45.05.01 Перевод и переводоведение

**2. Профиль подготовки/специализация:**

Перевод и переводоведение. Английский и испанский языки

**3. Квалификация (степень) выпускника: лингвист-переводчик**

**4. Форма обучения: очная**

**5. Кафедра, отвечающая за реализацию дисциплины: 0734 перевода и профессиональной коммуникации**

**6. Составители программы: Караваева Н.А., канд. филол. наук, доцент**

**7. Рекомендована: НМС факультета РГФ, протокол №8 от 01.04.2024 г.**

**8. Учебные годы: 2025-28**

**Семестры: 5-10**

## 9. Цели и задачи учебной дисциплины:

Цель курса: формирование профессиональной компетенции студентов в области устного перевода.

### Задачи:

- 1) формирование представлений о специфике устного перевода и его видах;
- 2) овладение знаниями о текстологических характеристиках перевода (тип устного текста, его функциональный стиль, коммуникативное задание) и навыками их распознавания;
- 3) формирование умений осуществлять предпереводческий анализ устных текстов при переводе с немецкого на родной для обеспечения точности восприятия исходного высказывания, прогнозирования вероятного когнитивного диссонанса и осознания несоответствий в процессе перевода и способов их преодоления;
- 4) формирование умений осуществлять последовательный устный перевод, используя для этого вариативные стратегии перевода (подбор соответствий, осуществление трансформаций) для достижения необходимого уровня эквивалентности исходного и переводного текстов;
- 5) формирование навыков сокращенной переводческой записи;
- 6) развитие способности проявлять психологическую устойчивость в сложных условиях переключения с одного рабочего языка на другой;
- 7) развитие оперативной памяти;
- 8) формирование представлений об этике устного переводчика.

**10. Место учебной дисциплины в структуре ООП:** (блок Б1, базовая или вариативная часть, к которой относится дисциплина; требования к входным знаниям, умениям и навыкам; дисциплины, для которых данная дисциплина является предшествующей))

Дисциплина относится к части, формируемой участниками образовательных отношений (Б1).

Дисциплина опирается на знания, умения и компетенции, получаемые в результате изучения дисциплин Стилистика русского языка и культура речи, Практический курс речевого общения на английском языке, Лексико-грамматический практикум, Теория перевода.

**11. Планируемые результаты обучения по дисциплине/модулю (знания, умения, навыки), соотнесенные с планируемыми результатами освоения образовательной программы (компетенциями выпускников):**

Код	Название компетенции	Код(ы)	Индикатор(ы)	Планируемые результаты обучения
ПК-1	Способен осуществлять неспециализированный перевод	ПК-1.1	осуществляет устный сопроводительный перевод	<i>Знать:</i> теоретические основы устного последовательного перевода. <i>Уметь:</i> осуществлять неспециализированный последовательный перевод. <i>Владеть:</i> навыками вероятностного прогнозирования.
ПК-2	Способен осуществлять устный профессионально-ориентированный перевод	ПК-2.1	осуществляет устный последовательный перевод с соответствиями с требованиями заказчика	<i>Знать:</i> теоретические основы устного последовательного перевода. <i>Уметь:</i> осуществлять последовательный профессионально-ориентированный перевод в соответствии с требованиями заказчика. <i>Владеть:</i> навыками вероятностного прогнозирования.
ПК-2	Способен осуществлять	ПК-2.2	осуществляет устный перевод	<i>Знать:</i> теоретические основы устного последовательного перевода.

	устный профессионально-ориентированный перевод		с использованием специального оборудования для синхронного перевода	<p><i>Уметь:</i> осуществлять последовательный профессионально-ориентированный перевод, в том числе при помощи специального оборудования.</p> <p><i>Владеть:</i> навыками вероятностного прогнозирования.</p>
ПК-4	Способен к аналитической деятельности	ПК-4.1	анализирует переводческое задание, осуществляет предпереводческий анализ текста или аудиовизуального материала с учетом необходимости его адаптации	<p><i>Знать:</i> особенности переводческого задания.</p> <p><i>Уметь:</i> осуществлять предпереводческий анализ текста или аудиовизуального материала.</p> <p><i>Владеть:</i> информацией об особенностях ситуаций, когда необходима адаптация переводимого материала.</p>

**12. Объем дисциплины в зачетных единицах/час.(в соответствии с учебным планом)**  
5 ЗЕТ/540 часов

**Форма промежуточной аттестации(зачет/экзамен)** зачет, зачет с оценкой, экзамен

### 13. Виды учебной работы

Вид учебной работы	Трудоемкость						
	Всего	По семестрам					
		5 семестр	6 семестр	7 семестр	8 семестр	9 семестр	10 семестр
Аудиторные занятия	258	43	43	43	43	43	43
в том числе:							
лекции							
практические							
лабораторные	258	43	43	43	43	43	43
Самостоятельная работа	210	35	35	35	35	35	35
Форма промежуточной аттестации (зачет - 0 час. / экзамен - ___ час.)	72	12	12	12	12	12	12
<b>Итого:</b>	<b>540</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>	<b>90</b>

#### 13.1. Содержание дисциплины

п/п	Наименование раздела дисциплины	Содержание раздела дисциплины
<b>Лабораторные работы</b>		
1	Особенности последовательного перевода. Основы скорописи	Перевод с листа. Выполнение упражнений на тренировку темпа. Создание и совершенствование индивидуальной системы скорописи. Выполнение устного перевода с листа материалов конференций, переговоров.
2	Типы	Структура организаций. Виды деятельности. Функции

	международных организаций	организаций на международной арене. Задачи организаций. Работа над лексикой (составление глоссариев).
3	Виды международных конференций	Классификация международных конференций в зависимости от субъекта, созывающего конференцию, от уровня представительства государств, принимающих участие, от вопросов, входящих в повестку дня и

		периодичности созываемости. Порядок работы конференции. Процедура организации и проведения. Работа над лексикой по тематическим группам. Термины и клишированная сочетаемость. Выполнение упражнений на синтаксическое развертывание и компрессию.
4	Противодействие терроризму. Международная безопасность.	Выполнение упражнений. Выполнение последовательного перевода текста соответствующей тематики.
5	Кибербезопасность	Выполнение упражнений. Выполнение последовательного перевода текста соответствующей тематики.
6	Гуманитарное сотрудничество.	Выполнение упражнений. Выполнение последовательного перевода текста соответствующей тематики.
7	Развитие современных технологий	Выполнение упражнений. Выполнение последовательного перевода текста соответствующей тематики.
8	Проблемы современной экономики	Выполнение упражнений. Выполнение последовательного перевода текста соответствующей тематики.
9	Проблемы экологии.	Выполнение упражнений. Выполнение последовательного перевода текста соответствующей тематики.

### 13.2. Темы (разделы) дисциплины и виды занятий

№ п/п	Наименование темы (раздела) дисциплины	Виды занятий (часов)				Всего
		Лекции	Практические	Лабораторные	Самостоятельная работа	
1	Особенности последовательного перевода. Основы скорописи			27	30	57
2	Типы международных организаций			27	20	47
3	Виды международных конференций			27	20	47
4	Противодействие терроризму. Международная безопасность.			27	20	47
5	Кибербезопасность			30	20	50
6	Гуманитарное сотрудничество.			30	30	60
7	Развитие современных технологий			30	20	50
8	Проблемы современной экономики			30	30	60
9	Проблемы экологии.			30	20	50
	<b>Итого:</b>			<b>258</b>	<b>210</b>	<b>540</b>

### 14. Методические указания для обучающихся по освоению дисциплины

(рекомендации обучающимся по освоению дисциплины: работа с конспектами лекций,

*презентационным материалом, выполнение практических заданий, тестов, заданий текущей аттестации и т.д.)*

Приступая к изучению учебной дисциплины, студенты должны ознакомиться с:

- учебной программой;
- учебной и научной литературой, имеющейся в библиотеке вуза.

В ходе подготовки к практическим занятиям студентам следует:

- изучить основную литературу;
- ознакомиться с дополнительной литературой, новыми публикациями в периодических изданиях: журналах, газетах и т.д. При этом необходимо учесть рекомендации преподавателя и требования учебной программы.

При подготовке к зачету студентам необходимо:

- повторять пройденный материал в строгом соответствии с учебной программой, а также рекомендациями преподавателя;
- использовать литературу и электронные источники, рекомендованные преподавателем;
- обращать особое внимание на темы учебных занятий, по разным причинам пропущенных студентом; при необходимости обращаться за консультацией и методической помощью к преподавателю.

Студент обязан в полном объеме использовать время самостоятельной работы, предусмотренное настоящей рабочей программой, для изучения соответствующих разделов дисциплины, и своевременно обращаться к преподавателю в случае возникновения затруднений при выполнении заданий в рамках самостоятельной работы.

При проведении занятий рекомендуется использование активных и интерактивных форм занятий (компьютерных симуляций, деловых и ролевых игр, проектных методик, мозгового штурма, разбора конкретных ситуаций, коммуникативного эксперимента, коммуникативного тренинга, иных форм) в сочетании с внеаудиторной работой. Удельный вес занятий, проводимых в интерактивных формах, составляет не менее 20 % аудиторных занятий.

**15. Перечень основной и дополнительной литературы, ресурсов интернет, необходимых для освоения дисциплины (список литературы оформляется в соответствии с требованиями ГОСТ и используется общая сквозная нумерация для всех видов источников)**

а) основная литература:

№ п/п	Источник
1	Аликина Е.В. Переводческая семантография. Запись при устном переводе. М., «Восток», 2006.
2	Мирам Г.Э. Профессия: переводчик. Эльга, Ника-Центр, 2006.

б) дополнительная литература:

№ п/п	Источник
3	Миньяр-Белоручев Р.К. Общая теория перевода и устный перевод. М.: Воениздат, 1980.
4	А.А.Сагратян. Введение в опыт перевода. (Искусство, осязаемое пульсом). М.: Грааль, 2001.

в) информационные электронно-образовательные ресурсы (официальные ресурсы интернет)\*:

№ п/п	Ресурс
5	ЭБС (университетская библиотека онлайн): <a href="https://biblioclub.ru/index.php?page=mainubred">https://biblioclub.ru/index.php?page=mainubred</a>
6	<a href="https://edu.vsu.ru/course/view.php?id=4791">https://edu.vsu.ru/course/view.php?id=4791</a>
7	Устный перевод .– Омск : Омский государственный университет, 2012 .– 284 с. – ЭБС Университетская библиотека .—
8	Национальная лига переводчиков <a href="http://www.russian-translators.ru/">http://www.russian-translators.ru/</a>
9	Город переводчиков <a href="http://www.trworkshop.net/">http://www.trworkshop.net/</a>
10	Научная электронная библиотека Elibrary.ru
11	<a href="http://www.slovari.ru/">http://www.slovari.ru/</a>
12	<a href="https://webgate.ec.europa.eu/sr/">https://webgate.ec.europa.eu/sr/</a>
13	<a href="http://www.speechpool.net/ru/">http://www.speechpool.net/ru/</a>
14	<a href="http://www.americanrhetoric.com/speechbank.htm">http://www.americanrhetoric.com/speechbank.htm</a>
15	<a href="https://www.gov.uk/">https://www.gov.uk/</a>

\* Вначале указываются ЭБС, с которыми имеются договора у ВГУ, затем открытые электронно-образовательные ресурсы

**16. Перечень учебно-методического обеспечения для самостоятельной работы (учебно-методические рекомендации, пособия, задачки, методические указания по выполнению практических (контрольных) работ и др.)**

№ п/п	Источник
1	<a href="http://www.americanrhetoric.com">www.americanrhetoric.com</a>
2	<a href="http://www.bbc.co.uk/podcasts/">www.bbc.co.uk/podcasts/</a>
3	<a href="http://www.bloomberg.com/tvradio/podcast">http://www.bloomberg.com/tvradio/podcast</a>
4	<a href="http://www.economist.com">www.economist.com</a>
5	<a href="http://www.merriam-webster.com">www.merriam-webster.com</a>
6	<a href="http://www.multitran.ru">www.multitran.ru</a>
7	Чужакин, Андрей Павлович. Устный перевод XXI : Теория + практика, переводческая скоропись: Учебник для студ. пер. фак. (including English-American and English-Australian glossaries / А.П.Чужакин; Моск. гуманитар. ин-тим. Е.Р. Дашковой .– М., 2001. - 256 с.

**17. Информационные технологии, используемые для реализации учебной дисциплины, включая программное обеспечение и информационно-справочные системы (при необходимости)**

Программное обеспечение MicrosoftWindows, любой браузер для поиска информации, программа «Норд Сервер».

1. Неисключительные права на ПО Dr. Web Enterprise Security Suite Комплексная защита Dr. Web Desktop Security Suite.
2. Программная система для обнаружения текстовых заимствований в учебных и научных работах Антиплагиат.ВУЗ
3. Программное обеспечение Microsoft Windows.
4. При реализации дисциплины используются элементы электронного обучения и дистанционные образовательные технологии.

**18. Материально-техническое обеспечение дисциплины:**

*(при использовании лабораторного оборудования указывать полный перечень, при большом количестве оборудования можно вынести данный раздел в приложение к рабочей программе)*

А. 103: мультимедиапроектор, экран, 15 компьютеров с выходом в интернет, маркерная доска, ПО для лингафонного кабинета.

А. 107: проектор, ноутбук с выходом в интернет, экран.

**19. Оценочные средства для проведения текущей и промежуточной аттестаций:**

Порядок оценки освоения обучающимися учебного материала определяется содержанием следующих разделов дисциплины:

№ п/п	Наименование раздела дисциплины (модуля)	Компетенция(и)	Индикатор(ы) достижения компетенции	Оценочные средства
1.	Противодействие терроризму. Международная безопасность. Кибербезопасность. Гуманитарное сотрудничество. Развитие современных технологий. Проблемы современной экономики. Проблемы экологии.	ПК-4	ПК-4.1	Опрос
	Противодейств			



2.	<p>ие терроризму. Международная безопасность. Кибербезопасность. Гуманитарное сотрудничество. Развитие современных технологий. Проблемы современной экономики. Проблемы экологии.</p>	ПК-2	ПК-2.2	Практическое задание, ролевая игра
3.	<p>Конференц- перевод. Противодействие терроризму. Международная безопасность. Кибербезопасность. Гуманитарное сотрудничество. Развитие современных технологий. Проблемы современной экономики. Проблемы экологии.</p>	ПК-2	ПК-2.2	Практическое задание, ролевая игра
4.	<p>Особенности синхронного перевода. Виды международных организаций. Виды международных конференций.</p>	ПК-2	ПК-2.2	Практическое задание, ролевая игра
5.	<p>Конференц- перевод. Противодействие терроризму. Международная безопасность. Кибербезопасность. Гуманитарное сотрудничество. Развитие современных технологий. Проблемы современной экономики. Проблемы экологии.</p>	ПК-1	ПК-1.1	Практическое задание, ролевая игра
6.	<p>Особенности последовательного перевода. Виды международных организаций. Виды международн</p>	ПК-2	ПК-2.3	Практическое задание, ролевая игра

	ых конференций.			
7.	Конференц-перевод. Противодействие терроризму. Международная безопасность. Кибербезопасность. Гуманитарное сотрудничество. Развитие современных технологий. Проблемы современной экономики. Проблемы экологии.	ПК-2	ПК-2.2	Практическое задание, ролевая игра
8.	Особенности последовательного перевода. Виды международных организаций. Виды международных конференций.	ПК-2	ПК-2.2	Практическое задание, ролевая игра
Промежуточная аттестация форма контроля - зачет				Контрольный последовательный перевод

## 20. Типовые оценочные средства и методические материалы, определяющие процедуры оценивания

### 20.1 Текущий контроль успеваемости

В соответствии с «Положением о текущей аттестации обучающихся по программам высшего образования Воронежского государственного университета» по дисциплине «Практический курс устного перевода с английского языка» (5 ЗЕТ) проводится две текущих аттестации.

Оценочными средствами текущей аттестации является выполнение практического задания.

Контроль успеваемости по дисциплине в ходе текущей аттестации осуществляется на основе выполнения синхронного перевода в рамках контрольного практического задания:

#### Текущий контроль (практическое задание).

#### Семестр 5.

**Составьте глоссарий по теме. Выполните последовательный перевод на русский язык.**

00:03 Ladies and Gentlemen. I live in Istanbul which as you probably know is a huge metropolis and in fact one of the biggest cities in the world. As such it's not a city that's particularly well-known for its green spaces and, indeed, it is a very stressful place to live. However, I count myself very lucky because I happen to have a garden of my own where I can plant flowers and even vegetables which I then enjoy eating.

00:34 Now I find that after spending half an hour or an hour or so in the garden I feel much happier and much more relaxed. So any time I'm feeling a bit down, I've got a bit of the blues what I do is I go out and I spend some time digging up some weeds or planting some flowers. And this makes me feel much better.

00:56 So I decided - I wanted to know whether this is a common phenomenon, whether this is something that everybody feels or whether it was something particular to me. So I went online and did a bit of research. And I found out that there are, indeed, many proven benefits of gardening. So it's not just in my imagination.

1:16 So today what I wanted to talk to you about briefly are some of the mental health benefits of gardening

and also some of the benefits of gardening to your physical health. So let's start with the mental side of things. Let's start with how gardening can make you healthier in your mind.

1:38 Many studies have shown that gardening does, in fact, reduce stress. So for someone like me living in a stressful city gardening is the ideal pastime. Focusing on a physical task helps to take our mind far from small everyday worries. And that helps to feel more relaxed. If this all sounds a bit vague to you, let me say that a Dutch study carried out a few years ago has actually proven that gardening is, in fact, more relaxing, more stress-relieving than reading. Let me just tell you a bit about the study. Em... The researchers took two groups of people and they asked them all to carry out a stressful task so this raised the heart rate and raised also the levels of cortisol - our stress hormones in the bodies. After carrying out this stressful task one group was asked to go into the garden for half an hour and carry out some gardening. The other group was asked to stay inside and read a book. After this relaxing exercise it was found that both groups' stress levels had decreased but the group who had been gardening for half an hour showed significantly lower levels of cortisol in their bodies. So they were measurably less stressed than the group who had spent time reading. Therefore, if you are stressed, go out into the garden.

3:11 Now as well as stress-relief, gardening can be good for mental health disorders such as depression and the reason behind this is that gardening gives you a sense of satisfaction because you can eat the vegetables, that you've grown, or you can watch a seed that you've planted growing to a beautiful flower. And this gives you the sense of the time that you've spent in the garden is worthwhile. It creates a sense of purpose and a sense of achievement. Put this together with the physical effort of working in the garden and we see significant improvements in many mental health disorders such as depression as I mentioned.

3:58 Now, as I said I would talk about mental health sides of mental health benefits and physical health benefits. Since I've just mentioned the physical effort of gardening. Let's move on to how gardening helps our physical health. The doctors say that we should carry out about two and a half hours of moderate exercise every week. However, if you are like me and you hate the gym and you can't think of anything worth than going out for a run that can be hard to carry out this much exercise in your weekly routine.

4:32 However, if you take up gardening and as I mentioned it is a very rewarding exercise and it's also motivating in itself because there are specific tasks you have to do if you your garden to thrive. So therefore once you've started you are more motivated to go out and do that activity if you want your garden to... if you want your garden to survive. So it's easier to motivate yourself to go out and do half an hour of gardening than it is to go out for a run. Even on those days when you're feeling a little bit lazy, you still have to do it.

5:10 Now, of course, gardening is not a very high cardio work-out. However, actions that you carry out and do in the garden... the gardening, such as pushing a lawnmower, digging the soil, bending down, to weed the garden or to plant seeds, stretching up to prune, the branches of a tree or to tie up vines, work all of the muscle groups in the body. And therefore, gardening is a very good general work-out. And research finds that gardening has the same positive benefits as other sports... other sporting activities, such as jogging or swimming.

5:55 Now, the health benefits don't just em... lie in the exercises you carry out. Mostly when we carry out when we are gardening we are outside in the open air and of course, a lot of the time in the sunshine. And this means we're absorbing more vitamin D than we would usually be. Now lack of vitamin D puts you at a great risk of heart disease, of certain types of cancer and of bone conditions such as osteoporosis. So, therefore, gardening helps you avoid these risks or cuts your risk of developing these disorders.

6:34 Now, before I end I want to speak of one other unexpected source of em... of health improvement that comes from gardening. And it's hidden in the dirt in your garden because in fact the soil of your garden contains a friendly bacteria - this bacteria has an unpronounceable name - this bacteria actually boosts our immune system and so it therefore helps to alleviate symptoms such as... symptoms of certain skin complaints, such as psoriasis. It also helps to reduce allergies and asthma. So if you're looking for a way to lead a healthier lifestyle and a less stressful lifestyle, I suggest you go out and get your hands dirty.

Thank you.

## Семестр 6.

**Составьте глоссарий по теме. Выполните последовательный перевод на русский язык.**

### Light pollution

00:01 Ladies and gentlemen. I'd like to talk to you today about light pollution. It's often said that the most important development in the history of mankind was when man discovered fire. The discovery of fire enabled man to do many things that he had not been able to do before. First of all, fire gives you warmth and the provision of that warmth meant that mankind could move to and inhabit other parts of the planet - colder parts of the planet, places that he had not previously been able to live in.

00:42 Fire also means that you can cook food and that meant that we had a much broader food supply base than had been a case in the pastime. Some of the first food that we found was things like wild wheat, wild barley. But in order to be able to eat and digest this food properly we need to be able to cook them. So fire enabled us to do precisely that. That, in turn, meant that little by little over the years we were able to develop

agriculture. And with agriculture we were able to have the steady supply of food throughout the year. And thirdly and perhaps the most importantly fire provided us with light.

1:36 For the very first time in our history fire meant that we could continue to operate even when the sun had gone down. Now we were able to continue our activities deep into the night. And again that was a major step forward in the process of human evolution. If you take a walk around some of the cities of Northern Europe particularly today, you will see just how far we have come in terms of light. All the shop windows remain illuminated; the offices leave their lights on even it past closing time. In fact, it's very hard to find anywhere in our cities where there isn't some sort of light. In many ways this is seen as a mark of progress. But in other ways this light all the time is not such a good thing.

2:39 And I want to tell you today a little bit about why too much light can actually be a bad thing rather than a good thing. Let me start with the animal world. And I'm going to take an example of a bird, a bird I'm sure you've all heard about, which is the owl. Now the owl is a night animal. It hunts when the sun has gone down feeding mainly on things like mice. But the problem is that recently the population of owls particularly in Northern Europe has been plummeting, going down very sharply. Researchers found out why this was a case. And it seems that the main reason has to do with excessive light. You see owls are programmed to start hunting when it gets dark. But if we had artificial light then in many ways the owl doesn't realize that it's got too dark. And therefore it doesn't start hunting until much later that it used to hunt. In other words the window for hunting is much shorter than it used to be. Also the animals of the owl catches in order to eat conceiving our approaching more easily because of the increased light. And therefore it can usually escape. That means two things: the owl has less time to hunt and it finds it harder to catch its prey.

4:21 Let me give you another example. One that you've probably seen on television. The example is that of the turtles which live in the sea. Now you probably know that turtles always go back to the same beach in order to lay their eggs. They bury them in the sand and at given point in time the little baby turtles hatch out of the eggs and the first thing that they must do is to try and get into the sea - to safety. For a long time people didn't know how it was that the turtles knew which way the sea was. But then we realized that, in fact, this sea in the dark environment in the night - the sea is the brightest part of the horizon. That's because the water of the sea reflects the stars and the moon light. So the little baby turtle when it hatches looks round and it is aware that the brightest part of the horizon is where the sea is and it goes down the beach into the sea and hopefully into safety. But, of course, these beaches where the turtles lay their eggs have also become popular tourist destinations. And with the tourists has come all sorts of building. Where you used to have simply trees and darkness, you now have full of roads running along the beach ways with the cafes and the noise and particularly the bright lights. So now when the turtles hatch and they come out of the eggs, the brightest point on the horizon is no longer the sea but rather the bright lights of the cafes and the roads. And that's where they head. Inevitable that means that many of the turtles end up being run over by cars or picked up by people or eaten by cats and dogs. And these two has been a major fall in the turtle population.

6:38 It's not only a problem for animals. You could say the same thing about insects. If you've ever walked along a street at night and looked up at one of the street lamps, you'll see in the halo of light that there are lots of little insects buzzing around trying to get closer to the light. But that's a bad thing for the insects. Because it take up energy that they should be conserving they should be resting in the dark and it means that they are literally too tired to reproduce. And again we are seeing a major fall in insect populations across the world. But you might say: Well, it's only birds and turtles and a few insects who really cares. Well, in fact, it's not just animals and insects that suffer.

7:33 Some researchers now believe that human beings can suffer as a result of excessive exposure to artificial light. Researchers have found that women nurses working in hospitals are much more likely to develop breast cancer than women working an ordinary job - nine till five in ordinary natural daylight. The incident is about two or three times higher. The researchers can't make an absolute link. They can't prove that the nurses are getting breast cancer more often because they are exposed to natural light. But they do seem to think that there is a very clear correlation that exposure to artificial light is likely to increase breast cancer.

8:32 To conclude I'd like you just remind you of something that happened a couple of years ago which has brought the whole idea of light pollution to my mind. It was back in 2008 when a major campaign was organized across the world to try and save energy. The idea was that everybody everywhere for a period of two minutes would turn off the electricity and that we all stand in the dark for two minutes. The idea was, of course, to show how much energy we waste and how much energy we could save simply by turning off electricity that we don't need to use. The campaign was a great success and I remember participating in it. But the thing I remember noticing most was not particularly how much energy I saved, but that when the lights were turned out I was able once again to see a real night sky. Most of the time wherever we are we so surrounded by light that we can't even see the stars properly. This campaign reminded me just how beautiful our night skies can be without light.

Thank you.

## Семестр 7.

**Составьте глоссарий по теме. Выполните последовательный перевод на русский язык.**

Ladies and gentlemen,

I think, in the past few years there has been a noticeable increase in people's environmental awareness in this country. And I think above all we seem pangs of conscience in the liberal middle classes, is there really anything practical that people can do to reduce their carbon footprint as it's known, in other words, their impact on the environment in terms of how many greenhouse gases they emit? Well, one of the things that you can do is to become involved in a carbon offsetting scheme, and there are many companies that operate this type of scheme. So let me try and explain how they work. What these companies do is to calculate your 'carbon footprint' which is the equivalent carbon dioxide emissions that you are responsible for over the course of the year because of your activities, so, for instance, driving a car, or using your central heating in your home, or taking public transport. So they calculate how many tons or what fraction of a ton of CO<sub>2</sub> you personally emit in a year, and you can then offset your carbon footprint for the whole year, or you can do it, for instance, for each flight that you take, because flights are particularly damaging to the environment. So, in a nutshell, what you do is pay the company money to offset your carbon emissions, to make up for your 'sins' for that year, and that company then invests the money, invests the funds into projects that soak up carbon, or that produce energy from renewable sources, and in theory it should be an equivalent amount of energy to what you have emitted. So let me give you some examples of such projects that these companies invest in. It could be tree planting, that's a very popular one, or small hydroelectric projects in developing countries, or energy efficiency projects. So, this seems like a very praiseworthy initiative to try to reduce our impact on the environment, something that many of us could do if we can afford to do it, and indeed more and more people are doing it. They are offsetting the costs of their leisure flights, so when they go on holiday, they end up paying another, let's say, five pounds, to offset those carbon emissions. But there are concerns about carbon offsetting schemes, and I want to cover some of these, and look at tree planting in more detail. The first problem is that the industry isn't regulated, so there may well be some burger schemes out there, and also there's a tremendous lack of transparency. If you go on the Internet and go to several companies that offer carbon offsetting schemes, they all somehow seem to offer something different, so they'll say if you fly to Brussels it costs five pounds to offset, that's what one company will say, another one will say nine pounds, you don't really know where you stand.

Next, I want to talk about tree planting schemes, because there are some offsetting schemes that cause more harm, than they do good. Now, what's the idea behind tree planting? Well, the idea is that they reduce atmospheric emissions of carbon dioxide, because, as you know, plants are involved in the process called photosynthesis, so they generate oxygen, as opposed to CO<sub>2</sub>. And also, if you plant trees, this is supposed to cool the planet by evaporating water to the atmosphere and by increasing cloudiness. And so this increase cloud reflects radiation from the sun back into space, so it helps to cool the planet. But this isn't always a straightforward process. At high latitudes in particular this benefit can be outweighed by the trees' capacity to trap heat and to store it near the ground, because the trees are dark, and they absorb a lot of sunlight. So, climate benefits, if you planted a lot of new trees, would be virtually nil in the US and in Europe, it's only really tropical latitudes that tree planting on a large scale could have benefits for climate change. And in fact, in those regions of the world that are covered in snow seasonally, new trees could actually be counterproductive, because the snow is beneficial, it reflects radiation from the sun and it cools down the atmosphere. And there are other concerns about planting trees on a large scale. For instance, if you have large monoculture plantations, all the same tree, which tends to be pine or eucalyptus, then reduces biodiversity. It could lead to displacement of persons, it could lead to social disruption.

Other issues are that there are effects downstream, if you plant trees. Studies have shown that trees reduce the flow of water in streams, and that thirteen percent of the streams dry out within a year after you've planted new trees. And planting new trees also affects the nutrients in the soil, so the soil can become depleted in nutrients such as calcium or potassium, or magnesium. Anyway, it's a short-term fix. When the trees die, they rot, and then they emit all their carbon dioxide back into the atmosphere.

So, so much for tree planting. I want to come to the biggest concern about carbon offsetting schemes, and this is a concern that is expressed by environmental organizations, such as 'Friends of the Earth'. They say, carbon offsetting is a smokescreen to avoid cutting emissions, it's like a permission to pollute. People say, oh, it's alright, I'll fly to Malaga on holiday, because I've paid to offset my flight. What the government actually needs to do, and what we need to do, is to focus on cutting emissions, not emitting greenhouse gases in the first place, if we want to have an effect on climate change. So the situation today is that the government has launched a consultation on a voluntary code of conduct for these carbon offsetting schemes, and the government has a 'gold standard', and currently not many of the schemes meet that gold standard, but I think, more importantly, more needs to be done to encourage

people on other fronts, so that they cut their emissions, as opposed to just offsetting them.  
Thank you!

## Семестр 8.

Составьте глоссарий по теме. Выполните последовательный перевод на русский язык.

### Uber

The taxi drivers in Brussels **were on strike** recently, this did not **affect me directly**. I have to say I don't often take taxis in Brussels I find them quite expensive and sometimes not so reliable. I've been in the taxi which got in lost in Brussels before. The main effect of the taxi drivers strike was that it meant to be very hard get to work on my bicycle because the taxi drivers were **blocking road** with their cars EU quarter. So I ended up getting to my work actually 50 minutes late. Why were taxi drivers on strike though? The answer can be summed up in one word: Uber. The taxi drivers argue and say that this not just in Belgium but in many other European countries too. They argue that the rise of the **online ride-sharing service** that Uber offers creates **unfair competition**, which will **put them eventually out of business**. Uber longed a ride-sharing service in Europe in April 2014. That was after having originally started up in the United States in 2009. Uber, as we know, allows ordinary car orders without any special license or training to offer rides to the public at prices lower than those charged by **licensed taxi cabs**. **The service was introduced** in the spring of 2014 in Europe in Paris, in Brussels and in Barcelona first with the view to **rapidly expanding the service and rolling it out** in other European countries. Now crucially when it introduced its service into Europe, Uber did not ask for permission, this is very much **in line with** the Uber philosophy; they have a rather **bullish** CEO who operates **according to the moto**. It's easier to **ask for forgiveness than for permission**. So they didn't ask for any **authorization to launch**, in fact this is a **key issue** in the whole debate, whether or not an authorization should be required before a company like Uber can start operations but when they started in Europe they didn't ask for any authorization, they just started. And the idea was if they got any objections by **European regulators** or indeed by existing taxi companies these objections could be countered by mobilizing the users of the service. This is what Uber had done in the United States where it's succeeded in **rallying lots of its customers** to lobby politicians and **watchdogs** on its behalf. So Uber thought that they could do the same thing in Europe. But that aggressive approach hasn't worked in Europe as it has worked in the US and that certainly probably says something about the difference between the two continents. Indeed, Uber **faced very stiff resistance** from the word go in Europe. There were angry protests and even attacks on Uber drivers in France leading to the company having to **suspend operations** in France. Uber is also facing **court order bans** in Germany, Italy and Spain. Seventy-five Uber cars have been **impounded** in Belgium. Drivers have been arrested in Brussels, Amsterdam, and elsewhere. Last year in June Francis, a **chief Uber executive**, was arrested along with the companies general manager for Western Europe. They were **charged with misleading commercial practices**. Within the Uber group, not everybody was surprised at the resistance that Uber met with in Europe. When they launched their operations in the spring of 2014, the company's European business and legal team **repeatedly warn** their US bosses that the move would likely be met with resistance both from the regulators and from the taxi drivers. But when this was **pointed out by** the European policy chief, when he expressed this concern directly to the Uber CEO, he was fired. As I say, there's been a lot of resistance to Uber in France, resistance has been particularly **fierce** in France. Taxi drivers in France of course sometimes have to pay as much as a quarter of a million euros in order to get a **traditional taxi license**. There's been a lot of resistance as I've said in other European countries too for example in Germany where taxi companies are required to obtain commercial driving licenses and **insurance policies** before they can operate for **hire service**. Uber's argument in all of this of course is that it is not running a taxi operation; it is offering a **technology platform, a digital service, an information society service** in fact. And so many of the regulations that **rightly apply to** taxi companies should not apply, they say, to Uber. The company does not consider the drivers that use it system as their employees. They refer to them as partners who contract to use the Uber technology. But the critics argue that that position allows Uber to **avoid significant costs** attached to running a traditional taxi service paying **employment benefits** like **sick pay** or holidays for example. In Germany Uber **has been taken to the courts to challenge the company** under the city passenger transport laws. These laws require drivers to be licensed if they want to **carry passengers for a profit**. But apart from potentially **breaching** these passenger transportation **laws** there are other fundamental questions **thrown up** by the Uber type of business model. Will the income be **taxed properly**? That's one question. Are the drivers employees of Uber or not? And if they are, should their employment there not be **subject to social insurance**? These are the questions that applied to the Uber **business model**. Are they applied to other similar business models in the so-called **sharing economy**? And it's these kinds of questions that have to lead to authorities in EU member states banning or wanting to ban Uber's operations. However, Uber argues that they have **freedom of establishment** and freedom to provide services under **EU Treaty law**. And the EU commission is currently considering whether such bans would be in line with EU competition rules. Indeed a case has been taken now by the Spanish authorities before **the European Court of Justice** asking the court to rule on this **crucial question** of what Uber

exactly is. Is it a transport company? Is it a taxi company or is it a digital service? Is it an information society service? Is it a technology platform as Uber argues? That **distinction is crucial** and a ruling from the European court is expected later this year in the autumn.

Thank you!

## Семестр 9.

**Составьте глоссарий по теме. Выполните последовательный перевод на русский язык.**

### **Women in politics**

Hello. I'm going to start by giving you an introduction to my speech. This speech is about women in politics. There're a number of names I want to give you: Sanna Marin, Elizabeth Warren, Kamala Harris, and Ruth Davidson. Those are all female politicians and I'll tell you in the speech exactly who they are. I'm going to mention Jo Cox too. She was a British MP who was murdered in 2016. I'll also mention "crooked Hillary", which is how Donald Trump refers to Hillary Clinton. And lastly, I'll mention Al Qaeda which I imagine you are all familiar with. Now I'm going to get started. Ladies and gentlemen, if you've been following the news recently, you could be forgiven for thinking that women in politics are doing pretty well. At least, here, in Europe. Germany's chancellor is a woman. Belgium's interim Prime Minister is a woman. Denmark and Finland both have female Prime Ministers. Finland, in fact, doesn't just have a female Prime Minister - it has the world's youngest Prime Minister. Sanna Marin is 34 years old. The UK and Romania have also in the recent past had female Prime Ministers. Here, at EU level, Ursula von der Leyen is the first female President of the European Commission. Her college of commissioners is made up of 11 women and 15 men. That's the most balanced commission we've ever had if I'm correct. In the US, meanwhile, Hillary Clinton ran for the presidency in 2016. And there are already a number of women, including Elizabeth Warren and Kamala Harris, running for the Democratic Nomination for the presidency in 2020. As I've said then, you could be forgiven for thinking that women in politics are doing pretty well. But that is sadly not really the case. The headlines about female Prime Ministers, female Commissioners, and female candidates for the US presidency notwithstanding, the truth is that worldwide women are still underrepresented in politics. In this speech, I'm going to look at some of the reasons why this is the case and I will provide some figures that demonstrate just how underrepresented women are in the political arena. I believe we need to go back to the beginning to figure out why women are underrepresented in politics. By going back to the beginning, what I mean is that in most countries women couldn't even vote until the last years of the 19<sup>th</sup> century or the early years of the 20<sup>th</sup>. World War I and its aftermath was a key factor in women in many European countries being given the right to vote. But even then, in some countries there were still restrictions. If was ... in the case, for example, that women could initially only vote in local or municipal elections and only later got the right to vote in national elections. There were other kinds of restrictions too. In Ireland, for example, voting rights were given to some women in 1918 when Ireland was still part of the United Kingdom. Women could only vote if they were over the age of 30 and were property owners. It was not until 1922, when Ireland became an independent state, that all women were given the right to vote in national elections. Women in Britain had to wait until 1928, and women in France - until 1945. More recently, it was only in 2015 that women in Saudi Arabia were finally allowed to run and vote in municipal elections for the first time. Clearly then, all over the world women were excluded from the world of politics in its most basic form - the right to vote. They were excluded for a long time and it's going to take a long time to catch up with men in this respect. But there are other reasons, too, why women are underrepresented in politics. Some people would say, "women are underrepresented because they're just not interested in politics. They don't have the same interest in politics as men do and they therefore don't put themselves forward in the political arena". Ladies and gentlemen, let

me nail my colours to the mast here. Let me be very clear. I think the argument that women just aren't as interested in politics as men are is absolute nonsense. Of course, women are as interested in politics as men are. Of course, they are as capable in the political arena as men are. The difference is - the political arena is not just conducive to women's participation in it. Now what do I mean by that - it's not conducive to women's participation? Well, firstly, politics is a pretty family-unfriendly arena. That's true for both men and women, of course. But let's be honest here. Gender norms mean that in most households women are still the primary caregivers. It is women who have children and it is women, for the most part, who are the primary caregivers to those children. They may even also take care of older relatives. That means that being able to strike a work-life balance is very important for working women - for all working women. Unfortunately, politics makes it hard to strike this balance. The family-unfriendly working hours and conditions associated with the career in politics make it very difficult for women in politics to meet both the political responsibilities and the family responsibilities. These difficulties were highlighted in August 2019 by Ruth Davidson when she resigned a Scottish Tory leader. She cited both(?) the conflict she had over Brexit but also a desire to spend more time with her partner and her new-born son as the reasons for her resignation. She said that she could not justify spending so much time away from her child and that, in the past, she had spent too much time away from her loved ones. This was not a mistake she wanted to make with her son. Miss Davidson was widely praised for her ... . But there was very little commentary in the media about the difficulty women in politics face in trying to strike that work-life balance. I believe that this difficulty is part of a vicious circle for women in the political arena. Not enough women put themselves forward for election because they feel their work-life balance will suffer. If women aren't putting themselves forward, that means there aren't enough women to vote for. And if there aren't enough women to vote for, not enough women will get elected. And if not enough women get elected, then politics will never change. And the same barriers that women face today will still exist in 20 years' time. How then can we break this vicious circle? Can it even be broken? I believe it can. But I also believe that there is another significant factor that keeps women out of politics. For me, this is a particularly worrying development. It is the extraordinary level of aggression that women who do enter politics have to deal with. When I hear the inflammatory language used in political debate, when I read the sexist abuse directed at female politicians, when I scroll through the threatening, demeaning, aggressive comments made on social media about female politicians, there's only one question going around in my head. And that is - why would any woman want to enter politics? Politics in the 21<sup>st</sup> century is an arena where women are harassed. They are demeaned. They are shouted at in the streets. They are sent aggressive, hate-filled emails. Worse, threats are made against them and against their loved ones. And sometimes, ladies and gentlemen, those threats are carried out and women pay with their lives. I want to mention Jo Cox here, a British MP who was murdered in June 2016, just before the Brexit referendum. I want to reflect on her case for a moment. The murder of an MP - male or female - is, thankfully, a relatively rare event. Jo Cox was a young woman. She was only 41 when she died and she was the mother of two small children. Her killer was a right-wing extremist who apparently shouted "Britain first" as he killed her. How disturbing was that then to hear Boris Johnson not just use inflammatory language in the House of Commons in September 2019 but also dismiss of concerns of other MPs about his inflammatory language. These are the MPs reminded Mr Johnson about Cox's murder and called on him to use moderate language in Brexit debates. I'm not going to go into detail on Boris Johnson's response but he basically dismissed the concerns of these MPs and didn't moderate his own language. A young woman had been murdered. And the Prime Minister continues to use inflammatory language. I just don't understand that. Of course, I shouldn't be completely surprised by this



attitude because President Trump has also been inflammatory about female politicians in the US. He used to call for the shooting of “crooked Hillary”, as he called her. Yes, you heard that right. The President of the United States called for a political rival to be shot. That’s the language he used. He also verbally attacked for democratic congress women, accusing them, among other things, of hating America and sympathizing with Al Qaeda. Ladies and gentlemen, we have a problem here when the President of the United States thinks it’s acceptable to speak about female politicians in this way. The problem is, firstly, that this kind of language can lead to this individual women being targeted for abuse. After all, if the President does it, that gives other people permission to do it too, right? But there is a larger problem here too. That’s that this type of language, this kind of attitude, these things contribute to a culture in which women’s voices are not welcomed. They are not respected. Now, if you know, you are going to an environment where your voice is not welcomed and not respected, why would you bother? Why would you bother? I think many women are deciding not to bother and they are staying out of politics as the result. But to what extend are women staying out of politics? Let me give you a few figures to demonstrate how poorly women are represented in politics. Worldwide only 25% of members of Parliament are women. Only 18% of Ministers are women. In the European Parliament. Only 36% of the MEPs are women. The women I mentioned in the beginning of my speech - Sanna Marin in Finland, Ursula von der Leyen here, in Brussels, and the others I mentioned - they are all the exception to the rule. It’s wonderful to see these women coming trough into leadership positions, but we cannot be complacent because they’re still very much in the minority. Ladies and gentlemen, change will not be easy but I remain optimistic. I will finish by reminding you that the UN’s sustainable development goal number five specifically addresses gendering equality. There is a recognition there that we cannot continue as we are. Not just in politics, but in other spheres as well. We cannot continue to exclude 50% of the population from decision-making. I believe very firmly that change will come. It may come slowly and it may come in stops and starts. But come it will. And when it does come, it will be worth the wait. Thank you.

## Семестр 10.

**Составьте глоссарий по теме. Выполните последовательный перевод на русский язык.**

### Panama Papers

00:01 Hello. I’m gonna talk now about the Panama papers. So I’ll be talking about things like tax heavens and tax evasion. So if you are ready, I’m going to start now.

00:26 The Panama papers, as they are now referred to, made headlines around the world recently. Eleven million files were made public and these files contained details of alleged offshore tax arrangements of well-known people - politicians, corporate bosses, celebrities and the like.

00:54 Indeed, the British Prime Minister David Cameron was caught up in suing uproar because of some investments that his father had made he seems to have wriggled free of the potential scandal in the meanwhile.

01:12 But people around the world have been urging governments to take action. They have been saying that there should be a crackdown on tax evasion. Governments need to act in order to access onto tax, the hidden wealth of the rich.

01:32 Just how much money is hidden away in offshore tax heavens nobody really knows by definition. Money in tax heavens is not accounted for. But there are certain estimates. There is a campaign group in the United Kingdom called Tax Justice Network, for example, which says that a conservative estimate for the amount of money hidden away in offshore tax heavens by rich people around the world would be perhaps as high as 21 trillion dollars. I would say that the real figure may even quite a lot higher - may be 31 trillion. But even 21 trillion the conservative estimate is a vast sum of money that is more than the combined GDPs of the United States and Japan.

2:30 And rich people in the developed world, but also in developing countries can employ whole army of private bankers and specialized tax lawyers and accountants and whatnot to help them sold away their fortunes in tax heavens in places like Panama or the Cayman Islands or closer to home for us in Europe - Switzerland or indeed Luxemburg, the EU member state.

3:00 The campaigners say that if governments could access and if they could tax the earnings on these

offshore investments that could generate revenue perhaps of the order of two hundred billion dollars... two hundred billion dollars a year which is easily enough to cover current Third World debt. It makes you think.

3:30 Anyway, since the Panama Papers scandal erupted, lots of people, as I say, have been urging a crackdown on tax evasion and it is true, many world leaders - President Obama springs to mind, but also President Hollande in France, for example, they have been vowing that they are going to take action. The European Commission for its part hopes that the Panama scandal will give more impetus to the efforts that it has been undertaken to try and sort out of the murky world of tax and tax evasion.

4:06 But there are other experts who are not convinced that things are about to change. They point to the fact that national governments have always been very hesitant about coordinating measures and sharing information in the field of tax. In particular, they've been very reluctant to consider harmonization of tax regimes which of course is probably the only way to really stop tax evasion.

4:36 This have been true within the EU. You have some countries like France and Germany who have for a long time been concerned that individuals in one member state are hiding money away and bank accounts in another member state. But in the same time you have other countries like Luxemburg and Austria who have resisted and blocked reforms because they are countries where people are putting their money.

5:05 Finally, the EU did manage to adopt new rules in this area in 2011. In 2011 they adopted rules requiring tax authorities in the member states to exchange information on bank accounts. And further rules were introduced on information exchange on financial products in 2014.

5:30 European Commission wants to go further. They've floated the idea of requiring em... the EU international partners like Panama to respect international tax standards or face being blacklisted.

5:46 But so far this has been resisted by member states of the EU. Britain, for example, was quite angry at the thought of some of its dependencies being included on a blacklist.

6:01 A more ambitious plan has been drawn up by the German em... finance minister Wolfgang Schauble. He has come up with ten proposals to try and achieve this elusive goal of international cooperation on taxation and money laundering. His principals or his proposals include an international register of people using shell companies, a blacklist of countries that harbour tax evaders and putting renewed pressure on banks and other service providers to stop doing business with suspicious characters. Mr. Schauble has presented his proposals to his fellow EU finance ministers. He also presented them at the spring meetings of the IMF this year. And he hopes to have them on the agenda of the G20 Summit in July.

6:58 One thing certainly the Panama case shows is that only a truly global agreement can address the issues. And here we turn to the OECD. OECD which has been known as a group of mostly affluent countries, but with global rich. They started work on tax evasion back in 2009 in a wake of the financial crisis. The main goal of this work is to ensure that tax authorities around the world do exchange information automatically. And this, they say, would then lead to new global standards and to a peer reviewed system. But it has to be said, progress in the OECD has been slow and, indeed, the work remains controversial in some quarters. The main argument against the OECD approach is that it would end up diverting tax revenues away from poor countries to OECD member states.

8:06 In the meanwhile, as we perhaps await new tax rules there may already be some sanctions and enforcement actions taken against banks and other financial institutions in the wake of the Panama Papers. Several big banks were named. There is no suggestion of impropriety, but nevertheless several names did emerge in the Panama Papers leak including HSBC, Credit Suisse and UBS.

8:38 But perhaps the most significant and I'll conclude his thought... the most significant long-term effect of the Panama Papers may be to remind us all including governments that in today's world, in today's global village, in today's interconnected networked world private information cannot really remain private forever.

9:03 Wikileaks started the ball rolling. The leaks of the Panama Papers are thousand times greater than Wikileaks. And probably the next episode will be greater still.

Thank you.

### Описание технологии проведения

Обучающимся с помощью оборудования в лингафонном кабинете предлагается посмотреть сюжет (длительностью 7 минут) на указанную тему. Студенты должны составить глоссарий на тему «Оружие массового поражения». Затем выполняется последовательный перевод. Преподаватель осуществляет контроль, подключаясь с помощью лингафонного оборудования и программы «Норд Сервер». Время выполнения – 90 минут.

Для оценивания результатов обучения на текущей аттестации используются следующие критерии оценивания:

### Соотношение показателей, критериев и шкалы оценивания результатов обучения

Критерии оценивания компетенций	Шкала
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	<b>оценок</b> <i>зачтено</i>
<p>Ответ полный или не вполне полный. Правильно выбрана общая стратегия перевода, перевод адекватен оригиналу, студент знает основные модели перевода и переводческие трансформации и умело их использует при выборе варианта. Творчески использует теоретические положения для решения практических профессиональных задач. Содержание оригинала передано верно, отсутствуют фактические ошибки, информационные лакуны составляют от 15% до 25% текста, прецизионная информация передана верно, допускается округление цифровой информации, допускается применение приема генерализации, текст перевода на русский язык содержит не более 4-5 речевых ошибок, при переводе отсутствуют длинные паузы.</p>	
<p>Ответ неполный. Общая стратегия перевода выбрана неправильно. Перевод не адекватен оригиналу. Содержание передано неверно, имеются фактические ошибки, искажающие смысл оригинала, информационные лакуны составляют более 40% текста, прецизионная информация передана неверно, русский язык изобилует речевыми ошибками, при переводе делаются длинные паузы.</p>	<i>не зачтено</i>

## 20.2. Промежуточная аттестация

Промежуточная аттестация по дисциплине осуществляется с помощью следующих оценочных средств:

**Переводческое задание:** Выполните последовательный перевод предложенного видеосюжета:

<https://webgate.ec.europa.eu/sr/speech/youth-unemployment-eu>

### Описание технологии проведения

Обучающимся с помощью оборудования в лингафонном кабинете предлагается посмотреть сюжет (длительностью 5 минут) на тему **Youth Unemployment in EU**. Затем обучающимся выполняется последовательный перевод. Преподаватель осуществляет контроль с помощью лингафонного оборудования и программы «Норд Сервер» и проводит анализ выполненного перевода. Время выполнения – 10 минут на каждого студента.

Процедуры первой повторной и второй повторной аттестаций предусматривают выполнение устного перевода текста, уровень сложности и объем которого соответствуют уровню сложности и объему текстов, предлагаемых в рамках промежуточной аттестации.

Для оценивания результатов обучения на экзамене/зачете используются следующие показатели:

- 1) Умение свободно понимать на слух иноязычную речь.
- 2) Умение осуществлять устный синхронный перевод с соблюдением норм лексической эквивалентности, учетом стилистических и темпоральных характеристик исходного текста, соблюдением грамматических, синтаксических и стилистических норм языка перевода
- 3) Знание регулярных соответствий в русском языке лексическим и синтаксическим и единицам иностранных языков.
- 4) Владение приемами стрессоустойчивости.

Соотношение показателей, критериев и шкалы оценивания результатов обучения:

Критерии оценивания компетенций	Уровень сформированности компетенций	Шкала оценок
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<i>Выполнен точный и полный перевод отрывка. Под критерием точности понимается отсутствие фактических ошибок, правильная передача цифровой и буквенной прецизионной информации (не менее 70%). Полнота перевода предполагает адекватную передачу прагматики текста, его функционального стиля, применение переводческих приёмов (компрессии, генерализации, конкретизации); русский язык корректен, содержит не более 3 речевых ошибок; отсутствуют длинные паузы при переводе.</i>	<i>Достаточный уровень</i>	<i>Зачтено</i>
<i>Содержание оригинала передано неверно, имеются фактические ошибки, искажающие смысл оригинала, информационные лакуны составляют более 40% текста, прецизионная информация передана неверно, русский язык изобилует речевыми ошибками, при переводе делаются длинные паузы.</i>	<i>Недостаточный уровень</i>	<i>Не зачтено</i>

Критерии оценивания компетенций	Уровень сформированности компетенций	Шкала оценок
Содержание оригинала передано правильно, отсутствуют фактические ошибки, искажающие смысл оригинала, сохранена логика исходного текста и интенция автора, в русском языке допускаются 1-2 ошибки в лексической сочетаемости, грамматике и стилевой уместности.	Повышенный уровень	Отлично
Содержание оригинала передано правильно, отсутствуют фактические ошибки, искажающие смысл оригинала. Допускаются незначительные ошибки при передаче логики исходного текста и интенции автора. В русском языке допускаются 3-4 ошибки в лексической сочетаемости, грамматике и стилевой уместности.	Базовый уровень	Хорошо
Содержание оригинала искажено. Частично нарушена логика исходного текста и интенция автора, в русском языке допускаются 5-7 ошибок в лексической сочетаемости, грамматике и стилевой уместности.	Пороговый уровень	Удовлетворительно
Содержание оригинала существенно искажено, допущены 1 и более фактических ошибок, нарушена логика исходного текста, в русском языке имеется более 8 ошибок разного характера.	–	Неудовлетворительно

**Перечень заданий для проверки сформированности компетенции:**

- 1) В каждом пропуске в тексте устного выступления, приведенного ниже, выберите один вариант из трех (правильный вариант выделен жирным, всего 20 пунктов):

Ladies and 1)Gentlemen/2)People/3)Friends,

Most people realise that tropical 1)rains/2)forests/3)islands are the most diverse of the Earth's 1)places/2)locations/3)ecosystems. Less welcome but equally well 1)published/2)publicized/3)spread is the knowledge that these precious reservoirs of animals and plants are being 1)destroyed/2)collapsed/3)killed at an appalling rate/rating/ratio of between 20 000 and 50 000 square kilometres each 1)year/2)day/3)month. If this rate of clearance continues, all rain forest will disappear in the next 80 years.

We must 1)speak/2)ask/3)say ourselves whether we could 1)pay/2)keep/3)afford the immense 1)killing/2)murder/3)extinction of plant and animal species that this process will 1)involve/2)experience/3)make. Perhaps as much as 80% of the world's 1)animals/2)birds/3)insects, for example, live in the tropical forest. Who knows how many species have yet to be described, and what potential 1)number/2)value/3)amount they may have to pharmacology or agriculture?

We still don't know what makes the forest of the 1)wet/2)rainy/3)humid equatorial regions so rich in species. Ecologists are urgently trying to discover the 1)reason/2)ground/3)explanation in order to determine the best 1)way/2)means/3)problem of conserving and managing what will be 1)kept/2)preserved/3)left of the Earth's former forests.

The climate of the equatorial 1)place/2)belt/3)region encourages the growth of plants: there is almost 80 kilograms of vegetation per square metre in these areas. Both rainfall and temperature are high and 1)unchanged/2)wide/3)constant throughout the year. Rainfall is usually between 2,5 and 4 metres a year, but can rise 1)from/2)to/3)up as high as 10 metres. Temperatures often 1)range/2)amount/3)fluctuate between 20 and 28°C.

Preserving tropical forests is an idea at the top of America's international agenda. The US's Agency for International development says it will not support or assist projects that destroy rainforests. I'm sure we could join the Americans in their plan to preserve as much as possible of what is still left...

**Критерии:** 1 - слово выбрано правильно;

0 - слово выбрано неправильно.

**2) В тексте следующего устного выступления вставьте пропущенные слова (правильный вариант - в скобках, всего 20 пунктов):**

... (Ladies) and gentlemen,

recently I ... (visited) the Isle of Man on business - I was working at a conference, and at the end of the ... (conference) they ... (held) a gala event in a very swish hotel, and I thought that we might have a delicious three-course ... (meal) in that hotel, but I was very ... (disappointed) to find that the food was absolutely ... (terrible/horrible/horrid). It was like some sort of horrible time warp effect, like being back in the UK thirty ... (years) ago when the food was universally terrible. And to give you one ... (example), - the dessert at this gala event was listed as fruit salad, fresh fruit salad, on the menu, and I ... (thought), well, at ... (least) that'll be fresh and delicious, perhaps some pineapple or exotic ... (fruit/fruits), and passion fruit, strawberries, I don't know, and what the waiter actually brought was a small bowl containing chunks of apple, Granny Smith apple, swimming in cream. It was horrible. So

the food was so bad, and this was so noticeable, that it suggested to me that the quality of food in the UK must have ... **(improved)** in the past thirty years for that to be such a huge contrast. And in ...

**(fact)** the UK has a growing reputation as a nation of culinary connoisseurs. Now you only have to watch television to know that the great British public is interested ... **(in)** food, because there are dozens of cookery programs on television, - *Ready, Steady, Cook, the Great British Menu*, Nigella, Delia Smith with her shortcuts to cooking, - a vast ... **(number)** of food programs. And, as I was saying, the UK does have a growing international reputation as a nation of culinary connoisseurs, we have Michelin-starred ... **(restaurants)** here. But all this has been set back by ... **(recent)** research that ...

**(shows)** that most people in this country have a cooking repertoire of just 4.1 dishes. They are only able to cook 4.1 dishes, an extraordinarily small number! And the explanation of this is really that ...

**(lack)** of time and lack of bravado means that most people are very reluctant to leave their culinary comfort zone.

**Критерии:** 2 - слово восстановлено правильно;  
0 - слово восстановлено неправильно.

**3) Перестройте исходную фразу из устного выступления так, чтобы она значила то же самое (варианты правильных ответов даны в скобках):**

1. But for his shyness, he would certainly have made his mark as a speaker.

**(Had he been not shy, he would certainly have made his mark as speaker.)**

2. Supposing a taxi is not available, a cab will do.

**(If a taxi is not available, a cab will do.**

**In case a taxi is not available, a cab will do.)**

3. But for your unfortunate remark, the conference would not have ended in a fiasco.

**(If you had not made that unfortunate remark, the conference would not have ended in a fiasco.)**

4. I will not buy the horse unless it is quite sound.

**(I will buy the horse if it is quite sound.**

**I will buy the house provided it is quite sound.)**

5. If you resist the first temptation the next will be easier to overcome.

**(Resist the first temptation and the next will be easier to overcome.)**

**Критерии:** 5 - в новой фразе полностью сохранены все смысловые компоненты исходного высказывания;

3 - часть смысловых компонентов исходного высказывания утрачена;

0 - смысловые компоненты исходного высказывания полностью утрачены.