

ГАОУ ВО «Дагестанский государственный университет народного хозяйства»

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Учебное пособие (тестовые задания) по дисциплине

## **«Практический курс перевода первого иностранного языка»**



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## Аннотация

### 1. Цели преподавания дисциплины

Целью практического курса перевода является формирование практических навыков и умений перевода текстов различных жанров; формирование у студентов базовых, а также, частично, специфических составляющих переводческой компетенции, под которой понимается совокупность знаний, умений и навыков, позволяющих переводчику успешно решать свои профессиональные задачи.

Практические задачи курса перевода состоят в формировании знаний, умений и навыков, относящихся как к собственно переводческой деятельности, так и к сопутствующим ей аспектам профессиональной работы (таким, как правильная организация труда лингвиста-переводчика, работа со словарями и справочниками, оптимизация самостоятельной работы и др.).

### 2. Место дисциплины в структуре ООП бакалавриата:

«Практический курс перевода английского языка» относится к базовой части профессионального цикла основной образовательной программы бакалавриата для профилей – «Теория и методика преподавания иностранных языков и культур» и «Перевод и переводоведение».

В результате освоения дисциплины студент должен:

*Знать:*

- основные положения теории перевода, составляющие основу теоретической и практической профессиональной подготовки специалистов по данному направлению;
- основные приемы перевода и способы их применения для достижения необходимой адекватности перевода;
  - коммуникативно-логическую структуру предложения и способы ее передачи при переводе;
  - критерии оценки качества перевода;
  - межъязыковые и межкультурные различия для качественного выполнения переводческих задач; основные модели перевода,

*Уметь:*

- применять полученные теоретические знания на практике в процессе перевода текстов с английского на русский и с русского на английский язык;

- извлекать необходимую информацию из текста и передавать её средствами другого языка в зависимости от целей коммуникации;

- производить морфологические и синтаксические преобразования различных видов; осуществлять лексико-синтаксические модификации и необходимые стилистические приемы; соотносить аббревиатуры, символы, формулы с аналогами в родном языке;

- адекватно выбирать необходимую стратегию перевода в зависимости от жанровой принадлежности переводимого текста.

*Владеть:*

- навыками перевода текстов различной жанровой принадлежности;

- навыками пользования словарями и справочной литературой, электронными средствами и другими источниками информации.

### 3. Содержание практических занятий

#### Lesson 1

#### Cheese

For other breakfast things, George suggested eggs and bacon, which were easy to cook, cold meat, tea, bread and butter, and jam. For lunch, he said, we could have biscuits, cold meat, bread and butter, and jam—but *no cheese*. Cheese, like oil, makes too much of itself. It wants the whole boat to itself. It goes through the hamper, and gives a cheesy flavour to everything else there. You can't tell whether you are eating apple-pie or German sausage, or strawberries and cream. It all seems cheese. There is too much odour about cheese.

I remember a friend of mine buying a couple of cheeses at Liverpool. Splendid cheeses they were, ripe and mellow, and with a two hundred horse-power scent about them that might have been warranted to carry three miles, and knock a man over at two hundred yards. I was in Liverpool at the time, and my friend said that if I didn't mind he would get me to take them back with me to London, as he should not be coming up for a day or two himself, and he did not think the cheeses ought to be kept much longer.

"Oh, with pleasure, dear boy," I replied, "with pleasure."

I called for the cheeses, and took them away in a cab. It was a ramshackle affair, dragged along by a knock-kneed, broken-winded somnambulist, which his owner, in a moment of enthusiasm, during conversation, referred to as a horse. I put the cheeses on the top, and we started off at a shamle that would have done credit to the swiftest steamroller ever built, and all went merry as a funeral bell, until we turned the corner. There, the wind carried a whiff from the cheeses full on to our steed. It woke him up, and, with a snort of terror, he dashed off at three miles an hour. The wind still blew in his direction, and before we reached the end of the street he was laying himself at the rate of nearly four miles an hour, leaving the cripples and stout old ladies simply nowhere.

It took two porters as well as the driver to hold him in at the station; and I do not think they would have done it, even then, had not one of the men had the presence of mind to put a handkerchief over his nose, and to light a bit of brown paper.

I took my ticket, and marched proudly up the platform, with my cheeses, the people falling back respectfully on either side. The train was crowded, and I had to get into a carriage where there were already seven other people. One crusty old gentleman objected, but I got in, notwithstanding, and, putting my cheeses upon the rack, squeezed down with a pleasant smile, and said it was a warm day. A few moments passed, and then the old gentleman began to fidget.

"Very close in here," he said.

"Quite oppressive," said the man next him.

And then they both began sniffing, and, at the third sniff they caught it right on the chest and rose up without another word and went out. And then a stout lady got up, and said it was disgraceful that a respectable married woman should be harried about in this way, and gathered up a bag and eight parcels and went. The remaining four passengers sat on for a while, until a solemn-looking man in the corner who, from his dress and general appearance, seemed to belong to the undertaker class, said it put him in mind of a dead baby; and the other three passengers tried to get out of the door at the same time, and hurt themselves.

I smiled at the black gentleman, and said I thought we were going to have the carriage to ourselves; and he laughed pleasantly, and said that some people made such a fuss over a little thing.

But even he grew strangely depressed after we had started, and so, when we reached Crewe, I asked him to come and have a drink. He accepted, and we forced our way into the buffet, where we yelled, and stamped, and waved our umbrellas for a quarter of an hour; and then a young lady came and asked us if we wanted anything.

"What's yours?" I said, turning to my friend.

"I'll have half-a-crown's worth of brandy, neat, if you please, miss," he responded.

And he went off quietly after he had drunk it and got into another carriage, which I thought mean.

From Crewe I had the compartment to myself, though the train was crowded. As we drew up at the different stations, the people, seeing my empty carriage, would rush for it. "Here y'are, Maria; come along, plenty of room." "All right, Tom; we'll get in here," they would shout. And they would run along, carrying heavy bags and fight round the door to get in first. And one would open the door and mount the steps, and stagger back into the arms of the man behind him; and they would all come and have a sniff, and then droop off and squeeze into other carriages, or pay the difference and go first.

From Euston, I took the cheeses down to my friend's house. When his wife came into the room she smelt round for an instant. Then she said:

"What is it? Tell me the worst."

I said:

"*It's* cheeses. Tom bought them in Liverpool, and asked me to bring them up with me."

And I added that I hoped she understood that it had nothing to do with me; and she said that she was sure of that, but that she would speak to Tom about it when he came back.

My friend was detained in Liverpool longer than he expected and, three days later, as he hadn't returned home, his wife called on me. She said:

"What did Tom say about those cheeses?"

I replied that he had directed they were to be kept in a moist place, and that nobody was to touch them.

She said:

"Nobody's likely to touch them. Had he smelt them?"

I thought he had, and added that he seemed greatly attached to them.

"You think he would be upset," she queried, "if I gave a man a sovereign to take them away and bury them?"

I answered that I thought he would never smile again.

An idea struck her. She said:

"Do you mind keeping them for him? Let me send them round to you."

"Madam," I replied, "for myself I like the smell of cheese, and the journey the other day with them from Liverpool I shall ever look back upon as a happy ending to a pleasant holiday. But, in this world, we must consider others. The lady under whose roof I have the honour of residing is a widow, and, for all I know, possibly an orphan too. She has a strong, I may say an eloquent, objection to being what she terms 'put upon'. The presence of your husband's cheeses in her house she would, I instinctively feel, regard as a 'put upon'; and it shall never be said that I put upon the widow and the orphan,"

"Very well, then," said my friend's wife, rising, "all I have to say is, that I shall take the children and go to a hotel until those cheeses are eaten. I decline to live any longer in the same house with them."

She kept her word, leaving the place in charge of the charwoman, who, when asked if she could stand the smell, replied, "What smell?" and who, when taken close to the cheeses and told to sniff hard, said she could detect a faint odour of melons. It was argued from this that little injury could result to the woman from the atmosphere, and she was left

The hotel bill came to fifteen guineas; and my friend, after reckoning everything up, found that the cheeses had cost him eight-and-sixpence a pound. He said he dearly loved a bit of cheese, but it was beyond his means; so he determined to get rid of them. He threw them into the canal; but had to fish them out again, as the bargemen complained. They said it made them feel quite faint. And, after that, he took them one dark night and left them in the parish mortuary. But the coroner discovered them, and made a fearful fuss.

He said it was a plot to deprive him of his living by waking up the corpses

My friend got rid of them, at last, by taking them down to a sea-side town, and burying them on the beach. It gained the place quite a reputation. Visitors said they had never noticed before how strong the air was, and weak-chested and consumptive people used to throng there for years afterwards.

Fond as I am of cheese, therefore, I hold that George was right in declining to take any.

**Exercise 1.** Translate:

1. Cheese, like oil, makes too much of itself.
2. It wants the whole boat to itself.
3. ...with a two hundred horsepower scent about them that might have been warranted to carry three miles.
4. ...knock a man over at two-hundred yards.
5. ....he would get me to take them back with me to London.
6. It was a ramshackle affair, dragged along by a knock-kneed, broken-winded somnambulist, which his owner, in a moment of enthusiasm, during conversation, referred to as a horse.
7. We started off at a shamble that would have done credit to the swiftest steamroller ever built.
8. All went merry as a funeral bell.
9. He was laying himself at the rate of nearly four miles an hour.
10. It took two porters as well as the driver to hold him in at the station.
11. "Very close in here," he said. "Quite oppressive."
12. At the thjrd sniff they caught it right on the chest.
13. It put him in mind of a dead baby.
14. Half-a-crown's worth of neat brandy.
15. Pay the difference and go first.
16. Nobody's likely to touch them.
17. She could stand the smell.
18. It was beyond his means.
19. He made a fearful fuss.

**Exercise 2.** Make up sentences:

1. to make too much of oneself
2. to knock a man over
3. to start off at a shamble
4. to do credit to smb (smth)
5. to dash off at three miles an hour
6. to lay oneself at the rate of
7. to have the presence of mind to do smth

8. crusty
9. notwithstanding
10. to fidget
11. to make such a fuss over a little thing
12. to think mean
13. an orphan
14. to put upon
15. to leave the place in charge of
16. to get rid of smb (smth)
17. to deprive smb of smb's living

**Exercise 3.** Translate:

1. У него хватило ума не лишать сына средств к существованию.
2. Они были рады избавиться от сварливой старой леди, которая всегда делала много шума из мелочей.
3. Она оставила сироту на попечение своего дяди, что некоторые посчитали бесчестным.
4. Его машина рванулась со скоростью 200 миль в час, что сделало бы честь любому спортивному автомобилю.
5. Этот парень много о себе воображает, думая, что ему позволено сбивать людей с ног.
6. Никто и не думал водить его за нос.
7. Уплатить разницу и поехать первым классом, было ему не по карману.
8. В комнате был отчаянно спертый воздух, и это навело его на мысль о протухшем сыре.

**Exercise 4.** Make up three sentences using words and word combinations from the text.

**Exercise 5.** Copy out the new words and be ready to provide them in situations of your own.

## Lesson 2

### Swimming

Then we pulled up the canvas, and all four of us poked our heads out over the off-side, and looked down at the water and shivered. The idea, overnight, had been that we should get up early in the morning, fling off our rugs and shawls, and, throwing back the canvas, spring into the river with a joyous shout, and revel in a long delicious swim. Somehow now the morning had come, the notion seemed less tempting. The water looked damp and chilly: the wind felt cold.

"Well, who's going to be first in?" said Harris at last.

There was no rush for precedence. George settled the matter so far as he was concerned by retiring into the boat and pulling on his socks. Montmorency gave vent to an involuntary howl, as if merely thinking of the thing had given him the horrors; and Harris said it would be so difficult to get into the boat again, and went back and sorted out his trousers.

I did not altogether like to give in, though I did not relish the plunge. There might be snags about, or weeds, I thought. I meant to compromise matters by going down to the edge and just throwing the water over myself; so I took a towel and crept out on the bank and wormed my way along on to the branch of a tree that dipped down into the water.

It was bitterly cold. The wind cut like a knife. I thought I would not throw the water over myself after all. I would go back into the boat and dress; and I turned to do so; and, as I turned, the silly branch gave way, and I and the towel went in together with a tremendous splash, and I was out mid-stream with a gallon of Thames water inside me before I knew what had happened.

"By Jove! old J's gone in," I heard Harris say, as I came blowing to the surface. "I didn't think he'd have the pluck to do it. Did you?"

"Is it all right?" sung out George.

"Lovely," I spluttered back. "You are duffers not to come in. I wouldn't have missed this for worlds. Why won't you try it? It only wants a little determination."

But I could not persuade them.

Rather an amusing thing happened while dressing that morning. I was very cold when I got back into the boat, and, in my hurry to get my shirt on, I accidentally jerked it into the water. It made me awfully wild, especially as George burst out laughing. I could not see anything to laugh at, and I told George so, and he only laughed the more. I never saw a man laugh so much. I quite lost my temper with him at last, and I pointed out to him what a driveling maniac and an imbecile idiot he was; but he only roared the louder. And then, just as I was landing the shirt, I noticed that it was not my shirt at all, but George's which I had mistaken for

mine; whereupon the humour of the thing struck me for the first time, and I began to laugh. And the more I looked from George's wet shirt to George, roaring with laughter, the more I was amused, and I laughed so much that I had to let the shirt fall back into the water again.

"Ar'n't you—you—going to get it out?" said George between his shrieks.

I could not answer him at all for a while, I was laughing so, but at last, between my peals I managed to jerk out:

"It isn't my shirt—*it's yours!*"

I never saw a man's face change from lively to severe so suddenly in all my life before.

"What!" he yelled, springing up. "You silly cuckoo! Why can't you be more careful what you're doing? Why the deuce don't you go and dress on the bank? You're not fit to be in a boat, you're not. Gimme the hitcher."

I tried to make him see the fun of the thing, but he could not. George is very dense at seeing a joke sometimes.

### Exercise 1. Translate:

1. Somehow now the morning had come, the notion seemed less tempting...
2. There was no rush for precedence.
3. Montmorency gave vent to an involuntary howl.
4. Merely thinking of the thing had given him the horrors.
5. The silly branch gave way.
6. I was out mid-stream with a gallon of Thames water inside me.
7. I came blowing to the surface.
8. You are duffers not to come in.
9. I wouldn't have missed this for worlds.
10. Rather an amusing thing happened while dressing that morning.
11. I could not see anything to laugh at.
12. I was landing the shirt.
13. Between my peals I managed to jerk out.
14. You're not fit to be in a boat.
15. Gimme the hitcher.
16. George is very dense at seeing a joke sometimes.

### Exercise 2. Make up sentences:

1. to pull up
2. to poke out
3. to revel in a swim
4. less (more) tempting
5. to settle the matter
6. to give vent
7. to sort out
8. to worm one's way along on to
9. to loose one's temper
10. to mistake for
11. cuckoo
12. Why the deuce?

**Exercise 3.** Translate:

1. Поезд остановился у станции, и я пронырнул через толпу пассажиров, высматривая своего врага.
2. Дверь не поддавалась, и он вышел из себя.
3. Его вовсе не соблазняла перспектива того, что она уладит дело так просто.
4. Мы по ошибке захватили не свою книгу.
5. Какого черта! Он ведь не трус! Он ни за что в мире не пропустит такой возможности.

**Exercise 4.** Make up three sentences using words and word combinations from the text.

**Exercise 5.** Copy out the new words and be ready to provide them in situations of your own.

### **Lesson 3** **Pine-apple Juice**

...when George drew out a tin of pine-apple from the bottom of the hamper, and rolled it into the middle of the boat, we felt that life was worth living after all.

We are very fond of pine-apple, all three of us. We looked at the picture on the tin; we thought of the juice. We smiled at one another, and Harris got a spoon ready.

Then we looked for the knife to open the tin with. We turned out everything in the hamper. We turned out the bags. We pulled up the boards at the bottom of the boat. We took everything out on to the bank and shook it. There was no tin-opener to be found.

Then Harris tried to open the tin with a pocket-knife, and broke the knife and cut himself badly; and George tried a pair of scissors, and the scissors flew up, and nearly put his eye out. While they were dressing their wounds, I tried to make a hole in the thing with the spiky end of the hitcher, and the hitcher slipped and jerked me out between the boat and the bank into two feet of muddy water, and the tin rolled over, uninjured, and broke a teacup.

Then we all got mad. We took that tin out on the bank, and Harris went up into a field and got a big sharp stone, and I went back into the boat and brought out the mast, and George held the tin and Harris held the sharp end of his stone against the top of it, and I took the mast and poised it high up in the air, and gathered up all my strength and brought it down. It was George's straw hat that saved his life that day. He keeps that hat now (what is left of it), and, of a winter's evening, when the pipes are lit and the boys are telling stretchers about the dangers they have passed through, George brings it down and shows it round, and the stirring tale is told anew, with fresh exaggerations every time.

Harris got off with merely a flesh wound.

After that I took the tin off myself, and hammered at it with the mast till I was worn out and sick at heart, whereupon Harris took it in hand.

We beat it out flat; we beat it back square; we battered it into every form known to geometry— but we could not make a hole in it. Then George went at it, and knocked it into a shape, so strange, so weird, so unearthly in its wild hideousness, that he got frightened and threw away the mast.

Then we all three sat round it on the grass and looked at it.

There was one great dent across the top that had the appearance of a mocking grin, and it drove us furious, so that Harris rushed at the thing, and caught it up, and flung it far into the middle of the river, and as it sank we hurled our curses at it, and we got into the boat and rowed away from the spot, and never paused till we reached Maidenhead.

### **Exercise 1.** Translate:

1. Then we looked for the knife to open the tin with.
2. There was no tin-opener to be found.

3. The scissors flew up, and nearly put his eye out.
4. They were dressing their wounds.
5. The hitcher slipped and jerked me out between the boat and the bank into two feet of muddy water.
6. I took the mast and poised it high up in the air, and gathered up all my strength and brought it down.
7. The stirring tale is told anew, with fresh exaggerations every time.
8. Harris got off with merely a flesh wound.
9. We beat it out flat; we beat it back square; we battered it into every form known to geometry..
10. ... and as it sank we hurled our curses at it..

**Exercise 2. Make up sentences:**

1. life was worth living after all
2. put one's eye out
3. the spiky end
4. jerk smb out
5. poised it high up in the air
6. of a winter's evening
7. tell stretchers
8. a mocking grin
9. drive smb furious
10. hurl smb's curses at smth(smb)
11. a flesh wound
12. beat smth out flat
13. be sick at heart

**Exercise 3. Translate:**

1. Карманным ножом он попытался открыть консервную банку, но сильно порезался.
2. Открывалка соскользнула, и банка, неповрежденная, соскользнула и выпрыгнула за борт в двухфутовый слой жидкой грязи.
3. Мы взбесились и, собрав все силы, подняли ящик с провизией со дна лодки.
4. Зимними вечерами он любит рассказывать байки о сво-

их приключениях.

5. Его издевательская ухмылка вывела нас из себя, и мы бросились на него, хрипя проклятия.

**Exercise 4.** Make up three sentences using words and word combinations from the text.

**Exercise 5.** Copy out the new words and be ready to provide them in situations of your own.

## Lesson 4

### Dogs

I remember being in the lobby of the Haymarket Stores one day, and all round about me were dogs, waiting for the return of their owners, who were shopping inside. There were a mastiff, and one or two collies, and a St. Bernard, a few retrievers and Newfoundlands, a boarhound, a French poodle, with plenty of hair round its head, but mangy about the middle; a bull-dog, a few Lowther Arcade sort of animals, about the size of rats, and a couple of Yorkshire tykes.

There they sat, patient, good, and thoughtful. A solemn peacefulness seemed to reign in that lobby. An air of calmness and resignation—of gentle sadness pervaded the room.

Then a sweet young lady entered, leading a meek-looking little fox-terrier, and left him, chained up there, between the bull-dog and the poodle. He sat and looked about him for a minute. Then he cast up his eyes to the ceiling, and seemed, judging from his expression, to be thinking of his mother. Then he yawned. Then he looked round at the other dogs, all silent, grave, and dignified.

He looked at the bulldog, sleeping dreamlessly on his right. He looked at the poodle, erect and haughty, on his left. Then, without a word of warning, without the shadow of a provocation, he bit that poodle's near foreleg, and a yelp of agony rang through the quiet shades of that lobby.

The result of his first experiment seemed highly satisfactory to him, and he determined to go on and make things lively all round. He sprang over the poodle and vigorously attacked a collie, and the collie woke up, and immediately commenced a fierce and noisy contest with the poodle. Then Foxey came back to his own place, and caught the bulldog by the ear, and tried to

throw him away; and the bulldog, a curiously impartial animal, went for everything he could reach, including the hall-porter, which gave that dear little terrier the opportunity to enjoy an uninterrupted fight of his own with an equally willing Yorkshire tyke.

Anyone who knows canine nature need hardly be told that, by this time, all the other dogs in the place were fighting as if their hearths and homes depended on the fray. The big dogs fought each other indiscriminately; and the little dogs fought among themselves, and filled up their spare time by biting the legs of the big dogs.

The whole lobby was a perfect pandemonium, and the din was terrific. A crowd assembled outside in the Haymarket, and asked if it was a vestry meeting; or, if not, who was being murdered, and why? Men came with poles and ropes, and tried to separate the dogs, and the police were sent for.

And in the midst of the riot that sweet young lady returned, and snatched up that sweet little dog of hers (he had laid the tyke up for a month, and had on the expression, now, of a new-born lamb) into her arms, and kissed him, and asked him if he was killed, and what those great nasty brutes of dogs had been doing to him; and he nestled up against her, and gazed up into her face with a look that seemed to say: "Oh, I'm so glad you've come to take me away from this disgraceful scene!"

She said that the people at the Stores had no right to allow great savage things like those other dogs to be put with respectable people's dogs, and that she had a great mind to summon somebody.

Such is the nature of fox-terriers.

### **Exercise 1. Translate:**

1. ..a French poodle, with plenty of hair round its head, but mangy about the middle.
2. about the size of rats
3. A solemn peacefulness seemed to reign in that lobby.
4. An air of calmness and resignation — of gentle sadness pervaded the room.
5. Then a sweet young lady entered, leading a meek-looking little fox-terrier, and left him, chained up there.
6. ..a yelp of agony rang through the quiet shades of that lobby.
7. The bulldog, a curiously impartial animal, went for every-

thing he could reach, including the hall-porter.

8. The little dogs fought among themselves, and filled up their spare time by biting the legs of the big dogs.
9. ..he had laid the tyke up for a month.
10. He had on the expression, now, of a new-born lamb.
11. She had a great mind to summon somebody.

**Exercise 2.** Make up sentences:

1. in the lobby
2. a couple of tykes
3. looked about him for a minute
4. cast up his eyes to the ceiling
5. judging from his expression
6. sleep dreamlessly
7. without a word of warning
8. without the shadow of a provocation
9. a yelp of agony rang through
10. commence a fierce contest with
11. fill up spare time by
12. a perfect pandemonium
13. those great nasty brutes of dogs
14. disgraceful scene

**Exercise 3.** Translate:

1. Казалось, в вестибюле царила атмосфера спокойствия.
2. Пара чесоточных дворняжек, размером с крысу, дрались между собой.
3. И в этом аду кроткий с виду парень сражался как лев.
4. С видом новорожденного ягненка она огляделась вокруг, как если бы весь этот шум не имел ничего общего с ней.
5. И в самый разгар потасовки она, уютно устроившись в кресле, с интересом наблюдала за ней, как будто испытывала истинное удовольствие от этой постыдной сцены.

**Exercise 4.** Make up three sentences using words and word combinations from the text.

**Exercise 5.** Copy out the new words and be ready to provide them in situations of your own.

## **Lesson 5**

### **Weather forecast**

George got hold of the paper, and read us out the boating fatalities, and the weather forecast, which latter prophesied "rain, cold, wet to fine" (whatever more than usually ghastly thing in weather that may be), "occasional local thunderstorms, east wind, with general depression over the Midland Counties (London and Channel). Bar falling."

I do think that, of all the silly, irritating tom foolishness by which we are plagued, this "weather-forecast" fraud is about the most aggravating. It "forecasts" precisely what happened yesterday or the day before, and precisely the opposite of what is going to happen today.

I remember a holiday of mine being completely ruined one late autumn by our paying attention to the weather report of the local newspaper. "Heavy showers, with thunderstorms, may be expected today," it would say on Monday, and so we would give up our picnic, and stop indoors all day, waiting for the rain. And people would pass the house, going off in wagonettes and coaches as jolly and merry as could be, the sun shining out, and not a cloud to be seen.

"Ah!" we said, as we stood looking out at them through the window, "won't they come home soaked!"

And we chuckled to think how wet they were going to get, and came back and stirred the fire, and got our books, and arranged our specimens of seaweed and cockleshells. By twelve o'clock, with the sun pouring into the room, the heat became quite oppressive, and we wondered when those heavy showers and occasional thunderstorms were going to begin.

"Ah! they'll come in the afternoon, you'll find," we said to each other. "Oh, won't those people get wet. What a lark!"

At one o'clock the landlady would come in to ask if we weren't going out, as it seemed such a lovely day.

"No, no," we replied, with a knowing chuckle, "not we. We don't mean to get wet—no, no." And when the afternoon was nearly gone, and still there was no sign of rain, we tried to cheer ourselves up with the idea that it would come down all at once, just as the people had started for home, and were out

of the reach of any shelter, and that they would thus get more drenched than ever. But not a drop ever fell, and it finished a grand day, and a lovely night after it.

The next morning we would read that it was going to be a "warm, fine to set-fair day; much heat;" and we would dress ourselves in flimsy things, and go out, and, half-an-hour after we had started, it would commence to rain hard, and a bitterly cold wind would spring up, and both would keep on steadily for the whole day, and we would come home with colds and rheumatism all over us, and go to bed.

The weather is a thing that is beyond me altogether. I never can understand it.

**Exercise 1.** Translate:

1. Whatever more than usually ghastly thing in weather that may be
2. Bar falling.
3. forecast, which latter prophesied "rain, cold, wet to fine"
4. this "weather-forecast" fraud is about the most aggravating
5. arranged our specimens of seaweed and cockleshells
6. Ah! they'll come in the afternoon, you'll find.
7. What a lark!
8. ...it finished a grand day, and a lovely night after it.
9. A "warm, fine to set-fair day; much heat."
10. The weather is a thing that is beyond me altogether.

**Exercise 2.** Make up sentences:

1. got hold of
2. the boating fatalities
3. tom foolishness
4. stop indoors
5. We chuckled to think how...
6. with a knowing chuckle
7. We don't mean to...
8. were out of the reach of

9. would keep on steadily for the whole day

### Exercise 3. Translate:

1. ...предсказание погоды, в котором пророчились «осадки, похолодание, переменная облачность».
2. Местами возможны грозы, ветер восточный, свежий до сильного.
3. это мошенничество, обычно называемое Предсказанием погоды.
4. Сегодня ожидаются проходящие ливни и грозы.
5. Солнце жарило вовсю, и на небе не было ни облачка.
6. Жара стала удручающей.
7. Мы недоумевали, когда же разразятся эти проходящие ливни и грозы.
8. Они вымокнут до нитки.
9. Но день прошел, а с небосвода не упало ни единой капли.
10. Ожидается жаркий день, устойчивая, ясная погода.
11. Дождь с ветром усердствовали весь день без передышки.
12. Мы вернулись насквозь продрогшие и простуженные.

**Exercise 4.** Make up three sentences using words and word combinations from the text.

**Exercise 5.** Copy out the new words and be ready to provide them in situations of your own.

## Lesson 6 The Wrong Watch

I woke at six the next morning; and found George awake too. We both turned round, and tried to go to sleep again, but we could not. Had there been any particular reason why we should not have gone to sleep again, but have got up and dressed then and there, we should have dropped off while we were looking at our watches, and have slept till ten. As there was no earthly necessity for our getting up under another two hours at the very least, and our getting up at that time was an utter absurdity, it was only in keeping with the natural cursedness of things in general that we should both feel that lying down for five minutes more would be death to us.

George said that the same kind of thing, only worse, had happened to him some eighteen months ago, when he was lodging by himself in the house of a certain Mrs. Gippings. He said his watch went wrong one evening, and stopped at a quarter-past eight. He did not know this at the time because, for some reason or other, he forgot to wind it up when he went to bed (an unusual occurrence with him), and hung it up over his pillow without ever looking at the thing.

It was in the winter when this happened, very near the shortest day, and a week of fog into the bargain, so the fact that it was still very dark when George woke in the morning was no guide to him as to the time. He reached up, and hauled down his watch. It was a quarter-past eight.

"Angels and ministers of grace defend us!" exclaimed George; "and here have I got to be in the City by nine. Why didn't somebody call me? Oh, this is a shame!" And he flung the watch down, and sprang out of bed, and had a cold bath, and washed himself and dressed himself, and shaved himself in cold water because there was not time to wait for the hot, and then rushed and had another look at the watch.

Whether the shaking it had received in being thrown down on the bed had started it, or how it was, George could not say, but certain it was that from a quarter-past eight it had begun to go, and now pointed to twenty minutes to nine.

George snatched it up, and rushed downstairs. In the sitting-room, all was dark and silent: there was no fire, no breakfast. George said it was a wicked shame of Mrs. G., and he made up his mind to tell her what he thought of her when he came home in the evening. Then he dashed on his greatcoat and hat, and, seizing his umbrella, made for the front door. The door was not even unbolted. George anathematised Mrs. G. for a lazy old woman, and thought it was very strange that people could not get up at a decent, respectable time, unlocked and unbolted the door, and ran out.

He ran hard for a quarter of a mile, and at the end of that distance it began to be borne in upon him as a strange and curious thing that there were so few people about, and that there were no shops open. It was certainly a very dark and foggy morning, but still it seemed an unusual course to stop all business on that account. He had to go to business; why should other people stop in bed merely because it was dark and foggy?

At length he reached Holborn. Not a shutter was down! not a bus was about! There were three men in sight, one of whom was a policeman, a market-cart full of cabbages, and a dilapidated looking cab. George pulled out his watch and looked at it: it was five minutes to nine! He stood still and counted his pulse. He stooped down and felt his legs. Then, with his watch still in his hand, he went up to the policeman, and asked him if he knew what time it was.

"What's the time?" said the man, eyeing George up and down with evident suspicion; "why, if you listen you will hear it strike."

George listened, and a neighboring clock immediately obliged.

"But it's only gone three!" said George in an injured tone, when it had finished.

"Well, and how many did you want it to go?" replied the constable.

"Why, nine," said George, showing his watch.

"Do you know where you live?" said the guardian of public order severely.

George thought, and gave the address.

"Oh! that's where it is, is it?" replied the man; "well, you take my advice and go there quietly, and take that watch of yours with you; and don't let's have any more of it." And George went home again, musing as he walked along, and let himself in.

At first, when he got in, he determined to undress and go to bed again; but when he thought of the re-dressing and re-washing, and the having of another bath, he determined he would not, but would sit up and go to sleep in the easy-chair.

But he could not get to sleep: he never felt more wakeful in his life; so he lit the lamp and got out the chessboard, and played himself a game of chess. But even that did not enliven him: it seemed slow somehow; so he gave up and tried to read. He did not seem able to take any sort of interest in reading either, so he put on his coat again and went out for a walk.

It was horribly lonesome and dismal, and all the policemen he met regarded him with undisguised suspicion, and turned their lanterns on him and followed him about, and this had such an effect upon him at last that he began to feel as if he really had done something, and he got to slinking down the by-streets and hiding in dark doorways when he heard the regulation flip-flop approaching.

Of course, this conduct made the force only more distrustful of him than ever, and they would come and rout him out and ask him what he was doing there; and when he answered "Nothing," he had merely come out for a stroll (it was then four o'clock in the morning), they looked as though they did not believe him, and two plain-clothes constables came home with him to see if he really did live where he had said he did. They saw him go in with his key, and then they took up a position opposite and watched the house.

He thought he would light a fire when he got inside, and make himself some breakfast, just to pass away the time; but he did not seem able to handle anything from a scuttleful of coals to a teaspoon without dropping it or falling over it, and making such a noise that he was in mortal fear that it would wake Mrs. G. up, and that she would think it was burglars and open the window and call "Police!" and then these two detectives would rush in and handcuff him, and march him off to the police-court.

He was in a morbidly nervous state by this time and he pictured the trial, and his trying to explain the circumstances to the jury, and nobody believ-

ing him, and his being sentenced to twenty years' penal servitude, and his mother dying of a broken heart. So he gave up trying to get breakfast, and wrapped himself up in his overcoat, and sat in the easy-chair till Mrs. G. came down at half-past seven.

He said he had never got up too early since that morning: it had been such a warning to him.

### **Exercise 1. Translate:**

1. There was no earthly necessity for our getting up under another two hours at the very least.
2. Our getting up at that time was an utter absurdity.
3. In the house of a certain Mrs. Gippings.
4. His watch went wrong.
5. For some reason or other.
6. An unusual occurrence with him.
7. It was in a week of fog into the bargain.
8. The fact that it was still very dark was no guide to him as to the time.
9. Then he dashed on his greatcoat and hat, and, seizing his umbrella, made for the front door.
10. It was a wicked shame of Mrs. G.
11. It began to be borne in upon him.
12. He had to go to business.
13. He stooped down and felt his legs.
14. A neighbouring clock immediately obliged.
15. Don't let's have any more of it.
16. He heard the regulation flip-flop approaching.
17. Two detectives would rush in and handcuff him, and march him off to the police-court.
18. It had been such a warning to him.

### **Exercise 2. Make up sentences:**

1. Had there been any particular reason why we should not have gone...
2. was no earthly necessity for our

3. at the very least
4. would be death to us
5. for some reason or other
6. without ever looking at
7. on that account
8. eyeing smb up and down with evident suspicion
9. to say smth in an injured tone
10. come out for a stroll
11. just to pass away the time
12. he was in mortal fear
13. he was in a morbidly nervous state
14. dying of a broken heart

**Exercise 3. Translate:**

1. Мы, конечно, уснули бы мертвым сном.
2. Умрем на месте.
3. Случай в его жизни весьма редкий.
4. Это было невиданное безобразие со стороны миссис Дж.
5. Он напялил пальто, нахлобучил шляпу, сунул под мышку зонтик и бросился к выходу.
6. Это еще не основание, чтобы замерла вся деловая жизнь.
7. А дурака тут валять нечего.
8. Никогда в жизни он не чувствовал себя таким бодрым.
9. Стал играть с самим собой в шахматы.
10. Издали доносилось мерное «топ-топ» служителей закона.
11. Просто вышел подышать воздухом.

**Exercise 4.** Make up three sentences using words and word combinations from the text.

**Exercise 5.** Copy out the new words and be ready to provide them in situations of your own.

## Lesson 7 Uncle Podger

So, on the following evening, we again assembled, to discuss and arrange our plans. Harris said:

"Now, the first thing to settle is what to take with us. Now, you get a bit of paper and write down, J., and you get the grocery catalogue, George, and somebody give me a bit of pencil, and then I'll make out a list."

That's Harris all over — so ready to take the burden of everything himself, and put it on the backs of other people.

He always reminds me of my poor Uncle Podger. You never saw such a commotion up and down a house, in all your life, as when my Uncle Podger undertook to do a job. A picture would have come home from the framemaker's, and be standing in the dining-room, waiting to be put up; and Aunt Podger would ask what was to be done with it, and Uncle Podger would say:

"Oh, you leave that to me. Don't you, any of you, worry yourselves about that. I'll do all that."

And then he would take off his coat, and begin. He would send the girl out for sixpen'orth of nails and then one of the boys after her to tell her what size to get; and, from that, he would gradually work down, and start the whole house.

"Now you go and get me my hammer, Will," he would shout; "and you bring me the rule, Tom; and I shall want the step-ladder, and I had better have a kitchen-chair, too; and, Jim! you run round to Mr. Goggles, and tell him, 'Pa's kind regards, and hopes his leg's better; and will he lend him his spirit-level?' And don't you go, Maria, because I shall want somebody to hold me the light; and when the girl comes back, she must go out again for a bit of picture-cord: and Tom! —Where's Tom? —Tom, you come here; I shall want you to hand me up the picture."

And then he would lift up the picture, and drop it, and it would come out of the frame, and he would try to save the glass, and cut himself; and then he would spring round the room, looking for his handkerchief. He could not find his handkerchief, because it was in the pocket of the coat he had taken off, and he did not know where he had put the coat, and all the house had to leave off looking for his tools, and start looking for his coat; while he would dance round and hinder them.

"Doesn't anybody in the whole house know where my coat is? I never came across such a set in all my life—upon my word I didn't. Six of you! — and you can't find a coat that I put down not five minutes ago! Well, of all the—"

Then he'd get up, and find that he had been sitting on it, and would call out:

"Oh, you can give it up! I've found it myself now. Might just as well ask the cat to find anything as expect you people to find it."

And, when half-an-hour had been spent in tying up his finger, and a new glass had been got, and the tools, and the ladder, and the chair, and the candle had been brought, he would have another go, the whole family, including the girl and the charwoman, standing round in a semi-circle, ready to help. Two people would have to hold the chair, and a third would help him up on it, and hold him there, and a fourth would hand him a nail, and a fifth would pass him up the hammer, and he would take hold of the nail, and drop it.

"There!" he would say, in an injured tone, "now the nail's gone."

And we would all have to go down on our knees and grovel for it, while he would stand on the chair, and grunt, and want to know if he was to be kept there all the evening.

The nail would be found at last, but by that time he would have lost the hammer.

"Where's the hammer? What did I do with the hammer? Great heavens! Seven of you, gaping round there, and you don't know what I did with the hammer!"

We would find the hammer for him, and then he would have lost sight of the mark he had made on the wall, where the nail was to go in, and each of us had to get up on the chair, beside him, and see if we could find it; and we would each discover it in a different place, and he would call us all fools, one after another, and tell us to get down. And he would take the rule, and re-measure, and find that he wanted half thirty-one and three-eighths inches from the corner, and would try to do it in his head, and go mad.

And we would all try to do it in our heads, and all arrive at different results, and sneer at one another. And in the general row, the original number would be forgotten, and Uncle Podger would have to measure it again.

He would use a bit of string this time, and at the critical moment, when the old fool was leaning over the chair at an angle of forty-five, and trying to reach a point three inches beyond what was possible for him to reach, the string would slip, and down he would slide on to the piano, a really fine musical effect being produced by the suddenness with which his head and body struck all the notes at the same time.

And Aunt Maria would say that she would not allow the children to stand round and hear such language.

At last, Uncle Podger would get the spot fixed again, and put the point of the nail on it with his left hand, and take the hammer in his right hand.

And, with the first blow, he would smash his thumb, and drop the hammer, with a yell, on somebody's toes.

Aunt Maria would mildly observe that, next time Uncle Podger was going to hammer a nail into the wall, she hoped he'd let her know in time, so that she could make arrangements to go and spend a week with her mother while it was being done. "Oh! you women, you make such a fuss over everything," Uncle Podger would reply, picking himself up. "Why, I like doing a little job of this sort."

And then he would have another try, and, at the second blow, the nail would go clean through the plaster, and half the hammer after it, and Uncle Podger be precipitated against the wall with force nearly sufficient to flatten his nose.

Then we had to find the rule and the string again, and a new hole was made; and, about midnight, the picture would be up—very crooked and insecure, the wall for yards round looking as if it had been smoothed down with a rake and everybody dead beat and wretched—except Uncle Podger.

"There you are," he would say, stepping heavily off the chair on to the charwoman's corns, and surveying the mess he had made with evident pride. "Why, some people would have had a man in to do a little thing like that!"

Harris will be just that sort of man when he grows up, I know, and I told him so. I said I could not permit him to take so much labour upon himself, I said:

"No: you get the paper, and the pencil, and the catalogue, and George write down, and I'll do the work."

### **Exercise 1. Translate:**

1. The first thing to settle is what to take with us.
2. That's Harris all over.
3. You never saw such a commotion up and down a house, in all your life, as when my Uncle Podger undertook to do a job.
4. He would have lost sight of the mark he had made on the wall, where the nail was to go in.
5. He wanted half thirty-one and three-eighths inches from the corner, and would try to do it in his head, and go mad.
6. All arrive at different results.
7. Why, some people would have had a man in to do a little thing like that!

## Exercise 2. Make up sentences:

1. the first thing to settle is
2. to take the burden of everything himself
3. put the burden on the backs of other people
4. leave that to me
5. spring round the room
6. have another go
7. sneer at one another
8. in the general row
9. at an angle of forty-five
10. have another try
11. have had a man in to do
12. to take so much labour upon himself

## Exercise 3. Translate:

1. Прежде всего, мы должны договориться о том, что брать с собой.
2. он охотно берет самое тяжелое бремя и безропотно взваливает его на чужие плечи.
3. Он всегда приводит мне на память моего бедного дядюшку
4. вы в жизни не видывали такой кутерьмы
5. Ну, это уж предоставьте мне.
6. он берется за дело всерьез
7. ставит на ноги весь дом.
8. папа, мол, вам кланяется
9. надо, чтобы кто-нибудь мне посветил.
10. начинает метаться по комнате в поисках своего носового платка
11. путается у всех под ногами
12. Честное слово, — в жизни не встречал такого сборища ротозеев!
13. Семеро олухов глазеет по сторонам
14. он пытается делить в уме, и у него заходит ум за разум.
15. мы издеваемся друг над другом.
16. слушали такие выражения.

**Exercise 4.** Make up three sentences using words and word combinations from the text.

**Exercise 5.** Copy out the new words and be ready to provide them in situations of your own.

## Lesson 8

### Banjo

George got out his banjo after supper, and wanted to play it, but Harris objected: he said he had got a headache, and did not feel strong enough to stand it. George thought the music might do him good—said music often soothed the nerves and took away a headache; and he twanged two or three notes, just to show Harris what it was like.

Harris said he would rather have the headache.

George has never learned to play the banjo to this day. He has had too much all-round discouragement to meet. He tried on two or three evenings, while we were up the river, to get a little practice, but it was never a success. Harris's language used to be enough to unnerve any man, added to which, Montmorency would sit and howl steadily, right through the performance. It was not giving the man a fair chance.

"What's he want to howl like that for when I'm playing?" George would exclaim indignantly, while taking aim at him with a boot.

"What do you want to play like that for when he is howling?" Harris would retort, catching the boot. "You let him alone. He can't help howling. He's got a musical ear, and your playing *makes* him howl."

So George determined to postpone study of the banjo until he reached home. But he did not get much opportunity even there. Mrs. P. used to come up and say she was very sorry—for herself, she liked to hear him—but the lady upstairs was in a very delicate state, and the doctor was afraid it might injure the child.

Then George tried taking it out with him late at night and practising round the square. But the inhabitants complained to the police about it, and a watch was set for him one night, and he was captured. The evidence against him was very clear, and he was bound over to keep the peace for six months.

He seemed to lose heart in the business after that. He did make one or two feeble efforts to take up the work again when the six months had elapsed, but there was always the same coldness—the same want of sympathy on the part of the world to fight against; and, after a while, he despaired altogether, and advertised the instrument for sale at a great sacrifice—"owner having no further use for same" — and took to learning card tricks instead.

It must be disheartening work learning a musical instrument. You would think that Society, for its own sake, would do all it could to assist a man to acquire the art of playing a musical instrument. But it doesn't!

I knew a young fellow once who was studying to play the bagpipes, and you would be surprised at the amount of opposition he had to contend with. Why, not even from the members of his own family did he receive what you could call active encouragement. His father was dead against the business from the beginning, and spoke quite unfeelingly on the subject.

My friend used to get up early in the morning to practise, but he had to give that plan up, because of his sister. She was somewhat religiously inclined, and she said it seemed such an awful thing to begin the day like that. So he sat up at night instead, and played after the family had gone to bed, but that did not do, as it got the house such a bad name. People, going home late, would stop outside to listen, and then put it about all over the town, the next morning, that a fearful murder had been committed at Mr. Jefferson's the night before; and would describe how they had heard the victim's shrieks and the brutal oaths and curses of the murderer, followed by the prayer for mercy, and the last dying gurgle of the corpse.

So they let him practise in the day-time, in the back-kitchen with all the doors shut; but his more successful passages could generally be heard in the sitting-room, in spite of these precautions, and would affect his mother almost to tears.

She said it put her in mind of her poor father (he had been swallowed by a shark, poor man, while bathing off the coast of New Guinea—where the connection came in, she could not explain).

Then they knocked up a little place for him at the bottom of the garden, about a quarter of a mile from the house, and made him take the machine down there when he wanted to work it; and sometimes a visitor would come to the house who knew nothing of the matter, and they would forget to tell him all about it, and caution him, and he would go out for a stroll round the garden and suddenly get within earshot of those bagpipes without being prepared for it, or knowing what it was. If he were a man of strong mind, it only gave him fits; but a person of mere average intellect it usually sent mad.

There is, it must be confessed, something very sad about the early efforts of an amateur in bagpipes. I have felt that myself when listening to my

young friend. They appear to be trying instruments to perform upon. You have to get enough breath for the whole tune before you start—at least, so I gathered from watching Jefferson.

He would begin magnificently with a wild, full come-to-the-battle sort of a note, that quite roused you. But he would get more and more piano as he went on, and the last verse generally collapsed in the middle with a splutter and a hiss.

You want to be in good health to play the bagpipes.

Young Jefferson only learnt to play one tune on those bagpipes; but I never heard any complaints about the insufficiency of his repertoire—none whatever. This tune was "The Campbells are Coming, Hooray—Hooray!" so he said, though his father always held that it was "The Blue Bells of Scotland." Nobody seemed quite sure what it was exactly, but they all agreed that it sounded Scotch.

Strangers were allowed three guesses, and most of them guessed a different tune each time.

### **Exercise 1. Translate:**

1. He did not feel strong enough to stand it.
2. He has had too much all-round discouragement to meet.
3. Harris's language used to be enough to unnerve any man.
4. What's he want to howl like that for when I'm playing?
5. What do you want to play like that for when he is howling?
6. He can't help howling.
7. A watch was set for him one night.
8. He was bound over to keep the peace for six months.
9. He seemed to lose heart in the business after that.
10. There was always the same want of sympathy on the part of the world to fight against.
11. He advertised the instrument for sale at a great sacrifice.
12. It got the house such a bad name.
13. Put it about all over the town.
14. If he were a man of strong mind, it only gave him fits; but a person of mere average intellect it usually sent mad.

## Exercise 2. Make up sentences:

1. would rather have
2. give the man a fair chance
3. take aim at him with
4. let him alone
5. He's got a musical ear.
6. can't help doing smth
7. was dead against the business
8. it got the house a bad name
9. affect smb. to tears
10. it put her in mind of smth
11. get within earshot of smth
12. it only gave him fits
13. it usually sent him mad
14. were allowed three guesses

## Exercise 3. Translate:

1. подобное испытание ему не под силу
2. музыка излечивает головную боль
3. Слишком уж много разочарований встретилось на его пути.
4. Гаррис комментировал его игру в выражениях, которые могли бы обескуражить кого угодно.
5. У него музыкальный слух, а от твоей игры поневоле завоешь!
6. Но и тут ему не повезло.
7. Доктор опасается губительных последствий для ребенка.
8. За Джорджем была установлена слежка.
9. Улики были неопровержимы, и его приговорили к шестимесячному воздержанию от музыкальных занятий.
10. В результате у Джорджа совсем опустились руки.
11. Сколько нужно самоотверженности, чтобы научиться играть на музыкальном инструменте!
12. Его отец с самого начала был решительно против этой затеи и проявил полное бессердечие.
13. Она была набожна.
13. Их дом приобрел дурную славу.
14. оповещали весь город
15. последний предсмертный хрип жертвы

16. Если это был человек сильный духом — дело ограничивалось обмороком, но люди с заурядным интеллектом, как правило, сходили с ума.

17. они всегда попадали пальцем в небо

**Exercise 4.** Make up three sentences using words and word combinations from the text.

**Exercise 5.** Copy out the new words and be ready to provide them in situations of your own.

## Lesson 9

### Cheese

For other breakfast things, George suggested eggs and bacon, which were easy to cook, cold meat, tea, bread and butter, and jam. For lunch, he said, we could have biscuits, cold meat, bread and butter, and jam—but *no cheese*. Cheese, like oil, makes too much of itself. It wants the whole boat to itself. It goes through the hamper, and gives a cheesy flavour to everything else there. You can't tell whether you are eating apple-pie or German sausage, or strawberries and cream. It all seems cheese. There is too much odour about cheese.

I remember a friend of mine buying a couple of cheeses at Liverpool. Splendid cheeses they were, ripe and mellow, and with a two hundred horse-power scent about them that might have been warranted to carry three miles, and knock a man over at two hundred yards. I was in Liverpool at the time, and my friend said that if I didn't mind he would get me to take them back with me to London, as he should not be coming up for a day or two himself, and he did not think the cheeses ought to be kept much longer.

"Oh, with pleasure, dear boy," I replied, "with pleasure."

I called for the cheeses, and took them away in a cab. It was a ramshackle affair, dragged along by a knock-kneed, broken-winded somnambulist, which his owner, in a moment of enthusiasm, during conversation, referred to as a horse. I put the cheeses on the top, and we started off at a shamble that would have done credit to the swiftest steamroller ever built, and all went merry as a funeral bell, until we turned the corner. There, the wind carried a whiff from the cheeses full on to our steed. It woke him up, and, with a snort of terror, he dashed off at three miles an hour. The wind still blew in his direction, and before we reached the end of the street he was laying himself at the rate of nearly four miles an hour, leaving the cripples and stout old ladies simply nowhere.

It took two porters as well as the driver to hold him in at the station; and I do not think they would have done it, even then, had not one of the men had the presence of mind to put a handkerchief over his nose, and to light a bit of brown paper.

I took my ticket, and marched proudly up the platform, with my cheeses, the people falling back respectfully on either side. The train was crowded, and I had to get into a carriage where there were already seven other people. One crusty old gentleman objected, but I got in, notwithstanding, and, putting my cheeses upon the rack, squeezed down with a pleasant smile, and said it was a warm day. A few moments passed, and then the old gentleman began to fidget.

"Very close in here," he said.

"Quite oppressive," said the man next him.

And then they both began sniffing, and, at the third sniff they caught it right on the chest and rose up without another word and went out. And then a stout lady got up, and said it was disgraceful that a respectable married woman should be harried about in this way, and gathered up a bag and eight parcels and went. The remaining four passengers sat on for a while, until a solemn-looking man in the corner who, from his dress and general appearance, seemed to belong to the undertaker class, said it put him in mind of a dead baby; and the other three passengers tried to get out of the door at the same time, and hurt themselves.

I smiled at the black gentleman, and said I thought we were going to have the carriage to ourselves; and he laughed pleasantly, and said that some people made such a fuss over a little thing.

But even he grew strangely depressed after we had started, and so, when we reached Crewe, I asked him to come and have a drink. He accepted, and we forced our way into the buffet, where we yelled, and stamped, and waved our umbrellas for a quarter of an hour; and then a young lady came and asked us if we wanted anything.

"What's yours?" I said, turning to my friend.

"I'll have half-a-crown's worth of brandy, neat, if you please, miss," he responded.

And he went off quietly after he had drunk it and got into another carriage, which I thought mean.

From Crewe I had the compartment to myself, though the train was crowded. As we drew up at the different stations, the people, seeing my empty carriage, would rush for it. "Here y'are, Maria; come along, plenty of room." "All right, Tom; we'll get in here," they would shout. And they would run along, carrying heavy bags and fight round the door to get in first. And one would open the door and mount the steps, and stagger back into the arms of the man behind him; and they would all come and have a sniff, and then droop off and squeeze into other carriages, or pay the difference and go first.

From Euston, I took the cheeses down to my friend's house. When his wife came into the room she smelt round for an instant. Then she said:

"What is it? Tell me the worst."

I said:

"*It's* cheeses. Tom bought them in Liverpool, and asked me to bring them up with me."

And I added that I hoped she understood that it had nothing to do with me; and she said that she was sure of that, but that she would speak to Tom about it when he came back.

My friend was detained in Liverpool longer than he expected and, three days later, as he hadn't returned home, his wife called on me. She said:

"What did Tom say about those cheeses?"

I replied that he had directed they were to be kept in a moist place, and that nobody was to touch them.

She said:

"Nobody's likely to touch them. Had he smelt them?"

I thought he had, and added that he seemed greatly attached to them.

"You think he would be upset," she queried, "if I gave a man a sovereign to take them away and bury them?"

I answered that I thought he would never smile again.

An idea struck her. She said:

"Do you mind keeping them for him? Let me send them round to you."

"Madam," I replied, "for myself I like the smell of cheese, and the journey the other day with them from Liverpool I shall ever look back upon as a happy ending to a pleasant holiday. But, in this world, we must consider others. The lady under whose roof I have the honour of residing is a widow, and, for all I know, possibly an orphan too. She has a strong, I may say an eloquent, objection to being what she terms 'put upon' The presence of your husband's cheeses in her house she would, I instinctively feel, regard as a 'put upon'; and it shall never be said that I put upon the widow and the orphan,"

"Very well, then," said my friend's wife, rising, "all I have to say is, that I shall take the children and go to a hotel until those cheeses are eaten. I decline to live any longer in the same house with them."

She kept her word, leaving the place in charge of the charwoman, who, when asked if she could stand the smell, replied, "What smell?" and who, when taken close to the cheeses and told to sniff hard, said she could detect a faint odour of melons. It was argued from this that little injury could result to the woman from the atmosphere, and she was left

The hotel bill came to fifteen guineas; and my friend, after reckoning everything up, found that the cheeses had cost him eight-and-sixpence a pound. He said he dearly loved a bit of cheese, but it was beyond his means; so he de-

terminated to get rid of them. He threw them into the canal; but had to fish them out again, as the bargemen complained. They said it made them feel quite faint. And, after that, he took them one dark night and left them in the parish mortuary. But the coroner discovered them, and made a fearful fuss.

He said it was a plot to deprive him of his living by waking up the corpses

My friend got rid of them, at last, by taking them down to a sea-side town, and burying them on the beach. It gained the place quite a reputation. Visitors said they had never noticed before how strong the air was, and weak-chested and consumptive people used to throng there for years afterwards.

Fond as I am of cheese, therefore, I hold that George was right in declining to take any.

### **Exercise 1. Translate:**

1. Cheese, like oil, makes too much of itself.
2. It wants the whole boat to itself.
3. ...with a two hundred horsepower scent about them that might have been warranted to carry three miles.
4. ...knock a man over at two-hundred yards.
5. ....he would get me to take them back with me to London.
6. It was a ramshackle affair, dragged along by a knock-kneed, broken-winded somnambulist, which his owner, in a moment of enthusiasm, during conversation, referred to as a horse.
7. We started off at a shamble that would have done credit to the swiftest steamroller ever built.
8. All went merry as a funeral bell.
9. He was laying himself at the rate of nearly four miles an hour.
10. It took two porters as well as the driver to hold him in at the station.
11. "Very close in here," he said. "Quite oppressive."
12. At the thjrd sniff they caught it right on the chest.
13. It put him in mind of a dead baby.
14. Half-a-crown's worth of neat brandy.
15. Pay the difference and go first.
16. Nobody's likely to touch them.
17. She could stand the smell.
18. It was beyond his means.
19. He made a fearful fuss.

## Exercise 2. Make up sentences:

1. to make too much of oneself
2. to knock a man over
3. to start off at a shamble
4. to do credit to smb (smth)
5. to dash off at three miles an hour
6. to lay oneself at the rate of
7. to have the presence of mind to do smth
8. crusty
9. notwithstanding
10. to fidget
11. to make such a fuss over a little thing
12. to think mean
13. an orphan
14. to put upon
15. to leave the place in charge of
16. to get rid of smb (smth)
17. to deprive smb of smb's living

## Exercise 3. Translate:

9. У него хватило ума не лишать сына средств к существованию.

10. Они были рады избавиться от сварливой старой леди, которая всегда делала много шума из мелочей.

11. Она оставила сироту на попечение своего дяди, что некоторые посчитали бесчестным.

12. Его машина рванулась со скоростью 200 миль в час, что сделало бы честь любому спортивному автомобилю.

13. Этот парень много о себе воображает, думая, что ему позволено сбивать людей с ног.

14. Никто и не думал водить его за нос.

15. Уплатить разницу и поехать первым классом, было ему не по карману.

16. В комнате был отчаянно спертый воздух, и это навело его на мысль о протухшем сыре.

**Exercise 4.** Make up three sentences using words and word combinations from the text.

**Exercise 5.** Copy out the new words and be ready to provide them in situations of your own.

## Lesson 10

### PROJECTOR OF YOUR BIG IMPRESSIONS

The Garbo Matchline video projector from Philips was one of the first wide-screen projectors on the market and its exclusive qualities make it one of the best. Its system is an exact match to 16:9 sources such as DVD players, so there's no scaling or loss of information. No sliced borders or disturbing black bars on the top and bottom of the screen. Just maximum resolution, minimum set-up time and the best viewing experience with the simplest interface. The optimized brightness and picture contrast, as well as the Colour Tracking technology, automatically choose the necessary colour temperature guaranteed to give a crystal-clear image and bright natural colours even in full daylight. Picture-In-Picture technology lets users watch two things at once, so it puts an end to family arguments about what to watch on TV. For example when watching a film and wanting to keep track of a football score, it's possible to have the match playing on another screen that's still larger than a normal TV. The Garbo Matchline projector comes with the ultimate universal remote control for all colour TVs, DVD players and recorders, satellite receivers, digital set-top boxes, VCRs and multi-channel surround sound hi-fi systems. Now you can have your complete home cinema under control from one remote. In the case of Garbo projectors, home cinema systems really live up to their name.

#### **Assignment:**

**1. Найдите в исходном тексте эквиваленты следующим терминам:**

Широкоэкранный проектор, яркий дневной свет, обрезанные по краям кадры, объемный звук,

пульт управления, кристально чистое изображение, сжатие картинки, надоедливые черные полосы снизу и сверху экрана.

**2. Составьте словник исходного текста (не менее 15 слов или словосочетаний)**

**3. Составьте информационный блок рекламного характера на английском языке с использованием лексических единиц из словника, придерживаясь следующих рекомендаций:**

*Текст должен быть: а) лаконичным, содержать точные данные; б) ярким (использование экспрессивной лексики), привлекать внимание; в) описывать преимущества рекламируемого продукта.*

## Lesson 11

### NO ROOM FOR COMPROMISES

Usually when buying a modern high-end TV set we face an uneasy choice: to spend a considerable sum on a flat screen model, or a TV with so-called reverse projection but which is rather big and heavy. Now Samsung Electronics has considerably eased our problem with its new generation of designer lightweight and thin TV sets based on DLP TV™ technology. This is an optimal combination of stylish modern design, functionality and higher image quality for a rather moderate price. The TV looks like a flat panel set because of its tiny micro-display inside which reflects the projection onto the screen. The new series can be combined with a home cinema system, at the same time saving room space and offering the most advanced functions of a digital television. The L3 series features an optical system by the legendary Carl Zeiss: thirteen optical lenses with a large viewing angle with brighter colour transfer, which, of course, is very reliable and durable. The Cinema mode was developed especially for high contrast television and guarantees the correct colour scale, reproducing realistic shades of such things as skin colour, grass and sky. This allows the transfer of the picture to video precisely as it was developed by the cinema industry at the final stage of production.

#### **Assignment:**

**1. Найдите в исходном тексте эквиваленты следующим терминам:**

Новое поколение, оптимальное сочетание, современный модный внешний вид, качество изображения, сравнительно невысокая цена, телевизор с плоской панелью, микродисплей площадью в один квадратный дюйм, экономя пространство, самые передовые функции, цифровое телевидение, использует оптическую систему, оптические линзы, большой угол обзора, точная передача цветов, надежная и долговечная, режим, правильная цветовая гамма, реалистичные оттенки, телесный цвет, передавать видеосигнал, в точном соответствии, окончательный этап.

**2. Составьте словник исходного текста (не менее 15 слов или словосочетаний)**

**3. Составьте информационный блок рекламного характера на английском языке с использованием лексических единиц из словника, придерживаясь следующих рекомендаций:**

*Текст должен быть:* а) лаконичным, содержать точные данные;  
б) ярким (использование экспрессивной лексики), привлекать внимание;  
в) описывать преимущества рекламируемого продукта.

## Lesson 12

### NEW IMAGING TECHNOLOGY

Nikon, the world leader in photography, has launched a new compact camera of the popular digital family COOLPIX, with four and five megapixel matrices - the COOLPIX 4200 and 5200. The very successful design of these cameras follows in the footsteps of previous models. A specially designed set of lenses folds into an aluminum body; the handy, compact and lightweight camera is very easy to use. The lenses feature glass with ultra low dispersion and special aspheric elements, and photosensitive matrices in 4.0 and 5.1 million effective pixels using the new program of image processing based on the algorithm of D series professional digital cameras. The white balance can be set to automatic, preset and seven manual modes in a field divided into separate segments, and the white balance bracketing function allows you to make three pictures with various values of balance at a push of the shutter button. Nikon has also invented an essentially new technique to suppress the «red eyes» effect that is integrated into the recording algorithm. As a result of all these qualities you can scale the pictures made by the COOLPIX 5200 up to A4 paper size with excellent quality. Besides still images,

the cameras can make high-quality 30 frames/sec video of TV-size that gives you the ability to demonstrate videos of reliable quality.

**Assignment:**

**Найдите в исходном тексте эквиваленты следующим терминам:**

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Фототехника, запустить в производство, матрица, унаследовать, предыдущий, объектив, складываться, корпус, удобно располагающаяся в руке, сверхнизкая, светочувствительный, программа обработки, ручной режим, поле кадра, функция брекетинга, различные значения баланса, при одном нажатии кнопки, спусковая кнопка, принципиально новая, технология подавления, эффект «красных глаз», алгоритм записи, увеличить, фотографии.

**4. Составьте словник исходного текста (не менее 15 слов или словосочетаний)**

**5. Составьте информационный блок рекламного характера на английском языке с использованием лексических единиц из словника, придерживаясь следующих рекомендаций:**

*Текст должен быть: а) лаконичным, содержать точные данные; б) ярким (использование экспрессивной лексики), привлекать внимание; в) описывать преимущества рекламируемого продукта.*

## **Lesson 13**

### **E X T R E M E P H O N E**

One of the most interesting gadgets exhibited at Ce-Bit 2004 in Las Vegas was the new M65 phone from Siemens. It was created especially for the great outdoors. The main advantage of this three-band mobile phone is that the latest features of the most advanced mobile devices are packed into the shock-resistant, dust- and moisture-proof body. In the past designs of this kind were used in the simplest models with no additional functions, but the M65 is a serious, fully-equipped piece of technology. It features a large display, which is rather unusual for this kind of mobile phone: 132x176 pixels and 65,000 colours! And this is only for starters: it also has 40-voice polyphony MMS, Java and a standard built-in VGA video and photo camera which should be a hit with fans of outdoor activi-

ties. Another important quality is the operating time, which is 300 hours in standby mode and five and a half hours in talk mode, The wide colour display's additional protection mean it is unbreakable, and the built-in camera can always be closed with a rubber cover when not in use, so you don't need to be afraid of scratching the lens any more. The metal body means you can take the phone with you even when riding your bicycle or climbing. As a result, you don't need to choose between functionality and durability in your mobile phone any more. The M65's designers promise that their sports phone's hardy exterior and hi-tech innards will allow you to stay connected in any situation.

### **Assignment:**

#### **1. Найдите эквиваленты следующим терминам:**

Gadget, for the great outdoors, the main advantage, three-band mobile phone, shock-resistant, dust- proof body, moisture-proof body, fully-equipped piece of technology, it features a large display, this is only for starters, should be a hit with, fans of outdoor activities, operating time, standby mode, talk mode, additional protection, a rubber cover, when not in use, hardy exterior, hi-tech innards, to stay connected .

#### **2. Составьте словник исходного текста (не менее 15 слов или словосочетаний)**

#### **3. Составьте информационный блок рекламного характера на английском языке с использованием лексических единиц из словника, придерживаясь следующих рекомендаций:**

*Текст должен быть: а) лаконичным, содержать точные данные;  
б) ярким (использование экспрессивной лексики), привлечь внимание;  
в) описывать преимущества рекламируемого продукта.*

## **Lesson 14**

### **KALEIDOSCOPIES OF THE N E W ERA**

Finland's Nokia is famous for its avant-garde designs and the technology of its various mobile phones. The latest idea to be realised by Nokia is also something that is bound to catch on. What is the best way to show the world all those digital photos that we shoot nowadays with our omnipresent cameras? Of course, as regular photographs! First of all, you need to «frame» them on your computer. Then, with the help of Nokia Image Frame, a small digital monitor that you can place on your desk, you can show your photos to friends and family. But

that isn't all. Nokia has developed Image Wear, a real digital fashion accessory. This «digital medallion» allows you to wear your favourite photographs literally as a fashion item. Images can be transferred to the device wirelessly by an infrared port directly from your phone or computer, and the photo you just took can be recorded and worn around your neck or wrist. The medallion can store up to eight different pictures. Another device from this series works in a similar way, but can be easily placed in your pocket and resembles something like a digital kaleidoscope with photos. And lastly, the Nokia Image Album allows you to display your digital photos on TV screens.

## Lesson 15

### BOOKS GO DIGITAL

No, you don't have to take it literally -we don't mean paper-thin flexible displays for digital devices, though such materials are under development now. Sony, Philips and E-Ink, the first manufacturer of digital paper, have announced the launch of their electronic book. The size of a usual paperback book, Librie can store up to 500 books in electronic format. To load texts, newspapers or comics, the device needs to be connected to a computer and the text downloaded from a special Internet resource. Electronic paper technology is different from the usual LCD monitors not only because of its thickness: this new kind of screen allows you to see the text from any angle even in brightly illuminated environments, as it has been created from micro-charged elements forming images and letters, emitting no radiation. The display only requires power when the text changes. The rest of the time the electronic paper can display text without using up energy, making it possible to read about 10,000 pages on one battery charge. The creators equipped their device with a 170-pixel/inch resolution screen that is comparable to newspaper print quality. Librie weighs about 300g, including the cover and four AAA batteries. In this project E-Ink was responsible for the technology, Philips - the electronics, and Sony, obviously, for the design. Librie digital books are already very popular in Japan.

#### **Assignment:**

##### **1. Найдите эквиваленты следующим терминам:**

to take it literally, paper-thin, flexible, under development, announce the launch of, paperback book, can store up to 500, to load, download, from any angle, brightly illuminated environments, micro-charged elements, emitting no radi-

ation, requires power, display text , without using up energy, on one battery charge, is comparable to newspaper print quality.

**2. Составьте словник исходного текста (не менее 15 слов или словосочетаний).**

**3. Составьте информационный блок рекламного характера на английском языке с использованием лексических единиц из словника, придерживаясь следующих рекомендаций:**

*Текст должен быть: а) лаконичным, содержать точные данные; б) ярким (использование экспрессивной лексики), привлекать внимание; в) описывать преимущества рекламируемого продукта.*

## Lesson 16

### PART 1

#### Lexus - rewriting the rulebook

High performance with outstanding fuel economy, driving excitement with ultra low emissions. The rulebook says that these four highly desirable automotive characteristics cannot exist within one vehicle. But in our quest to create cars that are as kind on the environment as they are exhilarating for the driver, Lexus has rewritten all the rules. The result is the world's first luxury vehicle, the four wheel drive RX300, to incorporate hybrid technology. It will be launched in late 2004, with other Lexus hybrid models becoming available in subsequent years. It will redefine the thinking on hybrid technology by integrating a petrol engine with high-voltage electric motors that, in combination, drive the front and rear wheels. Power for the electric motors is generated internally; so external charging is never necessary. And if the word 'electric' equates to 'slow' in your mind, think again - the system returns fuel efficiency and emission levels which are similar to those of a much smaller, compact car.

### PART 2

#### Lexus/Toyota Specs and Info

This engine specification is not an intention for sale or publication. This is only for your information. Lextreme is not reliable for any copy rights violation or misprint information. The below specs are in PDF format. You need Acrobat to view the below specs. I have chosen the most important topics that a typical Lexus and Toyota owners would like to know. I also post some Toyota Twin Turbo Supra MKIII and MKIV (7MGTE, 1JGTE and 2JZGTE) engine specifications along with the usually Lexus SC400 and LS400 engine specifica-

tions. If you need Lexus wiring information for Audio and Security Wiring, please click the above link. We have all Lexus-Toyota V8 Repair Diagrams. If you need specific data, please email me. If you have data that you think it will help our owners, please feel free to contact me. We really appreciate your contribution. If you need Technical DIY Articles, please click the above link.

<b>Soarer/SC400 Specs:</b>		
<a href="#">1st Generation Soarer/SC400</a>	<a href="#">2nd Generation Soarer/SC400</a>	<a href="#">92 SC400 Base Radio Diagram</a>
<a href="#">92 SC400 Radio Diagram with CD Changer</a>	<a href="#">96 SC400 Wiring Diagram 1/3</a>	<a href="#">92-95 SC400 ECU Diagram (1)</a>
<a href="#">SC400 Charging Diagram</a>	<a href="#">96 SC400 Wiring Diagram 2/3</a>	<a href="#">92-95 SC400 ECU Diagram (2)</a>
<a href="#">96 SC400 Wiring Diagram 3/3</a>		
<a href="#">Removing Front Bumper</a>	<a href="#">Removing Rear Bumper</a>	
<b>1UZFE/LS400 Specs:</b>		
<a href="#">1st Generation Celsor/LS400</a>	<a href="#">1UZFE Torque Specs</a>	<a href="#">1UZFE 92 SC400 Compression Data</a>
<a href="#">1UZFE Fuel System</a>	<a href="#">1UZFE Diagnose with Code</a>	<a href="#">1UZFE Diagnose with Symptoms</a>
<a href="#">A341E Transmission Diagnose</a>	<a href="#">90-92 Brake Specs.</a>	<a href="#">1UZFE Removal &amp; Installation</a>
<a href="#">1UZFE Igniter Diagram</a>	<a href="#">1UZFE Engine Code</a>	<a href="#">1UZFE Radio Diagram</a>
<a href="#">1UZFE A/C Diagram</a>	<a href="#">1UZFE ECC/ECU Wiring Diagram Part 1</a>	<a href="#">1UZFE ECC/ECU Wiring Diagram Part 2</a>
<a href="#">Electrical Compartment Locator</a>	<a href="#">2nd Gen LS400 DX Code</a>	<a href="#">Air Suspension Module (diagram)</a>
<a href="#">Front Axial</a>	<a href="#">Front Susp. Knuckle</a>	<a href="#">Front Susp.</a>
<a href="#">Rear Susp.</a>	<a href="#">Rear Susp. Axial</a>	
<a href="#">96 LS400 ECU Diagram 1/4</a>		
<a href="#">96 LS400 ECU Diagram 2/4</a>		
<a href="#">96 LS400 ECU Diagram 3/4</a>		

<a href="#">96 LS400 ECU Diagram 4/4</a>		
<b>Supra Specs:</b>		
<a href="#">7MGE/7MGTE Specs</a>	<a href="#">1JZGTE</a>	<a href="#">2JZGE/2JZGTE Specs</a>
<a href="#">2JZGTE ECU Diagram 1/4</a>	<a href="#">2JZGTE ECU Diagram 2/4</a>	<a href="#">2JZGTE ECU Diagram 3/4</a>
<a href="#">2JZGTE ECU Diagram 4/4</a>		
<b>2UZFE Specs:</b>	<b>Data By Bloodypulp</b>	
<a href="#">Cylinder Block</a>	<a href="#">Intake Manifolds</a>	<a href="#">R150 Manual Transmission</a>
<a href="#">Cylinder Heads</a>	<a href="#">Service Specifications</a>	<a href="#">R150 Service Specifications</a>
<a href="#">E-Manage Wiring</a>	<a href="#">A340 (2UZFE) Tranny</a>	<a href="#">2UZ Misc Data</a>

### PART 3

### DESCRIPTION

The A341E automatic transmission is a 4–speed Electronically Controlled Transmission with an intelligent control (hereafter called ECT–i) developed exclusively for the Lexus LS400. The A341E automatic transmission has the following features. When shifting the transmission, the engine torque is controlled and the clutch hydraulic pressure in the transmission is electronically controlled to reduce transmission shift shock.

A new type of ATF (ATF Type T–II) is used which provides improved shifting characteristics and prevents deterioration in the AFT over time. HINT: For the A341E automatic transmission, use ATF Type T–II or equivalent.

A super flow torque converter is used to improve the transmission efficiency. The A341E automatic transmission is mainly composed of the torque converter with lock–up clutch, 4–speed planetary gear unit, the hydraulic control system and the electronic control system. To minimize the possibility of incorrect operation of the automatic transmission, a shift lock mechanism has also been added.

<b>General Specifications</b>	
Type of Transmission	A

			341E
Type of Engine			1 UZ- FE
Stall Torque Ratio	1.900 : 1		
Lock-Up Mechanism	Equipped		
1st Gear	2.531		
2nd Gear	1.531		
3rd Gear	1.000		
O/D Gear	0.705		
Reverse Gear	1.880		
C1	Foward Clutch	6/6	
C2	Direct Clutch	4/4	
C0	O/D Direct Clutch	2/2	
B2	2nd Brake	5/5	
B3	1st & Reverse Brake	7/7	
B0	O/D Brake	5/4	
2nd Coast Brake (B) Band Width mm (in.)			4 0 (1.57)
F1	No.1 One-Way Clutch	22	
F2	No.2 One-Way Clutch	28	
F0	O/D One-Way Clutch	24	

No. of Sun Gear Teeth	42
No. of Pinion Gear Teeth	19
No. of Ring Gear Teeth	79
No. of Sun Gear Teeth	42
No. of Pinion Gear Teeth	19
No. of Ring Gear Teeth	79
No. of Sun Gear Teeth	33
No. of Pinion Gear Teeth	23
No. of Ring Gear Teeth	79

**Assignment:**

**1. Составьте словник исходного текста.**

**Lesson 17**

**PERFORMANCE-DRIVEN GS 400 AND GS 300 SIGNAL A NEW BREED OF LEXUS SEDANS**



Fast and fun, the 1998 Lexus GS 400 and GS 300 performance sedans are destined to change conventional wisdom about luxury automobiles. The all-new GS sport sedan series was created with priorities on powerful yet efficient engine output, nimble exterior size, superior handling, ample interior comfort and advanced levels of stability and safety - all are aimed at enthusiast drivers looking for a fast four-door with comfort and convenience. The new GS is refined and good looking, yet ready to rumble at a moment's notice. These two newest Lexus models incorporate abundant new features and technologies, including two high performance engines, a new five-speed automatic transmission with electronic finger-tip shifting, Vehicle Skid Control (VSC), innovative space efficiency, self-aiming high intensity discharge headlights, pollution-sensing cli-

mate control and a multi-function touch-screen navigation system. In developing the new GS series, Lexus designers sought to combine the performance-oriented chassis layout of front engine/rear-wheel-drive with the space efficiency usually associated with front-wheel-drive sedans. The GS 400 and GS 300 go beyond "cab-forward" designs, providing the cabin and trunk space of large prestige luxury models, yet they occupy the nimbler footprint of smaller sport sedans. The new GS is built on a completely new Lexus platform. Only the battery type, basic front suspension components and the six-cylinder engine's crankshaft assembly are carried over from the previous generation.

### **LEADING-EDGE DESIGN - [Buy The GS 400/300 Here](#)**

The aggressive GS front appearance evokes influential design elements originated by Lexus with the introduction of the SC 400 Sport Coupe. Its dramatic headlights incorporate optional self-leveling high intensity discharge lamps with inboard high beams located in tunneled enclosures. The signature inboard outboard beam lighting theme is continued in the taillight arrangement. In keeping with its lean and purposeful layout and aggressive performance, the GS body design emphasizes strength and agility. Extremely short front and rear decks and minimal body overhangs generate a taut, muscular and stable profile. Subtle fender blisters emphasize the performance wheels and tires, conveying the car's feisty personality. While exterior dimensions have been pared down to fighting form, the GS interior is roomier in nearly every measure. The new model is six inches shorter in overall length than the previous generation, yet interior volume is increased by 4.6 cubic feet and is more generous than the BMW 5-Series or Mercedes-Benz E-Class. The wheelbase has been lengthened 0.8-inch, making total front-plus-rear leg room an inch greater than before and more accommodating than its chief competitors. Despite a long cabin and short deck lengths, trunk space is exceptionally deep, thanks to careful packaging of rear suspension, fuel tank and other components. Trunk capacity, at 14.8 cubic feet, is 14 percent larger than before.

### **INSPIRING POWER - [Buy The GS 400/300 Here](#)**

At the heart of any memorable performance car is an inspired engine design. The GS 400 is powered by a new generation of the famous Lexus 4.0-liter 32-valve V8. Cylinder heads, camshaft drives, intake and exhaust systems, pistons, and most accessory components are completely new. It is an all-aluminum, four-cam engine with continuously variable valve timing {VVTi}, a first for any V8. This new system of controlling combustion characteristics eliminates the traditional tradeoffs between standing-start torque and passing-lane horsepower. The brawny Lexus V8 produces 300 horsepower and 310 pound-feet of torque, 80 percent of which is available as low as 1,800 rpm. This new power train propels the GS 400 from zero to 60 in a brief six seconds. Combined city/highway fuel economy for the VS is projected to be 23.8 mpg,

slightly better than the previous generation's six. The companion GS 300 model showcases the ultimate Lexus six: a smooth, high-revving 3.0-liter twin cam producing 225 horsepower and a broad torque curve thanks to newly incorporated VVTi technology. Zero to 60 mph is achieved in 7.6 seconds, an improvement of 0.7 second over the previous GS 300. Combined fuel economy is expected to be 25.0 mpg, compared to the previous 23.4 rating.

**AN AUTOMATIC FOR ENTHUSIASTS** - Buy The GS 400/300 Here

Additional GS performance highlights include a new five-speed electronically controlled automatic transmission. The GS 400 also features upshift and downshift buttons on the steering wheel spokes, controlled by the thumb and forefinger of either hand. This "E-shift" feature provides quick shifting performance. The E-shift buttons are operable when the console shifter is placed in the "M" position. The five-speed automatic also can be driven conventionally by means of a gated console-mounted lever, trimmed in walnut and leather.

**SAFETY FEATURES** - Buy The GS 400/300 Here

In keeping with the driver orientation of the GS, active safety systems help maximize the driver's ability to avoid an accident. In addition to outstanding inherent handling characteristics, the GS is equipped with a newly developed Vehicle Skid Control (VSC) system as standard equipment. VSC employs the sensors, actuators and computer electronics of the anti-lock braking and traction control systems to help avoid vehicle skids and spins caused by understeer or oversteer conditions. When the direction of vehicle travel does not correlate with driver steering inputs, VSC adjusts engine power and activates individual wheel braking as necessary to help counteract a spin which might result in loss of control. Highly refined motion sensors and powerful computer software insure smooth and responsive emergency handling assistance for the average motorist, without hindering the skilled enthusiast driver. Electronic traction control and anti-lock brakes are integrated with the VSC system. All features are standard equipment. Standard passive safety equipment includes next-generation driver and front passenger airbags, with reduced propellant power. Side airbags are integrated into the front seat edges for more consistent positioning relative to the occupant, regardless of seat position. Newly adopted front seat belt pretensioners reduce webbing slack at impact while integrated force-limiting devices reduce shock to the body by allowing a controlled amount of "give" after impact. An energy-absorbing pedal assembly is designed to minimize foot and leg injuries on impact.

**REAR SUSPENSION REDESIGNED** - Buy The GS 400/300 Here

Crisp and responsive handling is enhanced by multi-link suspension with aluminum upper rear wishbones. The redesigned rear suspension layout achieves optimum suspension characteristics, yet is unusually compact to provide more interior and trunk space. Suspension tuning provides a balance of

confident cornering and stability for enthusiastic drivers with the refined ride characteristics expected for day-in, day-out driving comfort. Sixteen-inch V-rated performance tires on thin-spiked alloy wheels are standard for both GS 300 and GS 400. Factory optional 235/45 R17 Z-rated high-performance tires are available for drivers demanding ultimate cohering performance.

**TOUCH-SCREEN DISPLAY - Buy The GS 400/300 Here**

Acknowledged for their work in human factors design, Lexus engineers have adopted the first touch-screen display into a Lexus instrument panel. The optional display controls vehicle navigation functions as well as heating, air conditioning and audio system settings. The navigation system utilizes computer map databases and a global positioning system satellite receiver to track the vehicle's location and to plot optimum routing to the desired destination. Turn-by-turn route guidance is available by voice and on-screen prompts. A notable feature is the 1.6 gigabyte hard-disc database source, which contains complete information for major national highways as well as detailed maps for 35 U.S. metropolitan areas, with 24 more under development for early 1998. The three-pod GS instrument cluster utilizes a newly developed back-lit "Optitron" lighting system which silhouettes the meter pointers and markings. An automatic light control system changes the meter face brightness according to ambient lighting conditions.

**SOUND SYSTEM - Buy The GS 400/300 Here**

Always a Lexus strength, the standard-equipment Lexus premium sound system features a maximum of 220 watts from five separate amplifiers, driving a seven-speaker array. A new Automatic Sound Levelizer system discretely adjusts volume level to compensate for changes in ambient noise levels and vehicle speed. As with other Lexus models, the six-CD changer is located within easy reach above the spacious glove box area. Separate temperature controls are provided for driver and passenger as well as an automatic hydrocarbon air pollution sensor which automatically switches the air to recirculate when certain levels of air contamination are detected. An activated charcoal micron filter removes dust, pollen and many odors from the interior air stream.

**POWER FEATURES - Buy The GS 400/300 Here**

Power window and moonroof mechanisms feature new one-touch open and close functions with obstruction-sensing anti-pinch devices. The GS adopts a new multi-function remote entry system with controls for door lock, unlock, trunk open, panic and battery condition all built into the compact key itself rather than requiring a separate key chain fob. In addition, the key and keyless remote can be used to operate the power windows and moonroof when approaching or departing the car. The key also is equipped with an engine immobilizer feature for enhanced security. This function ensures the correct key is inserted into the ignition before allowing the vehicle to start. An integrated elec-

tronic garage door opener with a home link system is built into the GS map lamp and is capable of programming 98 percent of garage door frequencies on the market.

**PERFORMANCE - Buy The GS 400/300 Here**

The performance-driven GS 400 and GS 300 join the successful Lexus lineup of luxury sedans and are positioned between the entry-luxury ES 300 and the prestige luxury LS 400. Chief competitors include the BMW 5-Series and Mercedes-Benz EClass. The two new GS models combine leading sport sedan performance and driving pleasure with unparalleled Lexus workmanship, comfort and ownership experience. Lexus is the number-one vehicle make for customer satisfaction, according to J.D. Power and Associates. Lexus vehicles have consistently been recognized for the highest initial quality at delivery as well as the automotive industry's best long-term durability after five years of ownership. The GS 400 and GS 300 are available at 174 Lexus dealerships, which have created a tradition of extraordinary service and satisfaction.

**Assignment:**

**1. Составьте словник исходного текста.**

**Составьте информационный блок рекламного характера на английском языке с использованием лексических единиц из словника.**

**Lesson 18**

***Archaeology and Anthropology***

**Duration of course:** 3 years

**Degree awarded:** BA

**Average intake:** 25

**Postal address:** School of Archaeology, 36 Beaumont Street, Oxford OX1 2PG

***What is Archaeology and Anthropology?***

Archaeology and anthropology together encompass the study of humankind from the distant origins of the human species to the present day. Both disciplines have a long history. Archaeology grew from eighteenth-century antiquarianism while anthropology began even earlier in the early days of colonial encounter. Today both subjects involve a range of sophisticated approaches shared with the arts, social sciences and physical sciences. There is also lively interaction. Thus, for example, the anthropological study of primates and early humans helps archaeologists, using the physical remains recovered, to reconstruct the ways in which our earliest ancestors lived, while scientific dating

techniques produce the timeframe and the latest genetic analyses define their relationships to modern human populations.

## **Lesson 19**

### ***Archaeology and Anthropology at Oxford***

Oxford is a leading centre for research and teaching in archaeology and anthropology. Six institutions specialize in these subjects: the Institutes of Archaeology, Social and Cultural Anthropology, and Biological Anthropology, the Pitt Rivers and University Museums, and the Research Laboratory for Archaeology and the History of Art. All are supported by world-class libraries and are well equipped with laboratories and computing resources. The Oxford degree is unique in the way it combines archaeology and anthropology throughout the course, offering an unusually broad perspective on human societies from earliest prehistory to the present.

### ***Work placements/international opportunities***

As part of your course you are required to undertake fieldwork, part of which will be organized through the School of Archaeology. This happens in the summer vacation after your first-year examinations. During the same vacation you also undertake a further three-week fieldwork placement that you arrange for yourself. This may be anywhere in the world - South Africa, the Andes and Georgia are recent destinations - and may comprise anthropological or archaeological, field or museum-based work. In the first term of the second year you then write a report on the fieldwork you have undertaken. You may also engage in fieldwork as part of your final year dissertation, while other opportunities for work-based learning may exist in the university's museums.

### ***A typical weekly timetable***

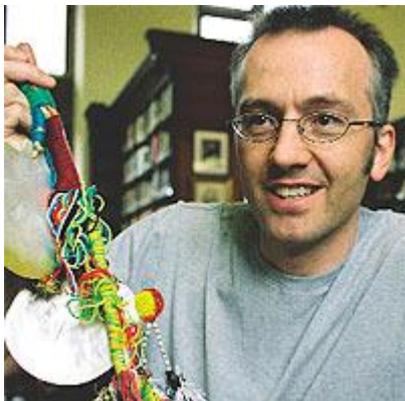
Your work is divided among lectures, tutorials and practical classes. Lectures, closely tied to the course's core papers and option papers, take up about five hours a week in year 1 and up to ten hours a week in years 2 and 3. Throughout the course, there are one or two tutorials per week (a total of twelve in each term), plus a further hour per week (on average) devoted to practical classes.

### ***Careers***

Archaeology and Anthropology opens a wide range of careers to graduates. Some will go on to do further study and research in one or other of the disciplines, to become the professional anthropologists and archaeologists of the future. There are increasing opportunities both in the public and private sectors in heritage management, museum curation and education, regional archaeological services, development work both in Europe and overseas, and in the media, as well as in areas such as advertising, marketing and community relations.

## Assignment

1. Make up glossary of the text above (about 25 words)
2. Compose a short advertisement for University entrants using your glossary list



### **Text 2**

*Ian Ewart, Harris Manchester College,  
2nd year*

If you have an interest in studying Archaeology and Anthropology, then Oxford is about as good as it gets. The facilities here are among the best anywhere: The Ashmolean museum is world renowned, the Research Lab for Archaeology and Art History, with its AMS radiocarbon facility is at the forefront of archaeological research, the Pitt

Rivers Museum is an awe inspiring yet humbling place to visit and our lecturers keep popping up on TV, so they must be good! By combining anthropology with archaeology, we cover the whole timespan of humanity, from our ancestors 5 million years ago right up to the present day, and an equally mind-boggling variation in cultures. You discover several new perspectives on life by viewing the world through different cultural filters and gain a greater humility and respect for those differences. You'll constantly find yourself discussing your latest essay topic with other students over lunch since this is a subject of genuine resonance: from racism to Romans, everyone has some knowledge of, and interest in the subject. The course also has a practical side to it, with a 2 week training excavation as well as the chance to spread your wings and arrange your own fieldwork - I'm going to Niger for 3 weeks. With two young children, I have to organize my time fairly efficiently, but tutors are understanding and flexible, and with a few late nights I've been able to get my work done and still get involved in college social life. It's not always easy but it is definitely rewarding, and the challenging and interesting environment will change the way you think forever.

## Assignment

1. Point out the most attractive advantages of taking this course.

## **Lesson 20**

### *Biochemistry, Molecular and Cellular*

**Duration of course:** 4 years

**Degree awarded:** MBiochem

**Average intake:** 90

**Postal address:** Department of Biochemistry, South Parks Road, Oxford OX1

### ***What is Biochemistry?***

The study of living things at the molecular level has undergone tremendous expansion in recent years, leading to ever increasing insights into topics as various as the origin of life, the nature of disease and the development of individual organisms. Powerful new techniques, such as those of molecular genetics and NMR spectroscopy, enable us to analyze biological phenomena in more and more precise molecular terms.

These studies have led to commercially valuable developments in drug design and synthesis, forensic science, environmental sensing and a whole range of other areas. Furthermore, advances in biochemistry are largely responsible for the breakdown of traditional boundaries between cell biology, medicine and chemistry as their applications become increasingly wide reaching.

### ***Molecular and Cellular Biochemistry at Oxford***

The Biochemistry Department in Oxford is one of the largest in Europe, and includes sub-departments of Microbiology, Genetics, Molecular Biophysics, Glycobiology and Immunochemistry. The Department and its sub-departments are extremely active in research, and the breadth of these activities is reflected in the undergraduate course. The Department has excellent laboratory facilities, an extensive computer network and teaching suite, and access to a wide range of on-line and hard copy journals.

An important aspect of the Oxford biochemistry course is its fourth-year project, lasting twelve weeks full time, which allows you to explore both laboratory-based research and specific recent advances in biochemistry in detail. You choose the project yourself. Under the supervision of a group leader, you will design your own experiments, and will learn to plan research programmes and present your results and ideas - orally and in written form - to other workers in the field. The experience gained is much valued by employers. The project also gives you the opportunity to reflect on your aptitude and enthusiasm for a research career.

### ***Work placements/international opportunities***

A wide choice of fourth-year research projects is available both within the Biochemistry Department, and in related institutes, such as Molecular Medicine, Clinical Biochemistry, Pathology and the Magnetic Resonance Unit. About twelve students each year can carry out their project in selected European universities, under the ERASMUS exchange scheme. A link with Princeton University, in the USA, is also established.

### ***A typical weekly timetable***

During years 1-3, your work is divided between lectures (about ten per week), tutorials (one or two per week) and practicals (averaging one full day

per week). The remaining time is spent on private study (set reading, or problem-solving exercises). In the fourth year, the project occupies you in full-time research for twelve weeks, and the remainder of the year is spent in studying specialist option topics. Your final degree class is derived from a combination of marks from second-, third- and fourth-year courses.

### Careers

Biochemists are playing an increasingly wide role in biological, environmental and clinical fields, with employment areas stretching from health care to agriculture. Biochemical analysis is used in clinical and forensic science (e.g. DNA fingerprinting) and in the food and pharmaceutical industries. Growth areas, where recruitment is intense, include biotechnology and bioinformatics.

### Assignment

- 1. Make up glossary of the text above (about 25 words)**
- 2. Compose a short advertisement for University entrants using your glossary list**

### Text 2

*Joanna Giles, St Anne's, 2nd year*



I was encouraged by my biology teacher to apply to Oxbridge so I attended a Summer School here in year 12. The experience helped me to decide that Oxford life was definitely something that I wanted to be a part of. Also, Oxford has an excellent reputation academically and its unique tutorial system helps you to get everything that you can from your subject. The transition from A-levels felt quite big but it's important to remember

that everyone is in the same position and there are always plenty of people to help. A lecturer once reminded us that we're not supposed to know everything beforehand otherwise there would be no point in going to university. I knew that the course was going to be tough, but it's important to work hard and play hard. I like practicals because you can work at your own pace and they can be quite fun! It's also really satisfying when you've worked hard in the lab and have achieved your goal. I would recommend my course to anyone who is genuinely interested in biochemistry and who wants to achieve as much as they can from the subject. The content of the course is cutting edge and it's really rewarding to be taught by some of the most renowned experts in the world. I didn't expect to feel so at home at university and I didn't expect to have as much fun. I am a member of Oxford Surf Club, so I get to go on surf trips to Newquay (which I love!). I've also been rowing for the past two terms, which has been loads of fun!

## **Assignment**

**1. Point out the most attractive advantages of taking this course.**

### **Lesson 21**

#### **Text 1**

#### ***Classics and English***

**Duration of course:** Course I: 3 years; Course II: 4 years (including preliminary year for those without A-level in either Greek or Latin)

**Degree awarded:** BA

**Average intake:** 12

**Postal addresses:** Classics Office, Classics Centre The Old Boys' School  
George Street, Oxford OX1 2RL; Faculty of English Language and Literature,  
St Cross Building, Manor Road, Oxford OX1 3UQ

#### ***What is Classics and English?***

Classics and English appeals to those with a particular interest in literary and cultural interactions. English may be taken with Latin or Greek or both. For candidates with an A-level in either Latin or Greek or both this is a three-year course (Course I). For those who have not had the opportunity to study either language at school there is a preliminary year in which they learn either Latin or Greek, combined with some study of classical literature; for them the course lasts four years (Course II).

Oxford has a long and distinguished tradition of research and teaching in both classics and English; the Classics Faculty is the largest in the world, and the English Faculty the largest in this country. Oxford possesses remarkable library provision in both subjects, in the Bodleian Library, the Sackler Library, the Classics Lending Library, the English Faculty Library and the college libraries. The first year of the course (which follows the preliminary year of language learning for those taking Course II) is divided equally between the classical and English elements. The core of the Classics and English course at Oxford is formed by the link papers, which are studied over the second and third years of the course. These papers emphasize the interactions of Classics and English, and provide an opportunity to compare texts from both sides of the course, and to study classical influence. Further papers are also chosen from each of the 'parent' subjects.

#### ***A typical weekly timetable***

Students have one to two tutorials a week, and they are often but not always working on two papers simultaneously. Most students attend three to four lecture courses a week and students will expect to produce around twelve pieces of written work during a term. Two of the papers available in the list of options

from English are each examined by an extended essay of about 6,000 words written over three weeks of term.

### *Careers*

Graduates in Classics and English go on to a wide variety of careers, including broadcasting, teaching, journalism, acting, management, advertising, librarianship and law.

The following table summarizes Course I. In Course II students also have a preliminary year studying Latin or Greek.

### **Assignment**

- 1. Make up glossary of the text above (about 25 words)**
- 2. Compose a short advertisement for University entrants using your glossary list**

### **Lesson 22**

*Oksana Trachenko,*

*Candidate of Philology, Assistant Professor.*

Scientific interests lie mainly in the field of text linguistics and functional stylistics, namely, the study of text names by way of revealing the independence of their structure, substance and functions. Semiotic dynamic model of text names was proposed which showed their hierarchical structure in terms of the integral, the categorical and the differential. Nominative, semantic and pragmatic characteristics (signifié) of titles and headlines were studied as well as their main structural types (signifiant), stylistic devices and expressive means.

An attempt is made to offer the theory of text names as signs-indexes in all functional styles in syntagmatics and paradigmatics, synchrony and diachrony. The study of text names as a certain subsystem in the system of signs-indexes (signs-labels) is considered. This presupposes the formulation of system-forming qualities; two types of relations are believed to be relevant - syntagmatic and paradigmatic.

The author is also interested in developing the relationship between linguistics and language teaching in schools and universities. Some of the ideas were incorporated in a number of teaching materials and teaching aids. A Glossary of commonly occurring headline vocabulary with suggestions for their use in the classroom was made. 33 papers were published.

O. Trachenko has given lectures in theoretical linguistics and has practical classes of English with senior students of English dpt.

## **Assignment**

**1. Point out the issues the author is mostly interested in and the ways she practically realizes them.**

### **Lesson 23**

#### **Text 1**

#### ***Economics and Management***

**Duration of course:** 3 years

**Degree awarded:** BA

**Average intake:** 90

**Postal addresses:** Undergraduate Course Office, Saïd Business School, Park End Street, Oxford OX1 1HP

#### ***What is Economics and Management?***

Economics is the study of how consumers, firms and governments make decisions that together determine how resources are allocated. An appreciation of economics and the general workings of the economy has become increasingly necessary to make sense of government policy-making, the conduct of businesses and the enormous changes in economic systems which are occurring throughout the world.

Management is concerned with the effective use and coordination of materials and labour within organizations in the pursuit of the organization's defined objectives. The study of management thus encompasses the various processes, procedures and practices that are used in the effective management of organizations. It considers the interrelationship and interactions that must be organized between parts of an organization and between the organization and its environment if it is to attain its objectives. Management studies includes the consideration of theories, models, frameworks used by managers as well as the roles of managers in the process of decision-making.

#### ***Economics and Management at Oxford***

Economics and management are ideal partners. The fundamental philosophy underpinning the course design is to adopt a rigorously intellectual approach to both subjects with the theoretical and the applied being welded together. The accounting course, for example, is not simply studied as a body of technical expertise but considers issues such as the impact on individuals and organizations of using financial measures to evaluate their performance.

The lectures and seminars are provided by the Department of Economics and the University's Saïd Business School.

### *A typical weekly timetable*

A typical week will involve attending six lectures and two tutorials. Prior to and after attending a lecture, students are required to undertake study to reinforce their understanding of the material introduced in the lecture. The tutorials involve discussing an essay with a tutor. Preparation for a tutorial will typically take up to two and a half days and will require extensive reading around the subject as well as the time to write the essay.

### *Careers*

Graduates in Economics and Management are amongst the most sought-after in the University. The breadth of the course and the range of skills which it provides have proved attractive to employers in a wide variety of industries. These employers include both leading international organizations in 'traditional activities' as well as new start-up companies in a variety of high-tech fields.

### Assignment

- 1. Make up glossary of the text above (about 25 words)**
- 2. Compose a short advertisement for University entrants using your glossary list**

### **Text 2**

*Anushka Sarin, Brasenose, 2nd year*

Studying at University is a completely new experience compared to A-Level study. Here there is more emphasis on independent work, allowing the student to understand and therefore reach their own individual potential rather than being 'spoon-fed' as they were at school. Being Oxford is better than I expected it to be. Once you get here every student realizes that the university offers something for everyone and it is their choice to embrace the aspects that excite them the most; be it academia, sport, music, drama or the arts. This being Oxford, I did expect the course to be academically rigorous and challenging but the high levels of energy and interest of the tutors themselves acts as an incentive to push myself to the limits. Having done economics at A-Level, I had an idea that half of this course would be an extension and in-depth analysis of the ideas and theories touched upon at school. The Management side was a completely new aspect for me however, but I was pleasantly surprised to find that it was a perfect complement to the Economic background and found it to be extremely applicable to most everyday life situations. I also enjoy the diversity of the course as it encompasses a wide range of other disciplines like Philosophy, Sociology and Social Anthropology. As for extra-curricular activities I am involved in the production team for the play *Dealer's Choice*, which



at

will be staged at the Old Fire Station (OFS). I am an active member of the Oxford University Investment and Finance Society (OUIFS) as well as the Management Society, helping me develop my interpersonal and leadership skills.

### **Assignment**

**1. Point out the most attractive advantages of taking this course.**

## **Lesson 24**

### **Text 1**

## **Engineering and Computing Science**

**Duration of course:** 4 years

**Degree awarded:** MEng

**Average intake:** 14

**Postal address:** Department of Engineering Science, Parks Road Oxford OX1 3PJ

### ***What is Engineering and Computing Science?***

Computers are everywhere in engineering, both as tools for the investigation of engineering problems and as components of the technologies that engineers create. This is true both in more traditional areas like structural design and signal processing and also in more recent fields such as biomedical engineering. But although almost every engineering endeavor may involve computers, a certain proportion of them make use of computers in ways that are especially fundamental and innovative. These are the applications of special interest in the interdisciplinary field of Engineering and Computing Science.

### ***Engineering and Computing Science at Oxford***

The course develops from Engineering Science, which uses mathematics and physics to create principles for successful solutions to engineering problems. Computer Science is similarly concerned with computing and its uses. For example, one objective of good programming is to create programs which are provably safe and can therefore be applied to controlling nuclear reactors, aircraft and medical services; it is by understanding both the engineering problems and the computing design that this is achieved.

### ***A typical weekly timetable***

The first year is taken in common with the Engineering Science degree, with the same examination at the end of the year. Thus, transfers between courses may be possible at that stage. In the second and third years, time is divided between the core Engineering subjects and Computer Science courses. An extensive project is undertaken in the third year on the design and imple-

mentation of a significant program. In the fourth year students undertake a further major project and three papers on specialist topics in information engineering and computer science.

### ***Careers***

Graduates go on to careers in every area of engineering, IT, science, business, government and academia.

#### **Assignment**

- 1. Make up glossary of the text above (about 25 words)**
- 2. Compose a short advertisement for University entrants using your glossary list**

### **Text 2**

#### ***The First Polytechnic 1843-1853***

In 1843 **Polytechnic Institute** was founded in Birmingham as a result of the collapse of the Mechanics' Institute. It was supported by leading members of the Liberal elite who dominated the city, including George Dawson. Dawson, after whom one of the buildings on our Perry Barr campus is named, was a powerful non-conformist preacher and the main inspiration behind the 'Civic Gospel' which transformed Birmingham in the 1870s.

The Polytechnic Library had about 4,000 volumes and originally taught classes in languages, chemistry and advanced mathematics. Charles Dickens delivered a speech at the Polytechnic, which in 1845 had 496 members and in 1848, 664 – of whom 108 were women. Regrettably, however, support dwindled and the Polytechnic Institute was forced to close in 1853 to be succeeded almost immediately by the Birmingham and Midland Institute, which is still in existence.

#### **Assignment**

- 1. Translate the text.**
- 2. Make up glossary of the text.**

### **Lesson 25**

#### **Text 1**

#### ***Geography***

**Duration of course:** 3 years

**Degree awarded:** BA

**Average intake:** 90

**Postal address:** School of Geography and the Environment, Mansfield Road, Oxford OX1 3TB

## ***What is Geography?***

Geography is a diverse discipline that bridges the arts, social and natural sciences, providing a broad education and addressing pressing issues including environmental change, regional and global inequalities, the transformation of global economy and culture, ethnic segregation, urbanization, planning, natural hazards, and many more. Students obtain a coherent view of the rapidly changing world and the ways in which society influences and is influenced by it.

### Lesson 26

## ***Geography at Oxford***

The Oxford Geography degree focuses on the interrelationships between society and the physical and human environment. Students are introduced to the full range of geographical topics, which they can then follow up in more detail in the optional papers. There is considerable emphasis on interdisciplinary approaches in the course, with opportunities to explore the cross-fertilization between geography and other disciplines, such as anthropology, sociology, history, political science, economics, earth sciences and biology. The tutorial system offers ample opportunity for independent work and the pursuit of subjects of particular interest. Seminars and classes offer the chance to interact with other students in discussing specific issues. Many special lectures by visiting speakers, both within and outside the School of Geography, enrich the opportunities open to Oxford geographers. The facilities in the School are among the best in the country. There are extensive computing facilities, including a dedicated IT support team. The library is one of the largest of its kind in the country, with 107,000 volumes and subscriptions to more than 200 journals, many now online. Computerized search and database systems are provided. Students may also use the extensive library resources elsewhere in the University, such as the Geography Map Room in the Bodleian.

Students taking the Physical Geography options will use the well-equipped laboratories both for practical courses and for individual research projects. The School has a small meteorological station located in the building for use in undergraduate teaching.

### ***Fieldwork and international opportunities***

The School of Geography and the Environment emphasizes the importance of fieldwork since it believes there is no substitute for teaching subjects at first hand. In the first year, all students take part in a field trip, which in recent years has included visits to Northern Ireland and Paris, as well as weeks in Kent, Dorset and London. Several of the option subjects in the second and third years involve field trips which in recent years have included trips to Russia, South Africa and Tenerife. Independent research in the field or in archives is a key element of the dissertation. Each year, around 40% of our undergradu-

ates choose to do their dissertation overseas, covering a remarkable range of countries worldwide.

### *A typical weekly timetable*

A typical weekly timetable comprises lectures in the morning, and usually a few afternoon seminars or practical classes. In addition, each student will attend at least one college tutorial per week, the staff: student ratio for which will typically be 1:2 (but up to 1:5 in option paper tutorials), and some college-based classes.

### *Careers/graduate destinations*

Students graduating from the School proceed into many different types of employment and their broad skills are valued by employers - literacy, numeracy and 'graphicacy', along with their experience of researching projects and working in groups. Some graduates are able to use their geographical knowledge directly in their work or in higher degrees. In recent years geography media, teaching and research.

#### **Assignment**

- 1. Make up glossary of the text above (about 25 words)**
- 2. Compose a short advertisement for University entrants using your glossary list**

## **Text 2**

### *The Second Polytechnic 1971-1974*

Towards the middle of the 1960s, the then Secretary of State for Education, Tony Crosland, created a new sector of higher education - the polytechnics. They were intended to complement the more academically orientated universities and focus on professional and vocational programmes of study, offered on both a full-time and part-time basis.

**Birmingham Polytechnic** was designated in 1971 and was initially formed out of five colleges, the Birmingham College of Art, the Birmingham School of Music, the Birmingham College of Commerce, South Birmingham Technical College and North Birmingham Technical College. Each of these institutions has a distinctive and complex history, which is summarized briefly below.

#### **Assignment**

- 1. Translate the text.**
- 2. Make up glossary of the text.**

## **Lesson 27**

### **Text 1**

## *History (Modern)*

**Duration of course:** 3 years

**Degree awarded:** BA

**Average intake:** 300

**Postal address:** Modern History Faculty, Broad Street, Oxford OX1 3BD

### *What is History?*

History involves both the study of individual societies over extended periods of time and the study of several societies simultaneously to enrich our understanding of the past. It provides a distinctive education by developing an awareness of differing political, cultural, social and economic structures in past societies and their interrelationship. It combines vigorous debate over questions of interpretation with rigorous attention to the source materials. Its constant enrichment by cross-fertilization from other disciplines leads to the asking of new questions about the past.

### *History at Oxford*

Oxford is celebrated for the broad chronological sweep of its courses and enormous amount of choice offered to students. You can study options on any part of British and European History from the declining years of the Roman Empire to the present day. The geographical range is also broad: there are options on North American, Latin American, Asian and African History. Students are encouraged to adopt a variety of interdisciplinary approaches to their work, and the Faculty is strong on intellectual and cultural history options. The Oxford History Faculty is at the forefront of research.

### *A typical weekly timetable*

You will be expected to attend about five lectures per week during the first year, participate in regular meetings with tutors to discuss work, research in libraries and write at least one essay a week. In the second and third years students choose from an enormous variety of lectures and their regular diet of tutorials is supplemented by Faculty classes which give the opportunity to discuss work with a larger number of students. The thesis gives all students the opportunity to engage in a piece of independent research. Throughout the course, you are very much in charge of your own timetable.

### *Careers/graduate destinations*

A history degree equips students with a set of transferable skills applicable to many careers, which have enabled generations of Oxford historians to excel in a wide range of careers such as the law, investment banking and consultancies, advertising, accountancy, the civil service, publishing, journalism and the media, global charity work, museums, librarianship and archive work and teaching.

## Assignment

1. Make up glossary of the text above (about 25 words)
2. Compose a short advertisement for University entrants using your glossary list

### Text 2

*Lucy Flanner, St Hilda's, 3rd year*



A-levels: Art, English, History, Geography, General Studies

I was impressed by the academic tradition of Oxford. The vibrant and magical nature of the city provides an ideal environment in which to study. Another attraction was the course as it allows you to become familiar with the key areas of Geography during the first year, enabling you to make more informed decisions when specializing during

the second and third years. As you progress the concepts are dealt with at a much deeper level, and key links are made between core ideas. My daily routine during the first year involved lectures, seminars, tutorials and practical classes, which proved to be quite demanding. Some A-level topics were repeated, although you tackle them in greater depth and are introduced to many interesting new topics, such as political geography and social segregation.

The number of lectures per week falls considerably during the second year, providing more time for reading and scope for autonomy. I particularly enjoyed human geography, and specialized in capitalism and the political geography of European integration. Despite there being an expectation of achievement, there is more to life at Oxford than studying. Most students are involved in various activities and societies. Sport at university level is organized and a great way to meet new people. It provides a great contrast to studying and most clubs organize social events. I am a middle-distance runner and combining studying with sport and socializing has been exhilarating. Oxford provides enormous scope to discover your unknown talents and interests. I recommend applying to Oxford as the tradition, the collegiate and tutorial systems make it unique, and my experience to date has been positive.

## Assignment

1. Point out the most attractive advantages of taking this course.

## **Lesson 28**

### **Text 1**

#### **Faculty of Romance and Germanic Philology Chair of Theory and Practice of Translation**

Due to the widening international contacts of the West Siberian region with countries of Europe, America, Asia and other continents its need and necessity in training highly qualified specialists - translators for promotion of cooperation in different spheres of the economic, political, business and cultural life grows gradually.

Meeting the modern needs and supported by the European Foundation for Education established with a view to support and co-ordinate activities in the sphere of professional education the Faculty of RGP has organized the Chair of Theory and Practice of Translation giving the specialization "Philologist, Translator from/to Two Foreign Languages". Students are enrolled to this Chair after the third year of studies at the Faculty of Romance and Germanic Philology and completion of learning disciplines of the cycle of general education, as linguistic (History of the Language, Lexicology, Stylistics, Theoretical Grammar) so pedagogical and philological (Pedagogics, History of Russian Literature, History of Foreign Literature) and some others.

After the third year of studies students willing to get the speciality of a translator take part in the selective competition on results of which they are enrolled to the Translation Department where they are to be trained for the speciality "Translator" during the following 4-th and 5-th years.

Mastering the skills of translation includes learning such disciplines as Scientific Technical Translation, Translation of General and Literary Texts, Written and Oral (Consequent and Synchronous) Translation, and the theoretical aspects of translation: Stylistics, Terminology, History of Literary Translation Development, etc.

In 1998 and 1999 the Kemerovo State University with support of the TEMPUS/TACIS Program opened two specialized laboratories for consequent and synchronous translation provided with the up-to-date audio and video equipment.

Beside deep learning the main foreign language, students are to study the technique of translation from/to the second foreign language. Besides, there are optional classes on learning the third foreign language (Italian, Spanish, Dutch or any of the classical languages).

For successful mastering skills of translation and learning foreign languages the Faculty has got modern linguophonic equipment, computers, video and audio tape recorders; students have a methodical room at their disposal where they can be consulted on educational methodical literature, use different

reference books: dictionaries, catalogues, journals, periodicals including those accessible via Internet.

Students also have an opportunity to use the Chair fund of literature including modern educational manuals on translation and periodicals of the latest years.

The Chair of Theory and Practice of Translation holds regular translators' conferences and seminars organized by both KemSU lecturers and their foreign colleagues from the Institute of Translators.

Highly qualified lecturers - theorists and practical translators, Doctors and Candidates of Sciences who have worked on probation at institutions of higher education in the USA, England, France, Belgium and Germany, as well as foreign lecturers specially visiting KemSU to deliver cycles of lectures or special disciplines, work at the Translators' Department.

Those students who have selected the speciality "Translator" may also optionally study disciplines of the pedagogical cycle in order to get the additional qualification "Teacher of a Foreign Language".

For the years of its functioning the Chair has trained many highly qualified specialists - translators speaking two or more foreign languages who are employed by the labour market of Kuzbass. Many of graduates from the Chair are now developing their knowledge and skills at the post-graduate courses at KemSU.

### **Assignment**

- 1. Make up glossary of the text above (about 25 words)**
- 2. Compose a short advertisement for University entrants using your glossary list**

### **Text 2**

*Melanie Bacchi, Trinity College, 3rd year*



The collegiate system at Oxford allows for closer development of a network of friends and easier integration into university life. This is fast-paced but that's what makes it interesting and exciting, there is always something to do and I believe that at the end of term most people feel a sense of satisfaction when they look back at everything they have accomplished both academically and non-academically. The language aspect is very interesting from a linguistic approach i.e. studying changes in language and speech from region to region, studying how language has changed over the years and how it has diverged. You also get the chance to study authors that really made an impact on society,

changed the country and left their mark. Oxford seems to emphasize and develop both literature and language in conjunction, which is very important. Doing a modern language course, you should be exposed to both; a course that focuses solely on language will not provide the most rounded and interesting approach in my view. In my spare time I practice Judo and swimming. I became the student representative for Portuguese at the Junior Consultative Committee and I am also on the ball committee for my college Commemoration Ball to be held in 2005. This is a great way to do something for the college and have a say in what happens. You don't have to be super clever to get in at Oxford, just show that you can think intelligently and that you have ideas. Show them your potential and Oxford will make that flourish.

### **Assignment**

**1. Point out the most attractive advantages of taking this course.**

## **Lesson 29**

### **Text 1**

#### ***Medicine***

**Duration of courses:** Standard course: 6 years; Accelerated course for honours graduates in appropriate sciences: 4 years

**Degree awarded:** BM BCh (the standard course also includes an Honours BA)

**Average intake:** Standard course: 150; Accelerated course: 30

**Location of the medical school:** Science Area; John Radcliffe Hospital

#### ***What is Medicine?***

Medicine offers a broad range of careers from general practice to the specialties of hospital practice and to medical research. Medicine is an applied science, but it is equally about dealing sympathetically and effectively with individuals, whether they be patients or colleagues. Medicine increasingly poses difficult ethical dilemmas, and, above all, medicine is constantly and rapidly developing and providing a stimulating challenge to practitioners and medical scientists alike.

## **Lesson 30**

### ***Medicine at Oxford***

Though the Oxford Medical School has now expanded considerably, it remains relatively small, so students and staff can get to know one another and benefit from a relaxed and friendly atmosphere. The course is intended for students with a particular enthusiasm for the science that supports medicine and its continuing advancement. We have retained a distinct, three-year pre-clinical course that includes an honours degree in Biomedical Sciences for all students. Details of the clinical course are available separately.

During the pre-clinical course, the college tutorial system is a central feature: students see their tutors and are taught weekly in small groups, often in pairs. This supplement to University teaching can be tailored to individuals' needs and interests. University lectures, seminars and practical classes take place in the new Medical Sciences Teaching Centre in the Science Area. The teachers are drawn from Oxford's extensive pre-clinical and clinical departments, all of which have international reputations for excellence in research, and the courses are organized on an interdisciplinary basis so as to emphasize the interrelatedness of all aspects of the curriculum.

### ***Course structure***

The first five terms of the course are devoted to the basic pre-clinical qualification, the 'First BM'. Students are introduced to the major systems of the body and study all aspects of their structure and function in health and also the principles of disease processes. Students are encouraged to develop an enquiring approach and to consider the experimental basis of the science in the course. Matters of clinical relevance are illustrated from the outset. There are clinical demonstrations in the hospitals, and students make regular visits to GP tutors and see the clinical and personal consequences of illness.

The final part of the course leads to a BA in Medical Sciences.<sup>1</sup>

The course will enable you to study a particular area of the medical sciences to an advanced level.

### ***Research work***

In addition to course work assessed by formal examinations, students undertake a research project. This gives valuable first-hand experience of research: project placements are offered both by pre-clinical and clinical departments.

### ***A typical weekly timetable***

During the First BM, lectures and practicals occupy about half of the time, and the remainder is available for tutorial work, self-directed study and extracurricular activities. During the degree course, formal lecturing is kept to a minimum, and students are mostly free to pursue their research projects and to prepare for tutorials and seminars; guidance is provided so that students use their time well.

Halfway through year 3, students must apply to and be accepted by a clinical school. Of those who choose to apply to the Oxford Clinical School, about 85% have been successful in past years. The remainder mostly go to London or to Cambridge. No student is guaranteed a place in Oxford, but all qualified students will find a place somewhere (there being sufficient places available in the system).

### ***Graduate entry and the accelerated course***

Graduates in appropriate science subjects are eligible for the new four-year accelerated course. After a special two-year transition course taught at the hospital site, with the support of college-based tutorials, the accelerated programme leads into the final two years of the standard clinical course.

#### **Assignment**

- 1. Make up glossary of the text above (about 25 words)**
- 2. Compose a short advertisement for University entrants using your glossary list**



#### **Text 2**

*Rachael Hawes, Magdalen, 2nd year*

I was attracted to Oxford because it offered my favourite medical course with the incorporated Honours BA. As Medicine has been a new subject to all of us, the transition from A-level study is hard to assess. Conceptually, areas of A-level knowledge are expanded on and entirely new concepts are introduced but the main challenge has been the volume of information and pace of the course. However, the tutorial system seems a useful mechanism to ensure you're not being overwhelmed and quickly settle into the transition of independent working. I also enjoy talking around a subject in tutorials with experts in the field, who are often involved in cutting-edge research. The course has a high practical content and these can be immensely satisfying. In contrast to the science, the Doctor-Patient Course has been interesting in gaining some initial clinical experience and retaining sight of my end goal. The comparatively busy timetable of the medical course can make it difficult to pursue some extra-curricular activities. However, I'm continuing to play Lacrosse and will co-captain my college mixed team this year. I also plan to experience novice rowing and hope to continue evening salsa dancing classes. As a member of the university Medical Students Society I have been involved in charity.

#### **Assignment**

- 1. Point out the most attractive advantages of taking this course.**

## Lesson 31

### Text 1

#### *Modern Languages*

**Duration of course:** 4 years (including compulsory year abroad)

**Degree awarded:** BA      **Average intake:** 230

**Postal address:** Taylor Institution, St Giles', Oxford OX1 3NA

#### *What is Modern Languages?*

The study of Modern Languages provides both practical linguistic training in the written and spoken language and an extensive introduction to many areas of European literature and thought. You will develop oral proficiency in the language(s) you study by regular contact with native speakers employed by the University and by colleges. You can also study various kinds of linguistics, film studies and advanced translation (in French and German).

#### *Modern Languages at Oxford*

Oxford's Modern Languages Faculty is one of the largest in the country, with a total intake of 310 students a year (including joint degrees). In recent years, about one out of every two applicants for the Modern Languages course has been successful. We enjoy the advantages of a central building - the Taylor Institution - as the focus for our work. This houses the Taylor Institution Library, which is the biggest research library in Britain devoted to modern languages, and also an undergraduate lending library for modern languages.

The University's modern and excellently equipped Language Centre received special praise in the last Teaching Quality Assessment. It has a library of taped, self-instructional courses in all major European languages and a large collection of reference works, listening comprehension and video materials, some of which are specifically tailored to the needs of Modern Languages students. It is also equipped with satellite TV and computer-assisted language learning facilities.

#### *Available languages*

French, German, Spanish, Italian, Russian, Portuguese, Medieval and Modern Greek, Czech (with Slovak), Celtic, Polish. Students who offer one language also study linguistics in their first year. First-year options are also available in French and German, so that, if you prefer, you can take alternative papers in those languages (including papers on thought and film studies) rather than linguistics. Except for Czech (with Slovak) and Celtic, which can only be done in combination with another language (not linguistics), all languages can be studied after the first year on their own or in combination with another language. Polish is available as a subsidiary subject in combination with another language (but not with Czech and Celtic). Catalan, Galician, Provençal and Yiddish can be taken as additional options.

### ***Work placements/international opportunities***

Modern Languages is a 4-year course involving a year abroad (the third year of the course but the second year in the case of beginners in Russian). Many students spend the year abroad as a paid language assistant in a foreign school, though you may do work abroad or study at a foreign university. If you need further information, you can consult with the college of your choice. We encourage you to spend as much as possible of your vacations in the countries whose languages you are studying. Financial support, including traveling scholarships, may be available from your college and/or the Faculty.

### ***A typical weekly timetable***

Your week's work will include a tutorial in, or organized by, your college, language classes on different skills relating to the language or languages you study, and perhaps three or four lectures.

### ***Careers***

Recent studies indicate that an increasing number of British employers are realizing the value of recruiting trained linguists, and Oxford Modern Languages graduates regularly go into highly competitive areas such as law, management consultancy, accountancy, international press agencies, the media, advertising, the Foreign Office and the performing arts.

### **Assignment**

- 1. Make up glossary of the text above (about 25 words)**
- 2. Compose a short advertisement for University entrants using your glossary list**



### **Text 2**

*Ellen Clarke, Merton, 2nd year*

I chose to study at Oxford because the tutorial system appealed to me and I thought it would be of real benefit. The History and English course also seemed well thought out and an attractive option. I went to a normal state school, so I wasn't entirely sure what to expect when I arrived, but the main difference between study there and study here is that you have to be far more conscientious about managing your time well because your contact hours are reduced. But I enjoy having more choice about what I study and more freedom to focus on areas I am really interested in. The description of the History (Modern) and English course in the prospectus was very clear, so I had a good idea of what to expect, and it enables me to pick from both the History and the English options. I enjoy being able to combine my knowledge from both these disciplines: comparing the literature and history of a particular period to strengthen my understanding of both is very rewarding. I'd recommend my course to anyone who

enjoys History and English, and would like to continue both at degree level. It's an original course, which allows you the freedom to pursue your interests, whatever they might be. My college is friendly and stimulating - I like the welcoming atmosphere, and I'm hoping to get involved in the college arts festival later this year. I'd definitely recommend applying to Oxford - I've enjoyed my experience. No one should feel intimidated by Oxford or the application process. Just go for it and see what happens.

**Assignment**

**1. Point out the most attractive advantages of taking this course.**

## Lesson 32

### Text 1

#### Theology

**Duration of course:** 3 years

**Degree awarded:** BA

**Average intake:** 60

**Admission requirements:** see [Entrance requirements table](#)

**Postal address:** Theology Faculty Centre, 41 St Giles' Oxford OX1 3LW

#### What is Theology?

To enjoy theology you need above all to be interested in the questions it raises, and not sure about all the answers. For this reason, although the course concentrates mainly on the origins and development of Christian theology, it appeals to students from a great variety of intellectual and religious or non-religious backgrounds. To engage with all the different aspects of the course, you have to be something of a historian and a philosopher, a textual and literary critic, and a linguist. All these disciplines together not only help to make a theologian, but, like the other arts subjects, equip our graduates to embark on a wide range of careers.

#### *Theology at Oxford*

The Theology Faculty has more than 100 members covering almost every possible branch of the discipline, ranging from experts in the ancient languages and literature of the world's religions to church historians and systematic theologians. Its reputation attracts scholars from all over the world as visiting lecturers.

Our library facilities are excellent. Besides the Bodleian and the Faculty Library, most college libraries have a theology section. Access to the theological library at Pusey House is also possible. The Faculty Centre has a computer room, allowing access to a vast range of networked resources in Humanities including electronic journals, library catalogues, language learning programmes, and digitized texts for different parts of the course. Most colleges have similar IT facilities.

#### *Course structure*

The course normally lasts three years, but may be taken in two by those who already have a university degree.

#### *Other courses*

A number of Permanent Private Halls (Regent's Park, St Stephen's House, Wycliffe Hall, Grey friars, Black friars, St Benet's) and an Anglican Theological College (Ripon College Cuddesdon), and Mansfield and Harris Manchester Colleges enrich the life of the Faculty by offering the BTh and Certificate in Theology. Candidates choose up to 12 areas of study, including pastoral theology and human studies, Christian prayer and worship, the integration of biblical

and theological studies, which can be examined by extended essays and which also include the opportunity to undertake practical work.

Application should be made directly to one of the above.

### *Fieldwork/international opportunities*

Most students will have the opportunity to visit Israel - to work on an archaeological dig or in a kibbutz, to study Hebrew in Jerusalem, or to travel on a study tour with a college tutor. There are other opportunities for a year abroad at Bonn University, Germany.

### *A typical weekly timetable*

The University arranges the lectures (four to six weekly) and some classes (three a week for language work, and perhaps one a week in others) which are open to all undergraduates. College tutors arrange tutorials (usually one weekly) when, on your own or in a pair, you bring an essay and discuss it for an hour. A large part of the week is spent in private study in preparation for tutorials.

### Assignment

1. **Make up glossary of the text above (about 25 words)**
2. **Compose a short advertisement for University entrants using your glossary list**

## **Lesson 33**

### *Birmingham College Of Art*

In October 1843, the Birmingham Society of Artists accepted the regulations of the Government to open the **Birmingham Government School of Design**. Some ten years later the School was renamed the 'Birmingham Government School of Ornamental Art'.

A new Headmaster, E R Taylor, was appointed in 1877, and his persistence, coupled with growing student numbers, helped convince the Birmingham Council to sponsor a new art school. The building was designed by John Chamberline and erected in Margaret Street in the town centre. It is a beautiful Venetian Gothic edifice, whose internal and external decoration reflects Ruskinian ideas on the variety of nature as the fount of all art. Opened in 1884, the School became the first municipal school in the country one year later and is now a Grade I Listed Building. .



Margaret Street

'Margaret Street', as the building is lovingly known, still houses our Department of Art and underwent costly restoration and refurbishment in the

1990s to restore it to its former glory. The quality of the restoration was recognized by the grant of a RIBA Architecture Award.

In due course, the College of Art expanded into further areas of work and outgrew its Margaret Street premises. As a result, the labyrinth of buildings currently used at **Gosta Green** (or more properly, 'The Aston Triangle') was inhabited in the early 60s. On merger with Bournville College of Art (see later), the title '**Birmingham Institute of Art and Design**' was adopted. It is a little invidious to select any of the constituent parts of our Institute or its predecessors for special mention, but two demand further attention, the School of Jewellery and the School of Architecture.

### **Assignment**

- 1. Translate the text.**
- 2. Make up glossary of the text.**

## **Lesson 34**

### **Text 1**

## **Caspian Sea Region: Environmental Issues**

### **GENERAL BACKGROUND**

The landlocked Caspian Sea is the largest inland body of water on earth. Surrounded by Azerbaijan, Iran, Kazakhstan, Russia, and Turkmenistan, the Caspian Sea is home to myriad ecosystems. At the meeting point of the Middle East, Europe, and Asia, the Caspian region includes steppe land in the north, cold, continental deserts and semi-deserts in the northeast and east, and warmer mountain and highland systems in the south and southwest. The coastal wetlands of the Caspian basin include many shallow, saline pools, which attract a variety of bird life and biodiversity; over 400 species are unique to the Caspian. In addition, the sea's native sturgeon is famous the world around for the roe it produces: sturgeon from the Caspian Sea accounts for approximately 90% of the world's caviar industry.

Although oil has been produced in what is present-day Azerbaijan for more than 100 years, the dissolution of the Soviet Union in 1991 led to heightened interest in the region, especially among Western energy companies that previously were shut out of the area. The Caspian Sea's energy potential already was well-known, and the confirmation of that potential with the discovery of significant hydrocarbon deposits in the mid-1990s brought an influx of foreign investment in energy development in the region, particularly in Azerbaijan and Kazakhstan.

Assignment:

1. Translate the text.
2. Make a list of terms.

### **Lesson 35**

#### **ENVIRONMENTAL PROBLEMS**

The spotlight on the Caspian region's oil and gas reserves also highlighted the appalling state of the environment in and around the sea. Years of neglect have left the sea and the surrounding region in a precarious position environmentally. Petrochemical and refining complexes on the Absheron peninsula in Azerbaijan are major sources of land-based pollution, and discharges and spills from oil and gas drilling both onshore and in the sea itself have had serious impacts on the environment. Untreated waste from the Volga River into which half the population of Russia and most of its heavy industry drains its sewage empties directly into the Caspian Sea, while pesticides and chemicals from agricultural run-off are threats to the sea's flora and fauna. Thousands of seals that live in the Caspian Sea have died since 2000 due to pollution that weakened their immune systems, and overfishing, especially of the prized sturgeon, has caused a dramatic decline in fish stocks.

In addition to the existing problems, several other issues could compound the Caspian region's environmental difficulties. Oil and gas production in the sea inevitably will result in the construction of pipelines and infrastructure to export these resources to consumers, raising the possibility of loss of habitats for marine life as well as the specter of accidental spills. The mysterious rise of the Caspian Sea could flood oil wells, rigs, and earth-walled reservoirs on the coastline, spilling into water tables and contaminating drinking water supplies. A lack of regional cooperation, highlighted by the still unresolved legal status of the Caspian Sea, as well as weak environmental laws and regulations and the inability to enforce them, already is affecting efforts to protect the Caspian's environment.

The economic decline that accompanied the breakup of the Soviet Union reduced industrial production in the region (and thus the flow of contaminants into the Caspian) in the early and mid-1990s. However, as economic growth in the region has rebounded, so have pollution levels. Polluted beaches and coastlines means that swimming in most areas of the sea is hazardous, and toxic waste threatens to contaminate drinking water supplies for people living in the region. The impact of the environmental degradation on human health has been measurable, with higher rates of cancer recorded in the area, and the precipitous

decline in the Caspian's (official) sturgeon catch is threatening the survival of the region's caviar industry.

Thus, there is an urgent need to protect the Caspian environment in order to maintain it for future generations. Continued economic development, improved regional cooperation, and the implementation of modern technology will be required in order to improve the state of the environment in and around the Caspian Sea in coming years.

Assignment:

1. Translate the text.
2. Make a list of terms.

## **Lesson 36**

### **Text 3**

#### **Oil- and Gas-Related Pollution**

The collapse of the Soviet Union in 1991 exposed to the world the regime's poor environmental record in the Caspian. Rusty derricks, poisoned soil and water, pools of oil scum, and uncontrolled well fires were byproducts of the Soviets' oil exploitation in the Caspian region. Despite the influx of billions of dollars in foreign investment, many Soviet-era wells remain in place. The long history of contamination, combined with short-term economic pressures to exploit the sea's potential, will mean that threats to the Caspian environment from oil and gas production will continue to loom large.

Oil and gas extraction, along with transportation and industrial production, has been the source of severe air, water, and soil pollution in the Caspian region. Systematic water sampling in different parts of the Caspian basin shows contamination from phenols, oil products, and other sources. Mineral deposit exploration, particularly oil extraction and pipeline construction, have contributed to the pollution of about 30,000 hectares of land.

Pollution from oil fields and refineries continues at a high rate due to the use of outdated technology, malfunctioning equipment, and/or simple human disregard. However, even normal processes for oil and gas extraction have environmental side effects. Loud sounds used in seismic surveys in oil and gas exploration can have a range of negative effects on living creatures, particularly fish. The drilling of offshore exploratory wells involves the introduction of various materials into the marine environment, including such non-toxic materials as water-based drilling mud and rock cuttings but also potentially toxic drilling fluids. Discharges from drilling rigs--accidental or otherwise--can include sewage and wastewater from crew facilities as well as deck wash, which can include lubricants such as greases, hydraulic fluids, cement slurry, drill testing fluids, and incidental fuels.

In addition, there is always the chance of an accidental spill from an oil derrick, where a blowout results in an uncontrolled release of hydrocarbons for hours, weeks or even months until the well can be controlled. Although blowouts are rare in offshore exploration, the likelihood is slightly higher than for production wells. Approximately 1% of exploratory wells worldwide have had blowouts and the resulting releases are normally relatively small. Heavy crude oils tend to stay in the marine environment longer than lighter API gravity oils. Furthermore, the purposeful flaring of associated gas from oil wells releases carbon emissions into the atmosphere.

The effects of oil and gas exploration and production in the Caspian region have been felt most strongly in Azerbaijan, where a century's worth of oil production has resulted in acute soil degradation and contamination problems, particularly on the Absheron peninsula. Scant environmental consideration was given to industrial and energy development in Azerbaijan, with disastrous consequences: oil production has left behind vast areas of wasteland, with standing oil ponds and severely contaminated soil, a shore along Baku Bay that is black with oil residue, and high levels of pollution in the Caspian Sea.

While Azerbaijan has been hardest hit by pollution from oil exploitation, other littoral and neighboring states also have been adversely affected. In Kazakhstan, environmental tests have noted that cases of blood disease, tuberculosis, and other diseases are four times more common in the Caspian area than the rest of the country's average. Although the tests showed that the environmental contamination in the northeast Caspian is less than what has been recorded previously, water which has been contaminated by oil products in Kazakhstan is still used for drinking water. This contamination is cited as a main reason for intestinal infections in Kazakhstan's coastal areas.

Assignment:

1. Translate the text.
2. Make a list of terms.

## **Lesson 37**

### **Oil and Gas Transport Issues**

In addition to the health and environmental threats due to oil and gas production in the Caspian, the sea's geographic location is another factor complicating efforts to protect the regional environment. Since the sea is landlocked

and the littoral states are not major energy consumers (with the exception of Russia, which is a major consumer but also a net energy exporter), in order for the oil and gas produced in the Caspian region to reach intended customers it must be transported via pipeline. A number of Caspian region oil pipelines have been built or are under construction, and several regional gas pipelines have been proposed as well.

Environmental issues have played an important part in the selection of export routes for Caspian oil and gas. As proposed east-west routes have predominated, the environmental health of the Black Sea in general and the Bosphorus Straits in particular has become an important factor influencing the selection of final routes, especially for oil. With the launch of the Caspian Pipeline Consortium's Tengiz-Novorossiisk pipeline in 2001, tanker traffic leaving the Black Sea port of Novorossiisk and exiting the Bosphorus en route to the Mediterranean Sea has increased.

The Bosphorus is already a major chokepoint for oil tanker shipments, and traffic is projected to increase substantially as the CPC pipeline reaches its eventual 1.34-million-barrel-per-day-capacity. Thus, Turkey has argued against export routes that utilize the Black Sea, noting that the projected increase in large oil tankers will pose serious navigational, safety, and environmental threats to the Bosphorus. Several "Bosphorus bypass" pipelines have been proposed to avert the threat of an oil spill or gas explosion on a tanker navigating the Bosphorus through the heart of Istanbul.

Construction of new pipelines, such as the Baku-Tbilisi-Ceyhan (BTC) oil export pipeline (under construction) and the planned Baku-Tbilisi-Erzurum gas pipeline, will necessitate the construction of new roads and infrastructure, which could lead to habitat loss. The Georgian government has expressed worries that the BTC's planned route traverses the country's Borjomi Valley, home of Georgia's famed mineral water. However, BP, which is the operator of the consortium constructing the BTC pipeline, has conducted a thorough environmental impact assessment for the underground pipeline, and built-in precautions, such as automatic shut-off valves in the event of a leak, are geared to mitigate any negative environmental effects. The results of the environmental impact assessment seem to have alleviated the Georgian government's concerns, although there remains opposition to the pipeline among Georgian environmentalists.

Several proposed export routes for Caspian oil and gas entail the construction of trans-Caspian pipelines or tanker deliveries to from oil terminals to export pipelines. A trans-Caspian gas pipeline from Turkmenistan to Azerbaijan has been proposed, as has a possible pipeline link across the Caspian to transport oil from the Kazakh port of Aqtau to Baku. Tanker traffic, mostly from Aqtau and the Turkmen port of Turkmenbashi to Baku and the Russian

port of Makhachkala, could impact fish migration routes. The northern Caspian Sea, which is characterized by relatively shallow waters and the lack of currents, is home to more the 80% of the sea's netted fish, making it more difficult to regenerate its natural resources in the event of an environmental problem.

The laying of pipelines on the Caspian seabed could have a negative effect on marine life as well, and both Russia and Iran have opposed trans-Caspian pipelines on environmental grounds.

Transporting oil and gas via pipeline has inherent risks, with the possibility of leakage and spills, but in the Caspian region these risks are heightened due to the possibility of sabotage. A number of conflicts in the Caspian region remain unresolved, and the difficulty in securing pipelines over long distances, as well as the economic dependence on states such as Azerbaijan on export revenues, could make Caspian oil and gas pipelines prime targets for sabotage. Separatist groups targeting an oil or gas pipeline could cause an environmental catastrophe in the event that an explosion on the pipeline results in a major leak. Illegal tapping, rather than sabotage, of both the Baku-Novorossiisk pipeline in Chechnya and the Baku-Supsa pipeline in Georgia already has caused major leakage problems.

Assignment:

1. Translate the text.
2. Make a list of terms

## **Lesson 38**

### **Text 5**

#### **Agricultural, Industrial, and Municipal Waste Discharges**

Although environmental damage from oil and gas production in the Caspian Sea and surrounding areas is considerable, oil-related pollution is less serious than it sometimes seems because most hydrocarbons deteriorate in seawater. Far more serious, however, are the agricultural, industrial, and municipal wastes--mostly untreated--that pour into the sea. Although the decline in the region's industrial and agricultural output during the 1990s reduced air pollution and industrial and agricultural discharges into the Caspian, Azerbaijan's Ecology Minister, Gusein Bagirov, has estimated that pollution from rivers that feed into the sea still accounts for 85% to 90% of the pollution.

Approximately 130 large and small rivers flow into the Caspian Sea, nearly all of which flow into the north or west coast. The Volga River, the sea's largest single source, splits into a thousand smaller streams as it flows through a largely uninhabited delta feeding into the Caspian Sea. This marsh serves as a

filter, cleansing the river of some of the upstream pollution, which comes mainly from Russian factories in the Ural Mountains, but sufficient amounts still reach the Caspian to cause major imbalances, especially in the shallow north basin which has limited absorption capacity.

The Caspian still has miles of undeveloped coastline, especially along the eastern shore in Kazakhstan and Turkmenistan where there are no permanent inflows. Yet the south end of the sea is deep, dark gray and polluted by discharges from sewer pipes and factory drains from the five littoral states.

Air pollution from Tehran, due largely to the abundance of old cars that lack catalytic converters, falls out in the Caspian when the wind blows the smog north from Iran, contributing to the sea's environmental problem. However, waste discharges account for the lion's share of pollution in the Caspian. The World Bank has estimated that perhaps one million cubic meters of untreated industrial wastewater is discharged into the Caspian annually.

A major culprit is the Azeri coastal city of Sumgayit. During the Soviet era, the city was planned as a model center for petrochemical industries, but in an effort to keep up with the continually increasing production quotas, the environment was subjugated to industrial goals. Hundreds of thousands of tons of toxic wastes each year were released into the atmosphere or dumped into a creek that fed into the Caspian.

The result was predictable: pollution overwhelmed the sea around Sumgayit and Baku, creating a virtual dead zone, and the area witnessed a dramatic rise in stillbirths and miscarriages. The legacy lives on, as untreated sewage is still dumped into the Caspian, and mercury-contaminated sludge wastes (from the use of mercury in chlor-alkali production) are accumulating. Since the wastes often are stored inadequately, ground water contamination and leakage into the Caspian Sea is likely. Discharges of processed water already have contaminated sea bottom sediments in the Caspian severely.

Assignment:

1. Translate the text.
2. Make a list of terms.

### **Lesson 39**

#### **Overfishing and Poaching**

The Caspian Sea is the source of about 90% of the world's caviar. However, the lack of an international agreement safeguarding the Sea's environment has led to overfishing and poaching of sturgeon, the fish whose roe is used to make the delicacy, resulting in dwindling fish stocks. Environmentalists have warned that poaching of beluga, the largest and rarest of the sturgeon, is threatening to push the species into extinction. Iranian officials have reported a

steady drop in caviar production, one of their major non-oil exports, blaming poaching and oil prospecting.

Legal trade in the black fish eggs from the Caspian is estimated to be worth \$100 million per year, but the illegal catch in the four former Soviet republics is believed to be 10 to 12 times higher. In the spring of 2001, the United Nations' Convention on International Trade in Endangered Species (CITES) banned exports of caviar from Azerbaijan, Kazakhstan, Russia, and Turkmenistan. The ban led to a higher price for beluga caviar, which in turn gave further incentive to poachers. Despite opposition from environmentalists, in March 2002 CITES lifted the export ban on the former Soviet republics, citing improved management of their sturgeon stocks.

## **Lesson 40**

### **Fluctuating Sea Level**

In addition to the man-made environmental problems that have affected the Caspian adversely, the sea has exhibited a curious natural variation in its water level that has created additional problems and has wrought havoc on coastal infrastructure. Since 1978, the sea level has risen almost 7.5 feet. Flooding in coastal zones has inundated residential areas, transport, telecommunications and energy infrastructure, chemical and petrochemical industries, croplands and hatcheries, forcing thousands of residents to be evacuated from flooded homes. In Turkmenistan, the town of Dervish, which is detached from the western part of the mainland, is turning into an island due to the rise in sea level, and Cheleken and Karakul are sinking into the water as well.

Given the problems involved in drilling, large amounts of oil keep spilling over onto the surface in the Caspian, polluting the water. Earth walls are being built to enclose the polluted zones, so polluted water will not mix with clean water, but the rising sea level is resulting in the mixing of polluted and clean waters. Gradual flooding has precipitated abrasive erosion of sea shelves, endangering oil infrastructure, and the rising seawater threatens to flood oil wells along the coast and cause spills directly into the sea. At the onshore Tengiz oil field in Kazakhstan, more than 100 wells have been flooded, and about 1,200 wells and refinery installations on the shallow northeast coastline are at risk.

In addition to the danger posed to oil fields in Kazakhstan and Azerbaijan, the sea-level rise results in changes in water regime, hydrochemical regime of river mouths, dynamics and chemical composition of groundwater, structure and productivity of biological communities in the littoral and in river mouths, sediment deposition patterns, pollution by heavy metals, petroleum products, synthetic substances, radioactive isotopes, and other substances. A 6-mile sewage pipeline in the Azeri coastal district of Azizbayov has been partially sub-

merged by the rising water level, causing the pump station there to malfunction and allowing sewage from the area to be discharged directly into the sea. Up to 100,000 people in coastal cities and towns in Azerbaijan alone have been affected by the spread of toxic wastes, contamination of water supplies, and the loss of infrastructure due to the rising sea level.

The sea's rise has confounded scientists and engineers who have monitored the sea level. From 1933-1941, experts recorded that the Caspian's water level consistently *decreased*, by a total of 5.5 feet. The pattern of sea level increase since 1978 has played havoc with engineers who have attempted to deal with the natural water variation. For example, at the beginning of the 20th century, the strait between the Garabogazkol Gulf in Turkmenistan and the Caspian allowed for significant water flow to the smaller basin. As the sea level fell in the mid-20th century, the flow consistently decreased. In March 1980, Soviet engineers constructed a solid dam across the Strait to stem any further drop in sea level.

However, the average sea level had already begun to increase in 1978, and by September 1984 planners were forced to open a spillway in the dam to permit some discharge of water in the Gulf. The dam also created other environmental problems: in addition to barring sturgeon from their spawning grounds, the dam dried up what had been a stable salt lagoon. The result was salt-laden dust storms that turned surrounding towns and villages into ghost towns. Desertification and other environmental damage accelerated until the dam was finally demolished in June 1992. This example highlights the difficulty in anticipating natural variations in the hydrologic cycle and creating engineering works to counter this natural variability effectively.

Assignment:

1. Translate the text.
2. Make a list of terms

## **Lesson 41**

### **Text 8**

#### **Environmental Legislation and Regulation**

An additional issue compounding the region's environmental problems and adding to the difficulty in finding solutions is the weak state of existing environmental legislation and regulation in the littoral states. Environmental law was virtually nonexistent during the Soviet era, and post-Soviet environmental legislation and environmentalism is still in its infancy in Azerbaijan, Kazakhstan, Russia, and Turkmenistan.

Although environmental legislation has been passed in the four Soviet states, as in Iran, the application and enforcement of these new laws is often

suspect. Poverty in the Caspian region means that corruption is rampant, and since oil and gas production are the driving forces behind the growth of the region's economies, the enforcement of environmental laws sometimes has been subjugated to economic development goals. In the early and mid-1990s, strong environmental laws were viewed by governments in the region as a threat to the continued influx of foreign investment that was pouring into the region, in particular into Azerbaijan and Kazakhstan. As a result, governments were reluctant to issue regulations endorsing more rigorous environmental standards.

For their part, energy companies involved in exploration and drilling in the Caspian shelf have complained of overlapping environmental authorities, conflicting regulation between local and national authorities, and the lack of specific environmental regulations that are required in environmental laws. In Azerbaijan, for example, the country's Energy Law appears to be in direct contradiction to its Subsoil Law. Several layers of bureaucracy, as well as constant changes to legislation and regulations, complicate business operations and the ability to comply with environmental standards, according to Western investors in the Caspian region.

However, as economic growth continues and environmental awareness in the Caspian improves, the region's governments increasingly are taking a stronger stand on environmental issues. Both Azerbaijan and Kazakhstan have passed legislation requiring energy companies to utilize associated gas that is produced during oil extraction where previously the gas typically was flared. Environmental impact assessments (EIAs) have become mandatory for regional oil and gas export pipelines, and new development projects are required to carry environmental insurance as well as to conduct EIAs. Whereas previously the governments were not always very diligent in enforcing environmental regulations, several high-profile incidents have demonstrated that the Caspian region governments are becoming stricter in enforcing environmental standards.

In August 2001, Tengizchevroil, the ChevronTexaco-led international consortium developing the giant Tengiz oil field in western Kazakhstan, was fined around \$75 million for ecological damage. In addition, Kazakhstan forced Agip KCO, the consortium developing the offshore Kashagan field in shallow water, to halt operations temporarily and pay a hefty fine after several oil spills from exploratory wells operated by the consortium. The Kazakh government, in particular, has become more aggressive in its environmental stewardship: in the past, the country only fined polluters, but now it is prepared to make sure that criminal charges are brought against the management of the enterprises which break the country's environmental protection legislation.

Assignment:

1. Translate the text.

2. Make a list of terms.

## **Lesson 42**

### **Text 9**

#### **The Caspian Environmental Outlook**

The current oil bonanza has focused more attention on the plight of the Caspian environment, highlighting the need to take action. However, environmental remediation of existing hotspots has not been a priority for the region's governments, and their desire to develop the Caspian's oil and gas resources as a driver for economic development means that environmental protection measures are likely to take a back seat in the near-term.

Nevertheless, the involvement of Western energy companies using more modern technology actually should result in an improvement in the way oil and gas is extracted in the Caspian basin. For example, gas flares can be contained with Western technology, and drilling discharges can be mitigated by following proper techniques. In addition, pressure from shareholders will make publicly-traded energy companies carry out their operations in the Caspian region in an environmentally-responsible fashion.

While the countries of the region have begun to take added measures to prevent pollution, including conducting oil spill response exercises and increasing state funds for enforcement of environmental regulations, the lack of regional cooperation among the Caspian littoral states continues to undermine individual state efforts to protect the sea and the surrounding region. The absence of a multilateral agreement on the legal status of the Caspian Sea has hampered efforts to craft and to implement an overall regional strategy to safeguard the sea's flora and fauna, as well as human health. The overfishing that threatens the Caspian's sturgeon population is a direct result of the inability to reach a new agreement to divide the sea.

Although a final multilateral solution still eludes the Caspian littoral states, an encouraging sign has been a move towards greater cooperation. Several initiatives have boosted regional cooperation in protecting the environment, including the establishment of the Caspian Environment Programme (CEP) in conjunction with the World Bank's Global Environmental Facility. The aim of the CEP is defined as "environmentally sustainable development and management of the Caspian environment, including living resources and water quality, so as to obtain the utmost long-term benefits for the human populations of the region, while protecting human health, ecological integrity, and the region's sustainability for future generations."

Implementation of these goals will be extremely difficult, especially in light of the region's economic situation, but it is hoped that bilateral agreements between several of the Caspian states will help lead to an overall multilateral agreement. Azerbaijan, Kazakhstan, and Russia have signed bilateral agreements with each other to divide the Caspian seabed into national sectors, a move could facilitate bilateral environmental agreements. As oil and gas extraction in the region continues at a brisk pace, the challenge of protecting the Caspian's environment will become more difficult. Without increased cooperation by the littoral states, the state of the environment in the Caspian Sea and surrounding areas will remain threatened.

Assignment:

1. Translate the text.
2. Make a list of terms.

## Lesson 43

**Воздействие отходов объекта на состояние окружающей среды.  
Виды, объемы, способы утилизации, класс опасности отходов,  
образующихся при разведочном бурении**

### ***Виды отходов***

Технологические процессы, связанные с бурением скважин, являются потенциально опасными источниками по загрязнению окружающей среды и ее отдельных объектов. Возможное воздействие их на основные компоненты окружающей среды (воздух, воду, почву, растительный, животный мир и человека) обусловлено токсичностью природных углеводородов, их спутников, большим разнообразием химических реактивов, используемых в технологических процессах.

Процесс бурения сопровождается применением материалов и химреагентов различной степени опасности, значительными объемами водопотребления и образования производственно-технологических отходов, представляющих определенную опасность для окружающей среды.

Производственно-технологические отходы бурения представлены буровыми сточными водами (БСВ), отработанным буровым раствором (ОБР) и буровым шламом (БШ).

Соотношение отходов бурения каждого вида в общем объеме загрязнений различно и определяется прежде всего используемой технологией бурения, а так же загрязняющими свойствами привнесенных в них материалов и химреагентов.

Наибольший объем среди отходов бурения составляют буровые сточные воды. Объем буровых сточных вод определяется множеством факторов. Из них наибольшее значение имеет глубина скважины, продолжительность бурения, система водоснабжения.

По условиям образования сточные воды можно подразделить на три категории: производственные сточные воды, хозяйственно-бытовые и атмосферные.

Производственные сточные воды формируются в процессе выполнения различных технологических операций, работы механизмов, оборудования и устройств.

Хозяйственно-бытовые сточные воды на буровой образуются в результате деятельности пунктов питания, объектов культурно-бытового и санитарно-гигиенического назначения. По своему объему они составляют незначительную часть общего количества образующейся БСВ.

Образование атмосферных сточных вод связано с атмосферными осадками. Их объем в значительной мере зависит от природно-климатических условия, а так же от длительности процесса строительства скважины и достигает в среднем 2 % от общего объема БСВ.

Основными точками водопользования и водоотведения на буровой являются насосная, дизельный блок, рабочая площадка буровой вышки, узел приготовления и утяжеления растворов, циркуляционная система, блок химреагентов, блок емкостей с запасными буровыми растворами.

С целью реализации принципа «нулевого сброса» на СПБУ организован отдельный сбор образующихся при строительстве скважины отходов производства и потребления, что делает возможным повторное использование отдельных компонентов, а также облегчает вывоз и дальнейшую переработку.

Разработана схемы сбора сточных вод и ливневых стоков (рисунок 7.3.), нефтесодержащих сточных вод с повышенным содержанием углеводородов, образующиеся в процессе испытания скважины на продуктивность и представляющих собой отсепарированную пластовую воду (рисунок 7.4.). Позволяющих производить их сбор и накопление в емкостях с последующей передачей на транспортно-буксирное судно для вывоза на береговые очистные сооружения.

Система сбора санитарных сточных вод, включает сборные трубопроводы от всех бытовых и хозяйственных помещений, установку биологической обработки стоков и накопительную емкость объемом 120 м<sup>3</sup>. Система обеспечивает сбор двух видов сточных вод – хозфекальной, так называемой «черной» воды (из туалетов и установки по измельчению пищевых отходов), и хозбытовой, так называемой «серой» воды (от душевых, умывальников, камбуза). «Черная» вода поступает на установку биологической обработки и затем в накопительную емкость. «Серая» вода поступает в емкость напрямую (рисунок 7.5). Обезвреживание санитарных сточных вод осуществляется на установке Sasakura, установленной на СПБУ «Астра».

По мере заполнения емкости санитарные сточные воды откачиваются в транспортное судно для вывоза на береговые очистные сооружения. Выдача всех жидких отходов на судно производится по отдельным трубопроводам и шлангам, исключая их смешивание.

Assignment:

1. Translate the text.

## Lesson 44

### Экологические ограничения

#### *Охраняемые территории*

Законодательное определение особо охраняемых природных территорий приведено в Федеральном Законе «Об особо охраняемых природных территориях», где сказано:

«Особо охраняемые природные территории - участки земли, водной поверхности и воздушного пространства над ними, где располагаются природные комплексы и объекты, которые имеют особое природоохранное, научное, культурное, эстетическое, рекреационное и оздоровительное значение, которые изъяты решениями органов государственной власти полностью или частично из хозяйственного использования и для которых установлен режим особой охраны».

Эти территории отнесены Законом к объектам общенационального достояния.

Различают следующие их категории:

– государственные природные заповедники, в том числе биосферные;

- национальные парки;
- природные парки;
- государственные природные заказники;
- памятники природы;
- дендрологические парки и ботанические сады;
- лечебно-оздоровительные местности и курорты.

Особо охраняемые территории определяются в целях сохранения, воспроизводства и изучения естественных природных процессов и явлений, поддержания природного генофонда растений, животных и микроорганизмов, восстановления ресурсов биосферы, удовлетворения важных социальных и эстетических потребностей населения.

Особо охраняемые природные территории могут иметь федеральное, региональное или местное значение.

### ***Краткая характеристика ООПТ в Северной и Северо-Западной части Каспийского моря***

**Дагестанский государственный природный заповедник (ДГПЗ)** был создан в январе 1987 г. Его территория располагается на двух разнородных участках в пределах Тарумовского и Буйнакского районов Республики Дагестан (рисунок 6.1).

Целью создания заповедника является сохранение в естественном состоянии наиболее типичного для северо-западного побережья Каспия участка Кизлярского залива, а также сохранения редкого природного образования – бархана Сарыкум. Особая роль отводится изучению и охране важного миграционного пути ценных охотничье-промысловых и редких видов птиц, мест их гнездования и зимовок.

Площадь заповедника – 19 061 га, количество кластеров – 2.

*Кизлярский участок* заповедника площадью 18 485 га (в том числе – 9300 га морской акватории), расположен в крайней северо-западной части Дагестанского побережья Каспийского моря в пределах Тарумовского района.

В сухопутной части его береговой полосы сохранились редчайшие виды растений, такие как меч-трава, водяной орех и др., занесенные в Красные книги Российской Федерации и Республики Дагестан.

Здесь обитает около 90 видов птиц.

Ихтиофауна представлена почти 70 видами рыб. Залив является единственной частью Каспийского бассейна, где нерест происходит непосредственно в морской воде.

*Участок «Сарыкумские барханы»* расположен в 18 км к северо-западу от города Махачкала на левом берегу реки Шура-озень. Барханы представляют собой уникальный природный объект: ландшафт сарыкумских песков подобен миниатюрному осколку пустынь Азии. Высота дюны составляет 251 м, а ее площадь равна почти тридцати квадратным километрам. Сложена дюна мелко- и среднезернистыми кварцевыми песками светло-желтого цвета. Дюна Сарихум является самой высокой горой в Европе и является уникальным природным реликтом. Здесь сформировался своеобразный пустынный оазис с комплексом ксерофильной растительности и эндемичными видами животных.

Животный мир Сарыкума очень своеобразен. Здесь обитают рептилии - гюрза, степная гадюка, ушастые круглоголовки и др.

В целях охраны своеобразного ландшафта, растительного и животного мира дюны Сарихум территория, занимаемая ею, объявлена заповедной и включена в состав заповедника «Дагестанский».

Охранная зона Кизлярского залива проходит вдоль его западной и южной границы и занимает 19 890 га. Сарыкумский бархан окружает охранная зона шириной 1 км площадью 1157 га.

Кизлярский залив включен в перспективный список Рамсарской конвенции как ценное водно-болотное угодье (2000 г.).

**Аграханский Государственный природный заказник (ГПЗ)** федерального подчинения создан 8 апреля 1983 г. приказом Главохоты РСФСР.

Заказник расположен на территории Аграханского залива и Аграханского полуострова, отделяющего залив от Каспийского моря, в пределах Кизлярского, Бабаюртовского и Кировского районов Республики Дагестан (рисунок 6.2). Главная задача – сохранение уникального природного ландшафта Аграханского залива и прибрежной части Каспийского моря с гнездовьями, местами отдыха на пролёте и зимовками водоплавающих и околоводных птиц. Здесь охраняются: кавказский олень, дикий кабан, кавказская выдра, фазан, лебеди, гуси, пеликаны, осетровые рыбы. В заказнике много реликтовых растений: кувшинка белая, валлиснерия спиральная, горец земноводный, пузырчатка обыкновенная, сальвиния плавающая и др.

Площадь заказника – 39 000 га. Заказник граничит с землями колхозов.

Научные исследования в заказнике проводятся сотрудниками Дагестанского научного центра Академии Наук России по млекопитающим и попутно по другим видам.

Совершенно уникальными природными объектами каспийского побережья являются лагуны, спорадично рассредоточенные на протяжении почти 120-километрового участка, расположенного вдоль центрально-дагестанского побережья Среднего Каспия.

Общая протяжённость лагун – 42 км. Среднеоценочная площадь, занимаемая лагунами, – от 630 до 1050 га.

*Туралинская и Сулакская лагуны* входят в состав аквакомплекса, включающего четыре крупных залива в возрасте от 12 до 20 лет. Это совершенно новое экологическое образование в аридных районах центрально-дагестанского побережья Среднего Каспия. Здесь развито рекреационное хозяйство, имеется сложный комплекс рекреационно-кормовых станций, выгодно расположенных на пути следования основных трасс перелётов транспалеарктических мигрантов, летящих вдоль Западного побережья Каспия из бореально-арктических, северо-восточных и западносибирских районов России, Приуралья, Северного Казахстана и Северо-Каспийско-Волжских областей; часть лагун дислоцирована в узком миграционном коридоре – "бутылочное горлышко", где напряжённость пролёта достигает 19,6 тыс. особей за четыре часа световых наблюдений.

Настоящие лагуны как орнитологические микрозаказники представляют собой комфортабельные зимовья для ряда видов водно-околоводных птиц, являются новыми очагами зарождения (с нарастающим ресурсом гнездовых станций) и дальнейшего распространения гидрофильной авифауны в районе центрально-дагестанского побережья Среднего Каспия; способствуют сохранению 42 видов птиц, входящих в состав Красной книги России.

*Сулакская лагуна* – вторая по величине среди лагун Дагестана. Предлагаемая к охране площадь – 480 га. Южная оконечность лагуны расположена в 14 км от северо-восточной окраины г. Махачкалы и тянется на 10-12 км в северном направлении, пересекая устья рек Кривая Балка и Сулак, впадающих в море. Возраст основной части лагуны – от 12 до 15 лет. Возраст залива в дельтовом участке р. Сулак составляет от 18 до 20 лет.

От Каспия лагуна отшнурована песчаным баром высотой от 1,3 до 1,7 м при ширине 30-70 м. Глубина лагуны варьирует от 0,2-0,5 м на оконечностях и срединных участках до 0,8-1,5 м – в наиболее расширенной центральной части залива. Уровень воды в лагуне колеблется от 0,2 до 0,3 м, ширина лагуны изменяется в пределах 50-400 м. Солёность воды в лагуне увеличивается по мере удаления от устьев рек Кривая Балка и Сулак, варьируя в пределах от 1,5 до 3,0 ‰.

**Водно-болотное угодье «Дельта реки Волги».** Место размещения СПБУ на точке производства буровых работ находится на особо охраняе-

мой природной территории, но за пределами заповедной зоны Северной части Каспийского моря «Водно-болотные угодья «Дельта реки Волги» (см. рисунок 2.1). В соответствии с Постановлением Правительства РФ от 14.03.98. № 317 «О частичном изменении правового режима заповедной зоны северной части Каспийского моря» режим заповедной зоны Северного Каспия позволяет проведение геологического изучения, разведки и добычи углеводородного сырья с учетом специальных экологических и рыбохозяйственных требований.

Водно-болотное угодье «Дельта реки Волги», включая государственный биосферный заповедник «Астраханский», создано на основании постановления Главы администрации Астраханской области от 22.12.97 № 500 в целях выполнения Российской Стороной обязательств по международной Рамсарской Конвенции (02.02.1971 г.) «О водно-болотных угодьях, имеющих международное значение главным образом в качестве местобитаний водоплавающих птиц» и рекомендаций Конференций Сторон этой Конвенции. В состав водно-болотного угодья международного значения «Дельта реки Волги» входят острова нижней зоны надводной дельты, мелководья и острова предустьевого взморья, устьевые участки водотоков дельты, лагуны.

**Малый Жемчужный остров** представляет собой узкую полосу ракушечника около 10 км длиной и до 500 м шириной. Остров образовался в 80 км от морского края дельты Волги на месте подводной отмели – банки – после понижения уровня Каспийского моря в 1930-1940 гг.

В соответствии с Постановлением Правительства Российской Федерации от 14.01.2002 г. № 13 остров Малый Жемчужный объявлен памятником природы Федерального значения. Остров служит местом массового гнездования птиц – черноголового хохотуна (*Larus ichthyæetus*), серебристой чайки (*L. argentatus*), чегравы (*Hydroprogne caspia*) и крачки (*Sterna hirundo*). Численность серебристых чаек на острове составляет 1-1,5 тыс., а птенцов около 2 тыс. Общая численность всех чаек и крачек еще совсем недавно насчитывала более 100 тыс. особей. По данным орнитологов Астраханского заповедника в 2003 году на острове, имеющем площадь около 35 га, только на гнездовании насчитывалось 18000 пар черноголового хохотуна, 5000 пар чегравы, 1500 пар хохотуньи, 500 пар пестроносы крачки и 200 пар речной крачки.

На острове находится одно из крупнейших на Северном Каспии лежбищ каспийского тюленя (*Pusa caspica*), функционирующее почти круглогодично.

Assignment:

1. Translate the text.

## Lesson 46

### *Рекреационное хозяйство*

Рекреационное хозяйство Прикаспийского региона России в целом имеет огромный ресурсный потенциал. Здесь самым благоприятным образом сочетаются как природно-климатические, так и социально-экономические предпосылки для его раскрытия. Особую динамичность развитие курортно-туристического бизнеса в регионе получает в настоящее время в связи с распадом СССР и утратой таких традиционных мест отдыха россиян, как Крым и Прибалтика. Однако развитие это идёт довольно сложно и территориально неравномерно. Реально инфраструктура отдыха и туризма проявляет себя на побережье Республики Дагестан, а также в пределах Волжской дельты на территории Астраханской области. Калмыцкое побережье в рекреационном направлении организовано практически не используется.

#### *Республика Дагестан*

Наиболее широким спектром рекреационных ресурсов на каспийском побережье (песчаные пляжи, лечебные грязи, минеральные и термальные воды, уникальные растительные сообщества и т. д.) обладает Приморский Дагестан. Особенно велики в Дагестане возможности для развития санаторно-курортного бизнеса в центральных и южных частях республики. Его рекреационный потенциал составляет, по оценкам специалистов, 350 тысяч мест и позволяет ежегодно обслуживать от 2,8 до 3,0 млн. человек. Однако, фактически его используется лишь 5 %.

Курортно-рекреационные ресурсы республики Дагестан представлены в основном землями, расположенными на побережье Каспийского моря, которые подразделяются на четыре курортные зоны: 1) Махачкалинская – 55 тыс. га, протяжённостью 80 км; 2) Самурская – 30 тыс. га, 42 км; 3) Манасская – 27 тыс. га, 48 км; 4) Каякентская – 32 тыс. га, 40 км.

Южный участок Дагестанского побережья, согласно границам курортных зон, делится на Махачкалинское, Манасское, Избербашское, Каякентское, Дербентское и Самурское взморья (рисунок 5.2.).

Помимо приморского климата, пляжей, тёплого южного солнца, морских купаний, в Махачкалинской курортной местности имеются пить-

евые минеральные воды, иловые сульфидные грязи Махачкалинского, Большого и Малого Турали солёных озёр, в Манасской местности обнаружены подземные йодо-бромные рассолы.

На побережье Дагестана функционируют десятки сезонных пионерских лагерей, семейные Дома отдыха и пансионаты, детский санаторий.

Нередко в одном месте здесь сочетаются горный и морской пейзажи, вдобавок, здесь же расположены основные исторические достопримечательности Дагестана, а также большое количество геотермальных источников. Многие из них по своей мощности и целебным свойствам не уступают или даже превосходят источники других всемирно известных курортов.

Например, курорт "Талги" является единственной бальнеолечебницей в мировой курортной практике, основой которой являются сульфидные высококонцентрированные воды с содержанием сероводорода.

Одним из крупных санаториев является "Каспий", расположенный в 45 км к югу от Махачкалы и обладающий вместимостью до 680 человек.

Другим важным рекреационным источником является большое количество озёр, богатых запасами лечебных грязей, которые особенно велики на озёрах прибрежной полосы. Это, прежде всего, сульфидные грязи озёр Махачкалинское, Ак-Гель, Большое и Малое Турали, Аджы и других. Ценными свойствами отличаются илово-торфяные грязи озёр вблизи курорта Каякент, сопочные грязи озера Берикей. Общая площадь грязевых месторождений оценивается в 110 га.

В связи с необходимостью развития приморского района Дагестана в курортно-рекреационных целях (постановлением СМ РСФСР от 10.02.1977 г. № 15) побережье Каспийского моря от г. Махачкала до границы с государством Азербайджан отнесено к курортам федерального, а побережье к северу от г. Махачкала до реки Сулак (постановлением СМ ДАССР от 05.05.1980 г. № 140) – к курортам местного значения.

Курортная зона на всём протяжении имеет хорошо развитые транспортные связи. Автомобильная трасса международного значения Ростов - Баку, железнодорожная магистраль Москва - Баку и аэропорт международного значения связывают курортную зону со многими городами России, ближнего и дальнего зарубежья. Единственный в стране незамерзающий морской торговый порт, имеющий статус международного, связывает республику с такими государствами, как Казахстан, Туркменистан, Азербайджан и Иран.

Assignment:

1. Translate the text.

## LESSON 47

### **William Harold Hutt: 1899-1988**

On June 19, William Harold Hutt, one of the most productive and creative economists of this century, died in Irving, Texas, at the age of 89.

Born in London, Hutt served in the Royal Flying Corps in World War I, and then went to the London School of Economics, where he studied under the great free-market and hard-money economist Edwin Cannan.

Hutt was graduated in 1924, and spent several years in publishing.

His first important scholarly publication remains virtually unknown today: an excellent and penetrating annotated bibliography, *The Philosophy of Individualism: A Bibliography*, which he wrote, aided by the eminent laissez-faire liberal Francis W. Hirst. The book was published anonymously by the Individualist Bookshop of London in 1927.

*The Philosophy of Individualism* served, 30 years later, as the core of Henry Hazlitt's annotated bibliography, *The Free Man's Library* (Van Nostrand, 1956).

From 1928 to 1965, Hutt taught economics at the University of Cape Town in South Africa. In his mid-60s, he came to the United States, taught at several universities, and then settled at the University of Dallas in 1971, where he taught for ten years, until the age of 82, an inspiration to a legion of students and colleagues. He continued to be an emeritus professor at Dallas until his death.

The shameful neglect of Hutt's great contributions can be attributed to two main factors: (1) the fact that he taught in the intellectual backwater of South Africa, far from the great intellectual controversies in the profession; and (2) that he stood like a rock against the major fashions of our time, in particular interventionism, Keynesianism, and the general enthusiasm for labor unions.

Hutt's first great contribution to economics was his concise and lucid *The Theory of Collective Bargaining* (P.S. King, 1930), which remains to this day the best book on the theory of wage determination. In this book, Hutt criticized many of the classical economists, and showed conclusively that unions cannot increase general wage rates, and that particular wage increases can only come at the expense of a dislocation of labor and a fall in wage rates of other workers. Ludwig von Mises wrote in the preface to the first American edition of Hutt's book: "Professor Hutt's brilliant essay is not merely a contribution to the history of economic thought. It is rather a critical analysis of the arguments advanced

by economists from Adam Smith down and by the spokesmen of the unions in favor of the thesis that unionism can raise wage rates above the market value without harm to anybody else than the exploiters.”

In addition to his notable work in the theory of labor, Professor Hutt wrote two brilliant works in applied labor economics, i.e. labor history.

His was the outstanding essay in the remarkable volume edited by F.A. Hayek, *Capitalism and the Historians* (University of Chicago, 1954). Here Hutt discussed the Factory Acts restricting child labor in early 19th century Britain, demonstrating that these acts were based on mendacious testimony, and that the condition of children had been greatly improved by the Industrial Revolution.

In 1964, furthermore, the Institute of Economic Affairs in London published Hutt's innovative work, *The Economics of the Colour Bar*, in which he demonstrated that, contrary to myth, the South African system of *apartheid* was originated not by rural Afrikaners, but by Anglo unions, anxious to suppress the competition of Africans who were rising into the ranks of the foremen and skilled craftsmen. Indeed, he showed that industrial *apartheid* was imposed by a successful general strike in 1922 led by William H. Andrews, head of the Communist Party of South Africa under the slogan “Whites Unite and Fight for a Workers' World”! For his opposition to *apartheid* and advocacy of a free labor market, Professor Hutt's South African passport was withdrawn by the Department of Interior, in 1955, but was returned after criticism was raised in Parliament.

In his further scholarly work on trade unions after World War II, Hutt emphasized the crucial empirical fact about labor unions: that they rest on the use and the threat of violence, particularly against replacement workers during strikes (universally smeared in the supposedly objective news media as “scabs”). If Professor Hutt sometimes went too far and advocated outlawing unions as monopolistic *per se*, as well as removing their enormous governmental privileges and licenses to commit violence, he was at least far closer to the mark than the Chicago School, who persist in regarding unions as legitimate if sometimes inefficient employment agencies hired by workers.

William Hutt's other notable area of contribution was his defense of hard money and the free market's tendency to full employment, and his brilliant and superb critiques of Keynesian economics. In particular, we might cite his noteworthy *The Theory of Idle Resources* (Jonathan Cape, 1939) where he showed that Keynesian idle resources—unemployment and “excess capacity”—were simply cases of capacity withheld from the market by resource-owners, and not the result of insufficient market demand. Capacity can be withheld, furthermore, either because of government restrictionism holding up prices or wage rates, or because of expectations that restrictionist or inflationist policies will soon raise market prices.

In 1963, Hutt published a comprehensive if difficult critique of Keynesianism, *Keynesianism, Retrospect and Prospect* (Regnery, 1963), which, among other riches, contains the best criticism of the spurious “accelerations principle” ever written. A decade and a half later, a revision entitled *The Keynesian Episode, A Reassessment* (Liberty Press, 1979), which turned out to be largely a new book, presented a more easily accessible and updated critique of Keynesian doctrine.

Finally, one of Hutt’s great contributions to the history and the clarity of economic thought was his correctly titled *A Rehabilitation of Say’s Law* (University Press, 1974), which rescued that great critic of underspending notions from Keynes’s deliberate misrepresentation in *The General Theory* as well as from Say’s inconstant friends in the economics profession.

While he was not a full-fledged Austrian, Professor Hutt’s methodology and analysis were very close to the Austrians, and he rightly considered himself a close sympathizer and supporter of the modern Austrian revival. Certainly he was closer to Misesian economics than the nominally “Austrian” nihilism of the later Professor Lachmann and his younger followers. But above all, Bill Hutt shall be remembered and honored for the unflagging kindness and cheerfulness of his personality.

All who came into contact with Bill Hutt admired and loved him, and all of us are poorer for his passing.

**Assignment:**

- 1. Translate the text.**
- 2. Make a list of terms.**
- 3. Make up Bill Hutt’s short biodata.**

## LESSON 48

### The Story Of The Mises Institute

The Mises Institute comes at both economic scholarship and applied political philosophy from a very different perspective. It believes that “policy analysis” without principle is mere flim-flam and *ad-hocery*—murky political conclusions resting on foundations of sand. It also believes that policy analysis that does not rest on scholarly principles is scarcely worth the paper it is written on or the time and money devoted to it. In short, that the only worthwhile analysis of the contemporary political and economic scene rests consistently on firm scholarly principles.

On the other hand, the Mises Institute challenges the all-too-prevalent view that to be scholarly means never, ever to take an ideological position.

On the contrary, to the Mises Institute, the very devotion to truth on which scholarship rests *necessarily* implies that truth must be pursued and applied wherever it may lead—including the realm of current affairs.

Economic scholarship divorced from application is only emasculated intellectual game-playing, just as public policy analysis without scholarship is chaos cut off from principle.

And so we see the real point underlying the uniqueness of the Mises Institute's twin programs of scholarship and application: the artificial split between the two realms is healed at last. Scholarly principles are carried forward into the analysis of government and its machinations, just as contemporary political economy now rests on sound scholarly research. From first axioms to applications, both scholarship and applied economics are an integrated whole, at long last. And now, too, we see the real point behind the title of the Mises Institute. It is no accident that the Institute is the only organization in the United States that honors Ludwig von Mises in its title. For Ludwig von Mises, in his life and in his work, exemplified as no other man the fusion, the integration, of scholarly principle and principled application.

Mises, one of the greatest intellects and scholars of the 20th century, scorned any notion that scholarship should remain content with abstract theorizing and never, ever apply its principles to public policy.

On the contrary, Mises always combined scholarship with policy conclusions. A man of high courage, a scholar with unusual integrity, Ludwig von Mises never knew any other way than pursuing truth to its ultimate conclusions, however unpopular or unpalatable. And, as a result, Ludwig von Mises was the greatest and most uncompromising champion of human freedom in the 20th century.

It is no wonder, then, that the timorous and the venal habitually shy away from the very name of Ludwig von Mises. For Mises scorned all obstacles and temptations in the pursuit of truth and freedom. In raising the proud banner of Ludwig von Mises, the Mises Institute has indeed set up a standard to which the wise and honest can repair.

The Mises Institute is expanding and flourishing as never before. Its scholarly journal, the *Review of Austrian Economics*, a high level journal in the theory and applications of Austrian economics, is also the *only* journal in the field. It serves to expand and develop the truths of Austrian economics. But it *also* nurtures Austrians, encourages new, young Austrians to read and write for the journal, and finds mature Austrians heretofore isolated and scattered in often lonely academic outposts, but who are now stimulated to write and submit articles. These men and women now know that they are *not* isolated, that they

are part of a large and growing nationwide and even international movement. Any of us who remember what it was like to find even *one* other person who agreed with our seemingly eccentric views in favor of freedom and the free market will appreciate what I mean, and how vitally important has been the growing role of the Mises Institute.

The Institute's comprehensive program in Austrian education also includes publishing and distributing working papers, books, and monographs, original and reprinted, and holding conferences on a variety of important economic topics, and later publishing the conference papers in book form. Its monthly policy letter, *The Free Market*, provides incisive commentary on the world of political economy from an Austrian perspective. And its *Austrian Economics Newsletter* brings news and comments about important developments.

Furthermore, the Mises Institute now has its academic headquarters at Auburn University, where M.A. and Ph.D. degrees in economics are being granted. The Mises Institute also provides a large number of graduate fellowships, both resident at Auburn University, and non-resident to promising young graduate students throughout the country.

Last but emphatically not least, the Institute sponsors a phenomenally successful week-long summer conference in the Austrian School. This program, which features a remarkable faculty, has attracted the best young minds from the world over, and gained deserved recognition as the most rigorous and comprehensive program anywhere. Here, leading Austrian economists engage in intensive instruction and discussion with students in a lovely campus setting. Participants are literally the best, the brightest and the most eager budding Austrians. From there they go on to develop, graduate, and themselves teach as Austrian scholars, or become businessmen or other opinion leaders imbued with the truth and the importance of Austrian and free-market economics.

In addition, the Institute is unique in that instructors avoid the usual academic practice of giving a lecture and quickly retiring from the scene; instead, their attendance at all the lectures encourages fellowship and an *esprit de corps* among faculty and students. These friendships and associations may be lifelong, and they are vital for building any sort of vibrant or cohesive long-run movement for Austrian economics and the free society.

The basic point of this glittering spectrum of activities is twofold: to advance the discipline, the expanding, integrated body of truth that is Austrian economics; and to build a flourishing movement of Austrian economists. No science, no discipline, develops in thin air, in the abstract; it must be nurtured and advanced by *people*, by individual men and women who talk to each other, write to and for each other, interact and help build the body of Austrian economics and the people who sustain it.

The remarkable achievement of the Mises Institute can only be understood in the context of what preceded it, and of the conditions it faced when it began in 1982. In 1974, leading Mises student F.A. Hayek won the Nobel Prize in economics, a startling change from previous Nobel awards, exclusively for mathematical Keynesians. 1974 was also the year after the death of the great modern Austrian theorist and champion of freedom, Ludwig von Mises. Hayek's prize sparked a veritable revival in this long- for-gotten school of economic thought. For several years thereafter, annual scholarly week-long conferences gathered the leading Austrian economists of the day, as well as the brightest young students; and the papers delivered at these meetings became published volumes, reviving and advancing the Austrian approach. Austrian economics was being revived from forty years of neglect imposed by the Keynesian Revolution—a revolution that sent the contrasting and once flourishing school of Austrian economics down the Orwellian memory hole.

In this burgeoning Austrian revival, there was one fixed point so obvious that it was virtually taken for granted: that the heart and soul of Austrianism was, is, and can only be Ludwig von Mises, this great creative mind who had launched, established and developed the twentieth century Austrian school, and the man whose courage and devotion to unvarnished, uncompromised truth led him to be the outstanding battler for freedom and laissez- faire economics in our century. In his ideas, and in the glory of his personal example, Mises was an inspiration and a beaconlight for us all.

But then, in the midst of this flourishing development, something began to go wrong. After the last successful conference in the summer of 1976, the annual high-level seminars disappeared. Proposals to solidify and expand the success of the boom by launching a scholarly Austrian journal, were repeatedly rebuffed. The elementary instructional summer seminars continued, but their tone began to change. Increasingly, we began to hear disturbing news of an odious new line being spread: Mises, they whispered, had been “too dogmatic, too extreme,” he “thought he knew the truth,” he “alienated people.”

Yes, of course, Mises was “dogmatic,” i.e. he was totally devoted to truth and to freedom and free enterprise. Yes, indeed, Mises, even though the kindest and most inspiring of men, “alienated people” all the time, that is, he systematically alienated collectivists, socialists, statist, and trimmers and opportunists of all stripes.

And of course such charges were nothing new. Mises had been hit with these smears all of his valiant and indomitable life. The terribly disturbing thing was that the people mouthing these canards all knew better: for they had all been seemingly dedicated Misesians before and during the “boom” period.

It soon became all too clear what game was afoot. Whether independently or in concert, the various people and groups involved in this shift had made a

conscious critical decision: they had come to the conclusion they should have understood long before, that praxeology, Austrian economics, uncompromising laissez-faire were popular neither with politicians nor with the Establishment. Nor were these views very “respectable” among mainstream academics. The small knot of wealthy donors decided that the route to money and power lay elsewhere, while many young scholars decided that the road to academic tenure was through cozying up to attitudes popular in academia instead of maintaining a commitment to often despised truth.

But these trimmers did not wish to attack Mises or Austrianism directly; they knew that Ludwig von Mises was admired and literally beloved by a large number of businessmen and members of the intelligent public, and they did not want to alienate their existing or potential support.

What to do? The same thing that was done by groups a century ago that captured the noble word “liberal” and twisted it to mean its opposite—statism and tyranny, instead of liberty. The same thing that was done when the meaning of the U.S. Constitution was changed from a document that *restricted* government power over the individual, to one that endorsed and legitimated such power. As the noted economic journalist Garet Garrett wrote about the New Deal: “Revolution within the form,” keep the *name* Austrian, but change the *content* to its virtual opposite. Change the content from devotion to economic law and free markets, to a fuzzy nihilism, to a mushy acceptance of Mises’s ancient foes: historicism, institutionalism, even Marxism and collectivism. All, no doubt, more “respectable” in many academic circles. And Mises? Instead of attacking him openly, ignore him, and once in a while intimate that Mises *really*, down deep, would have agreed with this new dispensation.

Into this miasma, into this blight, at the point when the ideas of Ludwig von Mises were about to be lost to history for the second and last time, and when the very name of “Austrian” had been captured from within by its opposite, there entered the fledgling Mises Institute.

The Ludwig von Mises Institute began in the fall of 1982 with only an idea; it had no sugar daddies, no endowments, no billionaires to help it make its way in the world. In fact, the powers-that-be in what was now the Austrian “Establishment” tried their very worst to see that the Mises Institute did not succeed. The Mises Institute persisted, however, inspired by the light of truth and liberty, and gradually but surely we began to find friends and supporters who had a great love for Ludwig von Mises and the ideals and principles he fought for throughout his life. The Institute found that its hopes were justified: that there are indeed many more devoted champions of freedom and the free market in America. Our journal and conferences and centers and fellowships have flourished, and we were able to launch a scholarly but uncompromising assault

on the nihilism and statism that had been sold to the unsuspecting world as “Austrian” economics.

The result of this struggle has been highly gratifying. Thousands of students are exposed to the Austrian School as a radical alternative to mainstream theory. For the light of truth has prevailed over duplicity.

There are no longer any viable competitors for the name of Austrian. The free market again has principled and courageous champions. Justice, for once, has triumphed. Not only is the Austrian economic revival flourishing as never before, but it is now developing soundly within a genuine Austrian framework. Above all, Austrian economics is once again, as it ever shall be, Misesian.

**Assignment:**

- 1. Translate the text.**
- 2. Make a list of terms.**
- 3. Define the main idea of the text.**

## LESSON 49

### Ten Great Economic Myths

Our country is beset by a large number of economic myths that distort public thinking on important problems and lead us to accept unsound and dangerous government policies. Here are ten of the most dangerous of these myths and an analysis of what is wrong with them.

**Myth 1:** *Deficits are the cause of inflation; deficits have nothing to do with inflation.*

In recent decades we always have had federal deficits. The invariable response of the party *out* of power, whichever it may be, is to denounce those deficits as being the cause of perpetual inflation. And the invariable response of whatever party is *in* power has been to claim that deficits have nothing to do with inflation. *Both* opposing statements are myths.

Deficits mean that the federal government is spending more than it is taking in taxes. Those deficits can be financed in two ways. If they are financed by selling Treasury bonds to the public, then the deficits are not inflationary. No new money is created; people and institutions simply draw down their bank deposits to pay for the bonds, and the Treasury spends that money. Money has simply been transferred from the public to the Treasury, and then the money is spent on other members of the public.

On the other hand, the deficit may be financed by selling bonds to the banking system. If that occurs, the banks create new money by creating new bank deposits and using them to buy the bonds. The new money, in the form of bank deposits, is then spent by the Treasury, and thereby enters permanently into the spending stream of the economy, raising prices and causing inflation. By a complex process, the Federal Reserve enables the banks to create the new money by generating bank reserves of one-tenth that amount. Thus, if banks are to buy \$100 billion of new bonds to finance the deficit, the Fed buys approximately \$10 billion of *old* Treasury bonds. This purchase increases bank reserves by \$10 billion, allowing the banks to pyramid the creation of new bank deposits or money by ten times that amount. In short, the government and the banking system it controls in effect “print” new money to pay for the federal deficit.

Thus, deficits are inflationary to the extent that they are financed by the banking system; they are *not* inflationary to the extent they are underwritten by the public. Some policymakers point to the 1982-83 period, when deficits were accelerating and inflation was abating, as a statistical “proof” that deficits and inflation have no relation to each other. This is no proof at all. General price changes are determined by two factors: the supply of, and the demand for, money. During 1982–83 the Fed created new money at a very high rate, approximately at 15 % per annum. Much of this went to finance the expanding deficit. But on the other hand, the severe depression of those two years increased the demand for money (i.e. lowered the desire to spend money on goods) in response to the severe business losses. This temporarily compensating increase in the demand for money does not make deficits any less inflationary. In fact, as recovery proceeds, spending picked up and the demand for money fell, and the spending of the new money accelerated inflation.

**Myth 2:** *Deficits do not have a crowding-out effect on private investment.*

In recent years there has been an understandable worry over the low rate of saving and investment in the United States. One worry is that the enormous federal deficits will divert savings to unproductive government spending and thereby crowd out productive investment, generating evergreater long-run problems in advancing or even maintaining the living standards of the public. Some policymakers once again attempted to rebut this charge by statistics. In 1982-83, they declare deficits were high and increasing while interest rates fell, thereby indicating that deficits have no crowding-out effect.

This argument once again shows the fallacy of trying to refute logic with statistics. Interest rates fell because of the drop of business borrowing in a recession. “Real” interest rates (interest rates minus the inflation rate) stayed unprecedentedly high, however—partly because most of us expect renewed inflation, partly because of the crowding-out effect. In any case, statistics cannot refute logic; and logic tells us that if savings go into government bonds, there will

necessarily be less savings available for productive investment than there would have been, and interest rates will be higher than they would have been without the deficits. If deficits are financed by the public, then this diversion of savings into government projects is direct and palpable. If the deficits are financed by bank inflation, then the diversion is indirect, the crowding-out now taking place by the new money “printed” by the government competing for resources with old money saved by the public. Milton Friedman tries to rebut the crowding-out effect of deficits by claiming that *all* government spending, not just deficits, equally crowds out private savings and investment. It is true that money siphoned off by taxes could also have gone into private savings and investment. But deficits have a far greater crowding-out effect than overall spending, since deficits financed by the public obviously tap savings and savings alone, whereas taxes reduce the public’s consumption as well as savings.

Thus, deficits, whichever way you look at them, cause grave economic problems. If they are financed by the banking system, they are inflationary. But even if they are financed by the public, they will still cause severe crowding-out effects, diverting much-needed savings from productive private investment to wasteful government projects. And, furthermore, the greater the deficits the greater the permanent income tax burden on the American people to pay for the mounting interest payments, a problem aggravated by the high interest rates brought about by inflationary deficits.

**Myth 3:** *Tax increases are a cure for deficits.*

Those people who are properly worried about the deficit unfortunately offer an unacceptable solution: increasing taxes. Curing deficits by raising taxes is equivalent to curing someone’s bronchitis by shooting him. The “cure” is far worse than the disease.

One reason, as many critics have pointed out, raising taxes simply gives the government more money, and so the politicians and bureaucrats are likely to react by raising expenditures still further. Parkinson said it all in his famous “Law”: “Expenditures rise to meet income.” If the government is willing to have, say, a 20% deficit, it will handle high revenues by raising spending still more to maintain the same proportion of deficit.

But even apart from this shrewd judgment in political psychology, why should anyone believe that a *tax* is better than a higher price? It is true that inflation is a form of taxation, in which the government and other early receivers of new money are able to expropriate the members of the public whose income rises later in the process of inflation. But, at least with inflation, people are still reaping some of the benefits of exchange. If bread rises to \$10 a loaf, this is unfortunate, but *at least* you can still eat the bread. But if taxes go up, your money is expropriated for the benefit of politicians and bureaucrats, and you are left with no service or benefit. The only result is that the producers’ money is con-

fiscated for the benefit of a bureaucracy that adds insult to injury by using part of that confiscated money to push the public around. No, the only sound cure for deficits is a simple but virtually unmentioned one: cut the federal budget. How and where? Anywhere and everywhere.

**Myth 4:** *Every time the Fed tightens the money supply, interest rates rise (or fall); every time the Fed expands the money supply, interest rates rise (or fall).* The financial press now knows enough economics to watch weekly money supply figures like hawks; but they inevitably interpret these figures in a chaotic fashion. If the money supply rises, this is interpreted as lowering interest rates and inflationary; it is *also* interpreted, often in the very same article, as raising interest rates. And vice versa. If the Fed tightens the growth of money, it is interpreted as both raising interest rates and lowering them. Sometimes it seems that all Fed actions, no matter how contradictory, must result in raising interest rates. Clearly something is very wrong here.

The problem is that, as in the case of price levels, there are several causal factors operating on interest rates and in different directions. If the Fed expands the money supply, it does so by generating more bank reserves and thereby expanding the supply of bank credit and bank deposits. The expansion of credit necessarily means an increased supply in the credit market and hence a lowering of the price of credit, or the rate of interest. On the other hand, if the Fed restricts the supply of credit and the growth of the money supply, this means that the supply in the credit market declines, and this should mean a rise in interest rates.

And this is precisely what happens in the first decade or two of chronic inflation. Fed expansion lowers interest rates; Fed tightening raises them.

But after this period, the public and the market begin to catch on to what is happening. They begin to realize that inflation is chronic because of the systemic expansion of the money supply. When they realize this fact of life, they will also realize that inflation wipes out the creditor for the benefit of the debtor. Thus, if someone grants a loan at five percent for one year, and there is seven percent inflation for that year, the creditor loses, not gains. He loses two percent, since he gets paid back in dollars that are now worth seven percent less in purchasing power. Correspondingly, the debtor gains by inflation. As creditors begin to catch on, they place an inflation premium on the interest rate, and debtors will be willing to pay it.

Hence, in the long-run anything which fuels the expectations of inflation will raise inflation premiums on interest rates; and anything which dampens those expectations will lower those premiums. Therefore, a Fed tightening will now tend to dampen inflationary expectations and *lower* interest rates; a Fed expansion will whip up those expectations again and *raise* them. There are two,

opposite causal chains at work. And so Fed expansion or contraction can either raise or lower interest rates, depending on which causal chain is stronger.

Which will be stronger? There is no way to know for sure. In the early decades of inflation, there is no inflation premium; in the later decades, such as we are now in, there is. The relative strength and reaction times depend on the subjective expectations of the public, and these cannot be forecast with certainty. And this is one reason why economic forecasts can never be made with certainty.

**Myth 5:** *Economists, using charts or high speed computer models, can accurately forecast the future.*

The problem of forecasting interest rates illustrates the pitfalls of forecasting in general. People are contrary cusses whose behavior, thank goodness, cannot be forecast precisely in advance. Their values, ideas, expectations, and knowledge change all the time, and change in an unpredictable manner. What economist, for example, could have forecast (or did forecast) the Cabbage Patch Kid craze of the Christmas season of 1983? Every economic quantity, every price, purchase, or income figure is the embodiment of thousands, even millions, of unpredictable choices by individuals.

Many studies, formal and informal, have been made of the record of forecasting by economists, and it has been consistently abysmal.

Forecasters often complain that they can do well enough as long as current trends continue; what they have difficulty in doing is catching changes in trend. But of course there is no trick in extrapolating current trends into the near future. You don't need sophisticated computer models for that; you can do it better and far more cheaply by using a ruler. The real trick is precisely to forecast when and how trends will change, and forecasters have been notoriously bad at that. No economist forecast the depth of the 1981-82 depression, and none predicted the strength of the 1983 boom.

The next time you are swayed by the jargon or seeming expertise of the economic forecaster, ask yourself this question: If he can really predict the future so well, *why* is he wasting his time putting out newsletters or doing consulting when he himself could be making trillions of dollars in the stock and commodity markets?

**Myth 6:** *There is a tradeoff between unemployment and inflation.*

Every time someone calls for the government to abandon its inflationary policies, establishment economists and politicians warn that the result can only be severe unemployment. We are trapped, therefore, into playing off inflation against high unemployment, and become persuaded that we must therefore accept some of both.

This doctrine is the fallback position for Keynesians. Originally, the Keynesians promised us that by manipulating and fine-tuning deficits and gov-

ernment spending, they could and would bring us permanent prosperity and full employment without inflation. Then, when inflation became chronic and ever-greater, they changed their tune to warn of the alleged tradeoff, so as to weaken any possible pressure upon the government to stop its inflationary creation of new money.

The tradeoff doctrine is based on the alleged “Phillips curve,” a curve invented many years ago by the British economist A.W. Phillips. Phillips correlated wage rate increases with unemployment, and claimed that the two move inversely: the higher the increases in wage rates, the lower the unemployment. On its face, this is a peculiar doctrine, since it flies in the face of logical, commonsense theory. Theory tells us that the higher the wage rates, the *greater* the unemployment, and *vice versa*. If everyone went to their employer tomorrow and insisted on double or triple the wage rate, many of us would be promptly out of a job. Yet this bizarre finding was accepted as gospel by the Keynesian economic establishment.

By now, it should be clear that this statistical finding violates the facts as well as logical theory. For during the 1950s, inflation was only about one to two percent per year, and unemployment hovered around three or four percent, whereas later unemployment ranged between eight and 11%, and inflation between five and 13 %. In the last two or three decades, in short, *both* inflation *and* unemployment have increased sharply and severely. If anything, we have had a *reverse* Phillips curve. There has been anything but an inflation-unemployment tradeoff.

But ideologues seldom give way to the facts, even as they continually claim to “test” their theories by Facts. To save the concept, they have simply concluded that the Phillips curve still remains as an inflation unemployment tradeoff, except that the curve has unaccountably “shifted” to a new set of alleged tradeoffs. On this sort of mind-set, of course, no one could ever refute any theory.

In fact, current inflation, even if it reduces unemployment in the short run by inducing prices to spurt ahead of wage rates (thereby reducing *real* wage rates), will only create more unemployment in the long run.

Eventually, wage rates catch up with inflation, and inflation brings recession and unemployment inevitably in its wake. After more than two decades of inflation, we are now living in that “long run.”

**Myth 7:** *Deflation—falling prices—is unthinkable, and would cause a catastrophic depression.*

The public memory is short. We forget that, from the beginning of the Industrial Revolution in the mid-18th century until the beginning of World War II, prices generally went down, year after year. That’s because continually increasing productivity and output of goods generated by free markets caused

prices to fall. There was no depression, however, because costs fell along with selling prices. Usually, wage rates remained constant while the cost of living fell, so that “real” wages, or everyone’s standard of living, rose steadily.

Virtually the only time when prices rose over those two centuries were periods of war (War of 1812, Civil War, World War I), when the warring governments inflated the money supply so heavily to pay for the war as to more than offset continuing gains in productivity.

We can see how free-market capitalism, unburdened by governmental or central bank inflation, works if we look at what has happened in the last few years to the prices of computers. Even a simple computer used to be enormous, costing millions of dollars. Now, in a remarkable surge of productivity brought about by the microchip revolution, computers are falling in price even as I write. Computer firms are successful despite the falling prices because their costs have been falling, and productivity rising.

In fact, these falling costs and prices have enabled them to tap a mass market characteristic of the dynamic growth of free-market capitalism.

“Deflation” has brought no disaster to this industry.

The same is true of other high-growth industries, such as electronic calculators, plastics, TV sets, and VCRs. Deflation, far from bringing catastrophe, is the hallmark of sound and dynamic economic growth.

**Myth 8:** *The best tax is a “flat” income tax, proportionate to income across the board, with no exemptions or deductions.*

It is usually added by flat-tax proponents, that eliminating such exemptions would enable the federal government to cut the current tax rate substantially.

But this view assumes, for one thing, that present deductions from the income tax are immoral subsidies or “loopholes” that should be closed for the benefit of all. A deduction or exemption is only a “loophole” if you assume that the government owns 100% of everyone’s income and that allowing some of that income to remain untaxed constitutes an irritating” loophole.” Allowing someone to keep some of his own income is neither a loophole nor a subsidy. Lowering the overall tax by abolishing deductions for medical care, for interest payments, or for uninsured losses, is simply lowering the taxes of one set of people (those that have little interest to pay, or medical expenses, or uninsured losses) at the expense of raising them for those who have incurred such expenses.

There is furthermore neither any guarantee nor even likelihood that, once the exemptions and deductions are safely out of the way, the government would keep its tax rate at the lower level. Looking at the record of governments, past and present, there is every reason to assume that more of our money would be taken by the government as it raised the tax rate back up (at least) to the old lev-

el, with a consequently greater overall drain from the producers to the bureaucracy.

It is supposed that the tax system should be analogous to roughly that of pricing or incomes on the market. But market pricing is not proportional to incomes. It would be a peculiar world, for example, if Rockefeller were forced to pay \$1,000 for a loaf of bread—that is, a payment proportionate to his income relative to the average man. That would mean a world in which equality of incomes was enforced in a particularly bizarre and inefficient manner. If a tax were levied like a market price, it would be *equal* to every “customer,” not proportionate to each customer’s income.

**Myth 9:** *An income tax cut helps everyone; not only the taxpayer but also the government will benefit, since tax revenues will rise when the rate is cut.*

This is the so-called “Laffer curve,” set forth by California economist Arthur Laffer. It was advanced as a means of allowing politicians to square the circle; to come out for tax cuts, keeping spending at the current level, and balance the budget all at the same time. In that way, the public would enjoy its tax cut, be happy at the balanced budget, and still receive the same level of subsidies from the government.

It is true that if tax rates are 99%, and they are cut to 95%, tax revenue will go up. But there is no reason to assume such simple connections at any other time. In fact, this relationship works much better for a local excise tax than for a national income tax. A few years ago, the government of the District of Columbia decided to procure some revenue by sharply raising the District’s gasoline tax. But, then, drivers could simply nip over the border to Virginia or Maryland and fill up at a much cheaper price.

D.C. gasoline tax revenues fell and much to the chagrin and confusion of D.C. bureaucrats, they had to repeal the tax.

But this is not likely to happen with the income tax. People are not going to stop working or leave the country because of a relatively small tax hike, or do the reverse because of a tax cut.

There are some other problems with the Laffer curve. The amount of time it is supposed to take for the Laffer effect to work is never specified.

But still more important: Laffer assumes that what all of us want is to maximize tax revenue to the government. If—a big if—we are really at the upper half of the Laffer Curve, we should then all want to set tax rates at that “optimum” point. But why? *Why* should it be the objective of every one of us to maximize government revenue? To push to the maximum, in short, the share of private product that gets siphoned off to the activities of government? I should think we would be more interested in *minimizing* government revenue by pushing tax rates far, far below whatever the Laffer Optimum might happen to be.

**Myth 10:** *Imports from countries where labor is cheap cause unemployment in the United States.*

One of the many problems with this doctrine is that it ignores the question: why are wages low in a foreign country and high in the United States? It starts with these wage rates as ultimate givens, and doesn't pursue the question why they are what they are. Basically, they are high in the United States because labor productivity is high—because workers here are aided by large amounts of technologically advanced capital equipment. Wage rates are low in many foreign countries because capital equipment is small and technologically primitive. Unaided by much capital, worker productivity is far lower than in the United States. Wage rates in every country are determined by the productivity of the workers in that country. Hence, high wages in the United States are not a standing threat to American prosperity; they are the result of that prosperity.

But what of certain industries in the U.S. that complain loudly and chronically about the “unfair” competition of products from low-wage countries? Here, we must realize that wages in each country are interconnected from one industry and occupation and region to another.

All workers compete with each other, and if wages in industry A are far over than in other industries, workers—spearheaded by young workers tarding their careers—would leave or refuse to enter industry A and move o other firms or industries where the wage rate is higher.

Wages in the complaining industries, then, are high because they have been bid high by all industries in the United States. If the steel or textile industries in the United States find it difficult to compete with their counterparts abroad, it is not because foreign firms are paying low wages, but because other American industries have bid up American wage rates to such a high level that steel and textile cannot afford to pay. In short, what's really happening is that steel, textile, and other such firms are using labor inefficiently as compared to other American industries. Tariffs or import quotas to keep inefficient firms or industries in operation hurt everyone, in every country, who is not in that industry. They injure all American consumers by keeping up prices, keeping down quality and competition, and distorting production. A tariff or an import quota is equivalent to chopping up a railroad or destroying an airline for its point is to make international transportation artificially expensive.

Tariffs and import quotas also injure other, efficient American industries by tying up resources that would otherwise move to more efficient uses. And, in the long run, the tariffs and quotas, like any sort of monopoly privilege conferred by government, are no bonanza even for the firms being protected and subsidized. For, as we have seen in the cases of railroads and airlines, industries enjoying government monopoly (whether through tariffs or regulation)eventually become so inefficient that they lose money anyway, and can on-

ly call for more and more bailouts, for a perpetual expanding privileged shelter from free competition.

**Assignment:**

- 1. Translate the text.**
- 2. Give your point of view on one of the myths.**
- 3. Define the main idea of the text.**

**LESSON 50**

**Chaos Theory:  
Destroying Mathematical  
Economics From Within?**

The hottest new topic in mathematics, physics, and allied sciences is “chaos theory.” It is radical in its implications, but no one can accuse its practitioners of being anti-mathematical, since its highly complex math, including advanced computer graphics, is on the cutting edge of mathematical theory. In a deep sense, chaos theory is a reaction against the effort, hype, and funding that have, for many decades, been poured into such fashionable topics as going ever deeper inside the nucleus of the atom, or ever further out in astronomical speculation. Chaos theory returns scientific focus, at long last, to the real “microscopic” world with which we are all familiar.

It is fitting that chaos theory got its start in the humble but frustrating field of meteorology. Why does it seem impossible for all our hot-shot meteorologists, armed as they are with ever more efficient computers and ever greater masses of data, to predict the weather? Two decades ago, Edward Lorenz, a meteorologist at MIT stumbled onto chaos theory by making the discovery that ever so tiny changes in climate could bring about enormous and volatile changes in weather. Calling it the Butterfly Effect, he pointed out that if a butterfly flapped its wings in Brazil, it could well produce a tornado in Texas. Since then, the discovery that small, unpredictable causes could have dramatic and turbulent effects has been expanded into other, seemingly unconnected, realms of science.

The conclusion, for the weather and for many other aspects of the world, is that the weather, in principle, cannot be predicted successfully, no matter how much data is accumulated for our computers. This is not *really* “chaos” since the Butterfly Effect does have its own causal patterns, albeit very complex. (Many of these causal patterns follow what is known as “Feigenbaum’s Number.”) But even if these patterns become known, who in the world can predict the arrival of a flapping butterfly?

The upshot of chaos theory is *not* that the real world is chaotic or *in principle* unpredictable or undetermined, but that in practice much of it is unpredictable. And in particular that mathematical tools such as the calculus, which assumes smooth surfaces and infinitesimally small steps, is deeply flawed in dealing with much of the real world. (Thus, Benoit Mandelbroit's "fractals" indicate that smooth curves are inappropriate and misleading for modeling coastlines or geographic surfaces.)

Chaos theory is even more challenging when applied to human events such as the workings of the stock market. Here the chaos theorists have directly challenged orthodox neoclassical theory of the stock market, which assumes that the expectations of the market are "rational," that is, are omniscient about the future. If all stock or commodity market prices perfectly discount and incorporate perfect knowledge of the future, then the patterns of stockmarket prices must be purely accidental, meaningless, and random ("random walk"), since all the underlying basic knowledge is already known and incorporated into the price.

The absurdity of believing that the market is omniscient about the future, or that it has perfect knowledge of all "probability distributions" of the future, is matched by the equal folly of assuming that all happenings on the real stock market are "random," that is, that no one stock price is related to any other price, past or future. And yet a crucial fact of human history is that all historical events are interconnected, that cause and effect patterns permeate human events, that very little is homogeneous, and that nothing is random.

With their enormous prestige, the chaos theorists have done important work in denouncing these assumptions, and in rebuking any attempt to abstract statistically from the actual concrete events of the real world.

Thus, the chaos theorists are opposed to the common statistical technique of "smoothing out" the data by taking twelve-month moving averages of monthly data—whether of prices, production, or employment. In attempting to eliminate jagged "random elements" and separate them out from alleged underlying patterns, orthodox statisticians have been unwittingly getting rid of the very real-world data that need to be examined.

These are but a few of the subversive implications that chaos science offers for orthodox mathematical economics. For if rational expectations theory violates the real world, then so too does general equilibrium, the use of the calculus in assuming infinitesimally small steps, perfect knowledge, and all the rest of the elaborate neo-classical apparatus.

The neo-classicals have for a long while employed their knowledge of math and their use of advanced mathematical techniques as a bludgeon to discredit Austrians; now comes the most advanced mathematical theorists to replicate, unwittingly, some of the searching Austrian critiques of the unreality and

distortions of orthodox neo-classical economics. In the current mathematical pecking order, fractals, non-linear thermodynamics, the Feigenbaum number, and all the rest rank far higher than the old fashioned techniques of the neo-classicals.

This does not mean that all the philosophical claims for chaos theory must be swallowed whole in particular, the assertions of some of the theorists that nature is undetermined, or even that atoms or molecules possess “free will.” But Austrians can hail the chaos theorists in their invigorating assault on orthodox mathematical economics from within.

**Assignment:**

- 1. Translate the text.**
- 2. Define the main idea of the text.**
- 3. Make up a list of trms.**

## **LESSON 51**

### **The Interest Rate Question**

The Marxists call it “impressionism”: taking social or economic trends of the last few weeks or months and assuming that they will last forever.

The problem is not realizing that there are underlying economic laws at work. Impressionism has always been rampant; and never more so than in public discussion of interest rates. For most of 1987, interest rates were inexorably high; for a short while after Black Monday, interest rates fell, and financial opinion turned around 180 degrees, and started talking as if interest rates were on a permanent downward trend.

No group is more prone to this day-to-day blowin’ with the wind than the financial press. This syndrome comes from lack of understanding of economics and hence being reduced to reacting blindly to rapidly changing events. Sometimes this basic confusion is reflected within the same article. Thus, in the not-so-long ago days of double-digit inflation, the same article would predict that interest rates would fall because the Fed was buying securities in the open market, and *also* say that rates would be going *up* because the market would be expecting increased inflation.

Nowadays, too, we read that fixed exchange rates are bad because interest rates will have to rise to keep foreign capital in the U.S., but also that *falling* exchange rates are bad because interest rates will have to rise for the same reason. If financial writers are mired in hopeless confusion, how can we expect the public to make any sense of what is going on?

In truth, interest rates, like any important price, are complex phenomena that are determined by several factors, each of which can change in varying, or even contradictory, ways. As in the case of other prices, interest rates move inversely with the supply, but directly with the demand, for credit. If the Fed enters the open market to buy securities, it thereby increases the supply of credit, which will tend to lower interest rates; and since this same act will increase bank reserves by the same extent, the banks will now inflate money and credit out of thin air by a multiple of the initial jolt, nowadays about ten to one. So if the Fed buys \$1 billion of securities, bank reserves will rise by the same amount, and bank loans and the money supply will then increase by \$10 billion. The supply of credit has thereby increased further, and interest rates will fall some more.

But it would be folly to conclude, impressionistically, that interest rates are destined to fall indefinitely. In the first place, the supply and demand for credit are themselves determined by deeper economic forces, in particular the amount of their income that people in the economy wish to save and invest, as opposed to the amount they decide to consume. The more they save, the lower the interest rate; the more they consume, the higher. Increased bank loans may mimic an increase in genuine savings, yet they are very far from the same thing.

Inflationary bank credit is artificial, created out of thin air; it does not reflect the underlying saving or consumption preferences of the public.

Some earlier economists referred to this phenomenon as “forced” savings; more importantly, they are only temporary. As the increased money supply works its way through the system, prices and all values in money terms rise, and interest rates will then bounce back to something like their original level. Only *a repeated* injection of inflationary bank credit by the Fed will keep interest rates artificially low, and thereby keep the artificial and unsound economic boom going; and this is precisely the hallmark of the boom phase of the boom-bust business cycle.

But something else happens, too. As prices rise, and as people begin to anticipate further price increases, an inflation premium is placed on interest rates. Creditors tack an inflation premium onto rates because they don’t propose to continue being wiped out by a fall in the value of the dollar; and debtors will be willing to pay the premium because they too realize that they have been enjoying a windfall.

And this is why, when the public comes to expect further inflation, Fed increases in reserves will *raise*, rather than lower, the rate of interest. And when the acceleration of inflationary credit finally stops, the higher interest rate puts a sharp end to the boom in the capital markets (stocks and bonds), and an inevitable recession liquidates the unsound investments of the inflationary boom.

An extra twist to the interest rate problem is the international aspect. As a long-run tendency, capital moves from low-return investments (whether profit rates or interest rates) toward high-return investments until rates of return are equal. This is true within every country and also throughout the world. Internationally, capital will tend to flow from low- interest to high interest rate countries, raising interest rates in the former and lowering them in the latter.

In the days of the international gold standard, the process was simple.

Nowadays, under fiat money, the process continues, but results in a series of alleged crises. When governments try to fix exchange rates (as they did from the Louvre agreement of February 1987 until Black Monday), then interest rates cannot fall in the United States without losing capital or savings to foreign countries.

In the current era of a huge balance of trade deficit in the U.S., the U.S. cannot maintain a fixed dollar if foreign capital flows outward; the pressure for the dollar to fall would then be enormous. Hence, after Black Monday, the Fed decided to allow the dollar to resume its market tendency to fall, so that the Fed could then inflate credit and lower interest rates.

But it should be clear that that interest rate fall could only be ephemeral and strictly temporary, and indeed interest rates resumed their inexorable upward march. Price inflation is the consequence of the monetary inflation pumped in by the Federal Reserve for several years before the spring of 1987, and interest rates were therefore bound to rise as well.

Moreover, the Fed, as in many other matters, is caught in a trap of its own making; for the long-run trend to equalize interest rates throughout the world is a drive to equalize not simply money, or nominal, returns, but *real* returns corrected for inflation. But if foreign creditors and investors begin to receive dollars worth less and less in value, they will require higher money interest rates to compensate—and we will be back again, very shortly, with a redoubled reason for interest rates to rise.

In trying to explain the complexities of interest rates, inflation, money and banking, exchange rates and business cycles to my students, I leave them with this comforting thought: Don't blame me for all this, blame the government. Without the interference of government, the entire topic would be duck soup.

### **Assignment:**

1. **Translate the text.**
2. **Define the main idea of the text.**
3. **Make up a list of trms.**

## LESSON 52

### **Rioting For Rage, Fun, And Profit**

The little word “but” is the great weasel word of our time, enabling one to subscribe to standard pieties while getting one’s *real* contrary message across. “Of course, I deplore communism, but . . .”; “Of course, I approve of the free market, but . . .” have been all too familiar refrains in recent decades. The standard reaction of our pundits, and across the entire respectable political spectrum, to the great Los Angeles et al. riots of April 29-May 2 went: “Of course, I can’t condone violence, but . . . .”

In every instance, the first clause is slid over rapidly and ritualistically, to get to the real diametrically opposed message after the “but” is disposed of.

The point, of course, is precisely to condone violence, by rushing to get to the alleged “real structural causes” of riots and the violence. While the “causes” of any human action are imprecise and complex, none of that is attended to, for everyone knows what the “solution” is supposed to be: to tax the American people, including the victims of the massive looting, burning, beating, killing rampage, to “assuage the rage of the inner cities” by paying off the rampaging “community” so handsomely that they supposedly won’t do it again.

Before we rush past the riots themselves, the whole point of government, of an institution with a monopoly, or preponderance, of violence, is to use it to defend persons and property against violent assault.

That role is not as obvious as it may seem, since the Los Angeles, state, and federal forces most conspicuously did not perform that function.

Sending in police and troops late and depriving them of bullets, cannot do the job.

There is only one way to fulfill the vital police function, the only way that works: the public announcement—backed by willingness to enforce it—made by the late Mayor Richard Daley in the Chicago riots of the 1960s—ordering the police to shoot to kill any looters, rioters, arsonists, or muggers they might find. That very announcement was enough to induce the rioters to pocket their “rage” and go back to their peaceful pursuits.

Who knows the hearts of men? Who knows all the causes, the motivations, of action? But one thing is clear: regardless of the murky “causes,” would-be looters and muggers would get such a message loud and clear.

But the federal government, and most state and local governments, decided to deal with the great riots of Watts and other inner cities of the 1960s in a very different way: the now accepted practice of a massive buyout, a vast system of bribes in the form of welfare, set-asides, affirmative action, etc. The amount spent on such purposes by federal, state, and local governments since the Great Society of the 1960s totals the staggering sum of \$7 trillion.

And what is the result? The plight of the inner cities is clearly worse than ever: more welfare, more crime, more dysfunction, more fatherless families, fewer kids being “educated” in any sense, more despair and degradation. And now, bigger riots than ever before. It should be clear, in the starkest terms, that throwing taxpayer money and privileges at the inner cities is starkly counter-productive. And yet: this is the only “solution” that liberals can ever come up with, and without any argument—as if this “solution” were self-evident. How long is this nonsense supposed to go on?

If that is the absurd liberal solution, conservatives are not much better.

Even liberals are praising—always a bad sign—Jack Kemp for being a “good” conservative who cares, and who is coming up with innovative solutions trumpeted by Kemp himself and his neoconservative fuglemen.

These are supposed to be “non-welfare” solutions, but welfare is precisely what they are: “public housing “owned” by tenants, but only under massive subsidy and strict regulation—with no diminution of the public housing stock; “enterprise zones” which are not free enterprise zones at all, but simply zones for more welfare subsidy and privileges to the inner city.

Various left-libertarians focus on removal of minimum wage laws and licensing requirements as the cure for the disaster of the inner cities. Well, repeal of minimum wages would certainly be helpful, but they are largely irrelevant to the riots: after all, minimum wage laws exist all across the country, in areas just as poor as the inner cities—such as Appalachia. How come there are no riots in Appalachia? The abolition of licensing laws would also be welcome, but just as irrelevant.

Some claim the underlying cause is racial discrimination. And yet, the problem seems worse, rather than better, after three decades of aggressive civil rights measures. Moreover, the Koreans are undoubtedly at least equal victims of racial discrimination—and they also have the problem of English being their second, and often a distant second, language. So how is that Korean-Americans never riot, indeed that they were the major single group of *victims* of the Los Angeles riot?

The Moynihan thesis of the cause of the problem is closer to the mark: the famous insight of three decades ago that the black family was increasingly fatherless and that therefore such values as respect for person and property were in danger of disappearing. Three decades later, the black family is in far worse shape, and the white family isn't doing too well, either. But even if the Moynihan thesis is part of the problem, what can be done about it? Families cannot be forced together.

A greater part of the cause of the rot is the moral and esthetic nihilism created by many decades of cultural liberalism. But what can be done about it? Surely, at best it would take many decades to take back the culture from liberalism and to instill sound doctrine, if it can be done at all. The rot cannot be stopped, or even slowed down, by such excruciatingly slow and problematic measures.

Before we can set about curing a disease we must have some idea of what that disease is. Are we really sure that "rage" is the operative problem? For the most part, the young rioters caught on television mostly did not look angry at all. One memorable exchange took place as the TV camera caught a happy, grinning young lad hauling off a TV set from a looted store and putting it in his car. Asked the dimwit reporter: "Why are you taking that TV set?" The memorable answer: "Because it's free!" It is no accident, too, that the arsonists took care to loot thoroughly the 10,000 stores before they burned them to the ground.

The crucial point is that whether the motivation or the goal is rage, kicks, or loot, the rioters, with a devotion to present gratification as against future concerns, engaged in the joys of beating, robbing, and burning, and of massive theft, because they saw they could get away with it. Devotion to the sanctity of person and property is not part of their value-system.

That's why, in the short term, all we can do is shoot the looters and incarcerate the rioters.

**Assignment:**

- 1. Translate the text.**
- 2. Define the main idea of the text.**
- 3. Make up a list of terms.**

## LESSON 53

### **The Fiat Money Plague The World Currency Crisis**

The world is in permanent monetary crisis, but once in a while, the crisis flares up acutely, and we noisily shift gears from one flawed monetary system

to another. We go back and forth from fixed paper rates to fluctuating rates, to some inchoate and aborted blend of the two. Each new system, each basic change, is hailed extravagantly by economists, bankers, the financial press, politicians, and central banks, as the final and permanent solution to our persistent monetary woes.

Then, after some years, the inevitable breakdown occurs, and the Establishment trots out another bauble, another wondrous monetary nostrum for us to admire. Right now, we are on the edge of another shift.

To stop this shell game, we must first understand it. First, we must realize that there are three coherent systems of international money, of which only one is sound and non-inflationary. The sound money is the genuine gold standard; “genuine” in the sense that each currency is defined as a certain unit of weight of gold, and is redeemable at that weight.

Exchange rates between currencies were “fixed” in the sense that each was defined as a given weight of gold; for example, since the dollar was defined as one-twentieth of a gold ounce and the pound sterling as .24 of a gold ounce, the exchange rate between the two was naturally fixed at their proportionate gold weight, i.e., £ 1 = \$4.87.

The other two systems are the Keynesian ideal, where all currencies are fixed in terms of an international paper unit, and fluctuating independent fiat-paper moneys. Keynes wanted to call his new world paper unit the *bancor* while U.S. Treasury official (and secret Communist) Harry Dexter White wanted to name it the *unita*. *Bancor* or *unita*, these new paper tickets would ideally be issued by a World Reserve Bank and would form the reserves of the various central banks. Then, the World Reserve Bank could inflate the *bancor* at will, and the *bancor* would provide reserves upon which the Fed, the Bank of England, etc. could pyramid a multiple expansion of their respective national fiat currencies.

The whole world would then be able to inflate together, and therefore not suffer the inconvenience of inflationary countries losing either gold or income to sound-money countries. All the countries could inflate in a centrally-coordinated fashion, and we could suffer manipulation and inflation by world government-banking elite without check or hindrance.

At the end of the road would be a horrendous world-wide hyper-inflation, with no way of escaping into sounder or less inflated currencies.

Fortunately, national rivalries have prevented the Keynesians from achieving their goal, and so they had to settle for “second best,” the Bretton Woods system that the U.S. and Britain foisted on the world in 1944, and which lasted until its collapse in 1971. Instead of the *bancor*, the dollar served as the international reserve upon which other currencies could pyramid their money and credit. The dollar, in turn, was tied to gold in a mockery of a genuine gold

standard, at the pre-war par of \$35 per ounce. In the first place, dollars were not redeemable in gold coins, as they had been before, but only in large and heavy gold bars, which were worth many thousands of dollars. And second, only foreign governments and central banks could redeem their dollars in gold even on this limited basis.

For two decades, the system seemed to work well, as the U.S. issued more and more dollars, and they were then used by foreign central banks as a base for their own inflation. In short, for years the U.S. was able to “export inflation” to foreign countries without suffering the ravages itself.

Eventually, however, the ever-more inflated dollar became depreciated on the gold market, and the lure of high priced gold they could obtain from the U.S. at the bargain \$35 per ounce led European central banks to cash in dollars for gold. The house of cards collapsed when President Nixon, in an ignominious declaration of bankruptcy, slammed shut the gold window and went off the last remnants of the gold standard in August 1971.

With Bretton Woods gone, the Western powers now tried a system that was not only unstable but also incoherent: fixing exchange rates without gold or even any international paper money with which to make payments.

The Western powers signed the ill-fated Smithsonian Agreement on December 18, 1971, which was hailed by President Nixon as “the greatest monetary agreement in the history of the world.” But if currencies are purely fiat, with no international money, they become goods in themselves, and fixed exchange rates are then bound to violate the market rates set by supply and demand.

At that time the inflated dollar was heavily overvalued in regard to Western European and Japanese currencies. At the overvalued dollar rate, there were repeated scrambles to buy European and Japanese moneys at bargain rates, and to get rid of dollars. Repeated “shortages” of the harder moneys resulted from this maximum price control of their exchange rates.

Finally, panic selling of the dollar broke the Smithsonian system apart in March 1973. With the collapse of Bretton Woods and the far more rapid disintegration of the “greatest monetary agreement” in world history, both the phony gold standard and the fixed paper exchange rate systems were widely and correctly seen to be inherent failures. The world now embarked, almost by accident on a new era: a world of fluctuating fiat paper moneys. Friedmanite monetarism was to have its day in the sun.

The Friedmanite monetarists had come into their own, replacing the Keynesians as the favorites of the financial press and of the international monetary establishment. Governments and central banks began to hail the soundness and permanence of fluctuating exchange rates as fervently as they had once trumpeted the eternal virtues of Bretton Woods. The monetarists proclaimed the

ideal international monetary system to be freely fluctuating exchange rates between different moneys, with no government intervention to try to stabilize or even moderate the fluctuations. In that way, exchange rates would reflect, from day to day, the fluctuations of supply and demand, just as prices do on the free market.

Of course, the world *had* suffered mightily from fluctuating fiat money in the not too distant past: the 1930s, when every country had gone off gold (a phony gold standard preserved for foreign central banks by the United States). The problem is that each nation-state kept fixing its exchange rates, and the result was currency blocs, aggressive devaluations attempting to expand exports and restrict imports, and economic warfare culminating in World War II. So the monetarists were insistent that the fluctuations must be absolutely free of all government intervention.

But, in the first place, the Friedmanite plan is *politically* so naive as to be almost impossible to put into practice. For what the monetarists do, in effect, is to make each currency fiat paper issued by the national government. They give total power over money to that government and its central bank, and then they issue stern admonitions to the wielders of absolute power: “Remember, use your power wisely, *don't* under any circumstances interfere with exchange rates.” But inevitably, governments will find many reasons to interfere: to force exchange rates up or down, or stabilize them, and there is nothing to stop them from exercising their natural instincts to control and intervene.

And so what we have had since 1973 is an incoherent blend of “fixed” and fluctuating, unhampered and hampered, foreign currency markets.

Even Beryl W. Sprinkel, a dedicated monetarist who served as Undersecretary of Treasury for Monetary Policy in the first Reagan Administration, was forced to backtrack on his early achievement of persuading the Administration to decontrol exchange rates. Even he was compelled to intervene in “emergency” situations, and now the second Reagan Administration moved insistently in the direction of refixing exchange rates.

The problem with freely fluctuating rates is not only political. One virtue of fixed rates, especially under gold, but even to some extent under paper, is that they keep a check on national inflation by central banks. The virtue of fluctuating rates—that they prevent sudden monetary crises due to arbitrarily valued currencies—is a mixed blessing, because at least those crises provided a much-needed restraint on domestic inflation.

Freely fluctuating rates mean that the only damper on domestic inflation is that the currency might depreciate. Yet countries often *want* their money to depreciate, as we have seen in the recent agitation to soften the dollar and thereby subsidize exports and restrict imports—a back-door protectionism. The current refixers have one sound point: that worldwide inflation only became

rampant in the mid and late 1970s, after the last fixed-rate discipline was removed.

The refixers are on the march. During November 1985, a major, well-publicized international monetary conference took place in Washington, organized by U. S. Representative Jack Kemp and Senator Bill Bradley, and including representatives from the Fed, foreign central banks, and

Wall Street banks. This liberal-conservative spectrum agreed on the basic objective: refixing exchange rates. But refixing is no solution; it will only bring back the arbitrary valuations, and the breakdowns of Bretton Woods and the Smithsonian. Probably what we will get eventually is a worldwide application of the current “snake,” in which Western European currencies are tied together so that they can fluctuate but only within a fixed zone.

This pointless and inchoate blend of fixed and fluctuating currencies can only bring us the problems of both systems.

When will we realize that only a genuine gold standard can bring us the *virtues* of both systems and a great deal more: free markets, absence of inflation, and exchange rates that are fixed not arbitrarily by government but as units of weights of a precious market commodity, gold?

**Assignment:**

- 1. Translate the text.**
- 2. Define the main idea of the text.**
- 3. Make up a list of terms.**

## **LESSON 54**

### **New International Monetary Scheme**

Ever since the Western world abandoned the gold coin standard in 1914, the international monetary system has been rocketing from one bad system to another, from the frying pan to the fire and back again, fleeing the problems of one alternative only to find itself deeply unhappy in the other. Basically, only two alternative systems have been considered: (1) fiat money standards, each national fiat currency being governed by its own central bank, with relative values fluctuating in accordance with supply and demand; and, (2) some sort of fixed exchange rate system, governed by international coordination of economic policies.

Our current System 1 came about willy-nilly in 1973, out of the collapse of Bretton Woods System 2 that had been imposed on the world by the United States and Britain in 1944. System 1, the monetarist or Friedmanite ideal, at best breaks up the world monetary system into national fiat enclaves, adds great uncertainties and distortions to the monetary system, and removes the check of external discipline from the inflationary propensities of every central bank. At worst, System 1 offers irresistible temptations to every government to intervene heavily in exchange rates, precipitating the world into currency blocs, protectionist blocs, and "begger-my-neighbor" policies of competing currency devaluations such as the economic warfare of the 1930s that helped generate World War II.

The problem is that shifting to System 2 is truly a leap from the frying pan into the fire. The national fiat blocs of the 1930s emerged out of the System 2 pound sterling standard in which other countries pyramided an inflation of their currencies on top of inflating pounds sterling, while Britain retained a nominal but phony gold standard. The 1930s system was itself replaced by Bretton Woods, a world dollar standard, in which other countries were able to inflate their own currencies on top of inflating dollars, while the United States maintained a nominal but phony gold standard at \$35 per gold ounce.

Now the problems of the Friedmanite System 1 are inducing plans for some sort of return to a fixed exchange rate system. Unfortunately, System 2 is even worse than System 1, for any successful coordination permits a concerted world-wide inflation, a far worse problem than particular national inflations. Exchange rates among fiat moneys have to fluctuate, since fixed exchange rates inevitably create Gresham's Law situations, in which undervalued currencies disappear from circulation. In the Bretton Woods system, American inflation permitted world-wide inflation, until gold became so undervalued at \$35 an ounce that demands to redeem dollars in gold became irresistible, and the system collapsed.

If System 1 is the Friedmanite ideal, then the Keynesian one is the most pernicious variant of System 2. For what Keynesians have long sought, notably in the Bernstein and Triffin Plans of old, and in the abortive attempt to make SDRs (special drawing rights) a new currency unit, is a World Reserve Bank issuing a new world paper-money unit, replacing gold altogether. Keynes called his suggested new unit the "bancor," and Harry Dexter White of the U.S. Treasury called his the "unita."

Whatever the new unit may be called, such a system would be an unmitigated disaster, for it would allow the bankers and politicians running the World Reserve Bank to issue paper "bancors" without limit, thereby engineering a coordinated worldwide inflation. No longer would countries have to lose gold to each other, and they could fix their exchange rates without worrying about

Gresham's Law. The upshot would be an eventual world-wide runaway inflation, with horrendous consequences for the entire world.

Fortunately, a lack of market confidence, and inability to coordinate dozens of governments, have so far spared us this Keynesian ideal. But now, a cloud no bigger than a man's hand, an ominous trial balloon toward a World Reserve Bank had been floated. In a meeting in Hamburg, West Germany, two hundred leading world bankers in an International Monetary Conference, urged the elimination of the current volatile exchange rate system, and a move towards fixed exchange rates.

The theme of the Conference was set by its chairman, Willard C. Butcher, chairman and chief executive of Rockefeller's Chase Manhattan Bank. Butcher attacked the current system, and warned that it could not correct itself, and that a search for a better world currency system "must be intensified" (*New York Times*, June 23, 1987).

It was not long before Toyo Gyoten, Japan's vice-minister of finance for international affairs, spelled out some of the concrete implications of this accelerated search. Gyoten proposed a huge multinational financial institution, possessing "at least several hundred billion dollars," that would be empowered to intervene in world financial markets to reduce volatility.

And what is this if not the beginnings of a World Reserve Bank? Are Keynesian dreams at least beginning to come true?

### **Back To Fixed Exchange Rates**

Hold on to your hats: the world has now embarked on yet another "new economic order"—which means another disaster in the making. Ever since the abandonment of the "classical" gold-coin standard in World War I (by the United States in 1933), world authorities have been searching for a way to replace the peaceful world rule of gold by the coordinated, coercive rule of the world's governments.

They have searched for a way to replace the sound money of gold by an internationally coordinated inflation which would provide cheap money, abundant increases in the money supply, increasing government expenditures, and prices that do not rise too wildly or too far out of control, and with no embarrassing monetary crises or excessive declines in any one country's currency. In short, governments have tried to square the circle, or, to have their pleasant inflationary cake without "eating" it by suffering decidedly unpleasant consequences.

The first new economic order of the 20th century was the New Era dominated by Great Britain, in which the world's countries were induced to ground their currencies on a phony gold standard, actually based on the British pound

sterling, which was in turn loosely based on the dollar and gold. When this recipe for internationally coordinated inflation collapsed and helped create the Great Depression of the 1930s, a new and very similar international order was constructed at Bretton Woods in 1944. In *this* case, another phony gold standard was created, this time with all currencies based on the U.S. dollar, in turn supposedly redeemable, *not* in gold coin to the public, but in gold bullion to foreign central banks and governments at \$35 an ounce.

In the late 1920s, governments of the various nations could inflate their currencies by pyramiding on top of an inflating pound; similarly in the Bretton Woods system, the U.S. exported its own inflation by encouraging other countries to inflate on top of their expanding accumulation of dollar reserves. As world currencies, and especially the dollar, kept inflating, it became evident that gold was undervalued and dollars overvalued at the old \$35 par, so that Western European countries, reluctant to continue inflationary policies, began to demand gold for their accumulated dollars (in short, Gresham's Law, that money overvalued by the government will drive undervalued money out of circulation, came into effect). Since the U.S. was not able to redeem its gold obligations, President Nixon went off the Bretton Woods standard, which had come to its inevitable demise, in 1971.

Since that date, or rather since 1933, the world has had a fluctuating fiat standard, that is, exchange rates of currencies have fluctuated in accordance with supply and demand on the market. There are grave problems with fluctuating exchange rates, largely because of the abandonment of one world money (i.e. gold) and the shift to international barter. Because there is no world money, every nation is free to inflate its own currency at will—and hence to suffer a decline in its exchange rates. And because there is no longer a world money, unpredictably fluctuating uncertain exchange rates create a double uncertainty on top of the usual price system—creating, in effect, multiprice systems in the world.

The inflation and volatility under the fluctuating exchange rate regime has caused politicians and economists to try to resurrect a system of fixed exchange rates—but this time, without even the element of the gold standard that marked the Bretton Woods era. But without a world gold money, this means that nations are fixing exchange rates arbitrarily, without reference to supply and demand, and on the alleged superior wisdom of economists and politicians as to what exchange rates should be.

Politicians are pressured by conflicting import and export interests, and economists have made the grave error of mistaking a long-run tendency (of exchange rates on a fluctuating market to rest at the proportion of purchasing-powers of the various currencies) for a criterion by which economists can correct the market. This attempt to place economists above the market overlooks

the fact that the market properly sets exchange rates on the basis, not only of purchasing power proportions, but also expectations of the future, differences in interest rates, differences in tax policy, fears of future inflation or confiscation, etc. Once again, the market proves wiser than economists.

This new coordinated attempt to fix exchange rates is a hysterical reaction against the high dollar. The Group of Seven nations (the U.S., Britain, France, Italy, West Germany, Japan, and Canada) helped drive down the value of the dollar, and then, in their wisdom, in February 1987, decided that the dollar was now somehow at a perfect rate, and coordinated their efforts to keep the dollar from falling further.

In reality, the dollar was high until early 1986 because foreigners had been unusually willing to invest in dollars—purchasing government bonds as well as other assets. While this happy situation continued, they were willing to finance Americans in buying cheap imports. After early 1987, this unusual willingness disappeared, and the dollar began to fall in order to equilibrate the U.S. balance of payments. Artificially propping up the dollar in 1987 has led the other countries of the Group of Seven to purchase billions of dollars with their own currencies—a shortsighted effort which cannot last forever, especially because West Germany and Japan have fortunately not been willing to inflate their own currencies and lower their interest rates further, to divert capital from themselves toward the U.S. Instead of realizing that this coordination game is headed toward inevitable crisis and collapse, Secretary of Treasury James Baker, the creator of the new system, proposes to press ahead to a more formal New Order. In his September speech to the IMF and World Bank, Secretary Baker proposed a formal, coordinated regime of fixed exchange rates, in which—as a sop to public sentiment for gold—gold is to have an extremely shadowy, almost absurd, role. In the course of fine tuning the world economy, the central banks and treasuries of the world, in addition to looking at various “indicators” on their control panels—price levels, interest rates, GNP, unemployment rates, etc.—will also be consulting a new commodity price index of their own making which, by *secret* formula, would also include gold.

Such a ludicrous substitute for genuine gold money will certainly fool no one, and is an almost laughable example of the love of central bankers and treasury officials for secrecy and mystification for its own sake, so as to bewilder and bamboozle the public. I do not often agree with J.K. Galbraith, but he is certainly on the mark when he calls this new secret index a “marvelous exercise in fantasy and obfuscation.”

Politically, the secret index embodies a ruling alliance within the Reagan Administration between such conservative Keynesians as Secretary Baker and such supply-siders as Professor Robert Mundell and Congressman Jack Kemp (who have both hailed the scheme as a glorious step in the right direction). The

supply-siders have long desired the restoration of a Bretton Woods-type system that would allow coordinated cheap money and inflation worldwide, *coupled* with a phony gold standard as camouflage, so as to build unjustified confidence in the new scheme among the pro-gold public.

The conservative Keynesians have long desired a new Bretton Woods, based eventually on a new world paper unit issued by a World Central Bank. Hence the new alliance. The alliance was made politically possible by the disappearance from the Reagan Administration of the Friedmanite monetarists, such as former Undersecretary of Treasury for Monetary Policy Beryl W. Sprinkel and Jerry Jordan, spokesmen for fluctuating exchange rates. With monetarism discredited by the repeated failures of their monetary predictions over the last several years, the route was cleared for a new international, fixed-rates system.

Unfortunately, the only thing worse than fluctuating exchange rates is fixed exchange rates based on fiat money and international coordination.

Before rates were allowed to fluctuate, and after the end of Bretton Woods, the U.S. government tried such an order, in the international Smithsonian Agreement of December 1971. President Nixon hailed this agreement as “the greatest monetary agreement in the history of the world.” This exercise in international coordination lasted no more than a year and a half, foundering on monetary crises brought about by Gresham’s Law from overvaluation of the dollar.

How long will it take this new, New Order, along with its puerile secret index, to collapse as well?

**Assignment:**

- 1. Translate the text.**
- 2. Define the main idea of the text.**
- 3. Make up a list of trms.**

## **LESSON 55**

### **Money Inflation And Price Inflation**

The Reagan administration seemed to have achieved the culmination of its “economic miracle” of the last several years: while the money supply had skyrocketed upward in double digits, the consumer price index remained virtually flat. Money cheap and abundant, stock and bond markets boomed, and yet prices remaining stable: what could be better than that? Had the President, by

inducing Americans to feel good and stand tall, really managed to repeal economic law? Had soft soap been able to erase the need for “root-canal” economics?

In the first place, we have heard that song before. During every boom period, statesmen, economists, and financial writers manage to find reasons for proclaiming that now, this time, we are living in a new age where old-fashioned economic law has been nullified and cast into the dust bin of history. The 1920s is a particularly instructive decade, because then we had expanding money and credit, and a stock and bond market boom, while prices remained constant. As a result, all the experts as well as the politicians announced that we were living in a brand “new era,” in which new tools available to government had eliminated inflations and depressions.

What were these marvelous new tools? As Bernard M. Baruch explained in an optimistic interview in the spring of 1929, they were (a) expanded cooperation between government and business; and (b) the Federal Reserve Act, “which gave us coordinated control of our financial resources and . . . a unified banking system.” And, as a result, the country was brimming with “self-confidence.” But, also as a result of these tools, there came 1929 and the Great Depression. Unfortunately both of these mechanisms are with us today in aggravated form. And great self confidence, which persisted in the market and among the public into

1931, didn’t help one whit when the fundamental realities took over.

But the problem is not simply history. There are very good reasons why monetary inflation cannot bring endless prosperity. In the first place, even if there were no price inflation, monetary inflation is a bad proposition.

For monetary inflation is counterfeiting, plain and simple. As in counterfeiting, the creation of new money simply diverts resources from producers, who have gotten their money honestly, to the early recipients of the new money to the counterfeiters, and to those on whom they spend their money.

Counterfeiting is a method of taxation and redistribution from producers to counterfeiters and to those early in the chain when counterfeiters spend their money and the money gets respent. Even if prices do not increase, this does not alleviate the coercive shift in income and wealth that takes place. As a matter of fact, some economists have interpreted price inflation as a desperate method by which the public, suffering from monetary inflation, tries to recoup its command of

economic resources by raising prices at least as fast, if not faster, than the government prints new money.

Second, if new money is created via bank loans to business, as much of it is, the money inevitably distorts the pattern of productive investments.

The fundamental insight of the "Austrian," or Misesian, theory of the business cycle is that monetary inflation via loans to business causes overinvestment in capital goods, especially in such areas as construction, longterm investments, machine tools, and industrial commodities. On the other hand, there is a relative underinvestment in consumer goods industries.

And since stock prices and real-estate prices are titles to capital goods, there tends as well to be an excessive boom in the stock and real-estate markets. It is not necessary for consumer prices to go up, and therefore to register as price inflation. And this is precisely what happened in the 1920s, fooling economists and financiers unfamiliar with Austrian analysis, and lulling them into the belief that no great crash or recession would be possible. The rest is history. So, the fact that prices have remained stable recently does not mean that we will not reap the

whirlwind of recession and crash.

But why didn't prices rise in the 1920s? Because the enormous increase in productivity and the supply of goods offset the increase of money. This offset did not, however, prevent a crash from developing, even though it did avert price inflation. Our good fortune, unfortunately, is not due to increased productivity. Productivity growth has been minimal since the 1970s, and real income and the standard of living have barely increased since that time.

The offsets to price inflation in the 1980s have been very different. At first, during the Reagan administration, a severe depression developed in 1981 and continued into 1983, of course dragging down the price inflation rate. Recovery was slow at first, and in the later years, three special factors held down price inflation. An enormous balance of trade deficit of \$150 billion was eagerly enhanced by foreign investors in American dollars, which kept the dollar unprecedentedly high, and therefore import prices low, despite the huge deficit.

Second, and unusually, a flood of cash dollars stayed overseas, in hyperinflating countries of Asia and Latin America, to serve as underground money in place of the increasingly worthless domestic currency. And third, the well-known collapse of the OPEC cartel at last brought down oil and petroleum product prices to free-market levels. But all of these offsets were obviously one-shot, and rapidly came to an end.

In fact, the dollar declined in value, compared to foreign currencies, by about 30 percent in the year following the "recovery."

We are left with the fourth offset to price inflation, the increased willingness by the public to hold money rather than spend it, as the public has become convinced that the Reagan administration has discovered the secrets to an economic miracle in which prices will never rise again. But the public has not been deeply convinced of this, because real interest rates (interest rates in money minus the inflation rate) are at the highest level in our history. And interest rates

are strongly affected by people's expectations of future price inflation; the higher the expectation, the higher the interest rate.

We may therefore expect a resumption of price inflation before long, and, as the public begins to wake up to the humbug nature of the "economic miracle," we may expect that inflation to accelerate.

There has been a veritable revolution in the attitude of the nation's economists, as well as the public, toward our banking system. Ever since 1933, it was a stern dogma—a virtual article of faith—among economic textbook authors, financial writers, and all establishment economists from Keynesians to Friedmanites, that our commercial banking system was super-safe. Because of the wise establishment of the Federal Deposit Insurance Corporation in 1933, that dread scourge—the bank run—was a thing of the reactionary past. Depositors are now safe because the FDIC "insures," that is, guarantees, all bank deposits. Those of us who kept warning that the banking system was inherently unsound and even insolvent were considered nuts and crackpots, not in tune with the new dispensation.

But since the collapse of the S & Ls, a catastrophe destined to cost the taxpayers between a half-trillion and a trillion-and-a-half dollars, this Pollyanna attitude has changed. It is true that by liquidating the Federal Savings and Loan Insurance Corporation into the FDIC, the Establishment has fallen back on the FDIC, its last line of defense, but the old assurance is gone. All the pundits and moguls are clearly whistling past the graveyard.

In 1985, however, the bank-run—supposedly consigned to bad memories and old movies on television was back in force, replete with all the old phenomena: night-long lines waiting for the bank to open, mendacious assurances by the bank's directors that the bank was safe and everyone should go home, insistence by the public on getting their money out of the bank, and subsequent rapid collapse. As in 1932-33, the governors of the respective states closed down the banks to prevent them from having to pay their sworn debts.

The bank runs began with S & Ls in Ohio and then Maryland that were insured by private insurers. Runs returned again this January among

Rhode Island credit unions that were "insured" by private firms. And a few days later, the Bank of New England, after announcing severe losses that rendered it insolvent, experienced massive bank runs up to billions of dollars, during which period Chairman Lawrence K. Fish rushed around to different branches falsely assuring customers that their money was safe. Finally, to save the bank the FDIC took it over and is in the highly expensive process of bailing it out.

A fascinating phenomenon appeared in these modern as well as the older bank runs: when one "unsound" bank was subjected to a fatal run, this had a

domino effect on all the other banks in the area, so that they were brought low and annihilated by bank runs. As a befuddled Paul Samuelson, Mr. Establishment Economics, admitted to the *Wall Street Journal* after this recent bout, “I didn’t think I’d live to see again the day when there are actually bank runs. And when good banks have runs on them because some unlucky and bad banks fail . . . we’re back in a timewarp.”

A time warp indeed: just as the fall of Communism in Eastern Europe has put us back to 1945 or even 1914, banks are once again at risk.

What is the reason for this crisis? We all know that the real estate collapse is bringing down the value of bank assets. But there is no “run” on real estate. Values simply fall, which is hardly the same thing as everyone failing and going insolvent. Even if bank loans are faulty and asset values come down, there is no need on that ground for all banks in a region to fail.

Put more pointedly, why does this domino process affect only banks, and not real estate, publishing, oil, or any other industry that may get into trouble? Why are what Samuelson and other economists call “good” banks so all-fired vulnerable, and then in what sense are they really “good”?

The answer is that the “bad” banks are vulnerable to the familiar charges: they made reckless loans, or they overinvested in Brazilian bonds, or their managers were crooks. In any case, their poor loans put their assets into shaky shape or made them actually insolvent. The “good” banks committed none of these sins; their loans were sensible. And yet, they too, can fall to a run almost as readily as the bad banks. Clearly, the “good” banks are in reality only slightly less unsound than the bad ones.

There therefore must be something about all banks commercial, savings, S & L, and credit union—which make them inherently unsound.

And that something is very simple although almost never mentioned: fractional-reserve banking. All these forms of banks issue deposits that are contractually redeemable at par upon the demand of the depositor. Only if all the deposits were backed 100% by cash at all times (or, what is the equivalent nowadays, by a demand deposit of the bank at the Fed which is redeemable in cash on demand) can the banks fulfill these contractual obligations.

Instead of this sound, noninflationary policy of 100% reserves, all of these banks are both allowed and encouraged by government policy to keep reserves that are only a fraction of their deposits, ranging from 10% or commercial banks to only a couple of percent for the other banking forms. This means that commercial banks inflate the money supply tenfold over their reserves a policy that results in our system of permanent inflation, periodic boom-bust cycles, and bank runs when the public begins to realize the inherent insolvency of the entire banking system.

That is why, unlike any other industry, the continued existence of the banking system rests so heavily on “public confidence,” and why the Establishment feels it has to issue statements that it would have to admit privately were bald lies. It is also why economists and financial writers from all parts of the ideological spectrum rushed to say that the FDIC “had to” bail out all the depositors of the Bank of New England, not just those who were “insured” up to \$100,000 per deposit account. The FDIC had to perform this bailout, everyone said, because “otherwise the financial system would collapse.” That is, everyone would find out that the entire fractional-reserve system is held together by lies and smoke and mirrors, that is, by an Establishment con.

Once the public found out that their money *is not* in the banks, and that the FDIC has no money either, the banking system would quickly collapse. Indeed, even financial writers are worried since the FDIC has less than 0.7% of deposits they “insure,” estimated soon be down to only 0.2% of deposits. Amusingly enough, the “safe” level is held to be 1.5%!

The banking system, in short, is a house of cards, the FDIC as well as the banks themselves.

**Assignment:**

- 1. Translate the text.**
- 2. Define the main idea of the text.**
- 3. Make up a list of terms.**

#### **4. Образовательные технологии:**

- интерактивные занятия
- использование информационных технологий в обучении
- работа в малых группах
- обучение в сотрудничестве
- использование ресурсов Интернет в учебных целях
- использование видео- и мультимедийных материалов

#### **5. Оценочные средства для текущего контроля успеваемости, промежуточной аттестации по итогам освоения дисциплины и учебно-методическое обеспечение самостоятельной работы студентов:**

Тексты различной жанровой принадлежности для перевода с английского языка на русский и с русского на английский.

##### Тематика рефератов и творческих работ студентов

1. Соотношение эквивалентности и адекватности.
2. Современный перевод и его особенности.
3. Устный перевод.
4. Письменный перевод.
5. Синхронный перевод как вид коммуникативной деятельности.
6. Перевод научных текстов.
7. Оценка качественного перевода.
8. Антонимический перевод.
9. Транскрипция, транслитерация при переводе географических названий, учреждений, фирм.
10. Перевод фразеологических единиц.
11. Национально-специфические реалии.
12. «Ложные друзья переводчика».
13. Передача собственных имен, прозвищ, географических названий.
14. Жанрово-стилистическая классификация перевода. Разработка переводческой типологии текстов.
15. Характерные особенности художественного перевода.
16. Прагматические аспекты перевода.
17. Культурно обусловленные трудности перевода.

18. Вспомогательные средства в работе переводчика. (Словари, параллельные тексты, технические средства).
19. Рынок переводческих услуг.
20. Переводческая этика.

## 6. Литература

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б) дополнительная литература:

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