

МИНИСТЕРСТВО ОБРАЗОВАНИЯ И НАУКИ РОССИЙСКОЙ ФЕДЕРАЦИИ  
ФЕДЕРАЛЬНОЕ ГОСУДАРСТВЕННОЕ БЮДЖЕТНОЕ ОБРАЗОВАТЕЛЬНОЕ  
УЧРЕЖДЕНИЕ ВЫСШЕГО ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ  
«ЕЛЕЦКИЙ ГОСУДАРСТВЕННЫЙ УНИВЕРСИТЕТ ИМ. И.А.БУНИНА»

**Г. И. Панарина**

# ***ПЕРЕВОД СПЕЦИАЛЬНЫХ ТЕКСТОВ***

***Учебное пособие***

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Рецензент:

**Е.А. Никитина**, кандидат филологических наук, старший преподаватель  
кафедры теории и истории литературы ЕГУ им. И.А. Бунина

**Г. И. Панарина**

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Пособие посвящено аспектам перевода текстов разной специальной направленности: экономической, публицистической, юридической, научной. Основная цель пособия – сформировать практические навыки обработки текста в процессе перевода с английского языка на русский и с русского языка на английский.

Пособие предназначено для студентов-бакалавров, обучающихся по направлению «Лингвистика» (профиль «Перевод и переводоведение») и по программе дополнительного образования «Переводчик в сфере профессиональной коммуникации».

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# **ГЛАВА I.**

## **ПРАКТИКУМ ПО ПЕРЕВОДУ СПЕЦИАЛЬНЫХ ТЕКСТОВ**

### **Задание 1**

*Переведите на русский язык следующие тексты с листа:*

#### **I**

On September 1, Russia has chaired the UN Security Council. During the coming 30 days, Russia will pay first priority attention to such issues as struggle against terrorism and settlement of conflicts in the Middle East and North Africa.

The choice of the UN Security Council chairing state takes place in alphabetical order. Russia's presidency at the Security Council of the United Nations – the body that is responsible for maintaining international peace and security – falls for one of the most active months of the organization.

On September 15, the jubilee 70<sup>th</sup> session of the UN General Assembly is opening. On September 28, a high-level session will start working to bring together the majority of the heads of states and governments, as well as foreign ministers. To crown it all, at a special summit on 25-27 September, world leaders will adopt the global development agenda after 2015.

“There is a need to conduct a comprehensive analysis of the nature of conflicts in the Middle East and North Africa to determine directions for collaboration on the basis of the UN Charter,” said Russia's permanent representative to the UN, Vitaly Churkin.

“On September 30, we plan to hold an open meeting at the ministerial level on the subject “Maintaining international peace and security: the settlement of conflicts in the Middle East and North Africa and the fight against the terrorist threat in the region,” the official added.

#### **II**

Russian President Vladimir Putin will make a speech at the jubilee session of the UN General Assembly in New York. The high-level session with the participation of heads of states, government leaders and foreign ministers will take place from September 28 till October 3, RIA Novosti reports.

Spokespeople for the Kremlin said that the Russian president would touch upon major issues of the international agenda in his speech. In all probability, Putin will hold a number of meetings.

Putin has spoken at the UN General Assembly before: in 2000, 2003 and 2005.

Moscow has received an inquiry for a meeting between US President Barack Obama and Russian President Vladimir Putin. However, it was not the United States that had sent the inquiry to Moscow.

Putin's aide Yuri Ushakov told reporters that Russia was not refusing from any contacts. According to the official, Russia supports dialogue.

Preparations for Vladimir Putin's speech at the UN General Assembly have already begun.

The press has already dubbed the possible meeting between the Russian and the American presidents "the clash of the titans."

Putin will chair the Russian delegation at the 70<sup>th</sup> session of the UN General Assembly that opens on September 25. The Russian delegation will also include Foreign Minister Sergei Lavrov, State Duma deputy Alexei Pushkov and Council member Kirill Kosachev. Federation

### III

The army of Bashar al-Assad has reportedly started crushing Islamic State militants that had previously seized the cities of Palmyra and Homs. Western experts and journalists believe that the Syrian troops receive substantial military assistance from Russian military men at the base in Latakia.

In addition, Russia has deployed modern weapons, including air defense, missile systems and aviation, having turned the area of the Russian base into a strong fortress. To crown it all, Russia still ships weapons to the government of Bashar Assad under previously concluded contracts.

Russia's TV channel "Zvezda" ("Star") reports that the Syrian army forced ISIS militants to retreat from Palmyra, although they hide in residential areas and use ancient monuments as a cover.

"The militants, who had been keeping the city under control and destroying priceless ancient monuments for months, are being killed in the air raids of the Syrian Air Force. During the most recent attack, 40 terrorists were destroyed in the province of Homs," Zvezda reporters say. It was also said that many militants of the Islamic State lay down their arms and surrender.

“On September 20, in the village of Kanaker (province of Damascus) more than 500 fighters of the Islamic State and so-called moderate opposition laid down their arms,” Syrian agency SANA reports, adding that there is a video of ISIS militants yelling to government troops. The militants were said to be mercenaries from Iran, Turkey and Sudan. They received weapons from Saudi Arabia, Jordan and Lebanon. There are also many US-made weapons and heavy equipment, reporters say.

#### IV

The US does nothing to destroy ISIS in Syria. Why?

Representatives of the central command of US armed forces said that there were 70 fighters sent to Syria to fight against Assad and the Islamic State together with selected opposition groups. Previously, it was reported that the United States was providing military assistance to the Syrian opposition and ISIS militants to overthrow the Assad regime, similarly to how the US was supporting al-Qaeda during Soviet times to suppress Soviet troops in Afghanistan.

Many experts and journalists say that ISIS is a “product of the USA.” Many recall the notorious reply that President Obama gave to the question of “Who are we bombing in the Middle East?” “That’s not quite right, but that’s OK,” Obama said. Russian Foreign Minister Sergei Lavrov also wonders why the USA does not destroy ISIS, even though the US knows everything about the whereabouts of ISIS bases.

“The Russian military have deployed a layered defense system and continue fulfilling contracts for the delivery of modern weapons to Syria. That’s all I can say officially. I have no right to either deny and confirm whether the Russian aviation is involved in the military actions,” a high-ranking source in the General Staff of the Russian Federation told Politonline.ru. He added that Russian troops have already repulsed terrorists’ attacks before, quite successfully.

Russia has already deployed multi-purpose Su-30CM fighter aircraft, Pantsir-S1 mobile missile complexes, Mi-24 attack helicopters, multi-purpose Mi-17 helicopters, as well as Sukhoi Su-24M bombers to Syria.

#### V

Over the past few weeks, a large number of military advisers have arrived in Syria. Syria has received six MiG-31 jets – these are the best interceptor aircraft in the world. For the first time, the Russian army has provided satellite intelligence data to Syria. Previously, Jihadists managed to avoid attacks from government forces because NATO was providing them with satellite information on time. Now, it appears that NATO no longer shares the intelligence data with the Islamic State,

although the alliance still continues providing this information to Frente al Nosra, Russian publications said.

Russia and Iran have achieved agreements on joint activities in Syria. Should Iran officially start a military operation in Syria for the destruction of the Islamic State, many predict complete destruction of the terrorists and mass destruction of Syrian opposition fighters.

Israel has already held high-level talks with Russia to exclude possible collisions between Russian and Israeli troops. To crown it all, US officials declared readiness for immediate negotiations with Russia on Syria, although they previously excluded such a possibility.

## VI

Russian President Vladimir Putin said at the CSTO summit that the support of the legitimate government of Syria was in no way connected with the mass exodus of refugees from the war-torn country.

According to Putin, it is impossible to expel terrorists from the country without the Syrian army.

The summit of the Collective Security Treaty Organization (CSTO) takes place in Dushanbe. Presidents of Russia, Armenia, Belarus, Kazakhstan, Kyrgyzstan and Tajikistan will discuss issues of terrorism and extremism, as well as the situation that is emerging on the borders of the CSTO member countries.

An analyst at the Shanghai International Studies University wrote for People's Daily, a Chinese publication, that Russia's assistance to Syria in the form of supplies of military equipment raised serious concerns in the West, because the USA and its allies were given to understand that one needs to set up an international anti-terrorist alliance with the Syrian government to be able to crush the Islamic State. Russia is ready to join such an alliance.

## VII

The Syrian government is keeping strategic centers in Damascus, Homs and Latakia under control. These are the territories that Russia protects. As soon as the Syrian government is able to stand firmly on its feet, it will launch a large-scale struggle against the Islamic State.

Situation in Syria is very serious.

According to Russian President Putin, the state of affairs in Syria is very serious. The Islamic State (ISIS) controls large territories of Syria and Iraq, Putin said speaking at the SCTO summit in Dushanbe.

Putin urged Western countries to put aside geopolitical ambitions and double standards in the fight against terrorism. The West should no longer replace unwanted governments with the help of terrorist organizations.

“One needs to put geopolitical ambitions aside and refuse from so-called double standards, from the policy of direct or indirect use of certain terrorist groups to achieve one’s own ambitious goals, such as the replacement of unwanted governments,” President Putin said.

## VIII

“Now we need to join forces of the Syrian government, the Kurdish militia and the so-called moderate opposition, other countries in the region to combat the threat to the statehood of Syria and in the fight against terrorism,” Putin said. “Together, without joint effort, we will solve this problem,” Russian President Putin said.

According to Putin, Syrian President Bashar Assad is ready to cooperate with healthy forces of the Syrian opposition. “Of course, one needs to think about political reforms in this country, and we know about the readiness of President Assad to get the healthy part of the opposition involved in the process of state administration,” the Russian leader said.

Putin said during his speech that Russia supports the Syrian government in the fight against terrorism and promised that Moscow would continue providing military assistance to the Syrian authorities. “We support the government of Syria in confronting the terrorist aggression. We provide and will provide all the necessary military and technical assistance to the government of Syria,” Putin said, urging other countries to join this assistance.

Accusing Russia of refugee crisis in Europe is ridiculous.

Putin also said that accusations against Russia about its involvement in the current refugee crisis were unfounded. Syrian affairs is the cause of an increased flow of refugees, Interfax reports.

## IX

“Attempts are made today to put the blame on Russia for the appearance of the problem of refugees. Allegedly, the refugee crisis has appeared due to the fact that Russia supports the legitimate government of Syria,” the Russian president said.

“People are fleeing from Syria to escape from combat actions that were largely imposed from the outside through the supply of weapons and special equipment. People are fleeing from atrocities of terrorists,” said Russian President Putin. “If Russia were not supporting Syria, then the situation in the country would be even worse than in Libya, and the flow of refugees would be even larger,” Putin added.

According to the Russian administration, it is inadmissible to dictate from the outside how the Syrians should develop their country, Putin’s spokesman Dmitry Peskov said.

Washington threatens larger isolation to Russia.

Yet, White House spokesman Josh Earnest believes that Russia may face international isolation if it continues supporting Syrian President Bashar Assad.

## X

Answering the question of what would happen if Russia does not join the US-led international coalition that conducts a counter-terrorist operation in Iraq and Syria, but will support Assad, the US official said that such a move would isolate Russia from the international community even more.

At the same time, according to Ernest, Russia’s interests in Syria do not completely contradict to the interests of the rest of the world. Russia is interested in the success of the anti-terrorist coalition, Ernest said, adding that it was time for Assad to step down.

The Kremlin considers it unacceptable to impose a way of the development of Syria from the outside, Putin’s spokesman Dmitry Peskov said. He reminded what President Putin has repeatedly stated before: “The future of Syria depends on the Syrians.”

“Until now, no one has been able to convincingly explain what can be an alternative to the current legitimate Syrian leadership in terms of providing security in the country, in the struggle against the proliferation of the Islamic State and in ensure the unity of the country,” said Peskov.

## XI

Russian jets struck an ISIS stronghold in Syria for the first time Friday — expanding the scope of its air campaign, which previously was aimed at rebel groups opposed to President Bashar al-Assad.



But even as the Kremlin's warplanes took out targets in the de-facto ISIS capital of Raqqa, Russia continued to target areas in the central province of Hama, where rebels fighting Assad's regime are in control.

Russia's third day of strikes continued even as US officials blasted its actions.

President Obama, speaking to reporters at the White House, said Russia would end up in a "quagmire" by trying to prop up Assad, a move that would unite Sunni Arabs in Syria against him.

Russian President Vladimir Putin "doesn't distinguish between ISIL [ISIS] and a moderate Sunni opposition that wants to see Mr. Assad go," Obama said.

"From their perspective, they're all terrorists. And that's a recipe for disaster," the president added.

Bristling at critics who have portrayed him as being outmaneuvered by Putin, Obama said the Russian leader "had to go into Syria not out of strength, but out of weakness."

A US-led coalition fighting ISIS joined in condemning Russia's initial strikes as "a further escalation [that] will only fuel more extremism and radicalization.

"We call on the Russian Federation to immediately cease its attacks on the Syrian opposition and civilians and to focus its efforts on fighting ISIL," the coalition said.

ISIS fighters in Raqqa were taking no chances about Russian intentions and skipped Friday prayers to avoid getting caught in mosques that might be targeted.

But French President Francois Hollande said only one Russian strike on Raqqa hit ISIS.

"I reminded President Putin that the strikes should be aimed at Daesh [ISIS] and only Daesh," Hollande said, using the Arabic acronym for ISIS.

## **Задание 2**

*Переведите следующий текст договора на русский язык:*

### **AGREEMENT on scientific and educational cooperation**

Vrotslav University (Poland), represented by its Rector Professor Marek Boyarski, acting on the basis of \_\_\_\_\_, on the one part, and Bunin Yelets State University (the Russian Federation), represented by its Rector Professor Gerasimova Evgenia Nikolaevna, acting on the basis of the Charter, on the other part, hereinafter referred to as 'the Parties', in accordance with the mutual desire to develop friendship, confidence and cooperation, have concluded the present Agreement as follows:

## **Article 1**

The objective of the present Contract is to establish cooperation in the sphere of science and education between Vrotslav University and Bunin Yelets State University in the fields of their mutual interest.

## **Article 2**

In order to realize the present Contract the Parties have agreed:

2.1. To assist the academic exchange of lecturers, scientists, post-graduate students and undergraduates of the universities.

2.2. To make up and realize the joint scientific projects and programmes.

2.3. To make up the programmes of double diplomas in the priority directions for the Parties.

2.4. To provide the opportunity to have a teaching practice for students and lecturers according to the prior agreed curriculum.

2.5. To organize mutual study courses for lecturers, young researchers, post-graduate students including delivering of lectures, making reports, etc.

2.6. To assist establishing scientific cooperation in the fields of mutual interest.

2.7. To provide mutual assistance in advanced training of researchers and lecturers.

2.8. To assist in the exchange of publications and research papers, the results of research studies, the participation of scholars and lecturers in conferences held by the Parties.

2.9. To make efforts to create joint modern educational aids, methodological complexes, other educational materials.

2.10. To exchange experiences in the field of the university structure management and in the sphere of coordination of the relations with other educational institutions.

2.11. To hold different scientific and educational events by mutual agreement equitable to the interests of both Parties and observing the current laws of the countries.

2.12. To exchange experiences in the development of advanced teaching methods and innovative forms of academic process organization.

## **Article 3**

The Parties have agreed that the most optimal form of cooperation is establishing direct relations between the two Parties interested in exact fields based on the interests of a separate faculty (Institute) or an exact person, and in the form more acceptable for the Parties.

## **Article 4**

All scholars, lecturers and students of the Parties may take part in the exchange that is realized on the basis of individual invitations sent by the Parties to each other. The realization of the present provision is regulated by special appendixes.

## **Article 5**

5.1. In order to execute the present Contract the Parties may conclude some additional agreements concerning the exact provisions of the Contract.

5.2. The execution of the articles of the present Contract and the additional agreements is realized within the limits of the laws of Poland and the Russian Federation.

5.3. In order to execute the Contract the Parties assist to create the financial and logistical basis providing the cooperation. The process of financing the execution of the present Contract is determined by some additional agreements.

## **Article 6**

6.1. The present Contract is to come into effect since the date of signing and is valid within 5 (five) years.

6.2. The Contract can be extended tacitly for the following 5 years unless the Parties or one of the Parties gives a written notice about the cancellation of the present Contract 2 months in advance of the estimated date.

## **Article 7**

7.1. In order to confirm and accept each provision of the present Contract the Parties have signed 2 (two) identical copies in English, 2 (two) identical copies in Polish and 2 (two) identical copies in Russian.

7.2. All additions and amendments to the present Contract are to be done in writing by mutual agreement of both Parties in Polish, Russian and English. They become an integral part of the present Contract.

### **Legal Addresses of the Parties:**

#### **Vrotslav University**

1 Universitetskaya Square  
Vrotslav 50-137  
Tel. +48 71 343 68 47  
e-mail: [rektorat@uni.wroc.pl](mailto:rektorat@uni.wroc.pl)  
website: [www.uni.wroc.pl](http://www.uni.wroc.pl)

Rector \_\_\_\_\_ Prof. M.Boyarski

Seal

#### **Bunin Yelets State University**

28 Kommunarov Street,  
Yelets, Lipetsk Region,  
Russian Federation 399770  
tel./fax.: (8-47467) 2-21-93 / 2-16-98  
e-mail: [main@elsu.ru](mailto:main@elsu.ru)  
website: [www.elsu.ru](http://www.elsu.ru)

Rector \_\_\_\_\_ Prof. E.N.Gerasimova

Seal

### **Задание 3**

*Переведите следующий текст договора на русский язык:*

## **SCIENTIFIC COOPERATION AGREEMENT**

**between  
University of Trier  
and  
Bunin Yelets State University**

University of Trier, legal address: Germany, 542 96, Trier, Universitätsring 15, in the person of

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\_\_\_\_\_ from the one side and BuninYelets State University, Russia, registration number 3500, licence №003504, 03.06.2010, legal address: Kommunarov Street, 28, Yelets, Lipetsk Region, 399770, Russia, in the person of its Rector Valery Kuzovlev from the other side further referred to as “the Parties”, or in separate – as “a Party”, in accordance with their principles and missions hereby agree upon the following:

### **1. Subject of the Agreement**

The Parties hereby agree to cooperate in appropriate academic and professional activities that serve the common aims of the Parties.

These activities will include:

- Exchange of information and educational resources;
- Student exchange related to studies and probation placement;
- Academic staff exchange (short-term and long-term), internship and work in libraries;
- Joint research work;
- Joint project work;
- Organisation of joint seminars and conferences;
- Participation in seminars and conferences organized by the Parties;
- Publication of jointly written scientific and/or scientific methodical works (articles and presentations) in the Parties’ scientific journals etc.

### **2. Obligations of the Parties**

The Parties shall be liable to stimulate and to support the implementation of the present Agreement as said below:

2.1. International offices as representatives of Parties maintain regular relations, exchange the necessary information and coordinate the work to implement this Agreement.

2.2. The Parties will regularly discuss the results of the cooperation and after these discussions will make proposals for further cooperation. For this purpose the

Parties will organise the meetings of authorised representatives of the Parties in succession by each Party.

2.3. The Parties agree that the fulfilment of the cooperation programs (exchange, visits, project and research work) will depend on the financial resources of the Parties.

2.4. The financing of each instance of cooperation shall be a matter for negotiation at the time when a proposal to collaborate on a specific project is considered, and the conditions shall be reflected in additional annexes to this Agreement which shall be integral parts of the Agreement.

### **3. Validity of the Agreement**

3.1. This Agreement comes into effect on the day of signing this Agreement by both Parties. It shall be effective for five years from the date of signature, as well as its validity shall be automatically prolonged unless one of the Parties informs the other Party in written form about the wish to terminate the Agreement no less than 1 month before the end of the validity period of the Agreement.

3.2. The Parties may terminate the Agreement delivering a written notice to the other Party at least three months prior to the termination day hereof.

### **4. Responsibility of the Parties**

4.1. The Parties are responsible for appropriate fulfilment of the obligations under this Agreement. If there are any doubts about the interpretation of this Agreement or about the obligations undertaken under this Agreement, the Parties shall agree on the best solution for the further collaboration and cooperation.

### **5. Other conditions**

5.1. This Agreement sets forth the entire understanding of the Parties relating to the subject matter hereof and supersedes all prior agreements and understandings whether oral or written.

5.2. Nothing in this Agreement precludes the Parties from entering similar agreements or contracts with other institutions.

5.3. Changes, amendments or supplements of this Agreement made in writing and signed by both Parties shall be valid.

Any disputes arising out of this Agreement or in connection therewith shall be settled by negotiations between the Parties.

This Agreement is executed in four authentic counterparts (two in English and two in Russian) each of which shall be an original. Each Party receives one original in each language.

In witness whereof, the Parties have signed this Agreement:

University of Trier  
Reg. №  
Germany, 542 96, Trier  
Universitätsring 15  
Tel:  
Fax:  
E-mail:

Bunin Yelets State University  
Reg. №. 3500  
Russia, 399770, Lipetsk,  
Kommunarov St., 28  
Tel: 8-47467-2-04-63  
Fax: 8-47467-2-16-98  
E-mail: [main@elsu.ru](mailto:main@elsu.ru)

\_\_\_\_\_  
/name/  
Stamp

\_\_\_\_\_  
/Valery Kuzovlev/  
Stamp

\_\_\_\_\_  
Date, place

\_\_\_\_\_  
Date, place

#### **Задание 4**

*Переведите следующий текст договора на английский язык:*

#### **ДОГОВОР № \_\_\_\_\_ на оказание образовательных услуг**

г. Елец

«20» апреля 2009 г.

Государственное образовательное учреждение высшего профессионального образования «Елецкий государственный университет им. И.А. Бунина» на основании лицензии № 4496, выданной Федеральной службой по надзору в сфере образования и науки на срок с 30 марта 2005 г. до 30 июня 2010 г., и свидетельства о государственной аккредитации № 1925, выданного Федеральной службой по надзору в сфере образования и науки на срок с 24 июня 2005 г. до 24 июня 2010 г., именуемое далее – Исполнитель, в лице ректора Кузовлева Валерия Петровича, действующего на основании Устава, зарегистрированного Администрацией г. Ельца 16.01.2002 г., № 1241, с одной стороны, и гражданин \_\_\_\_\_, паспорт № \_\_\_\_\_, выдан \_\_\_\_\_, зарегистрированный по адресу: \_\_\_\_\_,

\_\_\_\_\_,  
именуемый в дальнейшем Слушатель, с другой стороны, совместно именуемые Стороны, заключили настоящий Договор о нижеследующем:

#### **1. Предмет договора**

1.1. Предметом настоящего Договора является оказание Исполнителем на возмездной основе образовательных услуг Слушателю, и выдача соответствующего Документа, подтверждающего получение указанных услуг.

1.2. В рамках настоящего Договора Исполнитель принимает на себя обязанность организовать для Слушателя индивидуальные курсы интенсивного изучения русского языка (в дальнейшем именуемого Курс).

Сроки проведения и содержание образовательного Курса определяются Программой Курса (прилагается).

1.3. Исполнитель обеспечивает Слушателя на период прохождения Курса жильем и двухразовым питанием.

1.4. Слушатель в свою очередь обязуется прослушать Курс, и произвести оплату Курса и сопутствующих услуг (питание и проживание) в порядке, на условиях и в сроки, определенные настоящим Договором.

1.5. Продолжительность Курса составляет 13 недель (240 академических часов).

1.6. Начало Курсов – «23» апреля 2009 года.

## **2. Права и обязанности сторон**

2.1. В рамках настоящего Договора на Исполнителя возлагаются следующие обязанности:

2.1.1. оказать Слушателю образовательные услуги в соответствии с образовательными стандартами и Программой курса;

2.1.2. обеспечить Слушателя, на время оказания ему образовательных услуг, жильем.

2.1.3. обеспечивать Слушателя во время оказания ему образовательных услуг 2-х разовым питанием.

2.1.4. предоставить Слушателю необходимую литературу и информационно-справочные материалы.

2.1.5. назначить квалифицированного специалиста, осуществляющего подготовку Слушателя.

2.1.6. оказать услуги, являющиеся предметом настоящего Договора качественно и в надлежащие сроки.

2.1.7. выдать Слушателю документ подтверждающий, прохождение им Программы курсов.

2.2. В рамках настоящего Договора на Слушателя возлагаются следующие обязанности:

2.2.1. Прослушать интенсивный Курс в соответствии с Программой курса.

2.2.2. Оплатить стоимость Курса и дополнительных услуг, оказываемых Исполнителем в рамках настоящего Договора.

## **3. Стоимость услуг и порядок расчетов**

Стоимость услуг, являющихся предметом настоящего договора, в соответствии с расчетом стоимости обучения от 10 апреля 2009 года составляет 50 000 (пятьдесят тысяч) рублей 00 копеек.

Оплата Заказчиком услуг, предоставляемых Исполнителем, производится путем внесения наличных денежных средств в кассу Исполнителя в сумме, указанной в п. 4.1. настоящего договора, в следующем порядке:

50% стоимости до «01» мая 2009 года;

50% стоимости по факту прослушивания половины срока Курсов, указанного в п. 1.5 (120 часов).

#### **4. Ответственность сторон**

4.1. За неисполнение или ненадлежащее исполнение своих обязанностей по настоящему договору, стороны несут ответственность в соответствии с действующим законодательством РФ.

#### **5. Особые условия**

5.1. В случае, если Слушатель отказывается от услуг Исполнителя после начала занятий, деньги возвращаются пропорционально стоимости фактически оказанных услуг.

#### **6. Заключительные положения**

Споры и разногласия сторон, которые могут возникнуть при исполнении настоящего договора, будут по возможности решаться путем переговоров или в судебном порядке.

Все изменения к договору оформляются в письменном виде, подписываются обеими Сторонами и являются неотъемлемой частью договора.

Настоящий договор вступает в силу с момента его подписания обеими Сторонами и действует до полного исполнения Сторонами своих обязательств.

Настоящий договор составлен в четырех экземплярах (два экземпляра на русском языке и два экземпляра на английском языке), имеющих равную юридическую силу, по два экземпляра для каждой стороны. В случае, если между русским и английским экземплярами настоящего договора возникнут разночтения, предпочтение остается за русским экземпляром договора.

#### **7. Адреса и реквизиты сторон**

**ИСПОЛНИТЕЛЬ**

**СЛУШАТЕЛЬ**

Государственное образовательное  
учреждение высшего  
профессионального образования  
«Елецкий государственный университет  
им. И.А. Бунина»  
399770, Липецкая область, г. Елец,  
ул. Коммунаров, д. 28, 1  
ИНН 0000000000; КПП 0000000000  
УФК по Липецкой области  
(«ЕГУ им. И.А. Бунина»  
л/с 0000000000)  
Р\с 0000000000000000 ГРКЦ ГУ Банка  
России по Липецкой обл. г. Липецк;  
БИК 0000000000



## 8. Подписи сторон

Ректор

\_\_\_\_\_/В.П. Кузовлев/ \_\_\_\_\_ / \_\_\_\_\_ /  
М.П.

### Задание 5

*Переведите следующее письмо на русский язык:*

Nancy Adams  
Director  
Eve's Training Academy  
231 Pillsbury Drive Southeast,  
Minneapolis, MN,  
United States  
(612) 625-5000

Dear Ms. Adams,

One of our employees, Sarah Parker attended your two day work shop on "Credit and Risk Management" on February 10 in Minneapolis. She was disappointed with the teaching methodology of the trainer and the content of the session. The outline of the course given on your brochure was all together different than what was dealt with in the training.

Your course outline gave four topics under the heading Risk Management but in the training only one hour was spend on what is the concept of risk management. Other points were not dealt in depth. The trainer was not in a position to answer the queries and doubts raised by the participants. That was due to sheer lack of practical knowledge.

Sarah traveled all the way to attend your session. She did not gain anything out of it. Your academy should refund half the amount paid as she did not attend the entire two day workshop. We need refund of \$ 250 paid as a registration fee. With this letter, we are enclosing the photocopy of the registration for your perusal.

We had high expectations from the training. Those expectations were due to the large customer base and testimonials from prior customers. Now days, quality of your trainers and the entire management of your academy is degrading. You have to seriously look into it.

If you need to discuss anything with me or Sarah, you can contact us on phone at (763) 503-3534 or gsoft@gmail.com. We look forward for your reply.

Yours truly,  
Anthony Thomson

### **Задание 6**

*Переведите следующее письмо на русский язык:*

Bunin Yelets State University  
28 Kommunarov St.  
Yelets, Lipetsk region  
399770 RUSSIA

July 10<sup>th</sup>, 2009

Baruch College  
The City University of New York  
One Bernard Baruch Way  
New York, NY 10010-5585

Dear Sir:

In reply to your enquiry about Victoria Gromova, the former student of Bunin Yelets State University, we inform that she made good progress in the process of studying at the University. The marks in her diploma can confirm her good knowledge. Being a student of the University she was very perspective.

Her knowledge and experience acquired during the period of studying in the USA will be of great use in the Russian Federation, at Bunin Yelets State University. Doing practical work in the Business-Consulate of the UNO will help Victoria bring the program "the UNO Model" to the ancient Russian town of Yelets. She is planning to take a course of Business Management with the specialization "Accountancy" at Baruch College and it will let her give other people her knowledge in Russian and English. The international standards of financial accounting which are used by the leading Russian companies now will let her compare the systems of accounting and study the subject globally.

The student community of Bunin Yelets State University has a chance to get into contact with foreign countries thanks to such students as Victoria Gromova. The

new ideas gained in the process of studying at Baruch College can be used at Bunin Yelets State University.

You will find enclosed the official course outlines for the mentioned subjects.

Sincerely,  
Rector of Bunin Yelets  
State University

V.P. Kuzovlev

### **Задание 7**

*Переведите следующее письмо на русский язык:*

Mr. Michael Cartwright  
World Aid  
23 Market Street  
Ludford, BN537S  
UK

22 September, 2015

Dear Michael,

I am writing to you in regard of your advertisement that I read in the newspaper "Moscow Times". I have some experience relevant to this job. Last year I worked as a volunteer in the children's camp for two months. Now I am interested in working in your camp in Tanzania.

My friends say that my main strengths are reliability, loyalty and energy. I enjoy working with children and they seem to like me. I have long fair hair and blue eyes, I am rather slim because I like running and swimming.

Last year I graduated from Bunin Yelets State University. I would like to teach basic maths to primary children in your camp. Besides, I have some references from my previous job. I can speak English. I can also work in the local wildlife reserve and help to look after elderly people.

However, I have some questions. What accommodation is available for me in your camp? What is the time required to do this work?

I am very interested in this position, and I hope you will consider me as a serious candidate. I would be happy to supply any further information you may need.

I look forward to hearing from you soon.

Yours sincerely,  
Svetlana Sorokina

### **Задание 8**

*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 order.
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.

### **Задание 9**

*Переведите следующие предложения на английский язык:*

1. Разрешите представиться.
2. Рад с Вами познакомиться.
3. У меня назначена встреча с юристом.
4. К сожалению, я плохо переношу полет.
5. На осуществление платежей они тратят 2 дня.
6. Он ожидает Вас уже 2 часа.
7. Мы собираемся заключить этот договор.
8. Они заинтересованы в Вашем оборудовании.
9. Вы не против, если мы откроем окно?
10. Что Вы ищете, кстати?
11. Давайте перейдем к делу, прежде всего.
12. Не хотите ли чего-нибудь выпить?
13. Мой секретарь в Вашем распоряжении.
14. Закажите мне одноместный номер.
15. Представьте меня Вашим сотрудникам.
16. Вот мое заявление о приеме на должность.
17. У меня много работы как у переводчика.
18. Ваша компания перспективная?
19. Кто возьмет на себя ответственность?
20. Давайте обсудим договорные обязательства.
21. Подпишите трудовое соглашение.
22. У Вас хорошие отзывы с работы.
23. Какой долготы мой испытательный срок?
24. Мы полагаемся на этого предпринимателя.
25. Мы проведем переговоры через месяц.
26. Какую зарплату Вы считаете достойной?
27. Конечный срок – 1 марта.
28. Его уволили на прошлой неделе.
29. Сообщите мне, когда он приедет.
30. Выясните, почему его нет на месте.
31. Вам не нужно было задавать этот вопрос.
32. Внесите Ваши деньги на депозит.
33. Закажите мне билет в оба конца.

34. Мы приняли Ваше предложение.
35. Если Вас не затруднит, платите наличными.
36. Передайте от меня привет Вашему начальнику.
37. Вы прошли таможенный досмотр?
38. Я бы хотел продлить въездную визу.
39. У Вас есть что-то продекларировать?
40. Эти товары не подлежат обложению пошлиной.
41. Это подлежит обложению пошлиной?
42. Сколько стоит проезд до Нью-Йорка?
43. Где камера хранения на вокзале?
44. Когда должен прийти поезд по расписанию?
45. Давайте пойдем на выдачу багажа.
46. Здесь есть комната забытых вещей?
47. Нам придется обойтись без обеда.
48. Я не люблю ездить автостопом.
49. Вы должны заплатить за перевес.
50. Высадите меня на углу улицы.
51. Все купе этого вагона заняты.
52. Не забудьте зарегистрироваться.
53. Это пригородный или скорый поезд?
54. Где моя багажная полка, проводник?
55. Наша компания конкурентоспособна.

### **Задание 10**

*Переведите следующие предложения на английский язык:*

1. Это сегодня фирменное блюдо.
2. Чем могу быть полезен?
3. Я хочу взять машину напрокат.
4. Можно посмотреть Ваши права?
5. Что делать, если машина сломается?
6. Счастливого пути!
7. У меня закончился бензин.
8. На мое имя заказан номер.
9. Меня бы устроил обед из 3 блюд.
10. Вы уже решили? Что-то еще?
11. Как дела?
12. Мы хотим установить личные контакты.
13. Тщательно изучите этот проект контракта.
14. Эта зарплата меня устраивает.
15. Когда он открыл свое дело?
16. Кто управляет этим бизнесом?
17. Этот штат постоянный или временный?

18. Кто отвечает за набор штата и расстановку кадров?
19. Его приняли на работу и сразу уволили.
20. Это акционерная компания или совместное предприятие?
21. Свяжитесь с ним немедленно.
22. Где отчет о финансовом годе?
23. Я хочу поговорить с Вашим торговым представителем.
24. Каков Ваш оборот капитала?
25. Давайте обсудим их деловое предложение.
26. Собрание акционеров проводится дважды в год.
27. Это Ваш филиал или дочерняя фирма?
28. Эти вопросы должен решать Совет директоров.
29. Какая цель Вашей экспортной политики?

### **Задание 11**

*Переведите следующие предложения на английский язык:*

1. Поставщик и заказчик уже прибыли.
2. Срок поставки товаров нас не устраивает.
3. Покажите мне безотзывный подтвержденный аккредитив.
4. Когда Вы собираетесь производить погрузку?
5. Кто грузоотправитель и грузополучатель?
6. Вы должны выполнить все обязательства по контракту.
7. Этот страховой полис недействителен.
8. Мы бы хотели иметь страховку от всех рисков.
9. У них задержка в поставке из-за форс-мажора.
10. Нам придется обратиться в арбитраж.
11. Какова общая сумма контракта?
12. Мы считаем отгрузочную документацию не имеющей силы.
13. В транспортной накладной нет места назначения.
14. Почему эти запасные и изнашиваемые части не имеют маркировки?

### **Задание 12**

*Переведите следующие предложения на английский язык:*

1. Почему Вы сняли деньги со счета?
2. Уточните Ваши претензии.
3. Мы всегда идем навстречу пожеланиям потребителей.
4. Что повлекло цепь осложнений?
5. Пора потребовать талон на покупку со скидкой.
6. Позвольте мне дать Вам один совет.
7. Ваши слова здесь неуместны.
8. Почему он упустил эту возможность?
9. Мы часто сталкиваемся с невежеством людей.

10. Мы тщательно изучили Ваши претензии.
11. На что Вы жалуетесь?
12. Какова причина недопоставки?
13. Вы не имеете права требовать компенсацию.
14. Мы несем убытки от этой недопоставки.
15. Какие вопросы на повестке дня?
16. Мы постараемся уложиться в срок.
17. Мы приносим извинения за оплошность.
18. Этого больше не случится.
19. Честно говоря, это не наша вина.
20. Они компенсировали нам расходы.
21. Почему они отклонили наше предложение?
22. Он сослался на условия контракта.
23. Руководители компании в командировке.
24. Растаможивание товаров задерживается.
25. Эти товары сильно повреждены.
26. Из-за забастовки мы несем убытки.
27. Чем вызвана данная оплошность?
28. Это произошло из-за непредвиденных обстоятельств.
29. Мы предвидели эти убытки.
30. Вопрос был урегулирован должным образом.
31. Перестаньте придирайтесь ко мне!
32. Ваши претензии необоснованы.
33. Вы считаете это обоснованной претензией?

### **Задание 13**

*Переведите следующий текст на русский язык:*

#### **A Major Project for helping Teachers of English Literature**

The Fund Oxford-Russia and Perm State University are holding a seminar in Perm for University teachers of English who teach English literature or use English literature in their classes. This is part of an important on-going initiative to develop the study of English literature in Russian Universities. Those university departments which take part in the project will receive copies of three or four respected contemporary English novels – as many copies as are needed for a teaching set. The books will be FREE and the expenses of participants at the seminar will be paid, including travel. (See below for details.)

In September 2005, teachers from 22 Russian Universities took part in the Pilot Project. In September 2006, forty eight universities took part and around 6000 books were distributed. We want to extend this scheme, so we are asking departments in



other universities if they would like to participate. We are writing to ask if your Faculty - or your Department would be interested in taking part in the new Seminar.

### 1. General Conditions.

If your department wishes to take part, please think hard about the following conditions.

(a) The department as a whole must be willing to support the use of new literature in your classes and courses. The chosen novels are suitable for reasonably fluent readers of the 3rd and 4th years. One novel has been selected as suitable for 2nd year students. One or two may be most successfully used with students of the 5th course. They are mainstream novels, written in contemporary English, in a variety of styles, and they have been chosen because they should be enjoyable and interesting for intelligent Russian readers. Some of them are up to 400 pages long and therefore require committed readers.

(b) The purpose of the scheme is to encourage teachers to use more literature in their courses. So teachers attending the seminar must be enthusiastic about English literature, and - with their colleagues - willing to introduce new novels into the curriculum. Secondly they must be prepared to discuss the chosen novel or novels with their students using their own ideas and being ready to explore the ideas of the students. To help teachers we have prepared commentaries in individual booklets. Departments will be given one commentary for every 3 or 4 copies of the novels they have chosen to take. Since these are novels written within the last twenty years, there is no substantial critical material yet in Russia. In any case we are trying to encourage a fresh 'make-up-your-own-mind' approach, along with providing detailed information about aspects of British life which appear in the novels.

(c) Your department must be willing to support those teachers who introduce the books into their courses. *The books must be used* - and used several times. More copies of the books will be available to departments who want to introduce the novels to more students. In fact, provided you can use them, you can have as many books as you can take.

(d) The teachers involved in the scheme may have to help in preparing the commentaries for NEW books being introduced this year, by listing questions to which they and their students need answers.

(e) The books - however many sets your choose to take - will be free, but the Oxford-Russia Fund will need evaluation and assessment of the scheme in the form of a report on how the books have been used. Ideas for evaluation will be discussed at the seminar. Further donations of books will be related to these reports and to the support given to teachers by the departments.

2. The Seminar This will be held at Perm State University by courtesy of the Rector of Perm University. It will be held on 10th and 11th September 2007.

(a) The proceedings of the conference will be in English. The British participants will take into account that English is not the native language of Russians.

(b) A small group of British authors/critics/academics, will attend the seminar. They will lead discussions on each of novels that we are offering to your departments. They will talk about how each novel can be approached; they will discuss stylistic problems, and suggest major themes. They will also talk more generally about contemporary English literature.

(c) We hope to get someone from the Ministry of Education will also attend. The Oxford-Russia Fund participants hope to persuade them to include more elements of Literature into courses of foreign languages for Russian students!

(d) The teachers who took part in the seminar last year will describe their experiences of teaching the novels they were given.

(e) The commentaries for seven novels were presented last year. The commentaries for five novels will be presented to the seminar. Commentaries for three novels which are being introduced into the project in 2007 will be published during 2008 with the help of the teachers using them.

(f) At the end of the course, participants will be expected to take back with them at least 50 books. You can choose, for example, 2 sets of 25 copies, or 4 sets of 13 copies. We will try to provide all participants with the novels of their choice, but we are eager to spread the 15 different novels as widely as possible. So you may find that you are getting one or two sets of your choice and one or two which you will later find are unexpectedly interesting! Participants therefore must bring suitable cases or rucksacks for carrying at least 12 kilos of books! Those willing to carry more will be able to do so.

(g) It is the responsibility of the Department to choose a suitable teacher; obviously someone with commitment, enthusiasm, a wish to try out new initiatives with contemporary material and good English is essential. We expect all teachers to take part in the discussions in the seminars. If Departments would like to send TWO teachers, please inform us.

(h) The Oxford-Russia Fund will pay for the costs of travel (train and bus) and up to 3 nights in university hostel accommodation in Perm for two teachers from your department. If your travel is going to cost more than 5000 rubles please inform us of the approximate cost beforehand. (You will be paid in full. This is just for our own budget calculations.) If you live more than 30 hours by train from Perm, the ORF Fund will consider paying for airfares. The fund will also pay for all meals in Perm. Any other members of your department who would like to come and who are ready to make their own arrangements will also be welcome. We cannot pay for more than two people from one university.

### 3. Evaluation of the Project.

The Oxford-Russia Fund Trustees are ready to continue to develop this project provided that the evaluation of this early scheme is effective and the results are satisfactory.

(a) Teachers must be ready to help in the final versions of the commentaries for the new novels.

(b) Teachers must be prepared to show how the books have been used - e.g. get the students to write short assessments of them; arrange teacher-students reading groups or mini-conferences where the books can be discussed.

(c) Further books (new novels and new supplies of novels you are already using) will be available to those departments which are active in bringing the novels into their courses.

(d) We are planning to start a new journal for teachers of English literature, to which participants – or some of them, at least, - will be expected to contribute. The scheme also needs to be publicized in publications for teachers and elsewhere. We will be calling on departments for their own ideas.

#### 4. Contacts

If your Faculty/Department decides to participate, you **MUST** contact Boris Proskurnin <bproskurnin@yandex.ru> Dean of the Faculty of Foreign Languages and Literatures, Perm State University as soon as possible. He will tell you about the necessary letter from your University which will have to be signed by the Rector or Vice-Rector. All participants must have an email address and must check their email regularly. If a Head of Department provides his or her email, the information must also go to the participants, and vice-versa. We want Departments to be actively involved.

At the same time that you write the letter to Boris Proskurnin, please **COPY** it to me, Karen Hewitt at karen.hewitt@conted.ox.ac.uk . I need to know your full name, position, department and university. Regular information will be sent to you from Oxford as well as from Perm. (If information only goes to one of us, you will be left off essential lists!)

This is an exciting project, which has arisen from the many requests of Russian teachers over the years for good contemporary English literature to be available for themselves and for their students. We look forward to meeting a teacher from your Department in Perm in September.

Karen Hewitt, University of Oxford.

## **Задание 14**

*Переведите следующий текст на русский язык:*

### **Foreign languages to be compulsory from age seven**

By Richard Garner, Education Editor

*Published: 13 March 2007*

Ministers will have to reconsider compulsory language lessons for 14 to 16-year-olds, if measures announced yesterday fail to inspire thousands of youngsters to take up the subject.

Lord Dearing, appointed by Education Secretary Alan Johnson to head an inquiry into modern foreign languages teaching, said he wanted a 90 per cent participation rate among teenagers by the end of the decade. The current figure is about 50 per cent.

His report published yesterday recommended: "Failing a response of that kind from schools, headteachers and language departments, we [recommend] a return to some form of mandatory requirement."

Lord Dearing announced a series of measures to give language teaching in schools a boost and avoid a return to compulsory lessons up to 16.

Participation at GCSE level plummeted from 80 per cent to 50 per cent after the Government's decision to make the subject voluntary - a policy which Mr Johnson admitted had gone "dramatically wrong". The key recommendation of the inquiry - accepted by Mr Johnson - was that languages should become compulsory for all children from the age of seven. This will be introduced in 2010 as part of a review of the primary school curriculum and be gradually phased in for seven to 11-year-olds over a four-year period. The report says this could lead to more schools starting language teaching earlier.

Mr Johnson said: "The earlier you start learning a language, the better. Making languages compulsory from seven to 14 will give pupils seven years to build up their knowledge, confidence and experience."

However, the drive in primary schools will be coupled with measures aimed at making languages a more attractive option for secondary school pupils. In particular, Lord Dearing's report urges exams advisers to consider the introduction of a new international business languages GCSE - which would allow budding entrepreneurs to study a wider range of languages in less depth than if they had opted for French, German or Spanish on their own.

He also wants an inquiry to determine whether - as suggested by research from Durham University - it is harder to achieve good grades in language GCSEs than in other subjects.

"This needs to be resolved one way or the other by a definitive study, because the present widely held perception in schools is adversely affecting the study of languages through to GCSE," the report says.

Lord Dearing also confirms the recommendation that the languages offered should be widened to include Mandarin, Urdu and the languages of ethnic minority groups in the UK. He calls for a £50m a year budget to improve the training of language teachers.

The idea that language learning should start at the age of seven received almost universal approval last night. However, Nick Gibb, the Conservatives' schools spokesman, warned: "When Labour came to power 77 per cent of 15-year-olds were studying a modern foreign language to GCSE. Now, as a direct consequence of decisions taken by Education ministers, this figure is just 51 per cent.

"Dearing's report is attempting to deal with the symptoms of the decision to end compulsion to study a foreign language from 14. It does nothing to tackle the underlying causes of the problem."

Sarah Teather, for the Liberal Democrats, added: "The Government is right that the optimum time to introduce pupils to foreign languages is when they are young.

"But currently, there simply aren't enough modern language graduates going into teaching. Even with any new recruitment drive it will take years to get the necessary workforce into our classrooms".

### **The main recommendations**

- \* Languages to be compulsory for all seven-year-olds from 2010
- \* Number of specialist language colleges to be increased to 400
- \* An inquiry set up to determine whether languages GCSEs are harder than any other subjects
- \* £50m a year boost to language teaching to train more teachers
- \* Target of 90 per cent of all 14-year-olds to study a language from 2010
- \* Range of languages offered to seven to 14-year-olds to include Mandarin, Urdu and other ethnic-minority languages
- \* New languages "ladder" promoted - so pupils can take grade exams at any age, as in music
- \* "Open School for Languages" to teach languages in schools without trained staff

\* If all this fails to increase participation at GCSE age, a return to compulsory lessons for that age group should be considered.

### Задание 15

*Переведите следующие аннотации статей на русский язык:*

#### I

#### THE PERSONALITY OF A JUDGE AND THE PROBLEM OF SENTENCE EQUITY PERCEPTION

**Abstract:** the article considers the questions of victimological prevention of crimes, the main factor of which is the victim's sex (gender). You can see the data of psychological experiments and polls which show the importance of the typical men's or women's conduct for turning a person into a crime victim. Thus, it turned out in one of the experiments that "conditional terrorists" form in a different way an estimate of the danger of the captured hostages depending on their sex (gender) and emotions expressed in contact with "terrorists".

The article pays much attention to the just compensation a victim for the moral damage caused by the crime taking the biological and social gender into consideration. It is asserted that in typical cases the amount of the compensation a victim of the female sex for her moral damage must be bigger than a victim of the male sex. However in atypical cases: by this is meant weak men and physically well-trained women, the amount of compensation for the moral damage is calculated taking this circumstance into account. One must also estimate the types of crimes from the point of view of doing more or less moral damage to a woman-victim in comparison with a man-victim.

**Keywords:** prevention of crimes, victim, moral damage, gender.

#### II

#### CONDITIONALITY AS A PROTOTYPICAL CATEGORY (THE WAY A PROBLEM IS STATED)

**Abstract:** the research is based on the ideas and conceptions of cognitive linguistics elaborated in the works by J. Lacoff, R. Langaker, Ch. Fillmore, E.S. Kubryakova and others. The article is an attempt to interpret the relations of conditionality (the relations of reason, consequence, purpose, condition, concession) as an integral linguistic object built according to the prototypical principle. The unity of conditionality relations comes out due to the description of cognitive mechanisms of their formation on basis of prototypical cause-and-effect relations. It is necessary to use some cognitive models to form the category of conditionality. The relations of reason constituting the basic level of the category of conditionality are processed

cognitively in two directions - in the direction of their differentiation and generalization. Differentiation of prototypical relations resulted in designation of special-purpose relations in the language with special means. We think that the communicative version of the relations of reason are the relations of consequence. There are sentential cognitive models (proposition, scenario) forming the basis of the relations of reason, consequence and purpose. Generalization of prototypical relations speeds up the work of the vivid aspects of thinking that operate such cognitive models as a conceptual metaphor (conditional relations of the unindicative type) and conceptual oxymoron (concessive relations).

The analysis of the sphere of conditionality within the limits of the prototypical model of categorization gives reason to consider conditionality as a prototypical category. The relations of reason have the status of a prototype because of their unmarkedness and cognitive simplicity compared with other types of conditionality. From the mentioned starting point people go on differentiating and at the same time generalizing the relations of conditionality dealing with ontological, epistemic, communicative aspects of the interpreted situation.

**Keywords:** categorization, prototype, prototypical category, cognitive model, conceptual metaphor, conceptual oxymoron, conditionality.

### III

#### **Juridical Psychological Research of Abusiveness of Political Cartoons and Collages**

**Abstract:** the article has the results of the experimental research of abusiveness of political cartoons and collages published in the world press. The author has determined criteria of assessment of the degree of abusiveness of pictures that can become a basis for a forensic psychological examination in cases on personal insults. It has been found out that the criteria of assessment of abusiveness of political cartoons and collages depicting women-politicians are different from the ones depicting men-politicians. It has also been determined that in the public opinion the higher social status the insulted person has, the more elements of pictures which can be considered to be insulting are.

**Keywords:** forensic psychological examination, insult, cartoon, collage, politics, social status, gender.

### IV

#### **NEW PROGRAM "THE DEVELOPMENT OF EDUCATION" AND THE PROSPECTS OF WORK WITH GIFTED CHILDREN**

**Abstract:** the prospects of arranging work with gifted children are considered in the article in relation to the newly adopted RF Government Program. The author

comments on the positive foreign and Russian experience in this field and dwells on the problem of training teachers and preparing special curricula for such children.

**Keywords:** speeding up education; enrichment of curricula; interdisciplinary approach; linguistic gifts; teacher's qualities

## V

### CONTROL OF LANGUAGE SKILLS IN THE PROCESS OF STUDYING SPECIAL SUBJECTS AT THE FACULTY OF FOREIGN LANGUAGES

**Abstract:** the problem of controlling educational results is one of the most important issues from the point of view of education management. Methodological literature in foreign languages considers preliminary, current, intermediate and summarized kinds of control. Sometimes, particularly at higher educational institutions, the main kind of control used is the summarized control. It is a methodological mistake, which results in heavy educational and moral losses. The way out can be found in the use of the modular approach and the storage system of evaluation. Such aspects as attendance, students' activity at practical classes, different kinds of unsupervised work, participation in project work, oral answers at the final tests and examinations should be included.

**Keywords:** control; modular approach; storage and rating system.

## VI

### THE PROBLEM OF TEACHING LISTENING SKILLS OF THE STUDENTS AT THE FACULTY OF ECONOMICS

**Abstract:** the article studies one of the possible solutions to the problem of teaching listening at the Faculty of Economics. It is reasonable to use different sounding texts from the Internet as well as traditional exercises aimed at improving students' listening skills.

**Keywords:** professional communication; teaching listening skills; traditional tasks; use of sounding texts from the Internet.

## VII

### REALIZATION OF A NEW LANGUAGE PARADIGM IN GERMANY – THE EXPERIENCE OF TEACHING GERMAN AS A FOREIGN LANGUAGE

**Abstract:** the article dwells on the problem of teaching the German language as the second language in multilingual setting, explaining the reasons for its topicality. The article considers some German projects that pursue the aim to adapt the modern European schools to a great stream of immigrants with different



languages and cultural traditions as well as to integrate them trouble-free for the European people into the new community.

**Keywords:** policy of multilingualism; bilingual education; German as a foreign language (DAF); German as a second language (DAZ); «ProDaZ», “attendant studies” («Förderunterricht»).

## VIII

### MODERN INFORMATION TECHNOLOGY AND TECHNICAL TEACHING AIDS IN THE GERMAN GYMNASIUM

**Abstract:** the article describes modern information technology in teaching. It gives a detailed analysis of its practical usage in the German gymnasium “Staatliches Eifel-Gymnasium Neuerburg” and as a result, it shows the aim and the frequency of using it, summarizes the teachers’ experience and skills and comments on using information technology in practice.

**Keywords:** educational technologies; information technology (IT); modern teaching aids.

## IX

### ECOLOGICAL EDUCATION AS A MEANS OF INCREASING MOTIVATION OF PRIMARY SCHOOLCHILDREN AT THE LESSONS OF FOREIGN LANGUAGES

**Abstract:** the author concentrates on the questions of ecological education of primary schoolchildren at foreign language lessons with particular focus on the importance of motivation. The article analyses different methods of work to increase pupils’ motivation to study foreign languages.

**Keywords:** ecological upbringing and education; FSOL of the second generation; motivation.

## X

### GAME TECHNOLOGIES IN THE DIALOGUE TRAINING OF FOREIGN LANGUAGE COMMUNICATION AT THE SECONDARY SCHOOL LEVEL

**Abstract:** the article is concerned with using game technologies at a foreign language lesson for training a dialogue form of communication. Any game establishes creative atmosphere, making the process of communication natural. There are different kinds of games aimed at learning to speak English: a role-playing game, an interview, a debate, a quiz, a dramatized game.

**Keywords:** teaching foreign languages; game technologies; dialogue; the secondary school level.

## XI

### WORD-FORMATION IN THE ENGLISH “BABY-TALK” AND ITS PECULIAR FEATURES

**Abstract:** the author dwells on the problem of word-formation in the English “baby-talk”. The patterns of children’s speech have been collected from several books of belles-letters style and are classified according to their types and peculiarities. The given diagram reflects the proportion of word-forming patterns in the English “baby-talk” giving priority to sound-corruption and sound-imitation.

**Keywords:** baby-talk; word-formation; sound-corruption; sound- imitation.

## Задание 16

*Переведите следующие аннотации на английский язык:*

### I

#### ПУТИ СОВЕРШЕНСТВОВАНИЯ ПРОЦЕССА ОБУЧЕНИЯ МЛАДШИХ ШКОЛЬНИКОВ ИНОСТРАННОМУ ЯЗЫКУ

**Аннотация:** в статье рассматриваются возможные способы повышения мотивации младших школьников к изучению иностранных языков. Автор уделяет особое внимание формированию рациональных приемов обучения в процессе обучения иностранному языку при работе с разными источниками информации.

**Ключевые слова:** обучение иностранному языку; младшие школьники; культура умственного труда; источник информации; рациональные приемы обучения.

### II

#### ФОРМИРОВАНИЕ ЦЕННОСТНЫХ ОРИЕНТАЦИЙ В СОВРЕМЕННОЙ ЭКОЛОГИЧЕСКОЙ ПЕДАГОГИКЕ

**Аннотация:** в статье рассматриваются ценностные представления в рамках современной экологической педагогики. Автор показывает отношение к проблеме формирования ценностей в ряде стран Запада и СНГ. Начиная с 1970-х гг., в западном обществе приоритетными задачами в экологической педагогике становятся ценности, имеющие нравственно-духовный характер и

рассчитанные на культурное, моральное, интеллектуальное, физическое развитие подрастающего поколения. Согласно статистическим данным процесс формирования экологической культуры молодежи на постсоветском пространстве ограничивается в основном пределами школы, отличается неопределенностью и не стал предметом пристального внимания всего общества.

**Ключевые слова:** экологическая педагогика; экологическое воспитание и образование; экологическое сознание; ценностные ориентации.

### III

#### ПЕДАГОГИЧЕСКАЯ РАБОТА С ЛИНГВИСТИЧЕСКИ ОДАРЁННЫМИ ШКОЛЬНИКАМИ

**Аннотация:** в данной статье автором раскрывается идея, согласно которой одной из важных задач в современном обществе является создание условий, которые обеспечивают выявление и развитие лингвистически одарённых детей, реализацию их потенциальных возможностей. Наиболее эффективными методами работы с лингвистически одарёнными школьниками являются игровые методики обучения.

**Ключевые слова:** иностранный язык; лингвистическая одарённость; ролевая игра.

### IV

#### ФОРМИРОВАНИЕ ГОТОВНОСТИ К ПРОФЕССИОНАЛЬНОЙ КОММУНИКАЦИИ БУДУЩЕГО БАКАЛАВРА ТУРИЗМА КАК ПРОБЛЕМА

**Аннотация:** статья посвящена вопросам профессиональной коммуникации будущего бакалавра туризма. Туризм как профессиональная сфера деятельности предъявляет требования к будущему бакалавру, он должен владеть такими качествами, как коммуникативность, психологическая совместимость, оперативность. Особое внимание обращается на аспекты профессиональной социально-культурной коммуникации и новую методологию преподавания иностранного языка, разработанную отечественными и зарубежными учеными. На основе проведенного анализа автором учебных программ по иностранному языку и зарубежному страноведению выделены следующие аспекты для корректировки: содержательный аспект и методический.

**Ключевые слова:** профессиональная коммуникация; оперативность; психологическая совместимость; методология; социокультурный барьер; компетенция.

## V

### ПОВЫШЕНИЕ МОТИВАЦИИ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ НЕЯЗЫКОВЫХ СПЕЦИАЛЬНОСТЕЙ

**Аннотация:** данной статье анализируется проблема повышения мотивации при обучении иностранному языку студентов неязыковых специальностей вузов. В условиях перманентной модернизации образования необходимо искать новые пути и стимулы для изучения иностранного языка. Автор статьи приводит несколько способов повысить мотивацию у студентов, для которых изучение иностранного языка не является профильным.

**Ключевые слова:** неязыковой вуз; мотивация; модернизация образования; неязыковой факультет.

## VI

### РАЗВИТИЕ КРИТИЧЕСКОГО МЫШЛЕНИЯ ПРИ РАБОТЕ С ТЕКСТОМ НА УРОКАХ НЕМЕЦКОГО ЯЗЫКА

**Аннотация:** статья посвящена вопросам развития критического мышления у обучающихся на основе знакомства с иноязычным текстом. Основной целью модернизации образования является самостоятельный, инициативный, творческий и социально успешный ученик. Достижение данной цели невозможно без развития у обучающихся способности критически мыслить при восприятии информации. Особое внимание обращается на характеристики критического мышления, преимущества использования технологии развития критического мышления, а также на основные этапы работы с текстом. Главной задачей педагога в современных условиях становится не передача готовых знаний, а развитие обучающихся средствами своего предмета.

**Ключевые слова:** критическое мышление; технология развития критического мышления; стадии развития критического мышления; основные этапы работы с текстом.

## VII

### ЛИЧНОСТЬ УЧИТЕЛЯ НЕМЕЦКОГО И АНГЛИЙСКОГО ЯЗЫКА: СРАВНИТЕЛЬНЫЙ АНАЛИЗ

**Аннотация:** с целью выявления влияния преподаваемого предмета на социально-ролевые признаки личности учителя было проведено эмпирическое исследование по четырем методикам. Результаты исследования позволили

выделить ряд характеристик, по которым учителя немецкого языка отличаются от учителей английского языка.

**Ключевые слова:** социально-ролевые характеристики личности учителя; эмпирическое исследование.

## VIII

### ПСИХОЛОГИЧЕСКИЕ ТИПЫ ЛИЧНОСТИ В НЕМЕЦКОЙ КУЛЬТУРЕ

**Аннотация:** в статье рассматривается проблема выявления индивидуальных различий личности немцев проживающих в различных землях Германии. Было выявлено, что существуют индивидуальные различия немцев проживающих в разных культурно-исторических центрах Германии. Однако, эти различия больше количественного, чем качественного плана. Можно говорить, как об общем типе немцев как личности, так и о психологических типах немцев, проживающих в федеральных землях Германии: тип швабы, саксонцы, баварцы и т.д.

**Ключевые слова:** личность; национальный характер; немец; культурный стереотип.

## IX

### ОСНОВЫ КОММУНИКАТИВНОГО ПОДХОДА К ОБУЧЕНИЮ ИНОСТРАННЫМ ЯЗЫКАМ В ШКОЛЕ

**Аннотация:** в тезисах представлено мнение, что коммуникативный подход является гармоничным сочетанием многих способов обучения иностранным языкам. Названы основные принципы коммуникативной методики и соответствующие приемы работы при обучении иностранному языку.

**Ключевые слова:** коммуникативный подход; коммуникативная компетенция; цели обучения иностранному языку.

## X

### РОЛЬ КОНЦЕПТУАЛЬНОЙ МЕТАФОРЫ В ПОЛИТИЧЕСКОМ ДИСКУРСЕ (НА МАТЕРИАЛЕ НЕМЕЦКИХ ПУБЛИЦИСТИЧЕСКИХ ТЕКСТОВ)

**Аннотация:** в статье ставится задача изучить «природу» метафоры, а именно рассмотреть концептуальную метафору как лингвистическое явление, ее специфику, функции и роль в политическом дискурсе. На основе

проведенного исследования автором выявлены наиболее частотные виды метафорических моделей.

**Ключевые слова:** концептуальная метафора; когнитивная наука; способ мышления; метафорическая модель.

## XI

### ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ИНОЯЗЫЧНОЙ ЛЕКСИКИ В НАЗВАНИЯХ СЕРВИСНЫХ ЦЕНТРОВ ЛИПЕЦКОЙ ОБЛАСТИ

**Аннотация:** в статье рассматривается специфика использования иноязычных заимствований в названиях сервисных центров, их ассимиляция и влияние на язык реципиента. Корректность любого нейминга заключается в отсутствии морфологических и семантических ошибок в названии.

**Ключевые слова:** заимствование; антиномия; целевая аудитория; семантика; ошибка.

## **ГЛАВА 2**

### **VOCABULARY**

#### **Translation of main terms associated with educational and scientific work**

##### **Ranks**

Должность – rank  
Обращение – Title (Professor, Doctor etc.)  
Ректор – Rector  
Первый проректор – Provost  
Проректор по научной работе – Vice Rector for Research and Graduate Studies  
Проректор по учебной работе – Vice Rector for Academic Affairs  
Главный бухгалтер – Chief Accountant  
Руководитель студенческой учебной и научной работы (прикрепленный к студенту преподаватель) – Adviser  
Преподаватели (все категории) – Faculty members, Faculties  
Вспомогательные сотрудники – staff  
Преподаватель - совместитель – Part time Faculty  
Профессор – Professor, Full Professor  
Доцент – Associate Professor  
Старший преподаватель – Senior instructor  
Ассистент (как правило, с ученой степенью) – Assistant Professor  
Преподаватель – Instructor, Lecturer, Reader  
Заведующий кафедрой (избранный) – Department Chair, Chair  
Начальник кафедры (назначенный) – Department Head, Head  
Декан – Dean  
Исполняющий обязанности декана – Acting Dean  
Заместитель декана – Associate Dean

##### **Degrees**

Степень – Degree  
Кандидат технических наук – Candidate of Engineering Science  
Доктор технических наук – Doctor of Engineering Science  
Бакалавр – Bachelor  
Магистр – Master  
Степень (диплом) инженера – Diploma in Engineering

##### **Abridgements**

Д.т.н., профессор – Dr. of Eng. Sc., Prof.  
К.т.н., доцент – Cand. of Eng. Sc., Asc. Prof.

Доцент – A.P.

К.т.н. ассистент – Cand. of Eng. Sc., Ass. Prof.

Ассистент – a.P.

К.т.н. с.н.с. – Cand. of Eng. Sc., Senior Research Assistant

Д.ф-м.н. – Dr. of Phys.-Math. Sc.

Д.ф.н. – Dr. of Phil. Sc.

Д.псих.н. – Dr. of Ps. Sc.

К.э.н. – Cand. of Ec. Sc.

## **Students**

Все обучающиеся в вузе – Students

Абитуриент – prospective student, entrant, applicant, matriculant

Студент, не имеющий степени бакалавра или диплома инженера – Undergraduate Student

Первокурсник – Freshman

Второкурсник – Sophomore

Третьекурсник – Junior

Старшекурсник, студент последнего курса, четверокурсник – Senior

Магистрант – Graduate Student

Аспирант – Postgraduate Student, Doctoral Student

Докторант – Postdoctoral Student

Студент (магистрант, аспирант), ведущий педагогическую работу – Student Teaching Assistant

Общее количество студентов – Total Enrollment

Выпускник(и) – Graduate (s), Alumnus (Alumni)

Выпускница(ы) – Alumna (Alumnae)

Студенты, перешедшие из другого вуза, с другой специальности) – Transfer Students

Вечерники – Evening Students

Заочники – Correspondent Students

Дневники – Day Time Students

Стажер – intern

## **Units**

Ректорат – University's Administration

Факультет – College, Faculty (европейский вариант)

Деканат – College's Administration, Dean's Office

Кафедра – Department

Выпускающая кафедра, факультет – Principal Education Units, Program Offering

Department, Degree granting Department

Невыпускающая кафедра – Supporting Academic Department



Вспомогательные учебные службы (библиотеки, вычислительные центры и т.п.) – Institutional support units  
Отдел – Department  
Бухгалтерия – accounting office  
Отдел кадров – Personnel Department  
Отдел снабжения – Logistic Department  
Приемная комиссия – Office of Admissions  
Филиал – Regional Branch  
Представительство – Regional Office  
Учебные лаборатории – laboratories  
Отдел Аспирантуры – Department of Doctoral Studies  
Заочный (вечерний) факультет – College of Correspondent (Evening) Studies

### **Educational work**

Набор студентов – Recruiting of Students  
Прием – Enrollment, Admission  
Курс по выбору – Elective  
Курсы специализации – Core Courses  
Обязательные курсы – Required Courses  
Отчисление – Dismissal  
Учебный план (планы) – Curriculum (Curricula)  
Домашнее задание, самостоятельная работа – Home work  
Аудиторная работа – Class work  
Программа (программы) дисциплины – Syllabus (Syllabi)  
Реклама университета – University promotion  
Академическая справка – Academic transcripts, Transcripts  
Приложение к диплому – Diploma Supplement  
Студенческая карточка – Student's records  
Специализация – Major, Option, Subprogram, Area, Concentration,  
Опрос, коллоквиум – recitation  
Собеседование - interview  
Специальность (учебная), направление (обучения) – Program of Study, Program, Field of Study, discipline  
Специализация (научная) – Area of Interests, Field of Interest  
Дипломный проект – Major Design,  
Курсовой проект – Design Project, Course Work  
Магистерская диссертация, выпускная работа - Thesis

### **Knowledge rating**

Оценка – Grade  
Средний балл – Grade Point Average (GPA)

Успеваемость – Academic Standing, Academic Performance  
Отсев – screening,  
Устойчивость контингента (величина, противоположная отсеvu) – retention rate  
Рейтинг – Rating  
Зачтено/ не зачтено – Pass/ Fail, Credit / No Credit  
Испытательный срок – probation

### **Forms of study**

Дневное обучение – Day Time Studies  
Вечернее обучение – Evening Classes  
Заочное обучение – Correspondent Studies  
Дистанционное обучение – Distanced (Open) Education  
Бакалавриат – Undergraduate Studies  
Аспирантура – Postgraduate Studies, Doctoral Studies  
Магистратура – Graduate Studies  
Докторантура – Postdoctoral Studies;  
Стажировка – internship,  
Continued Education – Последипломное образование,  
CoEd, Coeducation – совместное обучение мужчин и женщин

### **Scientific work**

Научно-исследовательская работа – Research  
Научные подразделения в учебном заведении – research facilities  
Текущие научные исследования – Current Research  
Научно - исследовательский институт (бюро) – Research Institute (Bureau)  
Научный сотрудник – Research assistant  
Научная биография – Resume, Curriculum Vitae  
Оппонент – Reader

### **Terms associated with ABET**

ABET (Accreditation Board for Engineering and Technology Inc.) – Аккредитационная комиссия США в области техники и технологии  
EAC (Engineering Accreditation Commission) – Аккредитационная комиссия в области техники  
TAC (Technology Accreditation Commission) – Аккредитационная комиссия в области технологии  
RAC (Related Accreditation Commission) – Аккредитационная комиссия для смежных областей  
Mission Statement – Миссия Университета

Constituencies – заказчики, социальные группы, имеющие законные интересы в результатах программы (студенты, промышленность, выпускники, банки и т.п.)  
Program Educational Objectives – образовательные цели программы (описание того, что выпускники смогут делать в первые годы после окончания программы)

Program Outcomes – ожидаемые результаты программы (описание того, что студенты должны знать и уметь ко времени завершения программы)

Assessment – один или несколько процессов, которые используются для сбора, идентификации, использования или подготовки данных для оценки степени достижения образовательных целей программы или ожидаемых результатов программы и для улучшения программы

Evaluation – один или несколько процессов, используемых для истолкования собранных данных и свидетельств для принятия решения о степени достижения образовательных целей и ожидаемых результатов программы и выработки решений и действий, предпринимаемых для улучшения программы, например для изменения учебного плана или методики.

Quality assurance – обеспечение качества

FT - Full time

PT - Part time

FTE - Full Time Equivalent

CV - Curriculum Vitae

GPA – Grade Point average

### **Seven Wonders of the Ancient World**

The historian Herodotus (484 – ca. 425 BCE), and the scholar Callimachus of Cyrene (ca. 305 – 240 BCE) at the Museum of Alexandria, made early lists of seven wonders. Their writings have not survived, except as references.

The classic seven wonders were:

<b>№ п/п</b>	<b>Russian</b>	<b>English</b>
1.	Пирамида Хеопса	Great Pyramid of Giza
2.	Висячие сады Семирамиды	Hanging Gardens of Babylon
3.	Храм Артемиды Эфесской	Temple of Artemis at Ephesus
4.	Статуя Зевса в Олимпии	Statue of Zeus at Olympia
5.	Александрийский маяк	Lighthouse of Alexandria

6.	Колосс Родосский	Colossus of Rhodes
7.	Мавзолей в Галикарнасе	Mausoleum at Halicarnassus

The only ancient world wonder that still exists is the Great Pyramid of Giza.

### СТРАНЫ ЕВРОСОЮЗА

(Задание по переводу № 1)

№ п/п	Название страны (Russian)	Название страны (English)	Название столицы (English)
1.	Австрия		
2.	Бельгия		
3.	Болгария		
4.	Кипр		
5.	Португалия		
6.	Испания		
7.	Люксембург		
8.	Нидерланды		
9.	Чехия		
10.	Франция		
11.	Мальта		
12.	Финляндия		
13.	Венгрия		
14.	Румыния		
15.	Польша		
16.	Германия		
17.	Дания		
18.	Словения		
19.	Италия		
20.	Литва		
21.	Ирландия		
22.	Великобритания		
23.	Словакия		
24.	Греция		
25.	Латвия		
26.	Хорватия		
27.	Швеция		
28.	Эстония		

**СТРАНЫ ЕВРОПЫ**  
(Задание по переводу № 2)

<b>№ п/п</b>	<b>Название страны (Russian)</b>	<b>Название страны (English)</b>	<b>Название столицы (English)</b>
1.	Албания		
2.	Андорра		
3.	Армения		
4.	Азербайджан		
5.	Беларусь		
6.	Босния и Герцеговина		
7.	Грузия		
8.	Исландия		
9.	Казахстан		
10.	Лихтенштейн		
11.	Македония		
12.	Молдавия		
13.	Монако		
14.	Норвегия		
15.	Россия		
16.	Сан-Марино		
17.	Сербия		
18.	Турция		
19.	Украина		
20.	Швейцария		
21.	Черногория		
22.	Ватикан		

**СТРАНЫ МИРА**  
(Задание по переводу № 3)

<b>№ п/п</b>	<b>Название страны (Russian)</b>	<b>Название страны (English)</b>	<b>Название столицы (English)</b>
1.	Австралия		
2.	Алжир		
3.	Ангола		
4.	Египет		
5.	Индия		
6.	Индонезия		
7.	Ирак		
8.	Иран		
9.	Ливан		

10.	Ливия		
11.	Канада		
12.	Китай		
13.	КНДР		
14.	Куба		
15.	Марокко		
16.	Монголия		
17.	Никарагуа		
18.	Нигерия		
19.	США		
20.	Таиланд		
21.	Тунис		
22.	Южная Корея		
23.	Япония		

### Mountains

<b>№ п/п</b>	<b>Mountains (Russian)</b>	<b>Mountains (English)</b>
1.	Урал	
2.	Кавказ	
3.	Карпаты	
4.	Тянь-Шань	
5.	Тибет	
6.	Альпы	
7.	Анды	
8.	Пиренеи	
9.	Эверест	
10.	Килиманджаро	
11.	Памир	
12.	Казбек	
13.	Гималаи	

### Planets and Stars

<b>№ п/п</b>	<b>Planets (Russian)</b>	<b>Planets (English)</b>
1.	Земля	
2.	Луна	
3.	Меркурий	
4.	Сатурн	
5.	Юпитер	

6.	Марс	
7.	Венера	
8.	Плутон	
9.	Солнце	
10.	Сириус	

### Signs of the Zodiac

<b>№ п/п</b>	<b>Russian</b>	<b>Dates</b>	<b>English</b>
1.	Овен	21.03 – 20.04	
2.	Телец	21.04 – 20.05	
3.	Близнецы	21.05 – 21.06	
4.	Рак	22.06 – 22.07	
5.	Лев	23.07 – 23.08	
6.	Дева	24.08 – 23.09	
7.	Весы	24.09 – 23.10	
8.	Скорпион	24.10 – 22.11	
9.	Стрелец	23.11 – 21.12	
10.	Козерог	22.12 – 20.01	
11.	Водолей	21.01 – 19.02	
12.	Рыбы	20.02 – 20.03	

### Islands and Peninsulas

<b>№ п/п</b>	<b>Russian</b>	<b>English</b>
1.	Британские острова	
2.	Курильские острова	
3.	Гавайские острова	
4.	Канарские острова	
5.	Бермудские острова	
6.	Филиппинские острова	
7.	Сейшельские острова	
8.	Сахалин	
9.	Мадагаскар	
10.	Аравийский полуостров	
11.	Апеннинский полуостров	
12.	Пиренейский полуостров	
13.	Кольский полуостров	
14.	Балканский полуостров	
15.	Камчатский полуостров	

16.	Скандинавский полуостров	
17.	Полуостров Таймыр	
18.	Полуостров Индокитай	
19.	Крымский полуостров	
20.	Синайский полуостров	

## FLOWERS AND BIRDS

<b>№ п/п</b>	<b>Russian</b>	<b>English</b>
	<b>Flowers</b>	
1.	Роза	
2.	Гвоздика	
3.	Лилия	
4.	Незабудка	
5.	Василек	
6.	Ромашка	
7.	Маргаритка	
8.	Ландыш	
9.	Подснежник	
10.	Тюльпан	
11.	Гладиолус	
12.	Хризантема	
13.	Орхидея	
14.	Нарцисс	
15.	Одуванчик	
	<b>Birds</b>	
1.	Соловей	
2.	Синица	
3.	Воробей	
4.	Ласточка	
5.	Дрозд	
6.	Дятел	
7.	Пингвин	
8.	Голубь	
9.	Орел	
10.	Сокол	
11.	Чайка	
12.	Стриж	
13.	Сорока	
14.	Ворона	
15.	Сова	
16.	Попугай	



## TREES, SHRUBS, GRASS

№ п/п	Russian	English
1.	Дуб	
2.	Осина	
3.	Клен	
4.	Ольха	
5.	Ива	
6.	Сирень	
7.	Черемуха	
8.	Вяз	
9.	Кипарис	
10.	Ель	
11.	Сосна	
12.	Кедр	
13.	Лиственница	
14.	Эвкалипт	
15.	Бамбук	
16.	Вереск	
17.	Чертополох	
18.	Лопух	
19.	Тростник	
20.	Сахарный тростник	
21.	Камыш	
22.	Можжевельник	
23.	Каштан	
24.	Рябина	
25.	Лаванда	
26.	Пальма	
27.	Боярышник	
28.	Шиповник	
29.	Мать-и-мачеха	
30.	Осока	
31.	Подорожник	

## Интернет-ресурсы для переводчиков

<b>№ п/п</b>	<b>Ссылка на информационный ресурс</b>	<b>Наименование разработки в электронной форме</b>	<b>Доступность</b>
1.	<a href="http://www.biblioclub.ru">http://www.biblioclub.ru</a>	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
2.	<a href="http://www.abbyylingvoonline.ru">http:// www.abbyylingvoonline.ru</a> <a href="http:// www.multitran.ru">http:// www.multitran.ru</a> <a href="http://www.rambler.ru/dict/enru">www.rambler.ru/dict/enru</a>	Многоязычные словари	Свободный доступ
3.	<a href="http://www.acronymfinder.com">www.acronymfinder.com</a> <a href="http://www.sokr.ru">www.sokr.ru</a>	Словари сокращений	Свободный доступ
4.	<a href="http://www.askoxford.com/">www.askoxford.com/</a> <a href="http://www.dictionary.cambridge.org/">www.dictionary.cambridge.org/</a>	Толковые словари	Свободный доступ
5.	<a href="http://www.info.ox.ac.uk/bnc">www.info.ox.ac.uk/bnc</a>	Обширный англоязычный лингвистический ресурс	Свободный доступ
6.	<a href="http://www.poets.notredame.ac.jp/Roget">www.poets.notredame.ac.jp/Roget</a>	Англоязычный словарь сочетаемости	Свободный доступ
7.	<a href="http://annaz.nm.ru">http://annaz.nm.ru</a>	Переводческий портал, форум	Свободный доступ
8.	<a href="http://www.translators-union.ru/">http://www.translators-union.ru/</a>	Сайт Союза Переводчиков России	Свободный доступ
9.	<a href="http://www.translators-union.ru/?collect/internet/">http://www.translators-union.ru/?collect/internet/</a>	Интернет в работе переводчика	Свободный доступ
10.	<a href="http://www.trworkshop.net/">http://www.trworkshop.net/</a>	Город переводчиков	Свободный доступ
11.	<a href="http://www.translators-union.ru/?collect/search/">http://www.translators-union.ru/?collect/search/</a>	Поисковые системы для переводчиков	Свободный доступ
12.	<a href="http://www.trworkshop.net/links/engines.htm">http://www.trworkshop.net/links/engines.htm</a>	Полезные поисковые системы и онлайн словари	Свободный доступ

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**Галина Ивановна Панарина**

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«Елецкий государственный университет им. И.А. Бунина»  
399770, г. Елец, ул. Коммунаров, 28,1