



РАБОЧАЯ ПРОГРАММА ДИСЦИПЛИНЫ
Б1.В.02.ДВ.01.01 ПРАКТИКУМ ПО ПЕРЕВОДУ СПЕЦИАЛЬНЫХ ТЕКСТОВ
С АНГЛИЙСКОГО ЯЗЫКА

Направление подготовки: 44.03.05 Педагогическое образование

Направленность (профиль): Иностранные языки (английский, немецкий),
 Дополнительное образование (перевод и переводоведение)

Квалификация (степень): бакалавр

Форма обучения: очная

Институт: филологии

Кафедра: романо-германских языков и перевода

	очная форма	очно-заочная форма	заочная форма
Курс	45		
Семестр/триместр	78А		

Лекции			
Лабораторные занятия			
Практические (семинарские) занятия	112		
в т.ч. практическая подготовка	6		
Форма(ы) промежуточной аттестации	Зачет-7,8 сем. Экзамен-А (0,3)		
Контроль	9		
Иные формы работы			
Самостоятельная работа	238,7		

Всего часов: 360.

Трудоемкость: 10 зачетных единиц.

Разработчик рабочей программы:

кандидат педагогических наук, доцент

Г.И. Панарина

подпись

I. ОРГАНИЗАЦИОННО-МЕТОДИЧЕСКИЙ РАЗДЕЛ

Цель изучения дисциплины:

Целью обучения на занятиях практикума по переводу специальных текстов с английского языка является выработка у студентов умения переводить английские специальные тексты на русский язык с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм, включая пополнение своего словарного запаса на английском языке.

Задачи изучения дисциплины:

- формирование навыков и умений специального перевода с иностранного языка (английского) на русский язык;
- развитие умений в области использования приемов перевода на различных уровнях эквивалентности;
- формирование системы знаний о переводческих трансформациях во время осуществления своей профессиональной деятельности.

Место дисциплины в структуре ОПОП: реализуется в рамках вариативной части (части, формируемой участниками образовательных отношений) блока Б1. Дисциплины (модули).

Планируемые результаты обучения по дисциплине:

Код компетенции	Индикаторы достижения компетенции	Планируемые результаты обучения по дисциплине
ПКС-2	Знать: <ul style="list-style-type: none">- закономерности, принципы и уровни формирования и реализации содержания образования по иностранным языкам;- структуру, состав и дидактические единицы содержания школьных предметов «Английский язык», «Немецкий язык»	Знает: <ul style="list-style-type: none">- теоретические основы ИЯ и ПЯ;- общую теорию перевода;- теорию перевода с английского языка;- основные модели перевода и переводческие трансформации
	Уметь: <ul style="list-style-type: none">- осуществлять отбор учебного содержания для реализации в различных формах обучения иностранным языкам в соответствии с дидактическими целями, возрастными особенностями обучающихся и требованиями ФГОС общего образования	Умеет: <ul style="list-style-type: none">- осуществлять сбор внешних сведений о тексте, определять источник и реципиента текста;- определять инвариант перевода;- осуществлять перевод с соблюдением норм лексической эквивалентности, соблюдением грамматических, синтаксических и стилистических норм;- правильно оформлять текст перевода

	Владеть: - предметным содержанием дисциплин «Английский язык», «Немецкий язык»; - умениями отбора вариативного содержания с учетом взаимосвязи урочной и внеурочной форм обучения иностранным языкам	Владеет: - орфографической, орфоэпической, лексической и грамматической нормами английского языка в пределах программных требований; - умениями и навыками письменного перевода, используя способы достижения смысловой и стилистической адекватности и переводческой эквивалентности
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II. СОДЕРЖАНИЕ И ОБЪЕМ ДИСЦИПЛИНЫ

с указанием количества часов, выделенных на контактную работу обучающихся с преподавателем (по видам учебных занятий) и на самостоятельную работу

Очная форма обучения

№ п/п	Наименование разделов и тем	Всего	Аудиторные занятия			Сам. раб.
			ЛК	ПЗ	ЛБ	
1.	2	3	4	5	6	7
2.	7 семестр					
3.	Тема 1. Визит зарубежного партнера (встреча в аэропорту, знакомство, профессии, приветствия, благодарности, прощание, формы обращения). Деловые письма. Оформление письма.	8		4		4
4.	Тема 2. Устройство на работу (анкета, сопроводительное письмо, резюме и CV, интервью, благодарственное письмо). Деловые письма.	8		4		4
5.	Тема 3. Командировка (телефонный разговор с компанией, заказ места в гостинице, покупка билета на самолет). Факсы, электронные сообщения.	8		4		4
6.	Тема 4. Прибытие в страну (таможенный и паспортный контроль, в аэропорту, на вокзале, расписание, городской транспорт). Контракт (предмет контракта, сроки поставки, условия оплаты, отгрузочная документация, гарантии).	8		4		4
7.	Тема 5. Быт и сервис (гостиничный сервис, питание, рестораны, кафе, прокат автомобилей, вызов экстренной	8		4		4

	помощи). Контракт (упаковка и маркировка, страхование, санкции, форс-мажор, арбитраж).					
8.	Тема 6. На фирме (знакомство с фирмой, обсуждение перспективных планов, корпоративная этика, формы организации бизнеса). Контракты, соглашения.	8		4		4
9.	Тема 7. На выставке (посещение выставки, беседа с представителем компании, принимающей участие в выставке). Отъезд домой (изменение заказа, сборы домой, магазины). Лицензионные соглашения.	8		4		4
10.	Тема 8. Оптовая и розничная торговля (агенты, реклама, маркетинг). Сокращения в деловой лексике.	8		4		4
11.	Тема 9. Претензии и жалобы (недопоставка, задержка в поставке, повреждения, нарушение условий контракта).	8		4		4
12.	<i>Зачет</i>					
13.	<i>Итого за 7 семестр:</i>	72		36		36
14.	в т.ч. практическая подготовка	2				
15.	8 семестр					
16.	Тема 1. Оформление инструкции. Разделы инструкции. <i>Лексические, грамматические, синтаксические трудности перевода.</i>	6		4		2
17.	Тема 2. Перевод инструкций к бытовым приборам. <i>Лексические, грамматические, синтаксические трудности перевода.</i>	6		4		2
18.	Тема 3. Перевод инструкций к техническим средствам. <i>Лексические, грамматические, синтаксические трудности перевода.</i>	8		4		4
19.	Тема 4. Перевод научно-технических текстов. <i>Лексические, грамматические, синтаксические трудности перевода.</i>	8		4		4
20.	Тема 5. Перевод коммерческих писем.	8		4		4
21.	Тема 6. Перевод научно-популярных текстов. <i>Лексические, грамматические, синтаксические трудности пе-</i>	8		4		4

	<i>ревода.</i>					
22.	Тема 7. Перевод аннотаций. <i>Лексические, грамматические, синтаксические трудности перевода.</i>	8		4		4
23.	Тема 8. Перевод рефератов. <i>Лексические, грамматические, синтаксические трудности перевода.</i>	8		4		4
24.	Тема 9. Перевод научных статей. <i>Лексические, грамматические, синтаксические трудности перевода.</i>	8		4		4
25.	Повторение	4		4		
26.	<i>Зачет</i>					
27.	<i>Итого за 8 семестр</i>	72		40		32
28.	в т.ч. практическая подготовка	2				
29.	Семестр А					
30.	Тема 1. Виды лексических соответствий. Понятие устного перевода. Виды устного перевода. Роль контекста при переводе.	23		4		19
31.	Тема 2. Единицы перевода и членение текста. Особенности последовательного перевода. Лексические трансформации.	23		4		19
32.	Тема 3. Особенности перевода неологизмов. Особенности перевода интервью, собеседования. Передача имен собственных в переводе.	23		4		19
33.	Тема 4. Перевод интернациональных и псевдоинтернациональных слов. Особенности синхронного перевода. Перевод фразеологических единиц.	23		4		19
34.	Тема 5. Актуальное членение высказываний при переводе. Развитие мнемотехники. Замена частей речи при переводе.	23		4		19
35.	Тема 6. Членение и объединение высказываний при переводе. Переводческие организации и сайты. Перевод стилистических средств.	23		4		19
36.	Тема 7. Особенности перевода поэзии. Перевод эмфатических конструкций.	23		4		19
37.	Тема 8. Особенности перевода неличных форм глагола (инфинитива, причастия, герундия)	23		4		19
38.	Тема 9. Перевод модальных и вспомогательных глаголов. Перевод каузативных конструкций.	22,7		4		18,7

39.	Экзамен	0,3				
40.	Контроль	9				
41.	Итого за семестр А:	216		36		170,7
42.	в т.ч. практическая подготовка	2				
43.	ИТОГО:	360		112		238,7

Очно-заочная форма обучения *(не реализуется)*

Заочная форма обучения *(не реализуется)*

III. ОЦЕНОЧНЫЕ МАТЕРИАЛЫ ДЛЯ ПРОВЕДЕНИЯ ТЕКУЩЕЙ И ПРОМЕЖУТОЧНОЙ АТТЕСТАЦИИ ОБУЧАЮЩИХСЯ ПО ДИСЦИПЛИНЕ

Текущая аттестация проводится в форме задания на письменный перевод текста.

Типовой вариант контрольной работы (7 семестр, очная форма обучения)

Переведите следующие предложения на русский язык:

1. Our company provides advanced and efficient service, which small companies can't provide.
2. At the moment we are looking for a Commercial Director for this project so in the future you'll have to deal with him.
3. I've got some advertising leaflets so you'll be able to study the main characteristics of our equipment.
4. We plan to expand our activity with the RF, to buy technologies and run training programs.
5. Describe your educational background and professional experience and focus on the relative details.
6. I am enclosing my resume and other supporting material. I am ready to provide more information.
7. During training for my present job I took courses in marketing and I'd like to apply for this position.
8. If your equipment meets our requirements, we will be able to place a large order for it.
9. We look forward to your early reply concerning our offer. Your prompt answer would be appreciated.
10. I am going to submit the Draft Contract to my Director by fax not later than next Wednesday.
11. We deliver our goods on CIF terms and can give you a 5 percent discount if you place a large offer.

12. I encourage you to order now because the quantity of this product available at our warehouse is limited.
13. We are sure that the delivery will be made in conformity with the terms of the contract within a month.
14. I regret to let you know that we can't execute your order as the goods you ordered are no longer available.
15. In the circumstances cash is out of the question, the Letter of Credit appears to be the most acceptable.
16. We need a Bill of Lading, an Invoice, a Packing List, a Certificate of Quality and an Insurance Policy.
17. In the case of unsettled debt regarding this consignment it is our company policy to take legal action.
18. Payment by irrevocable L/C, allowing part-shipment, is valid for 90 days from order date.
19. The delay in delivery occurred through no fault of ours and we can't accept your groundless claim.

Типовой вариант контрольной работы
(8 семестр, очная форма обучения)

Задание № 1. *Переведите следующие предложения,
точно определив значение выделенных слов и выражений:*

1. What kind of person is it who enjoys the aesthetics of a bell shaped curve, the rhetoric of *educationese*, or the poetry of the primer?
2. Volunteers work in nurseries and playrooms in children's hospitals, in the *golden age clubs* and in veteran hospitals.
3. Few doubt that CNN is fulfilling the dream of a "*global village*" where citizens gather around an electronic hearth.
4. Executives have to keep workers satisfied in order to reduce *job hopping*.
5. European *head-hunters* typically stalk their prey by telephone. They seldom write and never show up at a candidate's current place of employment.
6. Americans are traditionally self-conscious about excessive displays of patriotism, and will deride such excess as "*Fourth of July*" speeches.
7. America is increasingly becoming a nation of part-timers and *temps*. This "disposable" work force is the most important trend in the US business today, and it is fundamentally changing the relationship between people and their jobs.
8. On their left stands a man in a very dark suit, with very dark tie, very dark glasses, very white shirt, and very bald head; a cop, *FeeBie*, CIA, something like that.

Задание № 2. *Переведите следующие предложения,
обращая внимание на передачу имеющихся в них имён собственных.*

1. The prejudice against the Whigs had not subsided, when James ascended the throne.
2. The attempt to indict Dr. Dubois was one of the most shameful acts committed by the Government of the United States against the Negro people.
3. The letters of British soldiers from Korea complained, first of all, of lack of news. Japan News and a Yankee propaganda rag Stars and Stripes were the only news sheets they got.
4. About 10 tons of uranium fuel would provide sufficient heat for producing all the electrical power produced throughout the world in 1939. The Queen Elizabeth could keep going for about a year on one hundredweight.
5. Lao-tzu was born in the province of Henan and was a court librarian.

Типовой вариант контрольной работы
(Семестр А, очная форма обучения)

Задание № 1. *Переведите следующие предложения, обращая особое внимание на выделенные курсивом слова:*

1. As they participate in the fight for *dramatic* reforms, large sections of the population come to realize the necessity of unity of action with the working class and become more active politically.
2. The Administration, of course, is loath to contemplate such a fundamental change in its foreign policy. The stakes are too high and American bonds with Europe too numerous to permit such a *dramatic* situation.
3. The Prime Minister will reply to the speeches on Monday, after *informal* talks last night, this evening and tomorrow with the Commonwealth Prime Ministers, who have been invited in three groups.
4. This *policy* will ensure that successive currency crises do not affect the level of economic activity and overall welfare of the nation.
5. A general strike is one which affects an entire *industry*, an entire locality or a whole country.
6. Such *developments* would emphasize the region's economic importance and growth potential which would be reflected in its population growth, housing and overspill problems.

Задание № 2. *Переведите следующие фразеологизмы и объясните их значение:*

1. To assume an air of injured innocence.
2. A little bird told me.
3. In Rome, do as the Romans do.
4. Peeping Tom.
5. To throw sands in the wheels.
6. To kill two birds with one stone.
7. A drowning man will catch at a straw.

8. Whom the gods love die young.
9. A stitch in time saves nine.
10. Run with the hare and hunt with the hounds.
11. A clever tongue will take you anywhere.
12. To gild the pill.
13. Caesar's wife is above suspicion.
14. To be afraid of one's own shadow.
15. To fish in troubled waters.
16. To make the best of a bad bargain.
17. Least said soonest mended.
18. To bite the hand that feeds you.
19. To dance to somebody's pipe.
20. To add fuel to the fire.

Задание № 3. *Подберите вариант перевода следующих высказываний:*

1. *Growing ecological movement* is a sign of the time.
2. *Incremental demand* for energy comes predominantly from Asia.
3. *Excursions* to plants and farms will add up to the students' know-how.
4. *These decisions* would help to promote the country's political and economic independence.
5. *The glance* in which their eyes met in the mirror made it clear that they understood each other.
6. *Her own career* has been singularly lacking in hardship.
7. *The blush* came and went.
8. Billy *had smiles* for them all.
9. *Censorship was a formative influence* for this liberal school.
10. The amount of information the archives fail to give us *is truly amazing*.

Промежуточная аттестация обучающихся осуществляется в форме зачета (в 7 и 8 семестрах) и экзамена (в семестре А) с использованием следующих оценочных материалов: задания по письменному переводу и переводу с листа.

***Примерный текст для письменного перевода на зачете
(7 семестр, очная форма обучения)***

The current financial crisis has become an earthquake to the world's economic system. Have started in the USA, it has rapidly overcome the boundaries of the States and has spread over the Europe and Asia, bringing unemployment and financial recession along. One can hardly say whether it will last long or is going to slump. The following remains obvious, if we don't want its recurrence in future, we should investigate its root causes now.

The world economic system endures times of prosperity as well as followed by inevita-

ble declines. The circulating scheme is characterized by the rise of manufacturing and it is following recession, thus permitting to keep to the world financial and economic balance order. No one in the world was ready to take the burdens of the economic crisis on the shoulders and to resist its unpredictable consequences. In spite of the fact, almost everybody understood how important it is to examine the reasons of it.

In my opinion there are several important factors to discuss, which obviously have affected the present economic situation. First of all it is the spendthrift lending or, in other term, the so-called housing price bubble. Every family buying a house can take a loan from the bank, which should be given back. In order to return money to the bank, the family first of all should take the house it can afford. Otherwise it will not be able to pay the money back. In the recent years the prices on real estate have been so high and raising so quickly like a bubble. It has resulted in the fact that people started taking loans, which they can't pay off. Many banks' borrowers got unable to make their mortgage payments. As a result, the mortgage market was undermined.

This was just the beginning. One of the consequences was the fall of prices on real estate. The institutions and businesses depending on real estate prices or making money on real estate underwent the risk and suffered losses. To such companies belong Freddie Mac and Fannie Mae. It was the blow to the financial system in general, which led to the problems in other pecuniary stocks. This process, started with the bank system and led to the banking liquidity crisis, affected all financial and economic sectors of business all over the world.

Another reason of the present economic crisis is the unrestricted emission of American dollars. The emission of the most wide-spread world currency was strictly controlled by the government of the USA. Each dollar had gold equivalent in the gold reserve of the States. Purchasing capacity of it corresponded to the quantities of products manufactured. That's not how things stack any more up today. As a result while the USA was losing its positions on the world market, the dollar was weakening in the world.

To sum it up one can say that the root cause of the current economic crisis lie in the ineffective policies of the economic and financial sectors of the leading and developing countries in the world. One should take into account the root causes to oust its recurrence in future.

Текст для перевода с листа
(7 семестр, очная форма обучения)

Diplomatic Language

The expression "diplomatic language" is used to denote three different things. In its first sense it signifies the actual language (whether it will be Latin, French, or English) which is employed by diplomatists in their converse or correspondence with each

other. In its second sense it means those technical phrases which, in the course of centuries, have become part of ordinary diplomatic vocabulary. And in its third, and most common, sense it is used to describe that guarded understatement which enables diplomatists and ministers to say sharp things to each other without becoming provocative or impolite.

“Diplomacy”, as it was once said, “is the application of intelligence and tact to the conduct of official relations between the governments of independent states.” If a statesman or a diplomatist informs another government that his own government “cannot remain indifferent” to some international controversy, he is clearly understood to imply that the controversy is one in which his government will certainly intervene. By cautious gradations a statesman is enabled, without using threatening language, to convey a serious warning to a foreign government. If these warnings pass unheeded he can raise his voice while still remaining courteous and conciliatory.

Примерный текст для письменного перевода на зачете
(8 семестр, очная форма обучения)

Why we travel

It has long been said that travel “broadens the mind”. Now new evidence proves that jumping on a plane will not only make you smarter, but more open-minded and creative.

14 March 2014 *The Guardian*

Why do we travel? Sometimes we travel because we have to. Because in this digital age there is still something important about the analogue handshake. Or eating Mum's turkey at Christmas.

But most travel isn't non-negotiable. (In 2008 only 30% of trips over 50 miles were made for business.) Instead we travel because we want to, because the annoyances of the airport are outweighed by the visceral thrill of being someplace new. Because work is stressful and our blood pressure is too high and we need a vacation. Because home is boring. Because the flights were on sale.

Travel, in other words, is a basic human desire. Is this collective urge to travel still a worthwhile compulsion?

Several new science papers suggest that getting away is an essential habit of effective thinking. It's not about a holiday, or relaxation: it's about putting some miles between home and wherever you happen to spend the night.

When we escape from the place we spend most of our time, the mind is suddenly made aware of all those errant ideas we'd suppressed. We start thinking about obscure possibilities, especially when we're trying to solve difficult problems.

Of course it's not enough simply to get on a plane: if we want to experience the creative benefits of travel, then we have to rethink its *raison d'être*.

A bit of distance makes it easier to see something new in the old; the mundane is grasped from a slightly more abstract perspective.

But distance isn't the only psychological perk of travel. Earlier this year researchers reported that students who had lived abroad were 20% more likely to solve a computer simulation of a classic psychological task known as the Duncker candle problem than students who had never lived outside their birth country.

What does this have to do with living abroad? According to the researchers, the experience of another culture endows us with a valuable open-mindedness, making it easier to realise that a single thing can have multiple meanings. Consider the act of leaving food on the plate: in China this is often seen as a compliment, a signal that the host has provided enough to eat. But in America the same act is a subtle insult, an indication that the food wasn't good enough to finish.

Such cultural contrasts mean that seasoned travellers are alive to ambiguity, more willing to realise that there are different ways of interpreting the world.

OF COURSE THIS mental flexibility doesn't come from mere distance. It's not enough to just change time zones or to schlep across the world only to eat Le Big Mac instead of a quarter pounder with cheese. Instead this increased creativity appears to be a side-effect of difference: we need to change cultures, to experience the disorienting diversity of human traditions.

We're reminded of all that we don't know, which is nearly everything; we're surprised by the constant stream of surprises. Even in this globalised age, slouching toward similarity, we can still marvel at all the earthly things that weren't included in the *Lonely Planet* guidebook and that certainly don't exist back home.

So let's not pretend that travel is always fun. We don't spend 10 hours lost in the Louvre because we like it, and the view from the top of Machu Picchu probably doesn't make up for the hassle of lost luggage. (More often than not, I need a holiday after my holiday.) We travel because we need to, because distance and difference are the secret tonic of creativity. When we get home, home is still the same. But something in our mind has been changed, and that changes everything.

**Текст для перевода с листа
(8 семестр, очная форма обучения)**

Sleep Tight

President Clinton got by on five or six hours of it a night, Rolling Stones Keith Richards is said to have gone for 13 days without any, and ex-Prime Minister Margaret Thatcher made do with just four hours a night. Albert Einstein, on the other hand, insisted on a full 10 hours. For most of us, however, seven to eight hours sleep each night is about right.

Recent research conducted by Professor James Maas of Cornell University, New York, suggests that we live in a society suffering from chronic sleep deprivation, with the majority of us getting 60 to 90 minutes less sleep each night than we need.

Sleep is vital to health and wellbeing. A good night's sleep keeps our immune system strong, to fight against illness, so if you think you're not getting enough, try following these tips from The Sleep Council to help you get a better night's sleep: keep regular hours, create a restful environment for sleep, relax in the hours before going to bed. A good way to do this may be to read a good book or magazine or listen to some restful music in a nice warm bath. Watching television may seem like a good way to relax, but it can act as a stimulant on the brain and sleep may not come easily if you get into the habit of switching off just before nodding off.

***Примерный текст для письменного перевода на экзамене
(Семестр А, очная форма обучения)***

British Muslims: integration and segregation are about economics, not values

Do you worry about Britain's growing Muslim population? You're not alone.

According to the British Social Attitudes (BSA) survey, in 2003, 48 per cent of Britons worried that an increase in the Muslim population would weaken Britain's national identity. By 2013, that had risen to 62 per cent.

A report from the Muslim Council of Britain this week may sharpen those concerns. Based on Census data, it set out how immigration and a high birth-rate have combined to swell Britain's population to 2.7 million, around a third of them aged under 15.

Almost every political conversation about British Muslims touches on "integration". Many people fret about Muslims failing to integrate, leading separate lives in their own insular communities.

So are British Muslims becoming more concentrated in particular areas, or are they spreading out and mingling with the rest of the population?

There are eight English council areas where Muslims make up more than 20 per cent of the population. Tower Hamlets in London tops the list with 34.5 per cent.

The reasons that ethnic and religious groups spread out isn't easily trapped in statistics. The strongest motivations here are education and employment. Most people who move away from the area where they were raised do so to get qualifications or jobs. The richer and better-educated someone is, the more likely they are to move and mingle, and maybe even inter-marry. To integrate.

What are the prospects for those increasingly numerous children of Muslim households?

There are six state-funded Muslim primary schools, educating around 2,300 pupils. The Association of Muslim Schools says there are a total 156 dedicated Muslim schools in the UK, most of them privately-funded.

Many observers, including Matthew Taylor, a former adviser to Tony Blair, worry that Muslim schools tend to be "monocultural" and thus work against integration.

Many Muslim pupils do worse than their peers for reasons including: "overcrowded housing, the relative absence of parental English language skills in some

Muslim communities, low levels of parental engagement with mainstream schools, low teacher expectations, the curricular removal of Islam from the school learning environment, and racism and anti-Muslim prejudice.”

Other religious groups outperform British Muslims: 30.1 per cent of Sikhs have degrees, and 44.6 per cent of Hindus.

Muslim underperformance at higher education is at least partly down to gender. Young women are more likely to go to university than young men. But among British Muslims, the pattern is reversed, with three Muslim boys going on to higher education for every two women.

In the “higher managerial” and “higher professional” groups – company executives, lawyers, doctors – Muslims are only slightly under-represented.

Meanwhile, some 21.3 per cent of British Muslims have never worked.

The outcome of this poor performance is unsurprising: Muslims are poorer, sicker, less likely to own their own homes and more likely to live in bad areas. And even as Britain gets richer, Muslims are sliding down the scale.

The 10 per cent of council wards that count as the most deprived parts of the country are now home to 1.2 million Muslims, around 46 per cent of the total. In 2001, just 33 per cent of British Muslims lived in Britain’s poorest places.

How much does this matter? Is Muslims’ poor educational and economic performance a problem for anyone other than Muslims themselves?

Research published in the Journal for the Scientific Study of Religion in 2013 concluded that “much of the difference on socio-moral opinions was due to socio-economic disadvantage and high religiosity.”

In other words, Muslims’ moral and social attitudes, the old-fashioned and illiberal attitudes that worry so many people aren’t so very different from those of other poor and badly-educated non-Muslims.

Many commentators and politicians approach integration as a cultural question, arguing that more should be done to persuade British Muslims to accept “British values”. Perhaps we’d be better off taking an economic perspective, accepting that a better aim is making them better off.

*Текст для перевода с листа
(Семестр А, очная форма обучения)*

New Infrared Camera Could Catch out Car-Sharing Cheats

Scientists have invented a roadside camera that can count the number of people inside a moving vehicle. The technology could be used to catch lone motorists who abuse congestion-easing car-share lanes. These lanes give priority to vehicles carrying at least one passenger, but can be misused by solo drivers who hope they will not be seen. Some even place human-like dummies in the seat beside them to create the illusion of a passenger.

The new Dtect system, which rapidly projects an infrared scan through a vehicle's windscreen, can distinguish human skin from mannequins, dogs or other diversions. Its inventors hope it will be in use before the end of the year.

However, motoring organizations have dismissed the technology, arguing that Britain's roads do not have enough room for priority lanes and that it would be a long time before the reliability of such a device could be satisfactorily proved. The demand for an automated system has existed since 1998, when Leeds City Council created a car-sharing lane on the A647. Its scheme is enforced by council officers and police who pull over suspected offenders and fine those who are guilty. But the experts believe they have invented a more efficient system.

IV. ПЕРЕЧЕНЬ ЛИТЕРАТУРЫ, НЕОБХОДИМОЙ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

4.1. Основная литература

1. Тихонов, А.А. Английский язык: Теория и практика перевода : [12+] / А.А. Тихонов. – Москва : Проспект, 2015. – 120 с. – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=242024> – ISBN 978-5-392-15475-3. – Текст : электронный.
2. Проконичев, Г.И. Тренинг будущего переводчика : английский язык: учебное пособие для вузов : [16+] / Г.И. Проконичев, Е.Ф. Нечаева. – Москва : Владос, 2017. – 145 с. : ил. – (Библиотека переводчика). – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=486124> – Библиогр. в кн. – ISBN 978-5-906992-02-4. – Текст : электронный.

4.2. Дополнительная литература

1. Теоретические основы специального перевода / авт.-сост. П.П. Банман, А.А. Леглер, Т.В. Матвейчева ; Министерство образования и науки Российской Федерации и др. – Ставрополь : СКФУ, 2017. – 212 с. – Режим доступа: по подписке. – URL: <http://biblioclub.ru/index.php?page=book&id=494818> – Текст : электронный.

V. ПЕРЕЧЕНЬ РЕСУРСОВ ИНФОРМАЦИОННО-ТЕЛЕКОММУНИКАЦИОННОЙ СЕТИ «ИНТЕРНЕТ», НЕОБХОДИМЫХ ДЛЯ ОСВОЕНИЯ ДИСЦИПЛИНЫ

№ п/п	Ссылка на информационный ресурс	Наименование разработки в электронной форме	Доступность
1.	http://www.biblioclub.ru	Электронно-библиотечная система (ЭБС) Университетская библиотека онлайн	Регистрация через любой университетский компьютер. В дальнейшем индивидуальный неограниченный доступ из любой точки, в

			которой имеется доступ к сети Интернет
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VI. СОВРЕМЕННЫЕ ПРОФЕССИОНАЛЬНЫЕ БАЗЫ ДАННЫХ И ИНФОРМАЦИОННЫЕ СПРАВОЧНЫЕ СИСТЕМЫ

№ п/п	Ссылка на информационный ресурс	Наименование разработки в электронной форме	Доступность
1.	https://www.lingvolive.com/ru-ru http:// www.multitran.ru	Многоязычные словари	Свободный доступ
2.	www.acronymfinder.com www.sokr.ru	Словари сокращений	Свободный доступ
3.	http://www.translators-union.ru/	Сайт Союза Переводчиков России	Свободный доступ
4.	http://www.trworkshop.net/	Город переводчиков	Свободный доступ
5.	http://www.translators-union.ru/?collect/search/	Поисковые системы для переводчиков	Свободный доступ

VII. ЛИЦЕНЗИОННОЕ И СВОБОДНО РАСПРОСТРАНЯЕМОЕ ПРОГРАММНОЕ ОБЕСПЕЧЕНИЕ

При реализации учебной дисциплины применяется следующее лицензионное и свободно распространяемое программное обеспечение:

- Microsoft Windows;
- Microsoft Office;
- LibreOffice и др.

VIII. ОБОРУДОВАНИЕ И ТЕХНИЧЕСКИЕ СРЕДСТВА ОБУЧЕНИЯ, НЕОБХОДИМЫЕ ДЛЯ ОСУЩЕСТВЛЕНИЯ ОБРАЗОВАТЕЛЬНОГО ПРОЦЕССА

Учебные занятия проводятся в аудиториях, укомплектованных специализированной мебелью, в том числе стационарными или переносными техническими средствами обучения (проектор, экран, компьютер/ноутбук).

Самостоятельная работа проводится в кабинетах, оснащенных компьютерной техникой с возможностью подключения к сети «Интернет» и обеспечением доступа в электронную информационно-образовательную среду университета.