

**ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ АВТОНОМНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ОБРАЗОВАНИЯ  
«МОСКОВСКИЙ ГОСУДАРСТВЕННЫЙ ИНСТИТУТ  
МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ (УНИВЕРСИТЕТ)  
МИНИСТЕРСТВА ИНОСТРАННЫХ ДЕЛ РОССИЙСКОЙ  
ФЕДЕРАЦИИ»**

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**ФАКУЛЬТЕТ МЕЖДУНАРОДНЫХ ОТНОШЕНИЙ**

**КАФЕДРА АНГЛИЙСКОГО ЯЗЫКА № 1**

**«УТВЕРЖДАЮ»**

**Проректор по научной работе и  
международному сотрудничеству  
МФИМО МИД России**



\_\_\_\_\_ А.А. Байков

\_\_\_\_\_ » \_\_\_\_\_ 2021 г.

**ПРОГРАММА КАНДИДАТСКОГО ЭКЗАМЕНА  
ПО ИНОСТРАННОМУ ЯЗЫКУ АНГЛИЙСКИЙ ЯЗЫК  
(ИСТОРИЧЕСКИЕ НАУКИ)**

**Москва - 2021**

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Программа рассмотрена и одобрена на заседании кафедры английского языка № 1 факультета международных отношений МГИМО МИД России.

Протокол заседания № 9 от «06» апреля 2021 г.

Подпись зав. кафедрой: \_\_\_\_\_ Д.А. Крячков

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# 1. СОДЕРЖАНИЕ И СТРУКТУРА ЭКЗАМЕНА КАНДИДАТСКОГО МИНИМУМА ПО ИНОСТРАННОМУ ЯЗЫКУ

## 1.1. Содержание экзамена кандидатского минимума.

На экзамене кандидатского минимума соискатель должен продемонстрировать умение пользоваться иностранным языком как средством профессионального общения в научной сфере. Соискатель должен владеть орфографической, орфоэпической, лексической и грамматической нормами изучаемого языка и правильно использовать их во всех видах речевой коммуникации, в научной сфере в форме устного и письменного общения.

### Формат экзамена кандидатского минимума

#### 1. Письменная часть

- Письменный перевод с английского языка на русский язык научного текста по исторической тематике со словарем (объем текста – 15000 п. з.).

#### 2. Устная часть

- Реферирование на английском языке статьи по общественно-политической и исторически-культурной тематике из англоязычного периодического издания. Беседа по темам, затронутым в статье (объем статьи – 3000-3500 п.з.).
- Устный перевод текста по исторической тематике «с листа» с английского языка на русский (объем текста – 900-1000 п.з.).
- Беседа на английском языке по вопросам, связанным со специализацией и темой исследования аспиранта (соискателя).

## 1.2. Структура экзамена кандидатского минимума

Экзамен кандидатского минимума по иностранному языку проводится в два этапа: на *первом этапе* соискатель представляет письменный перевод научного текста по исторической тематике на английский язык минимум за две недели до устного экзамена. Объем текста – 15 000 печатных знаков.

*Второй этап* экзамена проводится устно и включает в себя три задания:

1. Реферирование на английском языке статьи по общественно-политической и историко-культурной тематике из англоязычного периодического издания. Беседа по темам, затронутым в статье (объем статьи – 3000-3500 п.з.).
2. Устный перевод текста по исторической тематике «с листа» с английского языка на русский (объем текста – 900-1500 п.з.).
3. Беседа с экзаменаторами на иностранном языке по вопросам, связанным со специальностью и научной работой аспиранта (соискателя).

### **1.3.Примеры заданий устной части экзамена кандидатского минимума**

**Статья по общественно-политической и историко-культурной тематике из англоязычного периодического издания для реферирования на английском языке.**

#### **Пример 1.**

#### **Whose mental health suffered the most during COVID-19 lockdown in Nigeria**

By **Dr Abiodun Musbau Lawal** Lecturer, Department of Psychology , Federal University, Oye Ekiti

March 14, 2021 9.05am GMT

The toll of the coronavirus pandemic on physical health and lives worldwide is enormous. But the disease and the lockdown measures have had an impact on mental health too.

Some of the mental health issues that have been reported due to COVID-19 include anxiety, depression, anger, confusion, insomnia, post-traumatic disorders, boredom, loneliness and adjustment problems.

The phases of COVID-19 lockdown in Nigeria spanned between early May 2020 and the end of July 2020. Movement was restricted during this period. Gradually, lockdown was eased but a curfew of 8pm to 6am was introduced across major cities in the country to curtail the spread of the virus.

As far as we knew, no previous research had examined the influence of socio-demographic characteristics on mental health among Nigerians during COVID-19 lockdown. So we set out to study the effects of some of these variables on successful coping, stress and self-esteem.

The findings about which categories of people struggled most with their mental health under lockdown could inform interventions to make sure their needs are met.

### **Demographic variables and aspects of mental health**

The socio-demographic variables that we considered in the study were gender, marital status, religion, ethnic group, education attainment and employment status. The facets of mental health we looked at were coping, stress and self-esteem.

We collected information for the study through an online questionnaire across Nigeria. Most of the 353 people, aged 18 to 65, who responded were from the southwestern parts of the country, and they had access to smart phones and social media.

This means the findings may not represent people from lower income groups or other geopolitical areas of the country. Most of our respondents (63%) were men and most were from the three major ethnic groups in Nigeria: Yoruba, Igbo and Hausa.

The questionnaire asked respondents whether they agreed or disagreed with or were undecided about 12 statements relating to their mental health. These were statements such as “I lose much sleep over worry”, “I have been feeling unhappy and depressed” and “I have been losing confidence in myself”.

### **Who adjusted better and in what ways**

We found that different categories of people reported psychological impacts during the COVID-19 lockdown. The Yoruba ethnic group, in the southwest region of Nigeria, adjusted better to the situation than other ethnic groups. The Igbo people, in the southeast region, were not that worried when compared to other ethnic groups. But the Yoruba had more positive views of themselves than other ethnic groups did.

The accessibility of quality mental healthcare services differs by region, which is why we regarded ethnicity as relevant in our investigation.

We also analysed educational attainments. We found that individuals who had attained postgraduate education adjusted better and had a more positive view of themselves compared to others. We found that people who had completed secondary school appeared to worry less during this period. Those who were self-employed in Nigeria were able to adjust well, while the unemployed were more worried and had poor views of themselves.

Married people adjusted well; they were less worried and had more positive views of themselves than the unmarried. The married women coped better than married men. The single men adjusted better than single women.

In terms of employment status, salary earners were less worried and had more positive views of themselves than the self-employed or unemployed. Self-employed men adjusted better to the situation than both men and women who earned salaries, as well as unemployed men and women and self-employed women.

Self-employed singles were more anxious than unemployed married and unmarried people, single or married salary earners, and married self-employed individuals.

## **Пример 2.**

### **Sci-fi author William Gibson: how ‘future fatigue’ is putting people off the 22nd century**

By Andre Spicer Professor of Organisational Behaviour, Cass Business School, City, University of London

January 23, 2020 1.55pm GMT

The future isn't what it used to be, at least according to the Canadian science fiction novelist William Gibson. In a interview with the BBC, Gibson said people seemed to be losing interest in the future. "All through the 20th century we constantly saw the 21st century invoked," he said. "How often do you hear anyone invoke the 22nd century? Even saying it is unfamiliar to us. We've come to not have a future".

Gibson thinks that during his lifetime the future "has been a cult, if not a religion". His whole generation was seized by "nostalgia". This is a tendency to dwell on romantic, idealised visions of the future. Rather than imagining the past as an ideal time (as nostalgics do), nostalgics think the future will be perfect. For example, a study of young consultants found many suffered from nostalgia. They imagined their life would be perfect once they were promoted to partner.

"The Future, capital-F, be it crystalline city on the hill or radioactive post-nuclear wasteland, is gone", Gibson said in 2012. "Ahead of us, there is merely ... more stuff ... events". The upshot is a peculiarly postmodern malaise. Gibson calls it "future fatigue". This is a condition where we have grown weary of an obsession with romantic and dystopian visions of the future. Instead, our focus is on now.

Gibson's diagnosis is supported by international attitude surveys. One found that most Americans rarely think about the future and only a few think about the distant future. When they are forced to think about it, they don't like what they see. Another poll by

the Pew Research Centre found that 44% of Americans were pessimistic about what lies ahead.

But pessimism about the future isn't just limited to the US. One international poll of over 400,000 people from 26 countries found that people in developed countries tended to think that the lives of today's children will be worse than their own. And a 2015 international survey by YouGov found that people in developed countries were particularly pessimistic. For instance, only 4% of people in Britain thought things were improving. This contrasted with 41% of Chinese people who thought things were getting better.

So why has the world seemingly given up on the future? One explanation might be that deep pessimism is the only rational response to the catastrophic consequences of global warming, declining life expectancy and an increasing number of poorly understood existential risks.

But other research suggests that this widespread pessimism is irrational. People who support this view, point out that on many measures the world is actually improving. And an Ipsos poll found that people who are more informed tend to be less pessimistic about the future.

**Текст по историко-культурной тематике для устного перевода «с листа» с английского языка на русский язык.**

### **Пример 1.**

#### **The British: 139. Zulu Warriors: 4,000. Let Battle Begin by Ray Setterfield**

January 22, 1879 — The Battle of Rorke's Drift took place in South Africa on this day and is remembered as one of the world's most remarkable military engagements. It was to be commemorated in 1964 with the release of the film Zulu, giving Michael Caine his first major screen role. Britain was intent on expanding its territory and influence in South Africa in the 1870s and had declared war on the Kingdom of Zululand. Rorke's Drift was a mission station near the border between the British colony of Natal and the Zulu Kingdom and had been occupied by British troops. When the battle began, though, only 139 soldiers were encamped there. They had no idea what lay in store.

At 4.20pm on January 22, 1879 a force of 4,000 Zulu warriors began to lay siege to the



station. Their intermittent attacks were to last for almost twelve hours.

Fortunately for the British, although some of the Zulus had old muskets and antiquated rifles, most were armed only with a short spear called an assegai and a shield made of cowhide. So in weaponry they were no match for the highly trained soldiers with their (then) sophisticated rifles and firepower. But the manpower advantage lay massively in favour of the Zulus.

By 4am, after nearly 12 hours repulsing wave after wave of attacks involving hand-to-hand combat, a number of British soldiers lay dead. Most of the others were exhausted, rapidly running out of ammunition, and probably in no condition to repel another assault. But they didn't have to. As dawn broke they saw that the Zulus were gone, leaving behind a battleground littered with the dead and dying.

Zulu casualties were around 500, while the British sustained 17 dead and 10 wounded. The Victoria Cross is Britain's highest medal for bravery. Eleven were awarded to the defenders of Rorke's Drift – the most ever received in a single action by one regiment.

According to American military historian Victor Davis Hanson: “In the long annals of military history it is difficult to find anything quite like Rorke's Drift, where a beleaguered force, outnumbered forty to one, survived and killed twenty men for every defender lost.”

*On this day: April 24, 2020*

## **Пример 2.**

**Swedish Viking hoard: how the discovery of single Norman coin expands our knowledge of French history**

**by Jens Christian Moesgaard**

In the autumn of 2020, I was contacted by the field archaeology unit of the Swedish National Historical Museums, who are also known as the Archaeologists. They were excavating at a Viking-age settlement at Viggbyholm just north of Stockholm. During routine metal detecting of the site, they had located a very exciting find: eight silver necklaces and other silver jewellery along with 12 coins, everything delicately wrapped up in a cloth and deposited in a pot. In other words, a genuine Viking silver hoard.

As a professor in numismatics, the study of currency, I have spent my life becoming an expert in coins, so was called to help them learn more about this exciting discovery. It

turned out to be a very interesting find. Most of the coins were the types that we usually see in Sweden: English, Bavarian, Bohemian (Czech) and Islamic coins as well as imitations of Islamic coins. But one of the coins was unusual.

Found within this hoard was a Norman coin from the late tenth century. It is only the second Norman coin found in Sweden, and they have rarely been found in the rest of Scandinavia. This is surprising because the duchy of Normandy was created when King Charles the Simple of West Francia (roughly modern-day France) gave a bit of land to the Viking chief Rolf (or Rollo) in 911.

You would have expected this affiliation to have led to an influx of Norman coins to Scandinavia, but this is clearly not the case. Maybe the reason is that the newly settled Vikings had learned from their Frankish neighbours to blend copper into the silver coins. And their Scandinavian cousins were only interested in high-quality silver coins, such as the English, German and Islamic ones.

But this is not the only interesting feature about the newly discovered Norman coin. It turned out to be of a type that had not been seen since the 18th century. Several scholars had doubted the very existence of this type of coin, arguing that the 18th-century record was a misreading. But the Viggbyholm find proved that they were wrong. The type did exist. So this Swedish find contributes to our knowledge of French history.

March 12, 2021 11.14am GMT

**Формат беседы на английском языке по вопросам, связанным со специализацией и темой исследования аспиранта (соискателя).**

Примерный перечень вопросов, которые могут быть заданы в ходе беседы:

- What is the subject of your thesis?
- What is the topicality of your research for the modern state of national economy?
- Have you managed to establish any little-known facts relevant to the issue in question?
- Have you managed to make any preliminary conclusions?
- Are you planning to analyze the data from any social order development to validate your research results?
- What is the practical value of your research?
- Have you managed to extend the knowledge basis of the problem in question?

- What conclusion have you made?
- Do you think your research might instigate further interest in the problem?
- Has your stance on the problem in question changed after your research?

## 2. КРИТЕРИИ ОЦЕНКИ ЗНАНИЙ

Экзамен кандидатского минимума проводится в форме выполнения экзаменационного квалификационного задания.

Знания и умения аспирантов в ходе экзамена проверяются путем оценки выполнения ими практических заданий в ходе экзамена, а также с помощью постановки им дополнительных вопросов.

Результаты экзаменационного испытания определяются оценками «отлично» («5»), «хорошо» («4»), «удовлетворительно» («3»), «неудовлетворительно» («2»), а также буквенными и рейтинговыми показателями.

### Шкала соответствия оценок

«5»	Отлично	A	90-100%
«4»	Хорошо	B	82-89%
		C	75-81%
«3»	Удовлетворительно	D	67-74%
		E	60-66%
«2»	Неудовлетворительно	F	Менее 60%

### Критерии оценки знаний и компетенций по общему языку

## Устный ответ

<b>Параметры ошибок</b>	<b>Вычитаемые баллы (%)</b>
1. Несоответствие формата. 2. Нелогичность построения ответа: <ul style="list-style-type: none"><li>• неаргументированность (неумение выделять главные и второстепенные факты и формулировать основную идею анализируемого текста, выявлять позицию автора);</li><li>• отсутствие связок, способствующих лучшему раскрытию мысли.</li></ul>	10% 25%
3. Повторы (каждая погрешность). 4. Несоответствие стиля. 5. Несоответствие заданной теме	5%
<b>Адекватность лексического выражения мысли</b>	
Неправильное использование тематической и активной лексики: отсутствие точности, уместности, сочетаемости	3%
<b>Лексико-грамматические ошибки (каждая ошибка)</b>	3%
<b>Презентация высказывания</b>	
1. Речевая некомпетентность (отсутствие навыков ведения дискуссии). 2. Отсутствие беглости речи. 3. Фонетическая и интонационная некорректность.	10% 2%

**Исторический английский: перевод, реферирование и аннотирование текстов историко-культурной тематики. Дискуссия.**

### а) перевод «с листа» (устный)

Параметры ошибок	Вычитаемые баллы (%)
1. Отсутствие владения основными приемами перевода.	4 (за кажд.)
2. Искажения при переводе.	12 (за кажд.)
3. Неточность при переводе.	4 (за кажд.)
4. Пропуски при переводе: <ul style="list-style-type: none"><li>• слова;</li><li>• высказывания.</li></ul>	2 (за кажд.)
5. Несоответствие стиля.	0,5 (за кажд.)
6. Неадекватность скорости перевода.	6 (всего)

### б) перевод (письменный)

Параметры ошибок	Вычитаемые баллы (%)
1. Искажения при переводе.	12 (за кажд.)
2. Неточности при переводе.	4 (за кажд.)
3. Пропуски при переводе: <ul style="list-style-type: none"><li>• слова;</li><li>• высказывания.</li></ul>	1 (за кажд.) 4 (за кажд.)
4. Несоответствие стиля.	0,5 (за кажд.)
5. Несоответствие нормам русского языка.	0,5 (за кажд.)

## 3. СПИСОК ОСНОВНОЙ И ДОПОЛНИТЕЛЬНОЙ ЛИТЕРАТУРЫ

### Основная литература

1. Амбрамчик Е.Ф. и др. English for History Students. Achievement Tests Минск : БГУ, 2010. – 87 с.

2. Английский язык для студентов заочной формы обучения: Учеб. Пособие/Л.В. Хведченя, О.И.Васючкова, Т.В. Елисеева и др. - 2-е изд., перераб. и доп. - Мн.: Выш. шк., 1998.-416 с.
3. Бонди Е.А. Английский язык для студентов-историков Издательство: АСТ-2001г.
4. Гончарова Л.Ю. Early Russian History (key issues) Учебно-методическое пособие по английскому языку. - Воронеж: Изд-во ВГУ, 2005. - 36 с.
5. Дудорова Э. С. Практический курс разговорного английского языка. A Practical Course of Conversational English: Учебное пособие.- 2-е изд., стереотипное.- СПб.: Лениздат, «Издательство Союз», 2001.- 344 с.
6. Зильберман Л.И. Пособие по обучению чтению английской научной литературы (структурно-семантический анализ текста). – М.: Наука, 1981.
7. Кашпер А.И. Перевод научно-технической литературы. Практическое пособие. - М.: 1964.
8. Крупаткин Я.Б. Читайте английские научные тексты. – М.: Высшая школа, 1991.
9. Мартемьянова Н.В., Петросян Ж.В. English for Historians (английский язык для историков) Калуга, КГУ им. К.Э. Циолковского, 2005 г. 58 с.
10. Г.Н. Насырова, Л.К. Рахманкулова Практическое пособие для сдачи кандидатского экзамена по иностранному языку (английский язык), Мурманск: МГПИ, 1999.

### **Дополнительная литература**

11. Материалы прессы: Time, Newsweek, The Economist, Wall Street Journal, The Times, The Guardian, Financial Times, Ведомости, Известия, Итоги, Профиль, РБК, Эксперт и т.д.; материалы сети Интернет и текущие материалы теле- и радиопередач.
1. Шепелева И.М. The art of communication. – М.: МГИМО-Университет, 2009.
2. Пароятникова А.Д., Полевая М.Ю. Английский язык (для гуманитарных факультетов университетов). – М.: Высшая школа, 1990.
3. Программа по иностранным языкам для вузов неязыковых специальностей. Методические указания к программе. Учебно-методическое объединение по лингвистическому образованию - М: 1995.
4. Longman Essential Activator. Put Your Ideas Into Words / Director Delia Summers. - Essex: Edison Wesley Lo

### **Аудиовизуальные материалы**

- Тарновская М.Л. Курс видеолекций по общегуманитарным проблемам.
- [www.bbc.co.uk](http://www.bbc.co.uk)
- [www.thedohadebates.com](http://www.thedohadebates.com)
- [www.ted.com](http://www.ted.com)

## **Интернет-ресурсы, базы данных**

- [www.theguardian.com](http://www.theguardian.com)
- [www.newsweek.com](http://www.newsweek.com)
- [www.nytimes.com](http://www.nytimes.com)
- [www.usnews.com](http://www.usnews.com)
- [www.time.com](http://www.time.com)
- [www.economist.com](http://www.economist.com)
- <http://library.pressdisplay.com/pressdisplay/ru/viewer.aspx>
- [www.cnn.com](http://www.cnn.com)
- [www.the-times.co.uk](http://www.the-times.co.uk)

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Актуальные материалы из англоязычных газет и журналов.

Материалы электронной и печатной прессы на английском языке.

Сайты ООН, МИД Великобритании, США, Австралии. Газеты Time, Newsweek, The Economist, Businessweek, Financial Times, Власть, Деньги, Профиль, Эксперт, РБК.

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